



# Frankley School

2021-2023

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## Principal's Report - November 2021

Current Roll as of November 2 2021 - 351

Earthquake drill for hubs - Thursday 28 October

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## SchoolDocs 2021 Review Schedule Term 3

### Assurance - and key notes

Safety Management System  All maps and Evacuation procedures are updated and put up in buildings. FENZ rep visited Frankley School in term 3: We need to complete a plan on Real Me

School Swimming Pool Assurance - not yet completed

## SchoolDocs 2021 Review Schedule Term 4

### Assurance - and key notes

Reading Recovery/Literacy Support  Reading Recovery on pause for 2022

Appointment Procedure  - Need to ensure applications are set to admin rather than principal as per procedure

Provisionally Certificated Teachers (PCTs)

Teacher Registration, Certification, and Police Vetting

SUE (Staff Usage and Expenditure) Reports-  - Ensure a board member has checked the processes **and** authorisations used to make payments to **staff** members, the principal, **and** others responsible for the school payroll.

Risk Management  - Hazard identification form not used. We use an online doc 'Hazards'

Length of School Year  - **380 half-days** in 2021. **384 half-days** in 2022 (This included 2 of our Teacher Only Days from the Accord).

### Under Review

Māori Educational Success- Board/Staff/Whānau

Harassment- Board/Staff

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### **Emergency Kit - I am working with Rangi to complete this mahi**

In an **emergency**, you may need all or some of the following items. Keep them in a place known to all staff, and regularly check that all items are present and up to date.

The principal assures the board, in terms 2 and 4, that the **emergency kit** has been checked and contains all items (and that these are up to date). Office staff ensure the **kit** is checked and maintained, and are responsible for bringing it along during any **evacuation** drill or event.

Recommended items for the **emergency kit** are, but not limited to:

- a first aid **kit**
- several copies of maps and floor plans of the entire school
- details of power, gas, and water mains
- a list of assembly areas
- several complete sets of keys, preferably master keys
- a list of all staff with their **emergency** contact details
- a student list with their **emergency** contact details
- a foil blanket
- cellphone chargers
- radio and spare batteries
- torch(es) and spare batteries
- solar-powered/wind-up radio and torch
- dust masks (P2 or N95 rated safety masks are recommended) and goggles
- a plug-in phone.

Wet wipes and buckets are ordered to place in rooms for a lockdown

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> Feb 2021 March 2021 May 2021 June 2021 August 2021 September 2021
➤ Whānau/caregivers of pupils, and the community, are kept fully informed of what is happening at the school and of future events.	➤ Review SeeSaw expectations	➤ 2021 Carnival cancelled. SFRC tried to put together a Twilight Together scaled down evening but unfortunately due to Covid levels this has been cancelled too.	➤ Connected online learning - Seesaw journal restricted to family access at home
	➤ Continue work on Frankley School Vision and implement		➤ Vision signs to be installed by Graphix on 2 Feb. They have had

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

issues with a printer so are behind schedule

- Frankley's teaching staff unpacked the vision and discussed shared language. This activity will be worked on with our students in each hub
- All signage installed
- Contact made with NPDC regarding this work and the roading audit. Contract for managing No Parking on yellow lines by crossing for road signs has been received so far
- Contact made with graphix to look at decal for the hall. The coloured panels on the hall will be painted in the original Frankley colours
- Discussions have been held in regards to using Seesaw to share current learning focus in hub to support whānau engagement. Communication whānau to be used to visually support children posting
- Contact made with Mark Osborne to check in on next steps for Vision implementation. Waiting to hear back about a zoom meeting later this term
- Meeting with Mark Osborne to confirm next steps for Vision implementation. The Leadership team has made a plan for term 3 and 4 based on Mark's recommendations and input from the staff. Facebook and the school newsletter will be used to give examples of the Vision alive in our community. Staff will share information with Leadership through meeting agendas

	<ul style="list-style-type: none"> <li>Website training for Leadership and Admin staff</li> </ul>	<ul style="list-style-type: none"> <li>Professional Development booked for Friday 26 November. This will allow us to update our website: photos, links etc</li> </ul>	<ul style="list-style-type: none"> <li>Meeting held with Filament to confirm changes to website</li> <li>Final check of website completed and feedback sent to Filament</li> <li>Enrolment Scheme tab on the website changed after feedback from the MOE and community members</li> </ul>
	<ul style="list-style-type: none"> <li>Redesign permission form for sharing of images etc</li> </ul>		<ul style="list-style-type: none"> <li>Changes made with Schoodocs Policy demo site consideration and using Frankley School language</li> </ul>
	<ul style="list-style-type: none"> <li>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</li> </ul>		<ul style="list-style-type: none"> <li>Teaching Staff have been introduced to SchoolDocs and the purpose of using it for Policies and Procedures. Instructions will be sent out to the community in the first newsletter</li> <li>Term 1 Review schedule underway</li> <li>School docs information to be sent out in the School newsletter again. Review Medical procedures with all staff and add to the Relievers folder that has been created</li> <li>Mahi Tahi and Thursday briefing is used to show staff policy in school docs and to involve teaching staff in Reviews as indicated in the 2021 schedule</li> <li>Child Protection Policy - Recognition and Reporting of Abuse was completed after a session with Wellstop in term 2 as planned in term 1. Teaching Staff worked on (5.08.2021) - Surrender and Retention of Property and Searches <ul style="list-style-type: none"> <li>Staff have read and reviewed Concerns and Complaints, and Behavior Management. Bonnie Mills and I</li> </ul> </li> </ul>

			have been researching Behavior management step plans to support teachers decision making, and for data collation of behaviours we are supporting at Frankley
<b>Objective</b>	<b>Specific Actions</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 Vision, Guiding Principles and Capabilities, also highlighting localised curriculum</li> </ul>	<ul style="list-style-type: none"> <li>➤ Assessment and report writing has commenced</li> </ul>	<ul style="list-style-type: none"> <li>➤ Successful Information evening for the community held on March 18 with Bek Galloway. These areas were covered: <ul style="list-style-type: none"> <li>The Frankley School Vision</li> <li>How fast the world is changing</li> <li>How the skill set required in the workforce is changing</li> <li>What it means in general for education -</li> <li>What doesn't change, what there is more of and what there is less of</li> <li>What it means at Frankley: Vision, Guiding Principles, Akoranga, and Capabilities</li> <li>Our Agency Bees, Think and Communication Crew</li> <li>10 tips for parents</li> <li>Questions and Answers <ul style="list-style-type: none"> <li>➤ Extra information afternoon with Bek Galloway booked for 24 or 25 May. Date to be confirmed</li> <li>➤ Capabilities will be reported against for the written report provided at the Whānau Conference</li> <li>➤ Booking information for Whānau Conferences has been sent out. This will look different from Student Led Conferences whereby the teachers will sit with the whānau to answer questions and clarify any learning</li> <li>➤ Due to time constraints this term Bek Galloway will facilitate</li> </ul> </li> </ul> </li> </ul>

			<p>another parent information evening in term 3</p> <ul style="list-style-type: none"> <li>➤ Whānau hui conferences have been held. There was an 83% attendance on the night. Data has been analysed and shared with teaching staff. Teachers have followed up with whānau who did not attend and have made alternate plans to ensure learning conversations are held. Barriers to attending have been identified with families. Attendance rate was lifted to 94% after the follow up contact with whānau</li> </ul> <p><a href="#">Data</a></p>
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Objective	Specific Actions	Monitoring	
<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>➤ Frankley's Got Talented has been coordinated by Mandy Bennett and enjoyed by our community</li> <li>➤ 'We are Frankley' has been postponed due to Covid 19</li> </ul>
	<ul style="list-style-type: none"> <li>➤ Cultural audit of our learning environment to plan Next Steps</li> </ul>	<ul style="list-style-type: none"> <li>➤ Completed and analysed by Anna Trinder. This information will be used to support planning for 2022</li> </ul>	
	<ul style="list-style-type: none"> <li>➤ Track attendance closely at Leadership meetings and work with staff to communicate expectations with whānau</li> <li>-Reflect with teachers 'why would I want to be in your hub". Identify any barriers and support whānau.</li> </ul>		<ul style="list-style-type: none"> <li>➤ Teaching Staff have identified learners who are often late and students who have attendance below 90%. Leadership will track attendance data weekly</li> <li>➤ Leadership tracking late and attendance.Looking at narratives</li> </ul>

	<p>Put termly data into newsletter</p>		<p>and if whānau need any support: Emailing or approaching families.</p> <ul style="list-style-type: none"> <li>➤ Term 1 Attendance data compiled. This will be shared with Staff, School Board and also added to the Frankley School Newsletter</li> <li>➤ Letters have been written to whānau of children with low attendance rates. Target students' attendance is being tracked closely. Term 1 data was included in the Week 5 school newsletter</li> <li>➤ Homebaking was provided at the beginning of the new term by SFRC for new families to Frankley</li> <li>➤ Diverse cultures will be celebrated at 'We are Frankley' in term 3</li> </ul>
	<ul style="list-style-type: none"> <li>➤ Fix flag pole and identify flags from different countries that are represented at our school to purchase and fly at different times</li> </ul>		<ul style="list-style-type: none"> <li>➤ Tūhono to work on this for Akoranga and approach SFRC for funding support. They are also looking at a community kai/goods stall project in conjunction with SFRC</li> <li>➤ SFRC to fund flags and investigate fixing the flagpole</li> <li>➤ Andrew Inwood organised more rope for the flagpole. Susan Fake is going to get a quote to purchase them</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.</li> </ul>		<ul style="list-style-type: none"> <li>➤ STIN interviews booked for Wednesday. Teaching staff are to contact whānau they have not heard from</li> <li>➤ Mandy Bennett led a Mahi Tahī session on cultural initiatives for our community with staff to start planning for events in 2021. We will work with families to develop ideas through engagement sessions</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>		
<p>➤ Implement the principles of 21st century learning with cohesiveness and consistency across collaborative hubs.</p>	<p>➤ Introduce <i>Agency</i> and Hauora capabilities across the hubs</p> <p>➤ Revisit Communication for consistency across hubs and ensure all resources are in Admin Handbook for staff to access</p> <p>➤ Introduce and use visuals for Purposeful Learning. Hubs work together to plan Purposeful Learning to support consistency</p> <p>➤ Learn about and Implement new digital technologies curriculum content</p>	<p>➤ Next Steps for Hauora identified by Wendy Parkes and Lyndon Young. They met with MOE curriculum leads during the last holidays. This work will continue in 2022</p> <p>➤ Bonnie Mills and I met with MOE curriculum leads regarding a wellbeing survey for students. This will be conducted in term 1 and 3 2022. We will revise our original survey from 2019. The information</p>	<p>➤ Teacher Only Day with Bek Galloway to introduce the Agency Capability and to relook at Communication and the Akoranga concept(Feb 2).</p> <p>➤ Frankley School Vision will be the first Akoranga project for Te Tinihanga, Tūhono and Kahikatea. Merryl McAllister has taken a shared planning session with teachers for consistency across the hub</p> <p>➤ 2 x 10 strategy will be used across hubs from day 1 of the term to support our Agency</p>

	<p>➤ Restorative - 15 minute self survey for staff to follow up on UBRS.</p>	<p>will support Hauora and Behavior Mangement</p>	<p>Target in the Annual Improvement Plan. Staff completed a training on this strategy on TOD</p> <ul style="list-style-type: none"> <li>➤ 2 X 10 check in for staff at team meetings</li> <li>➤ Seasons for Growth sessions booked for term 2 to support Hauora</li> <li>➤ Girls Football sessions and Taranaki Cricket sessions to support Health and PE</li> <li>➤ Water Skills for Life Professional Development poolside for all teachers</li> <li>➤ Bek Galloway on site on 24 and 25 May to work on Agency Capability with Staff. She returns for a Teacher Only Day in week 5. This has been advertised in the newsletter and on the website that links to our app</li> <li>➤ Bek Galloway has worked with leadership to develop our Frankley School Akoranga approach. This will support personalised agency across hubs, give more depth to playful learning and project based learning across curriculum areas, and promote consistent language across the school</li> <li>➤ Rippa Rugby sessions were held for all students by Taranaki Rugby Union</li> <li>➤ Interschool sports have commenced this term</li> <li>➤ Digital technologies workshops in staff Mahi Tahī (staff meeting) will recommence in Week 8 of this term</li> <li>➤ Wendy Parkes, Lyndon Young and the Leadership team met</li> </ul>
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with the new MOE Curriculum Leads for the Taranaki/Manawatu/Wanganui area. The MOE Curriculum Leads are going to support the development and implementation of the Hauora capability. Wendy and Lyndon will take on this Leadership in their roles of Health and PE unit holders. Leadership will oversee progress and provide feedback/feedforward. 2 more dates have been set for hui

- Bonnie and I are meeting with the Curriculum leads in Palmerston North in Week 4 to look at making the Wellbeing survey more 'Frankley'
- Brendon Anderson has sessions booked in for the staff in term 3. He presented in term 2 with Rachael James (lead teacher for mathematics). They showed the link between computation in maths and digital technologies. Brendon will present the Surrender and Retention of Digital Devices at Thursday briefing 12.08.201
- 2 X 10 target students implemented again in term 3 and hub analysis completed for Leadership
- Due to level 3 Wendy Parkes and Lyndon Young had a zoom session with MOE to develop the next step around our Hauora Capability. This included developing their understanding of Te Whare Tapa Wha model, to support staff professional development in term 3 and 4

			<ul style="list-style-type: none"> <li>➤ Bek Galloway worked with leadership for 2 days developing the Akoranga programme, providing feedback on hub implementation of the localised curriculum, and writing recommendations for our 2022 professional development plan</li> <li>➤ Tina Johnson held PLD on zoom for support staff during Level 3 on Communication and Thinking</li> <li>➤ Inside Out is booked for a Mahi Tahi. School Board are welcome to attend Sept 22 3.30-4.30pm <b><i>InsideOUT works to give rainbow young people in Aotearoa New Zealand a sense of safety and belonging in their schools and communities.</i></b></li> </ul> <p><i>We are a national charity providing resources, information, workshops, consulting and support for anything concerning rainbow or LGBTQIA+ issues and education for schools, workplaces and community organisations.</i></p> <p><i>"InsideOUT is really committed to including rangatahi voices within their work and creating positive experiences, and that value for my voice during my time with them has done wonders for my self-confidence"</i></p>
Objective	Specific Actions	Monitoring	
<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> <li>➤ Ensure Teacher Aide job descriptions are updated and match Collective Agreement rubric</li> <li>➤ Support PLD for teacher aide for ESOL programme- CELTA Course Online</li> </ul>		<ul style="list-style-type: none"> <li>➤ I completed a Teachers Council zoom session for the Professional Growth Cycle. This replaces Appraisal for teachers. There is currently no change for Principals. I have developed a new cycle to support the Code and Standards for the Teaching Profession</li> <li>➤ All hubs are staffed to start the school year. There was a late</li> </ul>

- Part time staff employed to support Learning Through Play and Literacy/Numeracy learning in response to numbers and needs in hubs Te Pihinga, Te Puāwai and Te Tinihanga

- change due to leave for a teacher
- Teacher Aide job descriptions have been written to match the new Support Staff CA, and have been shared with the Support Staff. Teachers have been briefed on the changes
- 2 teachers and 1 Learning Assistant have attended a First Aid Course
- Leadership team has started the Professional Growth Cycle with the teaching staff. Initial meetings will be completed by the end of term 1
- Junior teachers attended a *Structured Approach to Literacy* course to support the understanding of Bonnie Mills Decodables pilot programme
- Support Staff initial appraisal meetings booked in
- Provisionally Certified Teachers and their Mentor teachers attended a course provided by University of Otago to ensure all areas for full registration are covered
- A session for staff has been booked with WellStop: Taranaki Region
- Teacher Only Day with Bek Galloway with a focus on the Agency Capability
- A new teacher for Te Kākano has been employed for terms 3 and 4 2021
- Unit holders are currently completing June monitoring of success criteria for their unit/s. This includes action to date and

			<p>further considerations/next Steps</p> <ul style="list-style-type: none"> <li>➤ Leah Uhlenberg has started the ESOL course</li> <li>➤ Changes to management units for term 3 and 4- <ul style="list-style-type: none"> <li>-Bonnie Mills to lead Senior teams</li> <li>-Rachael James to lead Middle teams</li> <li>-Kristina Watson has taken on 'Grant' applications for the remaining of the year and Geraldine Irvine to continue with Te Taio</li> </ul> </li> <li>➤ We have changed mentors for Professional Growth Cycles due to a change in Leadership for term 3 and 4. Teachers are starting to book observations</li> <li>➤ Permanent letters for support staff have been distributed based on roles and funding</li> <li>➤ Teacher Aide hours increased to support children with additional needs in term 3 and 4. Some of this will be funded through MOE</li> <li>➤ A 2022 Creative Arts in Schools application was completed by Kristina Watson . If successful this is project based with teacher release. A local community artist will drive the project</li> </ul>
<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>	<ul style="list-style-type: none"> <li>➤ Successful Year 6 camp held at Te Wera. We had a great group of parents, teachers and children. Surfing has commenced with an extra grant for a small group pf Year 5 students</li> </ul>	<ul style="list-style-type: none"> <li>➤ Jenny Gray from Team Builders will work with the staff in Week 4 of term 1. I am rebooking David Galbraith who cancelled our Feb 2 workshop due to other commitments</li> <li>➤ Successful whole staff session with Jenny Gray on Personality</li> </ul>

			<p>types and communication traits. She is returning in week 1 of term 2</p> <ul style="list-style-type: none"> <li>➤ Second workshop with Jenny Gray held in Week 1 Term 2. This was made available for all staff. The Leadership team also worked with Jenny</li> <li>➤ Coaching is ongoing. Staff worked together to form a draft Code of Collaboration from a building trust, respect and credibility activity</li> <li>➤ Teachers have signed Code of Collaboration</li> </ul>
Objective	Specific Actions	Monitoring	
<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> <li>➤ Assessment Intervention Year 0-3 to support Science of Reading and Structured Literacy Programmes</li> <li>➤ Pilot Decodables programme with target students in Te Pihinga</li> <li>➤ Implement Navigating the Journey Programme. Inform parents of the content and timing of implementation</li> <li>➤ Introduce hub tracking for Learning through Play for Te Puāwai, Te Kākano, Te Pihinga and Te Tinihanga</li> <li>➤ Introduce individual tracking for Tūhono and Kahikatea</li> </ul>	<ul style="list-style-type: none"> <li>➤ Bonnie Mills and I met with Jenny Gray to analyse feedback of a teaching staff culture survey. This will be collated by Jenny and recommendations will be shared with teaching staff, and actioned</li> </ul>	<ul style="list-style-type: none"> <li>➤ Target students and Annual Improvement Plan have been added to the Admin handbook 2021</li> <li>➤ Staff are looking at Agency target students in team meetings</li> <li>➤ Extension of Decodables programme to a target group in Tūhono. Bonnie Mills to model programme to support staff</li> <li>➤ ‘Navigating the Journey’ workshop has been booked for term 1 holidays</li> <li>➤ Professional Development with Family Planning for Teaching Staff held in the second week of</li> </ul>

	<ul style="list-style-type: none"> <li>➤ Introduce music, dance and drama sessions across hubs with additional teachers</li> <li>➤ Support for ESOL learners and teachers. ESOL matrix used thoroughly to track learners progress</li> <li>➤ Refocus on 2020 target learners</li> <li>➤ Surfing lessons for all Year 6 students</li> <li>➤ Continue to develop internal Evaluation using the ERO cycle template on Literacy with a focus on Year 0-3</li> </ul>		<p>the holidays. This was to learn about the Navigating the Journey programme; which supports the teaching of one of the main strands of Health and Physical Education-<i>Relationships with other People</i></p> <ul style="list-style-type: none"> <li>➤ Te Tinihanga will work closely with Te Pihinga in term 2</li> <li>➤ Music lessons have commenced with Jan Aiello</li> <li>➤ Yoga lessons for 40 children across the school commence in week 2. This is funded through the Tu Manawa Grant</li> <li>➤ ESOL funding received and programmes to be reviewed</li> <li>➤ Data on Agency and Decodable target students has been collated and analysed. This will be shared with the Frankley Board, Staff and whānau of target students. Bonnie Mills and Hayley Ford will compare Decodables and Reading Recovery data later on in the year</li> <li>➤ A teacher only day has been organised for term 2 holidays. Bonnie Mills has booked Christine Braid, Massey University, for teaching staff PLD on the Structured Literacy approach. SFRC have contributed \$6000 to fund resources to support further implementation of the programme</li> <li>➤ Surfing lessons will finish in Week 7 term 2 for the year. Frankley School has rebooked for 2022 for all Year 6 students as approved by the Board at the last meeting</li> </ul>
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			<ul style="list-style-type: none"><li>➤ Bonnie Mills, Anna Trinder and I attended a workshop on a Curriculum Programme that covers NZ history. The programme included colonisation and a focus on sharing the 'real' story of New Zealand history. The intent is to upskill teachers and Boards to have an understanding of New Zealand history, to support decision making and accurate retelling of historical events in Aotearoa. This could be a focus for 2022 for staff and our Board. Teaching New Zealand history is compulsory in schools from 2022</li><li>➤ Writing and Mathematics mid-year Curriculum Expectations are being reviewed by Leadership. Discussions are being held with teaching teams in regards to well below and below students. Next steps for these students will be updated in hub analysis in week 10. SENCO will complete any referrals for extra support</li><li>➤ 2020 target learners have been identified by hub teachers in their planning for term 1</li><li>➤ Surfing lessons have commenced for Year 6 students with Surfing for Life</li><li>➤ Planning has started for a term 3 celebration of the 'Arts'. This will be held over 3 nights for hubs due to the size of our school. Tamariki will perform either in dance or music items. Visual Art will be displayed around the hall. Details to be confirmed and shared with the community</li></ul>
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			<ul style="list-style-type: none"> <li>➤ Teaching staff Professional Development for Structured Literacy took place during the holiday break. An action plan has been written to implement the learning across hubs. Assessment for baseline data has begun to support classroom planning for explicit teaching, and spelling programmes.</li> <li>➤ A Whānau information evening was held in week 9 term 2 on Relationships and Sexuality Education, and Navigating The Journey resource. This was supported by Neil Buddle from Family Planning. There was a positive turn out, with a lot of good questions asked. Staff have sent out the theme for term 3, <i>Relationships</i>, including learning outcomes. The resources are available in the school office. Whānau were informed of the opt out option. This must be in writing to the Principal.</li> <li>➤ Structured Literacy assessments are being completed across the school following the school wide Professional Development. This data supports class hui planning, and analysing knowledge; trends and patterns.</li> </ul>
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Objective	Specific Actions	Monitoring	
<ul style="list-style-type: none"> <li>➤ Māori students are engaged in their learning and are achieving</li> </ul>	<p>Refer to MASAM plan</p> <p>To be updated with Anna Trinder MASAM</p>		<p>Anna Trinder is finalising the MASAM plan to share with stakeholders. As a staff at TOD we discussed tikanga around kai in our hubs and playground. Māori students have been identified across hubs</p>

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	Monitoring	
<ul style="list-style-type: none"> <li>➤ Our school facilities/resources are maintained to an excellent standard and developed/improved where necessary.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Revisit Cyclical Maintenance plan and adjust</li> <li>➤ Administration block to be planned and building to commence</li> <li>➤ Versatile shed to be installed for Caretaker, Health and PE equipment and SFRC storage</li> <li>➤ Replace sink in Te Puāwai</li> <li>➤ Create asset replacement and maintenance cleaning schedules</li> </ul>	<ul style="list-style-type: none"> <li>➤ Cleaning and maintenance plan documented and included in Frankley Property documentation</li> <li>➤ Furniture for new classrooms priced. The set up will be discussed with teachers within the new space.</li> </ul>	<ul style="list-style-type: none"> <li>➤ The painting of concrete outside games from the 2020 strategic plan has commenced and should be completed by Wednesday</li> <li>➤ The consent for the Verstailes Shed has been received from the NPDC</li> <li>➤ Furniture has been delivered and set up in hubs</li> <li>➤ Painting contact for Room 12, Te Tnihangā, front of Te</li> </ul>

	<ul style="list-style-type: none"> <li>➤ Identify and implement sustainable practices with staff and tamariki - including pest control and waste practices</li> <li>➤ Furnish one existing classroom in a manner conducive to 21st century learning</li> </ul>		<p>Puāwai and Hall has commenced</p> <ul style="list-style-type: none"> <li>➤ Versatile shed work has commenced and the deck off Te Puāwai(SIP funding) is nearly completed</li> <li>➤ Senior students continue to trap rats in the bush</li> <li>➤ The library is being used as a teaching space in the mornings for group work. In term 3 it will be used as a full time teaching hub for Te kākano</li> <li>➤ Shed near completion. Just waiting for power to be installed and shelving etc to be decided on</li> <li>➤ Te Puāwai deck completed</li> <li>➤ Painting on hold until police vetting comes through</li> </ul>
<p><b>Objective</b></p>	<p><b>Specific Actions</b></p>	<p><b>Monitoring</b></p>	
<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>➤ Replacement of 5 Digital displays equipment</li> </ul>		<ul style="list-style-type: none"> <li>➤ The displays have been installed</li> </ul>
	<ul style="list-style-type: none"> <li>➤ Distribute technology across the hubs to support numbers and programmes. Purchase more devices if we are eligible for TSB grant</li> </ul>	<ul style="list-style-type: none"> <li>➤ Kristina Watson and Brendon Anderson are working on Toi Foundation Grant for technology</li> </ul>	<ul style="list-style-type: none"> <li>➤ Devices have been distributed across hubs to cover Te Tinihanga</li> </ul>



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
<b>Leadership Development</b>			
<b>Principals</b> -Sarah will attend 4 Hui in New Plymouth with her PLG with local Principals.  NZPF conference - NPPA Conference-Leadership Team - 1 day conference in NP	<i>Ongoing</i>  2-4 August TBC	<i>No cost</i>  Principal’s budget	Sarah Morris Evaluation Associates
<b>NPPA middle leaders</b>	Term 2- 4 3 sessions over the year	NPPA membership \$200	Bonnie Mills Merryl McAllister
<b>Data and Assessment- eTap, NZCER, MOE</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 PLD budget	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"	2 sessions throughout the year	\$480 per session x 2 -if needed MOE funding may be a consideration	Sarah Morris
Agency Capability Professional Development	2 Feb 19 March 24/25 May 4 June 16/17 August	<i>PLD budget</i> <i>-Approx \$9000-dependent on travel costs</i>  <i>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 at work and in their lives – and with that, in our world.	Teacher Only Day	PLD Budget Koha	Sarah Morris
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-	Term 2	Te Kākano Mahi Tahi	Bonnie Mills/Rachel James

Development in Year 2 and 3 to reflect change set up in hubs using new visual		Bek Galloway support Observations and planning together	
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

