



Frankley School

2022

Principal's Report - August 2022

Current Roll as of Thursday 11 August - 330

Evacuation Drill -

Reverse Evacuation- July 6 2022

Earthquake Drill - completed week 2 term 3


Attendance Monitoring -

[Frankley Attendance Board term 1 and term 2](#)

SchoolDocs 2022 Review Schedule Term 3

TERM 3	Child Protection <i>(board)</i>	Appraisal of the Principal	Take steps to ensure that this process is completed and reported on to the board by end of year.
	Abuse Recognition and Reporting	School Swimming Pool	Ensure that a full risk management and safety assessment of the pool compound is completed as part of the annual health and safety review. See the Ministry of Education's Swimming pools at schools information. Report to the board.
	Care and Management of Students	Safety Management System	Report to the board on the internal audit conducted by the health and safety committee/ delegated person of the school's health and safety compliance and practices. Check against the Performance Measurement section of this topic.
	Supporting Student Wellbeing	International Learners	Conduct a self-review of how the school is meeting Code of Practice requirements and report to the board. The self-review should be documented for the school's records, as well as possible external review.
	Food and Nutrition	Surrender and Retention of Property and Searches	Assure the board that all procedures relating to search, surrender, and retention have been followed. Confirm that all authorised staff have confirmed their status in writing, and that a written record has been kept of all instances of search, surrender, or retention of property.
	Sun Protection <i>(board)</i>	Physical Restraint	Assure the board that all procedures relating to physical restraint have been followed, and that all requirements to notify, monitor, and report have been met. Confirm that, as relevant, any non-teaching staff have been authorised in writing. Assure the board of the relevant training and support of staff authorised to apply restraint.
	Staff Wellbeing	Risk Management	At each board meeting, assure the board that identified hazards are being monitored and/or controlled, and that measures are being re-evaluated to check their adequacy. Check that the board is satisfied with compliance.
	Harassment <i>(board)</i>		

Term 3 Assurances completed 

Appraisal of the Principal 

Surrender and Retention of Property and Searches 

Physical Restraint 

Risk Management 

School Swimming Pool

Safety Management Systems - annual audit to be completed

Emergency Kit currently being assembled by Rangī Trinder and Abby Smith

EOTC - July

Rotokare Trip - Te Pihinga, Tūhono awa and Tūhono ngāhere

Strategic Goal One:

Te Kākano

Community Culture (NAG 1, 2, 5)

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

Objective	Specific Actions	August Monitoring	February March May June Monitoring
➤ Whānau/caregivers of pupils, and the community, are kept fully	➤ Use Frankley School shared language of learning in Seesaw posts. Regular sharing of hub learning by teachers and students		Teaching staff are working hard to connect with whānau during Red Protection Framework. All connected learning is now linked to Frankley School website to support families isolating. Devices are being distributed to support whānau.

<p>informed of what is happening at the school and of future events.</p>	<ul style="list-style-type: none"> ➤ 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. ➤ Art specialist to unpack tohu with staff and tamariki. Certificates and newsletters to promote and celebrate the vision in action <p>Find out about which lines of communication to use with whānau</p>	<p>Certificates printed . Bonnie Mills to work with staff on agreed criteria for presenting them to tamariki.</p>	<p>Tohu has been added to the hall exterior. Staff have worked on the Springboard Trust Vision mahi.</p> <p>Phillippa Berry Smith unpacked Tohu with staff at a Mahi Tahi. Bonnie Mills is working on regular posting under the Vision to celebrate our Frankley learners.</p> <p>Bonnie Mills has drafted certificates and shared them with Filament Design to make any adjustments</p> <p>Abby Smith updating Skool loop app, including adding Seesaw link. We will then send communication out to whānau to ensure they have downloaded the app for direct communication.</p> <p>Whānau Hui was held in week 4 and week 5. Attendance numbers are being analysed. Contact will be made with whānau who did not attend to identify any barriers and to support alternatives.</p>
<p>Objective</p>	<p>Specific Actions</p>	<p>August Monitoring</p>	<p>February March May June Monitoring</p>
<ul style="list-style-type: none"> ➤ To ensure students and 			

<p>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</p>	<ul style="list-style-type: none"> ➤ Information sessions on Capabilities and Structured Literacy 	<p>Math target students whānau hui to be held week 4 term 3 with Rachael James, Brendon Anderson and Jess Knudsen.</p>	
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Objective	Specific Actions	August Monitoring	February Monitoring March Monitoring May Monitoring June Monitoring
<ul style="list-style-type: none"> ➤ Make new families and tamariki full participating members of Frankley School whānau and our community. 	<ul style="list-style-type: none"> ➤ 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>Successful blessing of new hubs on August 8. Community invitation was sent out. The blessing was led by Damon Ritai.</p>	<p>The flag pole is up and running. The tamariki are flying the flags to represent and celebrate special days. The official day of Pakistan was acknowledged, and celebrated with the flag flying and an information post on facebook. The Irish flag was flown with pride on St Patrick's day too.</p> <p>Rock your Socks day - to celebrate and raise money for Down Syndrome Association.</p>

			Puanga event planned to celebrate Matariki. SFRC is supporting a BBQ for tamariki. This will include different activities in whānau groups.
	<ul style="list-style-type: none"> ➤ Action Cultural audit Next Steps -Details in MASAM planning 		Quotes are being requested for the setting up for landscaping and gardens.
	<ul style="list-style-type: none"> ➤ 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 		Information will be shared with whānau about the Keeping Ourselves Safe programmes. Link for Board.

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

Objective	Specific Actions	August Monitoring	February Monitoring
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			March Monitoring May Monitoring June Monitoring
<ul style="list-style-type: none"> ➤ Implement the principles of 21st century learning with cohesiveness and consistency across collaborative hubs. 	<ul style="list-style-type: none"> ➤ Develop and Introduce Hauora capability across the hubs 	<p>The Hauora team met with Leadership to discuss the implementation of school 'houses' - whānau groups. A group of students worked with Damon Ritai to identify names linked to Frankley. This is linked to the work with the MOE lead and the Frankley Focus to support taha hinengaro - Mindfulness, Gratitude, Resilience, Understanding emotions, Regulating emotions, Environment, Puanga (Reflection)</p>	<p>PE unit holders are meeting with MOE lead in the holidays to support the development of the Hauora capability.</p>
	<ul style="list-style-type: none"> ➤ Revisit Communication and writing moderation ➤ Revisit Thinking and Agency to embed, including Frankley Agency definition and Be Proactive 		<p>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. Writing moderation across hubs and school to support Curriculum Expectations judgments for Reports. Writing rubric is being transferred into kids speak to support Agency.</p>
	<ul style="list-style-type: none"> ➤ Design an Akoranga programme that reflects the Frankley continuum, that includes agency. Unpack continuum with staff 		<p>Akoranga programmed developed further after teacher only day. The school is on a 2 year cycle to ensure curriculum coverage. Online session for teaching staff with Bek Galloway to break down the korowai concept for Akoranga. Leadership had identified it was too complex and established with Bek the changes that were needed.</p>
	<ul style="list-style-type: none"> ➤ Unpack New Zealand Histories curriculum and link to school vision 	<p>School Leadership to meet with MOE curriculum lead in Week 4 term 3. The poutama (measurement tool) will be used for baseline data for 2023 Strategic Plan. Leadership met with a facilitator from Te Ahu o te Reo to support Professional development in 2023.</p>	
	<ul style="list-style-type: none"> ➤ Learn about and Implement new digital 	<p>Ongoing through Mahi Tahī. Aspects are linked to our Math PLD.</p>	

	technologies curriculum content. Integrate learning with mathematics.		
	<ul style="list-style-type: none"> ➤ Keeping Ourselves Safe programme to be implemented in term 2 ➤ Development of behaviour management plan to link with Hauora capability and School Vision 	<p>Behaviour management data has been collated and analysed by Bonnie Mills. This has been shared with the staff.</p> <p>A chill out zone has been activated to support break times. The Hauora team are working on PE equipment being made readily available.</p> <p>The Leadership team will look into Te Ara Poutama- a process of dealing with issues positively.</p>	<p>Health and PE unit holders briefed on Keeping Ourselves Safe. It will be implemented in term 2 after staff professional development. Information will be shared with whānau as well.</p> <p>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.</p> <p>Second round of scenarios practised at Mahi Tahi by teaching staff. Year level and time needs to be added to form on eTap to support analysis.</p> <p>Term 1 Behaviour Management analysis</p> <p>Bonnie Mills has completed the analysis for term 1 Behaviour Management. This information has also been shared with staff, and supports decision making.</p>
Objective	Specific Actions	August Monitoring	February Monitoring March Monitoring May Monitoring June Monitoring
<ul style="list-style-type: none"> ➤ That staffing is used effectively to best meet student needs 	<ul style="list-style-type: none"> ➤ Continued Professional Growth Cycle with the inclusion of School Vision in goal setting ➤ Distribute mentor responsibility for coaching for teachers and support staff 	<p>Teaching staff will engage in their second PGC meeting in week 4 and week 6 of term 3 with their coach. The wellbeing goal has been changed to a manaaki goal.</p> <p>Observations of teaching practice have commenced.</p>	<p>Sarah Morris and Bonnie Mills are sharing support staff appraisal. These will begin in Week 7.</p> <p>Professional Growth Cycle commenced for Frankley Leadership. This will include a wellbeing goal.</p>

	<ul style="list-style-type: none"> ➤ Board to undertake a school needs analysis and consultation, particularly in regard to future needs of our school's management structure 		
	<ul style="list-style-type: none"> ➤ ESOL programme set up using trained TA 		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"> ➤ Art specialist, and Enviro Project teacher role created to support Akoranga and schoolwide projects, including MASAM plan 	We have had to use some of these teaching hours to cover relieving to keep hubs open on site. High quality projects have continued across the term. The Creatives in School project is keeping to the planned timeline. The pottery has been returned from being fired at NP Potters- a huge success.	<p>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.</p> <p>A mural has been completed and placed on the outside of Awa. It was shared and celebrated on Facebook.</p> <p>Creative in Schools Art project underway with Kristina Watson. Geraldine Irvine is funded, 6 days per term, through this programme to support Kristina and the children involved.</p>
<ul style="list-style-type: none"> ➤ To build and maintain Collaborative teaching Team and environment 	<ul style="list-style-type: none"> ➤ Use feedback from teaching culture survey to create a Leadership plan to build on recommendations 	The staff social club has worked well to bring the staff together for social events. Leadership have minimised meetings during sickness to ensure that time is used to support teachers wellbeing. Changes to staffing have been explained in advance, when possible.	
	<ul style="list-style-type: none"> ➤ Regular Support Staff meetings 	Ongoing on a Thursday.	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.
Objective	Specific Actions	August Monitoring	February Monitoring March Monitoring

			May Monitoring June Monitoring
<ul style="list-style-type: none"> ➤ Personalised learning programmes will be offered, based on quality assessment data, that result in improved learning outcomes for individuals and groups 	<ul style="list-style-type: none"> ➤ School wide Physical and Health Education cycle developed, and implemented, with student voice 	<p>Hockey Skills has been a part of the learning programmes in the hubs, This was provided by Taranaki Hockey. Staff also had a session for PLD.</p> <p>Community Consultation Health and PE curriculum survey was sent out to the community - Week 2 term 3. It will close on August 31 2022.</p>	<p>Keeping Ourselves Safe PLD was held with staff. This is connected with our Child Matters Training and our Child Protection School Policy. The Keeping Ourselves Safe programme is delivered every second year and is a part of our school policy. It will commence in Week 2 of term 3. Information will be sent to whānau.</p>
	<ul style="list-style-type: none"> ➤ Structured Literacy fully implemented for years 0-3 ➤ The Code Spelling programme implemented years 3-6 ➤ Target Structured Literacy programme with target students in Years 5 & 6 	<p>Sarah Morris and Bonnie Mills are working on 2023 Structured Literacy plan to support embedding the practice. Bonnie Mills and a colleague plan to attend “The Code” PLD to support future planning. We are awaiting confirmation of a place for them.</p>	<p>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.</p> <p>Bonnie Mills will present check point data at the June Board meeting. Bonnie Mills led an information session with Leadership with Manukorihi Intermediate. They are investigating using <i>The Code</i> with their seniors. Ongoing. More resources have been purchased and teacher observations continue to support teacher development.</p>

	<ul style="list-style-type: none"> ➤ 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. 	<p>Whānau hui have been held as needed, to support the next learning steps for students.</p>	<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> <p>Release was provided for Brendon Anderson to complete more testing. Information has been shared with teachers and whānau to support Next Steps. Bonnie Mills is designing learning tasks to support identified gaps in learning. Brendon Anderson will present the programme at the May Board meeting.</p> <p>Bonnie Mills and Brendon Anderson are working on a plan to support the use of the screening tool. A google form has been sent to teachers to help them identify who needs to be screened based on teacher observation and knowledge of the student. Brendon has been provided with release to support workload.</p>
	<ul style="list-style-type: none"> ➤ Continue to implement Navigating the Journey Programme. Inform parents of the content and timing of implementation 		<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"> ➤ Introduce the Frankley Akoranga Framework to support curriculum coverage over time 	<p>Bonnie Mills is working with Bek Galloway on August 15 to complete the odd year cycle for Akoranga, assessment and the agency cycle.</p>	<p>Teacher Only Day supported this mahi. We have a new visual to show the connection between the Vision, Capabilities and Akoranga. 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"> ➤ Neurodiverse learning opportunities outside of school as a tool to support students 		<p>We have 2 students attending Head Office, with the support of their whānau.</p>
	<ul style="list-style-type: none"> ➤ Investigate opportunities for alternative programmes such as jiu jitsu, art therapy, Boot Camp (mentoring) EOTC linked to Hauora Capability development and behaviour management 	<p>FASDs funding approved. A provider is being sought.</p> <p>Leadership to attend Trauma training through NPPA.</p>	<p>One of our students is attending Seasons for Growth after school. A group for 6-8 year olds has been established for term 2 onsite.</p> <p>Emotional Coaching group established for small group from the middle school, resourced through IWS. This will run for 7 weeks. The focus will be Team games: winning and losing, and being part of a team</p> <p>Referrals have been made to Big Brother Big Sister. Two of our Frankley children have been accepted</p> <p>A student has been enrolled in Out West online learning to support engagement in education. The goal is to have the student return to our kura.</p> <p>Ongoing as needs arise. We are looking at FASD training for staff through IWS, and trauma informed practice for Leadership. This will be funded by the MOE.</p>
	<ul style="list-style-type: none"> ➤ Support for ESOL learners and teachers. ESOL matrix used thoroughly to track learners progress 		<p>ESOL matrix completed and submitted by Bonnie Mills.</p> <p>Bonnie Mills spoke with MOE about the learning we have in place for ESOL learners. A report has been provided for the Board to support next steps.</p>
	<ul style="list-style-type: none"> ➤ Wellbeing survey for tamariki 	<p>Well being survey completed across the school. The data is being analysed and will be shared with staff, community, tamariki and the Board.</p>	<p>Wellbeing survey completed by students across Year 5 and 6 and analysed by Leadership. It needs to be completed with other year groups in the next 2 weeks. Information provided by students was compared with behaviour management analysis.</p> <p>Still being worked on across the younger year groups. I have met with individual students to discuss their responses.</p>

	<ul style="list-style-type: none"> ➤ Continue to develop internal Evaluation using the ERO cycle template on Literacy with a focus on Year 0-3 	Internal evaluation and case study shared with ERO. ERO will support any next steps in regards to internal evaluation.	Bonnie Mills is working on a case study for Lifting Literacy Aotearoa. This is to share the Frankley journey and PLD implementation for Structured Literacy.
Objective	Specific Actions		February Monitoring March Monitoring May Monitoring June Monitoring
<ul style="list-style-type: none"> ➤ Māori students are engaged in their learning and are achieving educational success with pride in their unique identity, language and culture. 	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	August Monitoring	February Monitoring March Monitoring May Monitoring June Monitoring
<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. Worked with WSP to finalise historical painting to support the plan moving forward</p>
	<p>➤ Administration block to be planned and building to commence</p>	<p>Ongoing. 54 days behind schedule.</p>	<p>Planning meetings underway for project to commence end of term 1. Board building demolished in the holidays. Fortnightly meetings being held on site. Ongoing.</p>
	<p>➤ New additional playground</p>	<p>Bonnie Mills has received a second quote for the drainage component of the pump track. Leadership will need to go back to the MOE for approval of the drainage cost(18K) as it is being funded through the ops grant. The MOE have already approved up to \$74, 100 ex GST for Trail Pro to build the track.</p>	<p>This project will be led by Kahikatea, commencing term 2. Bonnie Mills is also investigating a pump track. Details of the pump track have been shared with MOE to seek approval for funding the pump track. Bonnie Mills continues to liaise with Nathan Mumby and experts to support the project. It will have a two week turn around and has been penciled in for November, pending approval. Bonnie Mills is also looking at grants with Kristina Watson.</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. Rainbow crossing completed and celebrated on Facebook</p>
	<p>➤ Replace sink in Te Puāwai</p>		
	<p>➤ Complete development of playground area</p>		<p>Geraldine Irvine and Kristina Watson planning phase 2. SFRC has contributed \$3000 to support the cost of this project. It has been booked for the term 3</p>

			holidays.
	➤ 5YA planning to commence	5YA to be reviewed annually in response to feedback during the school audit. It has been added to the Board work plan.	Underway with WSP. 5YA plan approved
	➤ Identify and implement sustainable practices with staff and tamariki - including pest control and waste practices: worm farm, composting etc		Taranaki Hospice accepted unwanted furniture from school. Compost container in the staffroom and compost bins are being developed by Geraldine Irvine and Susan Fake, next to the caretaker's shed. Geraldine continues to work with middle school students on different enviro projects around the school.
	➤ Demolish bike ramps and replace		A group has started demolishing the berm and repurposing the wood. Ongoing.
	➤ Furnish new hubs in a manner conducive to 21st century learning	The new learning hub has been completed, and new storage cupboards have been purchased and delivered.	New furniture purchased for 3 new hubs.
Objective	Specific Actions	August Monitoring	February Monitoring March Monitoring May Monitoring June Monitoring
➤ Digital fluency equipment is available for all students, working correctly and up to date.	➤ Increase device ratio across hubs		New Ipads ordered with Capital Grant money from Toi Foundation and from ops grant.
➤ Digital fluency equipment to provide	➤ Purchase Micro:Bits, Makey-Makeys and		

<p>tamariki hands-on - planning, designing and making their own digital technology equipment. This will enhance the revised Technology Curriculum with respect to Digital Technologies.</p>	<p>robotics</p>		
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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

Action	Timeframe		March Monitoring May Monitoring June Monitoring
Tikanga for Arts implemented			
<i>Geraldine Irvine's Harakeke Resource to be</i>	Term 1		

<i>shared with staff</i>			
<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		Philippa Berry Smith presented her development of the tohu with staff at a Mahi Tahī.
Implement Next Steps from 2021 Cultural Audit			
<i>Vision more visible (hall)</i>	Term 1		Hall repainted. Graphix to install tohu after recommended wait time. Tohu installed at the front of the hall. The side component has been booked and SFRC has made a contribution to this mahi.
<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	Second quote obtained and accepted.	Geraldine Irvine and Bonnie Mills met with grandparent to support Māori planting plan and expectations. Designs have been received and quotes are being obtained.
<i>Carved Pou at the gate to celebrate local Māori</i>	Term 1 -4	Kenny Trinder will carve two Pou for our kura. One will be at the front gate and one by the bush track.	
<i>Display of taonga in admin area</i>	Term 1	The korowai has been displayed on a stand in the admin area	
<i>Fly New Zealand and Tino Rangatiratanga Flag</i>	Term 1 - 4	Ongoing	In action
<i>Ensure greetings are in Māori . This can be extended to more languages over time</i>	Term 1 - 4	Anna Trinder has started a phrase, world of the week for staff to use and share. Ngā Kupu o te Wiki	Visual created by Bonnie Mills. This is next to the admin phone. Expectations will come through appraisal. Role modeling by staff occurring daily.

Māori alphabet on walls of hubs	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	A successful hui was held with stakeholders. Kenny Trinder is working with a past Frankley student to share his carving knowledge. They will work on the waharoa together when the design is confirmed. Leadership needs to meet with Kenny to visit his other carvings, and consult with stakeholders on the design. The waharoa needs to tell the story of Frankley.	This is planned for week 9 of term 3. Invite has been sent to stakeholders.
<i>Create regular whānau hui check ins for consultation and working parties</i>	Term 1 - 4	Sarah Morris is working with Brendon Rei on Goal 2 of the Strategic plan - Living the Te Tiriti o Waitangi	
Support Māori whānau with links to Iwi if needed	Ongoing		
Purchase permanent/sustainable kai mats now that will last longer. Possible Ideas Mangopare Mat Korero Mat	Term 2- 4		
Junior Kapa Haka	Begin in Term 1 Ongoing	Ongoing.	
Tuakana/Teina opportunities across other hubs within the school.	Term 1 - 4	Ongoing.	On hold due to Red Protection Framework Big Buddies programme has started with Te kākanoī and Kahikatea Ongoing.
Targets set for Raising Māori Achievement in Reading and Mathematics based on AoV 2021. Tracked throughout the year.	Term 1 and ongoing		Data included in the June Annual Plan reporting.
Attendance for Māori students tracked		Education Matters information read and	Leadership checking attendance weekly. This is

		shared with Board	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	Ongoing.	Ongoing.
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	Some staff continue to work on this as part of their Professional Growth Cycle.	Anna Trinder supported staff to complete their visual pepeha. Visual pepeha are now displayed in the foyer
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	A successful celebration was held across the school in whānau groups. The day was shared in the school newsletter.	Organised for Thursday June 23 at school during the day.
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		Junior Kapa Haka commenced in term 1 with teachers. Matapaepae Urwin will start to work with our roopu in term 2.
Kapa Haka end of year Celebration. Collect	TBC		

voice of whānau			
Kapa Haka- Puanga performance	TBC		

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 Tahī(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	August Monitoring	March Monitoring May Monitoring June Monitoring
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 their staff and communities to stop institutional racism. The workshops are led by STIR – Stop Institutional Racism – and focus on examining our own personal views using storytelling while learning strategies on how to	Ongoing 14-16 September 10 March 31 March 1 April	Sarah Morris attended the third Springboard hui. The focus was Strategic Initiatives, planning across three years and measurement. Follow up mahi has been completed with Leadership. Sarah Morris and Bonnie Mills attended the NPPA conference.	Springboard hui has commenced. Sraah Morris meeting with Capacity Partner every 2 weeks. STIR- PLD postponed due to COVID-19 Sarah attended first hui. The Focus was Vision and Stakeholders. Follow up mahi has been completed with Board and Staff. Sarah Morris attended second Springboard hui. The Focus was on Gap analysis and key areas for change. Follow

<p>move things forward.</p> <p>MAC Hui with Damon Ritai</p>	<p>4 dates TBC</p>		<p>up mahi has been completed with Leadership.</p> <p>First MAC hui attended 8.03.2022. Fitzroy School shared their journey.</p>
<p>Deputy Principal</p> <p>NPPA middle leaders</p>	<p>Term 2- 4</p> <p>3 sessions over the year</p>	<p>Ongoing.</p>	<p>Bonnie Mills attending NPPA middle leaders. She is also on the exec for this group.</p>
<p>Tailored Leadership Programme to support coaching - Team Leaders, Principal and Deputy Principal</p>	<p>5 sessions throughout 2022</p>	<p>Third session completed with Nadia Ballentine.</p>	<p>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...”</p> <p>Our second session in term 1 with Nadia was cancelled due to Covid.</p> <p>Second session with Nadia Ballentine for Leadership held at the beginning of term 2.</p> <p>A session was also provided for Abby Smith to support her in her administration role.</p>
<p>Data and Assessment- eTap, NZCER</p>	<p>Ongoing</p>		
<p>Provide 1-1 coaching opportunities for all staff.</p>	<p>Ongoing</p>	<p>Ongoing.</p>	<p>Ongoing with PCT, support staff and teachers across school.</p>
<p>Education Outdoors New Zealand</p>	<p>Term 2 or 3</p> <p>Dates yet to be confirmed</p>	<p>Danika Northcott-Weherua and Meg Everest shared the new Frankley School EOTC process with teaching staff. Sarah Morris needs to update forms on School docs.</p>	<p>Danika Northcott-Weherua, Meg Everest and Sarah Morris attended the first session of Effective EOTC Management Systems PLD on 12 May.</p> <p>Danika Northcott-Weherua, Meg Everest and Sarah Morris attended the second session of Effective EOTC Management</p>

			Systems PLD on June 9. Changes will be made to our systems to reflect best practice.
<p>Massey University - Structured Literacy</p> <p>Session 1 Revisit SL</p> <p>Session 2 SL and Fluency building</p> <p>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</p> <p>Tuesday 8 March</p> <p>Tuesday 29 March</p>		<p>Two sessions have been completed with Massey University. Bonnie Mills is modelling Structured Literacy sessions for teachers.</p> <p>The third session was cancelled due to progression of staff's understanding of Structured Literacy. We can organise another session if needed.</p> <p>Bonnie Mills, Julie Anderson and Bex Cederwall ran a staff session focusing on Structured Literacy And Agency</p>
Child Matters	Friday 4 February		<p>Attended by teaching and support staff Bonnie Mills covered the Frankley School Child Protection Policy with support staff. Child Protection Policy was covered again with teaching staff at Keeping Ourselves Safe PLD.</p>
Hauora Capability	Ongoing		
<p>Head Office</p> <p><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></p>	As required		
School Policy and Procedures	Ongoing to reflect Frankley School policy review	Teaching Staff are in the process of reviewing -Physical Restraint	<p>Ongoing with staff</p> <p>Ongoing with staff to reflect School Docs review cycle and staff needs.</p> <p>Teaching Staff are in the process of reviewing -Medicines, Managing Minor/Moderate injury, Managing Serious Injury and Illness</p>

NELP understanding development to support School Charter 2023	Term 1 - 4		
Cognition Education - Maths Leadership	Term 1 - 4 Dates to be confirmed		<p>Jess Knudesen has attended her first session for beginning teachers. This was online.</p> <p>Rachael James and Brendon Anderson attended an online session. The focus was on Leadership.</p> <p>Rachael James and Brendon Anderson attended the second session on June 9.</p> <p>Jess Knudesen has attended all of her sessions: 10/03/22 24/03/22 07/04/22 12/05/22</p>
Akoranga and Localised Curriculum Professional Development	Wednesday 2 February Other dates to be confirmed		<p>First teacher only day with Bek Galloway held on 2 Feb. Bek continues to follow up with individual questions from staff.</p> <p>Bek Galloway worked with Leadership week 9 term 1. The korowai concept was unpacked further to delve deeper into Akoranga and curriculum coverage. Bek presented our changes at a Mahi Tahī online to support further clarification.</p> <p>Teacher Only day with Bek Galloway on Friday 3 June. The new visual to connect the Vision, Guiding Principles and Capabilities was shared.</p>
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. Second session at Mahi Tahi completed. The focus was feedback from the teachers survey and resources to support next steps.
Frankley Curriculum Induction for new staff	January 26 2021 Mahi Tahi sessions		Completed. Abby Smith has been inducted into her role as Frankley School Office Administrator. Changes have been made to the induction form after the EOTC course, to support Health and Safety.
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		Abby Smith completed her First Aid training with the Red Cross.
Frankley School Vision Development and Integration	Term 1-4		Sarah Morris continues to work on this in Springboard Strategic Leadership programme: Identifying if our Vision meets key aspects of a good vision and how we use key stakeholders. A PESTLE and SCOT was completed with Leadership, Board and teaching staff. Draft Goals and Strategic Initiatives have been written and will be shared with the Board.
Māori Achievement Collaboration- Developing Vision through narratives and pepeha	Ongoing		Anna Trinder worked with staff needing support with their pepeha.
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		

