

COSGROVE SCHOOL

ACTION PLAN

2009

COSGROVE SCHOOL ACTION PLAN 2009 – LITERACY

SPECIFIC OBJECTIVES FOR THE YEAR	TASKS TO BE COMPLETED	CLEAR SPECIFIC INDICATORS OF EXPECTED OUTCOMES	WHEN	COST	ACTUAL OUTCOMES
<p>1.1.1 Evidence is gathered to provide direction for reading and writing programmes and professional development targets. (NAG 1, 2)</p>	<p>1.1.1.a. Assessment leaders and literacy leaders are identified and trained in the use of assessment strategies / technology (PR KI)</p>	<p>1.1.1 a. Leaders informed of their roles and expectations in job descriptions.</p>	Term 4 2008		
		<p>1.1.1 a. Leaders skilled in the effective use of assessment strategies and skills in STAR , E AsTTle and the taking of Observation Survey</p>	Term 1 2009		
	<p>1.1.1 b Assessment leaders to work with Literacy Leaders to co-ordinate whole school organisation and gathering of assessment. AsTTle, STAR, Literacy Progressions, Running Records and Observation Survey(5,51/2, 6, 61/2, 7 latter two for those at risk) (PR KI SS)</p>	<p>1.1.1.b. An assessment schedule provides guidance and informs direction for assessment throughout the school and within the cluster.</p>	Term 1 2009		
		<p>1.1.1.b.Assessment spreadsheets are set up</p>	Feb 2009		
		<p>1.1.1.b.Assessment materials are readily available and well organised.</p>	Feb 2009		
		<p>1.1.1 b. Targets are set based upon data.</p>	Term 1 2009		
	<p>1.1.1c Lead teachers collate school based data to demonstrate how teacher planning is deliberately linked to student achievement needs. (LT's)</p>	<p>1.1.1.c. Deliberate links between assessment data and teaching practice is established.</p>	Term 4 2009		
	<p>1.1.1.d Principals and lead teachers summarise findings and use this to inform school / cluster planning. (LT's GK)</p>	<p>1.1.1.d. School planning reflects the needs of the teachers and students.</p>	March 2009		

COSGROVE SCHOOL ACTION PLAN 2009 – LITERACY CONT.

SPECIFIC OBJECTIVES FOR THE YEAR	TASKS TO BE COMPLETED	CLEAR SPECIFIC INDICATORS OF EXPECTED OUTCOMES	WHEN	COST	ACTUAL OUTCOMES
1.1.2 Based on evidence of teachers and students needs, professional development is undertaken to improve teaching practice and pedagogical content knowledge (NAG 3)	<p>1.1.2. a. Based on evidence goals are set for Lead Teachers / Teachers (LT / T) (LT's GK)</p> <p>1.1.2. b. LT / T attend – take part in professional development opportunities Spelling and reading (Y1 – 4) - PAI Formative assessment practice (Y1 – 6) in reading (specific classes) AFL (LT's)</p> <p>1.1.2.c Teachers review goals (LT's GK)</p>	<p>1.1.2 a. Professional development meets the needs of teachers and their students</p> <p>1.1.2. b / c Teachers have a record of their learning and implications for practice - reflecting on their own learning needs and those of their students.</p>	<p>Feb 2009</p> <p>All year(as arranged by facilitators)</p>		
1.1.3 Best practice is being embedded into reading and writing programmes.	<p>1.1.3.a. Literacy leaders work with teachers to embed effective skills and strategies specific to writing , reading comprehension and spelling. (LT's GK)</p> <p>1.1.3. b. LT/ AFLL to develop sustainable whole school approach to the teaching and learning of reading and writing . (LT's GK)</p> <p>1.1.3.c. Evidence re planning, teaching and assesemnt practice is gathered to ensure a fit between student need and classroom delivery. (LT's AL's GK)</p>	<p>1.1.3. a.Teachers are learning from each other.</p> <p>1.1.3. a. Teaching of writing and reading comprehension will reflect best practice and research for raising student achievement.</p> <p>1.1.3. b.Teaching guidelines, resources support best practice.</p> <p>1.1.3. b. Induction programme is available for new teachers</p> <p>1.1.3. c.Teachers are informed and continue to seek best practice.</p>			
1.1.4 Monitor effectiveness of staff development and classroom teaching. (NAG 2, 3)	1.1.4.Data from teachers and students to inform pace and content of professional learning in reading and writing (LT's AL's GK)	<p>1.1.4.a. Pace and content of professional learning fits the needs of teachers and meets the needs of students</p> <p>1.1.4.b School review confirms planning for 2010</p>			

COSGROVE SCHOOL ACTION PLAN 2009 - LEADERSHIP

SPECIFIC OBJECTIVES FOR THE YEAR	TASKS TO BE COMPLETED	CLEAR SPECIFIC INDICATORS OF EXPECTED OUTCOMES	WHEN	COST	ACTUAL OUTCOMES
<p>3.1.1 To establish and provide mentoring/ coaching programme, along with possible pathways for aspiring leaders.</p>	<p>3.1.1a To determine what staff are looking for career development. GK</p>	<p>3.1.1a Staff interviewed and asked where they see themselves going in education.</p>	Term 1	PAI	
	<p>3.1.1b To develop a plan with each identified staff member that will see them move towards their career objective. GK</p>	<p>3.1.1b Staff wishing to further their career, a workable plan is formulated to move them towards their goal.</p>	Term 1		
	<p>3.1.1c To provide mentoring, coaching and study opportunities in order to develop skills and knowledge so that they are able to move towards their career goal. LT</p>	<p>3.1.1c Where possible coaching and mentoring is provided and courses found to help achieve their goal.</p>	Term 1		
	<p>3.1.1d To investigate ways other schools and companies develop career paths where there can be limited opportunity. GK</p>	<p>3.1.1d Communication with different schools and organizations completed and a range of different approaches analysed to find suitable ways to assist potential leaders develop in a school setting</p>	Term 4 On-going		
<p>3.1.2 To provide leadership development opportunities in order to ensure sustainable management of curriculum development, teaching and learning and/or initiatives.</p>	<p>3.1.2a At the start of each year school responsibilities assigned to teacher and other staff either through each member volunteering or by negotiation. GK</p>	<p>3.1.2a Delegated responsibilities recorded and found in each staff members School Administration folder.</p>	TOD	PAI	
	<p>3.1.2b To discuss with each staff member their assigned responsibility and negotiate how it is to be organised and recorded in Job Description. PR GK</p>	<p>3.1.2b Have discussed with each staff member their delegated responsibilities and recorded in Job Description.</p>	March		
	<p>3.1.2c Monitor from time to time how the staff are coping with their delegated responsibility and what the outcomes are looking like. PR GK</p>	<p>3.1.2c Monitored by informal discussion or meeting. Given advise if needed or sent to another appropriate person for advise.</p>	On-going		

COSGROVE SCHOOL ACTION PLAN 2009 - AFL

SPECIFIC OBJECTIVES FOR THE YEAR	TASKS TO BE COMPLETED	CLEAR SPECIFIC INDICATORS OF EXPECTED OUTCOMES	WHEN	COST	ACTUAL OUTCOMES
<p>1.2.1 Teachers develop effective formative practice Focus on</p> <ul style="list-style-type: none"> • Clarity of Learning • Effective Feedback 	<p>1.2.1.a. Through Evaluation Associates Lead Teachers continue P.D.</p> <p>1.2.1.b. Where necessary teachers coached in the effective use of LI / SC</p> <p>1.2.1.c. Identification of links between LI / SC and learning experiences.</p> <p>1.2.1.d Use of “talk - a - lounds ” and sound modelling practices employed.</p> <p>1.2.1.e. Effective feedback strategies are modelled and employed by teachers.</p> <p>1.2.1.f Prompts are developed to help teachers / children in their use of feedback .</p>	<p>1.2.1.a. Lead teachers up skilled and developed in supporting teachers implementation of AFL .</p> <p>1.2.1.a. Teachers have a common understanding of LI / SC which provides deliberate teaching / learning foci in the classroom</p> <p>1.2.1.b Learning experiences link to the LI / SC</p> <p>1.2.1.c. Effective modelling practices employed to support learning.</p> <p>1.2.1.d. Teachers are using effective feedback strategies within their classroom reading programmes.</p> <p>1.2.1.e. Prompts are being used by the children and teachers to help provide effective feedback</p>	<p>T1 – 4</p> <p>T1 – 2</p> <p>T1 – 2</p> <p>T1 - 4</p> <p>T1 – 4</p> <p>T 3</p>	\$8,312	
<p>1.2.2 Staff given opportunity to further their skills in AFL as required</p>	<p>1.2.2. a. Lead Teachers (LT) work with buddies to reintroduce / develop others in AFL practices .</p> <p>1.2.2.b. Reflective practices are established using AFL matrix (Cosgrove Version) research within QLCs , video and logs.</p> <p>1.2.2.c. Where appropriate Professional Development opportunities are undertaken to support teacher development .</p>	<p>1.2.2.a. All teachers have equitable opportunity</p> <p>1.2.2.b. Teachers able to critique their work effectively and discuss with buddy mentor (BM)</p> <p>1.2.2.c. Teachers attend PD opportunities and are able to reflect on their own practice and the practice of others - making changes where necessary .</p>	<p>T1- 4</p> <p>T1- 4</p> <p>T1-4</p>		

COSGROVE SCHOOL ACTION PLAN 2009 - NUMERACY

SPECIFIC OBJECTIVES FOR THE YEAR	TASKS TO BE COMPLETED	CLEAR SPECIFIC INDICATORS OF EXPECTED OUTCOMES	WHEN	COST	ACTUAL OUTCOMES
<p>1.3.2 Development of effective delivery of knowledge. (NAG 3)</p>	<p>1.3.2a Support of class knowledge programme 1.3.2b Monitoring of knowledge programmes 1.3.2c Monitoring of progress through analysis of chns results</p>	<p>1.3.2a</p> <ul style="list-style-type: none"> • Knowledge workshops provided for up skilling staff including powerpoint on knowledge available for new staff • Teacher aide support for chn in classrooms • Teachers provided with adequate resources to support knowledge programme • On going support provided through lead teachers <p>1.3.2b</p> <ul style="list-style-type: none"> • Knowledge teaching timetabled • Homework sheets issued and marked • Knowledge programmes evaluated – knowledge checklist <p>1.3.2c</p> <ul style="list-style-type: none"> • Knowledge targets set and evaluated • Knowledge target chn established 	<p>T1</p> <p>On Going On Going</p> <p>On Going</p> <p>On Going On Going End of term Terms 1,2,3,4 End of term</p>		
<p>1.3.3 Development of effective delivery of fractions. (NAG 3)</p>	<p>1.3.3a Support of class programme</p> <p>1.3.3b Monitoring of progress through analysis of chns results</p>	<p>1.3.3a</p> <p>Fraction workshops provided for up skilling staff Teachers familiar with fraction support available through nzmaths website On going support provided through lead teachers and through teaching buddies Syndicate meetings - Sharing of success with peers Teachers able to use a range of fraction resources</p> <p>1.3.3b</p> <p>Pre/post fraction assessment used to inform progress</p>	<p>Term 2</p> <p>Term 2</p> <p>Term 2</p> <p>Term 2</p> <p>Term 2</p>		

COSGROVE SCHOOL ACTION PLAN 2009 – NUMERACY CONT.

SPECIFIC OBJECTIVES FOR THE YEAR		CLEAR SPECIFIC INDICATORS OF EXPECTED OUTCOMES	WHEN	COST	ACTUAL OUTCOMES
<p>1.3.4 Implementation of and monitoring of effective numeracy programmes, guidelines, resources, and assessment methods, throughout the whole school. (NAG 1)</p>	1.3.4a Support of class numeracy programme	<p>1.3.4a Staff attending lead teacher meetings Staff given guidelines of requirements for the teaching and planning of maths through Staff Implementation booklet Induction of new staff Teachers enrolled on Pick up workshops Establishment of buddy teachers Resources purchased Identification of helpful resources for effective classroom teaching.</p>	<p>On going Term 1 Term 2 Term 1 Term 1-4</p>		
	1.3.4b Monitoring of numeracy programmes	<p>1.3.4b Monitoring through planning checks and observations. Teachers to observe best practise</p>	<p>Term 2-4</p>		
	1.3.4c Monitoring of progress through analysis of chns results	<p>1.3.4c Class and school strategy targets chosen and target children selected and progress monitored GloSS assessments analysed Ongoing recording of pupils understanding of concepts taught</p>	<p>Term 1-4 On going</p>		

COSGROVE SCHOOL ACTION PLAN 2009 – NZ CURRICULUM IMPLEMENTATION

SPECIFIC OBJECTIVES FOR THE YEAR	TASKS TO BE COMPLETED	CLEAR SPECIFIC INDICATORS OF EXPECTED OUTCOMES	WHEN	COST	ACTUAL OUTCOMES
<p>2.2.1. Continue refining effective pedagogical practise</p>	<p>2.2.1. a. Where possible integrate the curriculum to develop rich authentic learning opportunities</p> <p>2.2.1. b. Develop a model of Inquiry learning suitable for Cosgrove School.</p> <ul style="list-style-type: none"> • Other , similar decile schools journey • Our previous attempts • An overview of effective practice across the strands of inquiry learning at each level. • How this might be integrated into / linked to other learning areas in the curriculum <p>2.2.2. c. Continue to develop and use effective formative practices in teaching and learning through effective formative practice</p>	<p>2.2.1.a The curriculum is less cluttered. 2.2.1.a.1 Teachers and students are relating their work to meaningful contexts.</p> <p>2.2.1.b Cosgrove School has a model of Inquiry learning which best suits the needs of it's students.</p> <p>2.2.2. c. Formative practise enables teachers and students to notice, respond and develop learning as it progresses.</p> <p>2.2.2. d. .Peer and group learning are used to support students in their learning.</p>	<p>T1 – 4</p> <p>T2 – 4</p> <p>T1 – 4</p> <p>T1 - 4</p>		
<p>2.2.2. Embed the Key Competencies within teaching and learning</p>	<p>2.2.2. a. Review the big picture the what, where and why - the Key Competencies</p> <p>2.2.2. b. Look at other schools journeys</p> <p>2.2.2.c .Review tools and strategies currently used</p> <p>2.2.2. d. Develop a shared language about the each key competency as it is unpacked (This year - Thinking and Language Symbols and Texts) which captures it's complexity.</p> <p>2.2.2. e. Link tools and strategies with competencies</p> <p>2.2.2. f. Develop a culture of experimentation in planning and assessment for Key Competencies which is underpinned by research .</p>	<p>2.2.2. a.b. Staff are knowledgeable and confident about the direction the school is taking.</p> <p>2.2.2.c. A review is completed of current practice</p> <p>2.2.2.d. Thinking and Language Symbols and texts are used / described using a common language which reflects their complexity.</p> <p>2.2.2..e. Teachers are using tools and strategies most suited to the implementation and use of Key Competencies</p> <p>2.2.2.f. Teachers are devising means of planning and assessment best suited to the</p>	<p>T 1 – 2</p> <p>T 1 – 2</p> <p>T 2 – 3</p> <p>T 2 – 3</p>		

COSGROVE SCHOOL ACTION PLAN 2009 – NZ CURRICULUM IMPLEMENTATION

SPECIFIC OBJECTIVES FOR THE YEAR	TASKS TO BE COMPLETED	CLEAR SPECIFIC INDICATORS OF EXPECTED OUTCOMES	WHEN	COST	ACTUAL OUTCOMES
<p>2.2.3 To establish and implement a review process which enables the essential learning areas of the NZC to be reflected in the school curriculum.</p>	<p>2.2.3.a A review programme is planned based on Teaching and Learning Review.2009 Health and PE (major) ,Social Studies and Science (minor).</p> <p>2.2.3. b. Review teams set up with representation from staff in all levels in each team.</p> <p>2.2.3.c.Teams meet once a term following the review guidelines to establish</p> <ul style="list-style-type: none"> • Current practice , barriers and needs • Alignment to the NZC • Resourcing 	<p>2.2.3.a A review programme exists as a guideline for teams.</p> <p>2.2.3.b. Teams are represented from all levels across the school.</p> <p>2.2.3.c. Health and P.E team has consulted with the community and reviewed practise within the school including alignment with the NZC, barriers and needs. Social Studies and Science at Cosgrove School is aligned with the NZC. Barriers and needs identified.</p>	<p>T 1</p> <p>T1 – 4</p> <p>T1 - 4</p>		

COSGROVE SCHOOL ACTION PLAN 2009 – E LEARNING

SPECIFIC OBJECTIVES FOR THE YEAR	TASKS TO BE COMPLETED	CLEAR SPECIFIC INDICATORS OF EXPECTED OUTCOMES	WHEN	COST	ACTUAL OUTCOMES
<p>1.4.2 Further development and implementation of the graduated skills programme into the school curriculum and classroom programmes. (NAG 1)</p>	<ul style="list-style-type: none"> - Prepare list of Knowledge / Skill Goals based upon: <ul style="list-style-type: none"> a. the hardware / software to be used, and b. class levels - Prepare a two-year overview for addressing the above goals. - Prepare checklists for monitoring: <ul style="list-style-type: none"> a. coverage of the goals, and b. children's success in meeting the goals. - Prepare profile / portfolio sheets for reporting to parents on children's achievement. 	<ul style="list-style-type: none"> - Goals drawn up based on: <ul style="list-style-type: none"> a. the school Curriculum Implementation Folder b. ideas from others with experience of ICT programme development. - Programme overview prepared and distributed for feedback. Checklists / reporting sheets drawn up for the following: Computer Knowledge; MS Word (all); MS Paint (Jnr, Mid); MS Publisher / MS Powerpoint / MS Outlook / MS Excel / MS PhotoStory (all Mid / Snr); use of digital cameras (all); photo editing (Mid / Snr); use of video cameras (Snr) 	<p>End T1</p> <p>End T1</p> <p>As needed (see yearly o'view)</p>		
<p>1.4.3 Up – grading of ICT resources in order to make the delivery of programmes effective. (NAG 4)</p>	<ul style="list-style-type: none"> - Upgrading of printers for classroom use. - Purchase of additional Xtenda kits to equip all rooms. - Purchase of additional LCD screens. - Purchasing of new data projectors for syndicate / class use. - Purchase of interactive whiteboard 	<ul style="list-style-type: none"> Suitable printers installed in all classrooms. All rooms equipped with minimum of four screens. All workstations fully equipped. Data projectors available in all syndicates. - Whiteboard purchased and installed. 	<p>End T1</p> <p>End T1</p> <p>End T2</p> <p>End T2</p> <p>End T3</p>	<p>\$1400</p> <p>\$5000</p> <p>\$8000</p> <p>\$6000</p> <p>\$6000</p>	

COSGROVE SCHOOL ACTION PLAN 2009 - GATE

SPECIFIC OBJECTIVES FOR THE YEAR	TASKS TO BE COMPLETED	CLEAR SPECIFIC INDICATORS OF EXPECTED OUTCOMES	WHEN	COST	ACTUAL OUTCOMES
<p>1.6.1 Implement identification procedures to identify children that are gifted and talented</p>	<p>1.6.1a To revisit and discuss the identification criteria sheet handed out in 2008. GK EL</p> <p>1.6.1b Using the identification sheet begin to identify children that may fall into the school definition of gifted and talented. TEACHERS</p> <p>1.6.1c Along with the identification sheet teachers to find other ways to support their judgements on gifted and talented. (tests ,interviews, observations, informal procedures) TEACHERS EL</p>	<p>1.6.1a Staff meeting held to discuss the identification sheet.</p> <p>1.6.1b and c Valid evidence from a range of sources are used to identify a diverse range of gifted learners</p>	<p>T2</p> <p>T3-4</p>		
<p>1.6.2 Use the development of thinking skills as a key to meet the needs of GATE children in the classroom. (NAG 1)</p>	<p>1.6.2a A range of teaching strategies are presented to the staff with an emphasis on thinking skills and inquiry learning in order to meet the needs of all learner especially our gifted children. EL</p>	<p>1.6.2a Staff meetings taken to present different strategies.</p> <p>1.6.2ab Levels of learning readiness and prior knowledge form the basis of unit and lesson planning</p> <p>1.6.2ac A wide range of instructional strategies is used to meet the need of gifted students.</p>	<p>T3-4</p> <p>T3-4</p> <p>T3-4</p>		

COSGROVE SCHOOL ACTION PLAN 2009 – GATE CONT.

SPECIFIC OBJECTIVES FOR THE YEAR	TASKS TO BE COMPLETED	CLEAR SPECIFIC INDICATORS OF EXPECTED OUTCOMES	WHEN	COST	ACTUAL OUTCOMES
<p>1.6.3 To ensure all teaching staff are given professional development to enable the delivery of effective programmes. (NAG 3)</p>	<p>1.6.3 a Three staff meetings are set aside to provide PD to all staff.</p> <p>1.6.3 b GATE Team to continue to attend Tools for Talent workshops. SS AC GK</p>	<p>1.6.3a As a result of the staff meetings teachers are identifying children that are possibly gifted learners and are using a greater number of strategies to meet their needs.</p> <p>1.6.3b GATE Team developing a greater expertise to lead and assist other staff to meet the needs of the gifted learner.</p>			

COSGROVE SCHOOL ACTION PLAN 2009 – E-AsTTle

SPECIFIC OBJECTIVES FOR THE YEAR	TASKS TO BE COMPLETED	CLEAR SPECIFIC INDICATORS OF EXPECTED OUTCOMES	WHEN	COST	ACTUAL OUTCOMES
1.7.1 E-AsTTle is accessible to all who need it.	1.7.1.a E-AsTTle is accessible to all who need it. 1.7.1.b Passwords provided for all staff using e-AsTTle 1.7.1.c Teachers to check assessibility 1.7.1.d Children access E Asttle test sites	All teachers and children have accessed E -AsTTle	T1		
1.7.2 Staff are trained in the use of E-AsTTle including testing procedures and analysing results given.	1.7.2.a Lead teachers receive training on use of e AsTTle including administrative functions 1.7.2.b Classroom teachers receive training on use of e AsTTle including <ul style="list-style-type: none"> • Familiarisation of features • Pupil password allocation • Administering a test • Obtaining results • Interpretation of results 	All teachers who have received training have administered at least one test and interpreted results Information gathered from testing is evidenced in teachers planning	T3 T4		
1.7.3 Information gathered is used to improve learning and teaching.	1.7.3.a Pupils are assessed using e-AsTTle 1.7.3.b Using test data teachers are able to identify pupil strengths and weaknesses 1.7.3.c Teachers incorporate information from assessment to form basis for future planning and teaching	Teachers are aware of support facilities available, having used it	T3		
1.7.4 On –going support and guidance given to the use of the assessment programme.	1.7.4a Teachers to attend PAI workshops on E AsTTle 1.7.4b Teachers to access E AsTTle to on line tutorials 1.9.4c Lead teachers to provide support				

COSGROVE SCHOOL ACTION PLAN 2009 – TE REO MAORI

SPECIFIC OBJECTIVES FOR THE YEAR	TASKS TO BE COMPLETED	CLEAR SPECIFIC INDICATORS OF EXPECTED OUTCOMES	WHEN	COST	ACTUAL OUTCOMES
<p>1.8.1 To develop Te Reo which is integrated into classroom programmes. (NAG 1)</p>	<p>1.8.1.a Identify teachers needs ,skill levels and progress. 1.8.1.b As a team develop and implement action plan against needs</p> <p>1.8.1c Using an integrated approach improve knowledge / skill level of Te Reo using simple commands, vocabulary and phrases which supports implementation of two year overview</p> <p>1.8.1d Develop a support folder at each level including the use of <i>A Years Plan for Te Reo Maori</i> (John Niva) as a planning document together with Te Reo action songs resource ,to implement the two year overview.</p> <p>1.8.1e Support resources are provided which meet the teaching and learning needs of staff and children.</p>	<p>1.8.1.a Survey completed and analysed</p> <p>1.8.1.b Action plan developed to address needs</p> <p>1.8.1.c.a Teachers informed at syndicate and whole staff levels 1.8.1.c b Resources support teaching / learning confident in the use of commands and phrases using extended vocabulary.</p> <p>1.8.1.c.c.Teachers using waiata to support this</p> <p>1.8.1.d. Support folders for each teacher to support their teaching and implementation of overview 1.8.1.e. Resources purchased against needs.</p>	<p>T 1& T4</p> <p>T1</p> <p>T1 – 4</p> <p>T1 – 4</p> <p>T 2 – 4</p> <p>T1 - 4</p>	<p>\$500</p>	
<p>1.8.2 To promote and develop Tikanga within the school and classroom. (NAG 1)</p>	<p>1.8.2a Powhiri used to welcome new children / staff and selected visitors</p> <p>1.8.2.b Kapahaka group opportunities with children leading ceremonies and performing at selected occasions.</p> <p>1.8.2b Senior students and staff familiar with Marae Protocol</p> <p>1.8.2c As part of the two year overview children are introduced to aspects of Tikanga within integrated contexts.</p>	<p>1.8.2a Powhiri each term to welcome new children and staff. Visitors welcomed. 1.8.2. Children performing waiata, karanga, haka, taiaha ,ti rakau and poi as part of their Maori experience.</p> <p>1.8.2b As evidenced in the powhiri and formal school occasions</p> <p>1.8.2c Staff and children being familiarised with Tikanga at appropriate levels.</p>	<p>T1 – 4</p> <p>T1 – 4</p> <p>T1 – 4</p> <p>T1 - 4</p>	<p>\$200</p>	

COSGROVE SCHOOL ACTION PLAN 2009 - HPS

SPECIFIC OBJECTIVES FOR THE YEAR	TASKS TO BE COMPLETED	CLEAR SPECIFIC INDICATORS OF EXPECTED OUTCOMES	WHEN	COST	ACTUAL OUTCOMES
5.2.2 Through the Cool Choice Team obtain Kauri accreditation under the HPS organisation by ensuring that the health – promoting schools approach is self sustaining in our school as set out in the HPS action plan	Refer to Cool Choice Strategic Plan	Refer to Cool Choice Strategic Plan			

COSGROVE SCHOOL
OPERATIONAL PLAN
2009

<p><u>CURRICULUM</u></p> <p>Major Focus PAI – Literacy Leadership Community</p> <p>Part AFL</p> <p>Minor Focus GATE, E-Learning, Numeracy, HPS, NZC, Information Lit.</p> <p>TARGETS School Targets (CARR) Ministry Targets (Whole School, Senior, Middle and Junior</p>	Varying Teams
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<p><u>SCHOOL REVIEW</u> <u>Policies for Review</u></p> <p>Charter Review school charter and goals</p> <p>Policy Review Health and Safety Behaviour Management Physical restraint School Uniform Animal Welfare School fees Property Management Vandalism</p> <p>Curriculum As Per Curriculum Review Plan</p>	<p>BOT</p> <p>BOT</p> <p>Kathy</p>
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<p><u>BOT DEVELOPMENT</u></p> <p>Develop Five Year Property</p> <p>School Painting</p>	<p>Gus BOT</p> <p>BOT</p>
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<p><u>PERSONNEL</u></p> <p>Induction of new staff</p> <p>Appointment of Staff</p> <p>Job descriptions and responsibilities</p> <p>Attestations and appraisals</p> <p>Review A-Z Manual</p> <p>Professional Development Plan</p> <p>BT Development</p>	<p>Kathy/ Peter</p> <p>Senior Team</p> <p>Gus/ DPs</p> <p>Senior Team</p> <p>Gus</p> <p>Kathy</p> <p>Kathy</p>
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<p><u>COMMUNITY</u></p> <p>Newsletter Reports Parent interviews x2 Reporting to Maori and Pasifika Community Syndicate Newsletters Sports and Cultural Events Portfolios</p>	
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COSGROVE SCHOOL
2009
OPERATIONAL PLAN

<p><u>STAFF DEVELOPMENT</u> <u>WHOLE SCHOOL</u> PAI - Literacy GATE, NZC Numeracy <u>SYNDICTES</u> Senior – Thinking Middle – Literacy PAI Junior – Literacy PAI <u>INDIVIDUAL</u></p>	
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<p><u>ADMINISTRATION</u></p> <p>Review Planning and Reporting Procedures</p> <p>Review Policies and procedures for NAG 4, 5</p>	<p>Gus</p> <p>Gus</p>
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<p><u>HEALTH AND SAFETY</u></p> <p>Cool Schools</p> <p>Health Promoting</p> <p>Health Programmes</p>	<p>Cool Schools Team</p>
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<p><u>PROPERTY</u></p> <p>10 and 5 year property Plans Toilet Blocks – Sen blocks Drinking Fountains Electrical Supply Playgrounds</p> <p>Building Inspections</p>	<p>Gus & BOT</p> <p>Care- taker</p>
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<p><u>FINANCE</u></p> <p>Audit requirements and annual audit</p> <p>Budget – October</p> <p>Monthly reporting</p> <p>Funding applications</p> <p>Revise asset register</p>	<p>Gus</p> <p>Gus</p> <p>Gus</p> <p>Gus</p> <p>Gus</p>
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COSGROVE SCHOOL
CURRICULUM REVIEW
PLAN 2009

Teaching and Learning Review

Development Focus and Preparation : Identify needs to be developed				
	2008	2009	2010	2011
Math:	Strand	Number	Fractions	Strand
Literacy:	Viewing and Presenting	Reading	Writing	Listening
Other	Social Studies	Science	Health and Well Being	Technology
Pedagogy:	Thinking Tools	Inquiry Learning	Differentiated Teaching	Assessment For Learning
Cohorts:	E.S.O.L. Pacifica	Special Needs Maori	Gifted and Talented Pacifica	E.S.O.L. Maori
Development Focus: Increase Teacher Knowledge . Refine teacher practice. Update Curriculum knowledge Report on student achievement.				
	2008	2009	2010	2011
Math:	Fractions	Strand	Number	Fractions
Literacy:	Listening / Writing	Viewing and Presenting	Reading	Writing
Other	Maori	Social Studies	Science	Health and Well Being
Pedagogy:	Assessment For Learning	AFL / Thinking Tools	Inquiry Learning	Differentiated Teaching
Cohorts:	Gifted and Talented / Pacifica	E.S.O.L Maori	Special Needs Pacifica	Gifted and Talented Maori
Monitoring and Implementation: Teacher knowledge sound. Implement and review outcomes.				
	2008	2009	2010	2011
Math:	NUMPA	Fractions	Strand	Number
Literacy:	Reading	Listening / Writing	Viewing and Presenting	Reading
Other	Health and Well Being	Maori	Social Studies	Science
Pedagogy:	Holistic Knowledge Of Children	Assessment For Learning	AFL / Thinking Tools	Inquiry Learning
Cohorts:	Special Needs Maori	Gifted and Talented / Pacifica	E.S.O.L Maori	Special Needs Pacifica

COSGROVE SCHOOL
POLICY AND PROCEDURE
REVIEW PLAN

Cosgrove School Policy and Procedures Review Timetable

	<u>January</u>	<u>February</u>	<u>March</u>	<u>April</u>	<u>May</u>	<u>June</u>
Cyclic Tasks	Tidy grounds Building Inspection Photocopy Paper Stationery Teacher Only Days	Local permission slips Publish term dates Draft Job Descriptions Building Inspection Asset Audit Set Targets	Staff Development Programme Interim reports out Swimming Sports Job Descriptions finalised Building Inspection MOE 1 March returns Annual Plan and Charter to MOE	BOT AGM Building inspections Parent interviews Principal Appraisal Evacuation Drill	Staff appraisals and Interviews Building Inspections	Playground safety check Spouting check Profiles home Parent teacher interviews Building Inspections Principal Appraisal Evacuation Drill
<u>2010</u> Policy Implementation and procedure review	<i>Health and Safety - NAG 5 - Review:</i> Review procedures to do with the policies below and any other related ones, included are: Access to Pupils, Accidents to Pupils, Emergency Drill, EOTC procedures, First aid, Parent Communication, Parent Helpers, Police Interviews, PHN, Accidents to pupils, Abuse Procedures, Cybersafety Procedures, Admin Medication, Visitors					
Policy Review Timetable	Civil Defense and Emergency Management	EOTC Transportation	Adult/Student Contact Parent Involvement	Parental Concerns/Complaints	Administration of Medication Skin Infections	CyberSafety
<u>2011</u> Policy Implementation and procedure review	<i>Personnel - NAG 3 - Review:</i> Review procedures to do with the policies below and any other related ones, included are: Beginning Teachers, Leave of absence, NZEI, Professional Development, Relieving Teachers, School Hours, Meetings – Staff, Syndicate etc., Staff responsibilities, Syndicates, Teacher Release, Teacher only Days, Cleaning and caretaking, Professional ethics.					
Policy Review Timetable	Staff Induction EEO	Performance Appraisal Performance Management	Appointments	Staff Development Harassment	CRT Units	Professional Guidelines
<u>2009</u> Policy Implementation and procedure review	<i>Property NAG 4 - Review:</i> Review Parent information Booklet, Staff Induction Booklet, and any procedures not covered in this Review Plan, classroom care and maintenance, grounds, insurance, keys , vandal damage, furniture					
Policy Review Timetable	Property Management	Vandalism				

Cosgrove School Policy and Procedures Review Timetable

	<u>July</u>	<u>August</u>	<u>Sept</u>	<u>October</u>	<u>Nov</u>	<u>Dec</u>
Cyclic Tasks	1 July Roll Return Building Inspection ESOL funding application	Class and individual photos Building Inspection	Onehunga Weed spraying Building Inspections Principal Appraisal	Jump pit for athletics Athletics Marking Building Inspection Staff appraisals (2)	Budget Prep Playground safety check Reports Stationery Requirements Building Inspection	Principal Appraisal Set Budget Building Inspection Reports to Parents
2010 Policy Implementation and procedure review	<i>Review - NAG 2 & Legislation NAG 6 - Review:</i> Review procedures to do with the policies below and any other related ones, included are: School Charter, codes of conduct, promotion of school, meeting procedures, BOT training, reporting to parents, students and community on achievement.					
Policy Review Timetable	Roles and Responsibilities BOT School Self Review	Documentation Enrolment Scheme	International Students – Refunds Fee Protection	BOT Meetings	Protective Disclosures	
2011 Policy Implementation and procedure review	<i>Finance Nag 4 - Curriculum Nag 1 - Review:</i> Review procedures to do with the policies below and any other related ones, included are: Financial procedures within the school, includes budget preparation, financial control, spending, etc. Plus general curriculum policies and procedures.					
Policy Review Timetable	Financial Management	Credit card Facility	Financial Portfolio	Assessment Curriculum Review	Curriculum Delivery Homework	
2009 Policy Implementation and procedure review	<i>Health and Safety Nag 5 - Review:</i> Review procedures to do with the policies below and any other related ones, included are: Policies and procedures around student management and health and safety of both staff and pupils, child abuse, discipline cool choice.					
Policy Review Timetable	Health and Safety	Behaviour Management	Physical Restraint	School Uniform	Animal Welfare	School Fees