

Thornton School

Strategic Plan 2023

Thornton students are active and connected learners, respectful of self and others, confident and prepared for a life of learning

Thornton School is a small, rural primary school located 15km west of Whakatane. The school is very well maintained and well-resourced and has a number of features that make it an attractive learning environment. These include modern, collaborative learning spaces, a well-stocked library, a multipurpose learning area, large, covered decks, fibre optic internet connection and ample computing, a large playing field, courts and two adventure playgrounds, and a swimming pool.

Thornton School provides rich educational programmes to students from Years 1 to 8. A variety of enterprising approaches and strategies are used by teachers and the school to ensure children are engaged, enthusiastic, and self-motivated to lift their levels of achievement.

The Key Competencies are interwoven through the many practical activities provided. A robust physical education based on the Move Well programme complements our academic programme and our school participates in many sporting activities mixing with the children from the Rangitaiki Plains schools.

The Arts are a focus with our students having opportunities to develop skills in performance through our annual school production.

Our school's values and principles underpins our school culture which is inclusive, supportive, and a happy place to learn.

Our students positive attitudes to school life are very evident and are an important aspect of our school culture.

We have an idyllic setting amongst established native trees with wide open spaces for sport and activities.

We have a special school culture that is built around our school values and supportive community partnerships.

We provide quality teaching and learning for all students to ensure that they leave Thornton School with the confidence, skills, and knowledge to progress in their next learning journey.

This strategic plan is linked to the National Education and Learning Priorities (NELPs)

School Charter 2023

Vision	Values	Principles
<p style="text-align: center;">For our children <i>Thornton School, through the full support and involvement of the community will:</i></p> <ul style="list-style-type: none"> ➤ Prepare our children with a greater range of knowledge and life skills to take a positive role in society ➤ Provide quality learning opportunities and experiences ➤ Meet the individual needs of all students ➤ Develop a stimulating, exciting environment which fosters strong learning foundations ➤ Encourage students to take risks and challenge their own abilities ➤ Provide social and cultural opportunities ➤ Provide opportunity for extension ➤ Encourage student achievement by fostering independent goal setting ➤ Identify and cater for the learning needs of all children ➤ Provide opportunities for children to mix within class levels and other schools ➤ Provide a low staff/pupil ratio to enable teachers to better cater for individual needs ➤ Welcome all learners, including those with special education needs 	<p style="text-align: center;">We share <i>Our values are the important qualities shared by the children, staff, and community</i></p> <ul style="list-style-type: none"> ➤ Learning is a lifelong process ➤ We respect the right to have an education ➤ Everyone can learn and achieve success ➤ We foster a friendly, supportive atmosphere through our 'I Care' (Co-operation, attitude, respect, effort) philosophy where children feel part of a 'large' family ➤ The school encourages an 'open door' policy ➤ Values of the community are effectively represented by the BOT ➤ The school encourages children to have a high standard of behaviour ➤ The school provides individual programmes based on learning needs ➤ Rural community values ➤ We care for property and the environment ➤ We value our staff's commitment and believe in their professional development 	<p style="text-align: center;"><i>Our curriculum is underpinned by and consistent with the principles outlined in the NZC. We know these principles are evident in our curriculum because:</i></p> <ul style="list-style-type: none"> ➤ High Expectations – We will support and empower our students to be the best they can be. Our high expectations of attainment and behaviour are suitably differentiated. Our attainment standards are high and continue to improve. Our students are motivated to learn ➤ Learning to learn – Our students receive explicit feedback that helps them to understand their own strengths and weaknesses and their next learning steps. Our pupils are aware of learning intentions and success criteria. ➤ Treaty of Waitangi – Our students benefit from rich learning experiences that enable them to understand and value the bicultural heritage of New Zealand. Diversity – Our teachers and our students are knowledgeable of others' cultural backgrounds and are sensitive to a diverse range of beliefs and practices ➤ Inclusion – Our student's interests and abilities are recognised and celebrated. Our professional practice is non-sexist, non-racist, and non-discriminatory. ➤ Coherence – Our learning is enriched by natural connections that exist across the various dimensions of our curriculum – our principles, values, key competencies and learning areas. Our school-wide procedures, practices, policies, and systems align with our vision as it is articulated here. ➤ Future focus – Our curriculum encourages pupils to look at the future and to consider a range of issues such as sustainability, citizenship, enterprise, and globalisation; that will have an impact on themselves and others in our community and around the world. ➤ Community engagement – Students make connections with their wider lives and engage the support of their families and wider communities

Our Vision

Is for our young people who will develop the competencies they need for study, work and lifelong learning and go on to realise their potential

Active learners	Confident learners	Connected students	Lifelong learners	Respectful students
<ul style="list-style-type: none"> ➤ Participate in a range of life contexts ➤ Positively contribute to school community & society ➤ Participate in decisions about learning & articulate strategies used ➤ Experience success & are willing to take risks with their learning 	<ul style="list-style-type: none"> ➤ Accept challenges and are actively involved in their learning ➤ Have a high level of self-esteem and are happy ➤ Strive to be the best they can be ➤ Are resilient and are able to manage change ➤ Are intrinsically motivated ➤ Know that they can learn ➤ Can articulate meaning 	<ul style="list-style-type: none"> ➤ Relate well to others ➤ Are effective and confident users of communication tools ➤ ICT – computers, phones, fax, photocopiers, digital media, things that have not yet been invented ➤ Language, symbols and text emphasising literacy and numeracy ➤ Participate fully in the school community 	<ul style="list-style-type: none"> ➤ Are critical, creative, and caring thinkers ➤ Are curious about the world around them ➤ Transfer learning to new contexts ➤ Have well developed literacy and numeracy skills ➤ Are active seekers, users, and creators of knowledge ➤ Are informed decision makers 	<ul style="list-style-type: none"> ➤ Treat others as they would like to be treated ➤ Have an awareness, understanding and acceptance of diversity ➤ Take care of themselves physically, emotionally, and mentally ➤ Show respect for their environment ➤ Understand that their actions have an effect on others ➤ Understand and respect the place of Tangata Whenua ➤ Strive for excellence (intrinsic motivation) ➤ Show empathy for the needs of others

Values

These are the collective values of our school. They were developed through consultation with students, parents, and staff. All curriculum decision making in our school reflects these values. They are to be encouraged, modelled, and explored in our school.

Mātauranga Knowledge and Wisdom	Rangatiratanga Leadership	Whanaungatanga Connections, Relationships	Whakamana Equity and Respect
<ul style="list-style-type: none"> ➤ Understand that knowledge is power ➤ Promote high expectations and good work ethic ➤ Strive for excellence (intrinsic motivation) ➤ Encourage children to reach their full potential ➤ Realise that goals guide learning ➤ Celebrate our academic, sporting, cultural and sporting successes 	<ul style="list-style-type: none"> ➤ Not scared to try anything ➤ Know questioning drives learning ➤ Offer children many opportunities ➤ We seek independent thinking ➤ Problem solvers ➤ Self-managers ➤ Good communicators ➤ Leaders ➤ Individuals ➤ Goal setters ➤ Resourceful ➤ Resilient 	<ul style="list-style-type: none"> ➤ Inclusive programmes ➤ Celebrate the bicultural identity of the school ➤ Understand and respect the place of the Tangata Whenua ➤ Working together ➤ Healthy relationships 	<ul style="list-style-type: none"> ➤ Respect the right to have an education ➤ Understand that their actions have an effect on others ➤ Show empathy for the needs of others ➤ Inclusive programmes which address the learning needs of all students ➤ Recognising everyone as a learner ➤ Use positive reinforcement
Kotahitanga Working Together	Kaitiakitanga Guardianship	Pono Integrity	Manaakitanga Respect for Self and Others
<ul style="list-style-type: none"> ➤ A genuine partnership with our community ➤ A caring and sharing family atmosphere ➤ We welcome others to our school ➤ Using the strengths of everybody 	<ul style="list-style-type: none"> ➤ Rural community values ➤ Care for property and the environment ➤ Encourage and provide opportunities for students to become environmentally conscious 	<ul style="list-style-type: none"> ➤ Kind, caring, sharing ➤ Relate positively to others ➤ Honest ➤ Supportive ➤ Approachable ➤ Reliable ➤ Know what's right and wrong ➤ Responsible citizens 	<ul style="list-style-type: none"> ➤ Respect and treat others how we like to be treated ourselves ➤ Follow great role models ➤ Encourage good values

Principles

Our curriculum is underpinned by and consistent with these principles. They provide the foundations of our curriculum decision making.

High Expectations	Treaty of Waitangi	Cultural Diversity	Inclusion
<ul style="list-style-type: none"> ➤ School wide values ➤ School wide targets for core curriculum areas ➤ Ability and interest groupings within classrooms ➤ Shared learning intentions and success criteria ➤ Remedial programmes ➤ Extension programmes ➤ Children encouraged with sports/arts ➤ Leadership opportunities 	<ul style="list-style-type: none"> ➤ Programme of Te Reo and Te Ao Māori ➤ Hauora is an integral part of our health strands ➤ Marae visits ➤ Art focus 	<ul style="list-style-type: none"> ➤ Religious Education ➤ Social Sciences units ➤ Arts programme includes cultural diversities ➤ Report and analyse achievement of Māori students 	<ul style="list-style-type: none"> ➤ Special needs programme in place ➤ IEP with parent inclusion ➤ Mainstreaming of students with special needs ➤ Support provided for the progress and achievement of students with special education needs ➤ Teacher aides to help support children and address learning needs ➤ Community consultation ➤ Programme for gifted and talented
Learning to Learn	Community Engagement	Coherence	Future Focus
<ul style="list-style-type: none"> ➤ Goal setting and reflection ➤ Teacher aide programmes to assist with learning and behaviour ➤ Encourage self-managed independent learners ➤ Reporting to parents ➤ Leadership opportunities ➤ WALTs and learning outcomes 	<ul style="list-style-type: none"> ➤ Assemblies ➤ Website ➤ Newsletters ➤ Reporting to parents ➤ Charter review ➤ Reading Together programme ➤ Inclusive Practices ➤ SchoolStream 	<ul style="list-style-type: none"> ➤ Curriculum plan builds on each level ➤ School wide values reflective in teaching 	<ul style="list-style-type: none"> ➤ I Care philosophy - environment ➤ Environmental activities ➤ Career education

Thornton School Priorities

Developing a Quality Learning Environment

Programmes

- Continue emphasis on literacy – oral, reading, and written language and Numeracy
- Develop programmes for all students identified as below the school's expected level and those making slow progress
- Seek agency support for programmes
- Provide resources to support programmes
- Continued programme for students Te Reo Māori and Te Ao Māori
- Japanese language programme
- Writers Toolbox

Curriculum Focus and Review

- Language focus

Personal and Professional Development

- Local Curriculum development
- Writers Toolbox
- Courses that are in line with the staff's own personal development goals

Promote Student Learning & Achievement

To develop, implement, monitor, and review programmes and practices that strengthen achievement at all levels of the school, especially in Literacy and Numeracy

To strengthen school strengths and weaknesses in the delivery of literacy and numeracy so that continual improvement is achieved

To plan, assess and report to show student improvement, identify students not achieving, or at risk of not achieving and those with special needs or abilities

Through consultation, plan for and set targets for all student achievement, in particular Māori student achievement

To maintain the New Zealand Curriculum with an emphasis on vision, values, key competencies, learning areas and curriculum principles

School Organisation & Structure

Other Documentation

Human Resources

- Professional Development
- Support for classroom learning programmes

Curriculum

- Curriculum Delivery
- Assessment and Reporting Schedule

Property

- 5 and 10 year property plan

Finance

- Budget set for resources, PD, and staffing

Health & Safety

- Develop a manageable system for ensuring safety requirements are met

Self-Review

- Community Partnership
- Inclusive Practices

Thornton School Cultural Diversity and Maori Dimension

Thornton School acknowledges the bi-cultural nature of NZ society and the rights and responsibilities of Māori as Tangata Whenua and equal partners under the Te Tiriti o Waitangi. Ka Hikitia, the Māori Education Strategy, is an integral part of life at Thornton School and it's benefitting staff, students and whānau. With 21% of our students identifying as Māori, our school has a strong focus on its Māori learners and has found that the principles of Ka Hikitia benefit all of our students

Treaty of Waitangi

- We will understand, value, and appreciate the principles of the Treaty of Waitangi
- All cultures within the school will be valued, accepted, and celebrated through active encouragement of an inclusive school culture and values.
- Staff members will ensure that students from all cultures are treated with respect and dignity, and will actively work towards maximising the potential of each student irrespective of cultural backgrounds
- Tataiako will be the base document for staff around meeting the Standards for the teaching profession as part of the staff development and performance management process

Tikanga – Code of conduct

- Our school will consider the position of Māori when making educational decisions for our school
- We will work collaboratively with our Māori families to contribute to what and how our Māori students learn, as well as work together to provide support for Māori students learning
- Separate student achievement data to focus on Māori and use to target resources and funding for optimal effect
- Provide early intervention programmes for students at risk of falling behind
- Strategic direction of the school to set targets that will provide better outcomes for Māori students
- Charter consultation with parents, whanau and Māori community
- Promoting board membership to Māori parents and whanau
- Tikanga Māori will be incorporated into the Thornton school curriculum to ensure that all children display empathy towards Māori culture, protocol and language both in and out of the class
- Daily programmes will have a dimension where possible: greetings, commands, language related to everyday objects, days, months, number.
- Each integrated unit will include components as appropriate to the topic and the class level.
- Professional development and support of staff, on the understandings they need to develop with their students
- Quality provision, leadership, teaching and learning, supported by effective governance

Whakamana - Māori potential approach

- A shared school-wide understanding that that all Māori students have the potential to excel and be successful
- Participation in the EBOPMAC to raise student achievement and promote success for our Māori students
- Expectation for success supported by families, whanau, communities and Māori organisations
- Provision of Te Reo and Te Ao Māori
- Learning and teaching programmes are tailored to the student
- Strong engagement and contribution from parents, families and whanau, hapu and iwi, communities and Māori organisations

Ako – two way teaching and learning process

- Effective relationships between teachers and students
- Teachers will provide programmes that will engage and motivate the students
- Integrating te reo me ona tikanga into inquiry units and programmes
- Te Reo instruction timetabled and/or woven through the daily classroom programmes
- Include different cultural perspectives in the classroom programmes
- Give consideration to the varying cultural perspectives in planning extra-curricular activities
- Collaborative discussion with teachers to investigate best ways to support, teach and engage with Māori students
- Teacher appraisal process that supports better outcomes for Māori students
- Tataiako will be the base document for staff around meeting the Standards for the Teaching Profession as part of staff development and performance management processes

Tuakiri Tangata - Identity, language and culture count

- Development of a local curriculum that reflects and values Māori identity, language and culture
- Learning will positively reinforce where Māori students come from, what they value and what they already know
- We will provide the children with opportunities to experience Māori culture
- Waiata included in weekly assemblies
- Signage in classrooms and other working areas
- All staff members are expected to develop an awareness of Tikianga Māori (Māori culture and protocol) and Te Reo Māori (Māori language): and incorporate these into classroom programmes.
- Thornton School will provide the means of fostering better cultural understanding consistent with the Treaty of Waitangi

Whakawhanaunga - Productive partnerships

- Ka Hikitia and Tataiako will provide the context for working with and consulting the community
- We will support whanau engagement and involve whanau in conversations about their children and their learning
- Goal setting interviews will involve the student and their parents and whanau
- Reporting of Māori students' progress and achievement will be evidence based and will suggest ways in which parents and whanau can support their child's learning
- Encourage parents of Māori students to become a Board of Trustees member
- Protocols around community meetings and activities e.g: karakia where appropriate

- Māori community consulted in various ways

Ka Hikitia – Accelerating Success
Tataiako Competencies

Thornton School Strategic Plan 2023 to 2025

In the 3 year period from 2023 our school aims to enhance student learning outcomes by fulfilling our vision and mission while taking account of the NEGs, NAGs, and areas of National Education Priorities. After consultation with the school community, parents, students and staff, the Board of Trustees has set the following Strategic Objectives as its Strategic Plan that will be the basis of the school's strategic goals for 2023 to 2025 and underpin the school's 2023 Annual Plan

Thornton School through a culture of continuous improvement will celebrate...	2023	2024	2025
📌 Students: All students to successfully engage in the NZ Curriculum; with a focus on literacy and numeracy, measured and evidenced by progress and achievement	Refresh of the NZ Curriculum	Literacy & Numeracy Targets in relation to achievement data	Literacy & Numeracy Targets in relation to achievement data
📌 Students: All students being supported to engage in all school activities and in partnership with their family and teachers being able to share their learning, set goals and strive to achieve those goals	Student goal setting Parents involved in their child's learning and involvement in developing quality learning programmes Attendance and engagement	Student goal setting Parents involved in their child's learning Quality Learning Programmes Attendance and engagement	Student goal setting Parents involved in their child's learning Quality Learning Programmes Attendance and engagement
📌 Values: Shared, inclusive common values that are exhibited and evident in all we do.	Inclusive Practices Shared strategic planning	Inclusive practices Shared strategic planning	Inclusive practices Shared strategic planning
📌 Staff: Innovative staff supported by strong professional development experiences	Standards for the Teaching Profession Professional Growth Cycle	Standards for the Teaching Profession Professional Growth Cycle	Standards for the Teaching Profession Professional Growth Cycle
📌 Property: A well-managed school property portfolio that supports education outcomes	10YPP and 5YA Toilet block 5YA projects	10YPP and 5YA property plan Maintenance	10YPP and 5YA property plan Maintenance
📌 Finance: The financial resources are prioritised to support and provide for the learning needs of our students	Meet all financial responsibilities as per policy and procedure	Asset Register & Replacement Plan in place	Asset Register & Replacement Plan in place
📌 School community: Parents, whanau, and a community, who are enthusiastic to support our children and support, contribute to and nurture our unique rural school	Inclusive Practices Shared strategic planning EBOPMAC	Inclusive practices Shared strategic planning EBOPMAC	Inclusive practices Shared strategic planning EBOPMAC

Thornton School – 3 Year SchoolDocs Policy and Procedure Review Schedule

	Term 1	Term 2	Term 3	Term 4
Year 1 – 2022	Health and Safety Management	Health care	Student Wellbeing and Safety	HEALTH, SAFETY & WELFARE POLICY
	Safety Management Systems	First Aid	Care and Management of Students	Safety On and Off School Grounds
	Risk Management	Medicines	Child Protection	Alcohol/Drugs and Other Harmful Substances
	Health and Safety Induction	Accidents and Injuries	Abuse Recognition and Reporting	Digital Technology and Cybersafety
	Visitors	Health Conditions and Illness	Supporting Student Wellbeing	Getting to School Safely
	Emergency, Disaster, and Crisis Management	Infectious Diseases	Food and Nutrition	School Bus Transport (O)
	Emergency Planning and Procedures	Behaviour Management	Sun Protection	Pool/Swimming topics (O)
	School Closure	School Values and Behaviour Expectations (O)	Separated Parents, Day-to-Day Care, & Guardianship	Storage and Use of Hazardous Substances
	Emergency Management	Bullying and Online Bullying	Staff Wellbeing and Safety	
	Disaster Management	Surrender and Retention of Property and Searches	Staff Wellbeing	
Crisis Management	Physical Restraint	Harassment		
COVID-19 Information	Stand-down, Suspension, and Exclusion Procedures			
Year 2 - 2023	LEGISLATION AND ADMINISTRATION POLICY	Education Outside the Classroom	Learning Support	CURRICULUM & STUDENT ACHIEVEMENT POLICY
	Student Attendance	EOTC Safety Management	Learning Support Coordination	Student Achievement Information
	Enrolment	EOTC Planning and Review	Identify Learning Support	Home Learning
	Privacy	EOTC Risk Management	The Teacher's Role	Distance Learning
	Records Retention	EOTC Roles and Responsibilities	Learning Support Staff	Inclusive Education
	Copyright	EOTC External Providers	Individual Education Plan	Recognition of Cultural Diversity
	Creative Commons (O)	EOTC Staff Competence	Reading Recovery	Maori Educational Success
	Uniform/Dress (O)	EOTC Process	Learning Support Supervision	Religious Instruction/Religious Education
		EOTC Forms	Perceptual Motor Programme (PMP) (O)	Health Education
			Gifted Learners	
Year 3 - 2024	Te Tiriti o Waitangi	EMPLOYER RESPONSIBILITY POLICY		FINANCE & PROPERTY MANAGEMENT POLICY
	GOVERNANCE AND MANAGEMENT	Appointment Procedure	Concerns and Complaints	Managing Income and Expenditure
	Board Responsibility	Employment		Income
	Principal Responsibility	Safety Checking	Protected Disclosure	Expenditure
	DOCUMENTATION & SELF-REVIEW POLICY	Classroom Release Time/Non-Contact Time		Asset Management and Protection
	School Planning and Reporting	Media		
	Recognising Student Achievement	Performance Management		
	Reporting to Parents on Student Progress and Achievement	Professional Development (O)		
	Parents and Whanau	Staff Exit Interviews/Surveys (O)		
	Special/Designated Character (O)	Staff Conduct		
	Staff Leave			

KEY	REVIEW OVERARCHING POLICY	Review main topic (section heading)	Review topic and key subtopics	Review single topic	(O) = optional topic
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Thornton School Strategic Plan Goals 2023 – 2025

Strategic Goals to raise levels of achievement over the next 3 years

Strategic Direction	2023	2024	2025
<p>Raise student achievement by providing teaching and learning programmes which incorporate the NZ Curriculum and NZ Aotearoa Histories</p> <p>Give priority to student achievement in literacy and numeracy: especially in Years 1 - 8</p> <p>To provide students with opportunities to achieve for success in all areas of the NZ Curriculum</p> <p>From data collected at the end of 2022, students will be identified in the priority groups of:</p> <ul style="list-style-type: none"> ➤ Māori and Pasifika ➤ Learners who need teaching adaptations or learning support ➤ Learners who are well below expectation and require IEP's ➤ Learning related to the needs, abilities, and interests of students 	<p>Review and develop practices so that all assessments are used to inform out teaching and learning</p> <p>Develop Literacy and Numeracy statements so that we have shared understandings and practices of effective teaching and learning in our school</p> <p>A shared school-wide understanding that that all students have the potential to excel and be successful</p> <p>Develop register of focus students to monitor progress and achievement, and to develop individualised support Student progress is tracked schoolwide Individualised programmes developed for focus students</p>	<p>Collect information that is sufficiently comprehensive to enable the progress and achievement of students to be evaluated</p> <p>Embed and sustain our curriculum learning statements with shared understandings and practices of effective teaching and learning</p> <p>Review our Literacy and Numeracy learning areas to ensure effective teaching and learning in these areas</p> <p>Maintain a school-wide expectation for success</p> <p>To use assessment process to monitor all student progress and achievement and identify students not achieving at the required level Student progress is tracked schoolwide Individualised programmes developed for focus students</p>	<p>Collect information that is sufficiently comprehensive to enable the progress and achievement of students to be evaluated</p> <p>Sustain the use of our curriculum learning statements with shared understandings and practices of effective teaching and learning</p> <p>Maintain Literacy and Numeracy focus areas</p> <p>Maintain a school-wide expectation for success</p> <p>To use assessment process to monitor all student progress and achievement and identify students not achieving at the required level Student progress is tracked schoolwide Individualised programmes developed for focus students</p>

<p>Review and design a unique and local curriculum, responsive to the priorities, preferences, and issues of our community and our people inclusive of the NZ Aotearoa Histories</p>	<p>Review of a local curriculum to be responsive to the needs, identities, languages, cultures, interests, strengths, and aspirations of our learners and families</p>	<p>Continue to personalise learning Curriculum relevant to student's needs, abilities, and interests</p>	<p>Curriculum relevant to student's needs, abilities, and interests</p>
<p>In consultation with Māori whanau and community, develop and make known to the school's community policies, plans and targets for improving the achievement of Māori students</p>	<p>Involve Māori whanau in development of Māori students learning programmes and resources</p> <p>Include Māori consultation in the development of programmes</p> <p>To consult with Māori whanau to promote and extend Taha Māori in our school</p>	<p>Embed Charter Māori Dimension and Cultural Diversity principles in our school</p> <p>Review Māori consultation in the development of programmes</p>	<p>Sustain Charter Māori Dimension and Cultural Diversity principles in our school</p> <p>Embed Māori consultation in the development of programmes</p>
<p>Continuation of involvement in the MAC group</p>	<p>Participate in the MAC group to raise student achievement</p>	<p>Participate in the MAC group to raise student achievement</p>	<p>Participate in the MAC group to raise student achievement</p>
<p>Implementation of Te Reo and Te Ao Māori in our school</p>	<p>Promote and extend Te Reo and Te Ao Māori in our school</p> <p>Increase hours of delivery in each classroom to become L4b Learning Te Reo Māori as a separate subject at least 3 hours per week</p>	<p>Extend the use of Te Reo and Tikanga in classrooms and around the school</p>	<p>Continue the use of Te Reo and Tikanga in classrooms and around the school</p>
<p>In consultation, develop and make known policies, plans and targets for improving student achievement</p>	<p>Develop inclusive Practices in our school</p>	<p>Implementation of inclusive practices</p>	<p>Continue and review inclusive practices in our school</p>

<p>Provide opportunities for e-learning in our school</p> <p>Give priority to regular quality physical activity: especially in Years 1 – 6</p> <p>Implementation of MoveWell programme</p> <p>I Care school philosophy Key Competencies underpin all we do at Thornton School</p> <p>Provide appropriate career education and guidance for all students in Year 7 and 8</p> <p>Develop a strategic plan giving effect to the NELPs</p> <p>Maintain an ongoing programme of self-review – policies, procedures, and programmes using SchoolDocs</p>	<p>Digital Technologies – consolidation of the revised curriculum area</p> <p>Develop our knowledge and use of e-learning across the school curriculum</p> <p>Continue the implementation of the iPads/Chromebooks/HP purchase programme</p> <p>Review the Health programme across the school in consultation with staff and community</p> <p>To audit the physical skills resources and purchase as required</p> <p>Emphasis on I Care school philosophy and inclusion of Key Competencies in Charter</p> <p>Provide opportunities for career education</p> <p>Review of school’s charter and strategic goals in consultation with the school community</p> <p>Monitor use of SchoolDocs for reviews</p>	<p>Embed e-learning in all areas across the curriculum</p> <p>Sustain use of devices and other forms of IT</p> <p>Embed and sustain the Health programme</p> <p>Extend the range of physical equipment and staff capability in teaching PE and fitness</p> <p>Emphasis on I Care school philosophy and inclusion of Key Competencies in Charter</p> <p>Provide opportunities for career education</p> <p>Review of school’s charter and strategic goals in consultation with the school community</p> <p>Monitor use of SchoolDocs for reviews</p>	<p>Sustain e-learning in all areas across the curriculum</p> <p>Sustain use of IT</p> <p>Review the Health programme In consultation with community</p> <p>Maintain suitable resourcing and staff professional development. Review student participation and capability</p> <p>Emphasis on I Care school philosophy and inclusion of Key Competencies in Charter</p> <p>Provide opportunities for career education</p> <p>Review of school’s charter and strategic goals in consultation with the school community</p> <p>Monitor use of SchoolDocs for reviews</p>
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Report to students and parents on the achievement of individual students; and to the school's community on the achievement of students including the achievement of Māori students	Follow reporting schedule	Follow reporting schedule	Follow reporting schedule
Report to students and their parents on the student's progress and achievement.	Report to parents in plain language twice a year.	Report to parents in plain language twice a year.	Report to parents in plain language twice a year.
Report to the Secretary of Education annually by 31 March	Student achievement data analysed and collated. Analysis of Variance completed	Student achievement data analysed and collated. Analysis of Variance completed	Student achievement data analysed and collated. Analysis of Variance completed
Develop and implement a Professional Growth Cycle for teachers and principal that identifies professional goals and observations of teaching practice	Implement the Code of Professional Responsibility and Standards for the Teaching Profession	Code of Professional Responsibility and Standards for the Teaching Profession underpin our appraisal process	Code of Professional Responsibility and Standards for the Teaching Profession underpin our appraisal process
Use of the Standards for the Teaching Profession as part of the staff development and Professional Growth Cycle	Professional Growth Cycle	Professional Growth Cycle	Professional Growth Cycle
Be a good employer complying with the conditions in employment contracts for all staff	Policy/procedure review Review Support Staff agreements EEO policy Attestation	Policy/procedure review Review Support Staff agreements EEO policy Attestation Support Staff Police Vets	Policy/procedure review Review Support Staff agreements EEO policy Attestation
Allocate funds to reflect the school's priorities as stated in the Charter	Prepare and monitor the annual budget	Prepare and monitor the annual budget	Prepare and monitor the annual budget
Monitor and control school expenditure	Ensure expenditure priorities support current school targets Maintain financial procedures	Ensure expenditure priorities support current school targets Maintain financial procedures	Ensure expenditure priorities support current school targets Maintain financial procedures

Implement a maintenance programme to ensure a safe healthy learning environment	Review the Asset Register and depreciation Complete projects as per 5YPP and 10YPP	Review the Asset Register and depreciation Update the 5YPP and 10YPP and plan for future project	Review the Asset Register and depreciation Continue project completion 5YPP and 10YPP
Provide a safe physical and emotional environment for students	Review Health and Safety policies and procedures with community consultation	Review Health and Safety Curriculum policies and procedures	Review Health and Safety Curriculum policies and procedures
Promote healthy food and nutrition for all students	Review Health programme	Follow Health guidelines Staff First Aid certification	Review Health programme
Comply in full with any current legislation to ensure the safety of students and employees	Complete and report monthly checks	Complete and report monthly checks	Complete and report monthly checks
Signatory for the Code of Practice for the Pastoral Care of International Students	Implement the Code	Implement the Code	Implement the Code
Comply with all general legislations concerning requirements such as attendance, the length of the school day, and the length of the school year	ETap SMS and Enrol Ministry published term dates followed	SMS and Enrol Ministry published term dates followed	SMS and Enrol Ministry published term dates followed
Provide an analysis of variance between the school's performance and targets set in previous years Charter	Achievement data analysed and collated Development of variance reports	Achievement data analysed and collated Development of variance reports	Achievement data analysed and collated Development of variance reports

Thornton School Strategic 2023-2026 & Annual Plan 2023

Our Vision Is for our young people to develop the competencies they need for study, work and lifelong learning and go on to realise their potential			
Statement of National Education and Learning Priorities (NELP)			
<p style="text-align: center;">OBJECTIVE 1 - LEARNERS AT THE CENTRE:</p> <p style="text-align: center;">Learners, with their whānau, are at the centre of education</p> <p>PRIORITY 1: Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying.</p> <p>PRIORITY 2: Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures.</p>	<p style="text-align: center;">OBJECTIVE 2 - BARRIER FREE ACCESS:</p> <p style="text-align: center;">Great education opportunities and outcomes are within reach for every learner</p> <p>PRIORITY 3: Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs</p> <p>PRIORITY 4: Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy</p>	<p style="text-align: center;">OBJECTIVE - QUALITY TEACHING AND LEADERSHIP</p> <p style="text-align: center;">Quality teaching and leadership make the difference for learners and their whānau</p> <p>PRIORITY 5: Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning</p> <p>PRIORITY 6: Develop staff to strengthen teaching, leadership and learner support capability across the education workforce</p>	<p style="text-align: center;">OBJECTIVE 4 - FUTURE OF LEARNING AND WORK</p> <p style="text-align: center;">Learning that is relevant to the lives of New Zealanders today and throughout their lives</p> <p>PRIORITY 7: Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work</p>
Thornton School Strategic Focus 1 Providing opportunities and resources for learning and growing together		Thornton School Strategic Focus 2 Enhancing our Thornton School experience for all	Thornton School Strategic Focus 3 Strengthening connections within and beyond our school
We will: A. embrace new approaches B. make evidence driven decisions C. advance leadership for all D. (value) collaborate E. review, innovate and improve F. resource to support		We will: A. provide quality induction B. communicate clearly C. build relationships and connections D. learn and grow together E. provide people with a welcoming and safe environment	We will: A. develop/co-construct a shared understanding of partnership with our partners B. ensure that our partnerships are reciprocal in nature (ako) and mutually beneficial C. strengthen existing partnerships

Thornton School – Annual Plan 2023

Annual Goal		Actions	Personnel	Timeframe	Measures
NELP 3 and 4	Accelerate the progress and achievement of all children	<ul style="list-style-type: none"> ➤ collate and analyse 2022 data and use this to select target students. Target students are those who are below expectations ➤ implement assessment practices in all core subjects to ensure assessment is used to inform teaching and learning in real time ➤ review assessment data with staff and determine the particular learning needs of target students ➤ track student cohorts to look for patterns 	Principal/SENCO Staff	Start of Term 1 Ongoing	Target students are identified Data is analysed, students are identified and IEPs and programmes developed Targets are set and monitored
NELP 3 and 4	Priority learners who are identified as underachieving will be resourced and monitored appropriately	<ul style="list-style-type: none"> ➤ teachers report on the progress of target students and effectiveness of teaching ➤ planning is targeted to needs of learners ➤ purchase of specific resources 	Principal/SENCO Teachers	Ongoing	Informed programme planning and resourcing
NELP 3, 4, 6 and 7	Provide an authentic, innovative, localised curriculum	<ul style="list-style-type: none"> ➤ embed our Thornton local curriculum. Teachers use carefully considered contexts for learning to engage our children ➤ design and review local curriculum to be responsive to the needs, identities, languages, cultures, interests, strengths, and aspirations of our learners and whanau ➤ Implement NZ Aotearoa Histories into local curriculum 	Principal Teachers	Over the year	Teacher’s planning shows lessons that reflect the cultures, interests, and strengths of their children At Thornton School Aotearoa NZ Histories curriculum is implemented

NELP 3, 4 and ERO Evaluation Focus	Curriculum areas are targeted to develop programmes that improve school-wide achievement	<ul style="list-style-type: none"> ➤ through writing PLD, implement a writing style approach to teaching and learning in writing that improves outcomes for all ➤ teachers use Writers Toolbox PLD to implement whole school writing programme and improve literacy teaching ➤ strengthen moderation processes in learning areas ➤ support role of curriculum lead teachers – Writers Toolbox 	Principal Lead Literacy teachers	Ongoing	All teachers make the necessary changes to their programmes, implement and reflect on new initiatives and ideas learnt through PLD School-wide writing programme implemented Lead teachers feel supported
Annual Goal		Actions	Personnel	Timeframe	Measures
NELP 2, 3, 4 and 6	Review assessment practices to ensure validity of data for individual/school-wide reporting and next steps learning	<ul style="list-style-type: none"> ➤ review, refine assessment practices ➤ review school-wide testing and OTJ format and reporting process ➤ develop teacher effectiveness in administering assessment, unpacking data, and identifying next steps learning ➤ data is used to inform the next steps for teaching and classroom programmes 	Principal/SENCO Teachers	Ongoing	Staff aware of assessment practice Assessment tools are consistently applied across the school
Nelp 2 and 6	Continuation of Japanese language and cultural programme	<ul style="list-style-type: none"> ➤ support continuation of Japanese learning programme 	Principal Japanese teacher Lead teacher	Ongoing	Effective teaching of Japanese language and culture in all classes
NELP 3	Focus on attendance, engagement and truancy	<ul style="list-style-type: none"> ➤ monitor student attendance on eTap ➤ support of Attendance Service to support school with truancy issues ➤ Use of 'Every Data Matters' Ministry Attendance report 	Principal	Ongoing	Identification of students with low attendance rates at risk of becoming disengaged Increased attendance across the school

NELP 2 and 3	Strengthen productive partnerships with family/whanau by sharing and discussing teaching and learning to accelerate student achievement	<ul style="list-style-type: none"> ➤ report student achievement targets and results to board & community ➤ report to whanau twice a year in writing ➤ include parents/caregivers/whanau in IEP development ➤ gather whanau voice around identified focus areas 	Principal Staff	Ongoing	Parents, families, and whanau are actively involved in their child's learning and in their wider school activities
NELP 1, 6 and 7	Improve communication within the school and wider community	<ul style="list-style-type: none"> ➤ connect with/establish communication with our local early childhood centres and high schools to gather voice and establish smooth transitions ➤ identify the skills and knowledge in our community via consultation so they can be leading some parts of the school's education programme – CoastCare, Waste Education, Art Week, school production 	Principal Staff	Ongoing	Relationships with the wider school community are well established and fostered
Annual Goal		Actions	Personnel	Timeframe	Measures
NELP 1, 2, 3, 4 and 5	Local beliefs and practices at Thornton School are valued and will reflect the inherent identity, language, and culture of every learner	<ul style="list-style-type: none"> ➤ all students are actively engaged in learning ➤ all students have a sense of belonging ➤ practices add to local curriculum 	Principal Staff	Ongoing	Students have a sense of ownership of their school and a sense of belonging Students are life-long learners
NELP 2	Review reporting schedule	<ul style="list-style-type: none"> ➤ update annual reporting schedule ➤ review report form to parents 	Principal Staff	Term 1	Schedule of reporting reviewed through consultation
NELP 2	Enhance and further develop relationships with parents as partners in learning	<ul style="list-style-type: none"> ➤ consult with parents as an active voice through newsletters, surveys, meetings, informal chats, SchoolStream app to community 	Principal Lead Teacher Staff	Ongoing	Whanau are actively involved in their child's learning

NELP 2 and 3	Involve Māori whanau in development of their child's learning	<ul style="list-style-type: none"> ➤ Ka Hikitia principles and Taitaiako cultural competencies to underpin Charter and Strategic Plan and teaching and learning programmes 	Principal Teachers	Ongoing	Māori students will get a culturally responsive programme
NELP 3, 5 and 6	Continuation of Māori language and cultural programme	<ul style="list-style-type: none"> ➤ support teachers in developing 'things Māori' ➤ continue programme of Te Reo, Waiata, Te Ao Māori ➤ share examples of best practice with staff ➤ participate in MAC (Māori Achievement Cluster) ➤ L4b Learning Te Reo as separate subject at least 3 hours per week 	Principal	Ongoing Term 3	Māori students will get a culturally responsive programme
Annual Goal		Actions	Personnel	Timeframe	Measures
NELP 2, 3, 4, 5 and 6	Review aspects of the Thornton School Curriculum to cater for the learning needs of our tamariki	<ul style="list-style-type: none"> ➤ include parents of focus students in IEP development ➤ consultation with the Māori community will be ongoing 	Principal SENCO Principal Teachers BOT Māori community	Ongoing Ongoing	Students and whanau can collaboratively set goals for learning Whanau will be better informed and knowledgeable and engaged in learner centred relationships
NELP 6	Consolidate Professional Growth Cycle Develop a culture of inquiry that supports the appraisal system	<ul style="list-style-type: none"> ➤ shared understanding of Standards for the Teaching Profession ➤ continue the appraisal/attestation process ➤ encourage setting of school-wide and personal goals ➤ promote level of staff participation in PD ➤ review teacher aide/cleaner/caretaker agreements 	Principal Staff	Ongoing	Shared understanding of Standards Goals/inquiry is the focus of appraisals Improved teacher practice for a positive outcome on student outcomes

NELP 1, 2, 3, 4, 7	IT purchase and Digital technology is used as a tool to provide equity in learning outcomes	<ul style="list-style-type: none"> ➤ implement Digital Technologies learning ➤ implement iPad/Chromebooks/HP purchase programme ➤ complete IT project to the best possible standard ➤ Devices and Google Docs PD for staff 	Principal / BOT ICT Lead Teacher Principal	Ongoing Ongoing	Students will make a connection between and across all learning areas Teachers are upskilled
NELP 1 and 3	Review Health programme	<ul style="list-style-type: none"> ➤ create and distribute Health survey to the community ➤ purchase physical skills resources appropriate for programme ➤ continue participation in Move Well programme 	Principal/BOT Teachers	Term 4	Parent voice is collected Year 1 – 6 students have access to managed skills
NELP 1 and 2	I CARE philosophy	<ul style="list-style-type: none"> ➤ emphasis on I CARE philosophy within school (Co-operation, Attitude, Respect, Effort) 	Principal/staff	Ongoing	Students and Whānau have an understanding of the culture at Thornton School
Annual Goal		Actions	Personnel	Timeframe	Measures
NELP 1, 2, 3, 4, 5, 6, and 7	Review and approve the Charter and Strategic Plan, and Annual Plan	<ul style="list-style-type: none"> ➤ Strategic plan will provide direction for our school ➤ Establish goals and expectations 	Principal Staff / BOT	Begin review in November Annual Plan to be finalised in March	The Strategic Plan and Annual Plan are finalised in March each year, approved by Board and submitted to MOE by 31 st March
NELP 1, 3 and 4	Policy Development and Review	<ul style="list-style-type: none"> ➤ SchoolDocs Policy Self Review cycle to meet current and future legislation 	Principal Board Office Admin	Termly	Policies and procedures are reviewed at BOT meetings and are kept current

NELP 4 and 6	Ongoing review to strengthen the use of Key Competencies	<ul style="list-style-type: none"> ➤ Key Competencies immersed as part of core learning and not viewed in isolation ➤ Embedded in planning, assessment & reporting ➤ Key Competencies reported to parents 	Principal Staff	Ongoing	Key Competencies underlying all things Thornton
NELP 3 and 4	BOT Effectiveness	<ul style="list-style-type: none"> ➤ Ensure that every BOT member knows the collective responsibilities of the board and understands the role as a board member ➤ Ongoing BOT training and support 	Principal BOT	Ongoing	Every member contributing effectively to the work of the board
NELP 3 and 4	Report to Ministry on achievement data Analysis of Variance reports	<ul style="list-style-type: none"> ➤ report on school strengths and identified areas for improvement ➤ the basis for identifying areas for achievement ➤ planned actions for lifting achievement ➤ how students are progressing in relation to the Curriculum ➤ school achievement data identifying achievement of Māori , Pasifika, European/Pakeha, Asian, gender and by year level ➤ Reporting informed by knowledge about effective pedagogy 	Principal BOT Staff	31 March	Specific priority areas determined by measuring progress against expected outcomes through careful analysis
Annual Goal		Actions	Personnel	Timeframe	Measures
NELP 3 and 4	Analysis of Variance reports	<ul style="list-style-type: none"> ➤ how students are progressing in relation to the Curriculum ➤ school achievement data identifying achievement of Māori , Pasifika, European/Pakeha, Asian, gender and by year level ➤ Reporting informed by knowledge about effective pedagogy 	Principal	Annually	Specific priority areas determined by measuring progress against expected outcomes through careful analysis

NELP 3 and 4	Flexibility is evident in the budget to meet the needs of students 10YPP/5YA initiatives	<ul style="list-style-type: none"> ➤ review financial policies and procedures ➤ develop budget ➤ complete audit requirements ➤ identify and target areas of financial need based on analysis of student achievement data ➤ maintain asset register ➤ maintain programme of maintenance 	Principal / BOT Principal / BOT Principal / BOT Principal / BOT Principal / BOT Principal / BOT	Ongoing Term 1 Term 1 Ongoing Ongoing Ongoing	Established best practice in financial governance, financial management and reporting A well-managed school property portfolio that supports education outcomes
NELP 1 and 2	Provision of a safe, healthy environment	<ul style="list-style-type: none"> ➤ staff first aid certification ➤ use tagged funding to provide a safe, healthy learning environment ➤ compliance check for all electrical appliances 	Principal Principal Board Principal	Ongoing Ongoing Term 3/4	Staff certificated School classrooms and grounds well maintained and safe

Thornton School - Outline of Local Curriculum Design and Review 2023

- Vision statement constructed with community involvement. Develop our vision for our students where their learning clear and shared
- Reflection on school vision, values, and principles
- Review our local curriculum to explain how our programmes are designed to meet the needs and interests of our students with an emphasis on Māori students. Ensure that the vision is reflected in the design of our school's curriculum
- Review local curriculum and assessment. Development and implementation of integrated inquiry-based approach to teaching and learning
- Review formative practice, inquiry learning and co-constructed learning
- Key competencies broken down and incorporated into school planning and reporting as well as day to day school
- Teachers visit school I Care philosophy with classes at beginning of year to give meaning at each year level
- Parent communication tool - School Stream
- Review reporting to Māori student parents and all other parents
- Review - community consultation re health programme
- A focus on the Literacy teaching and learning programme in early years to lift student achievement
- Implementation and consolidation of Writers Toolbox into writing programme
- Boys education and Māori learning styles studied and current practice reviewed and improved
- Programmes of early intervention
- Review of other curriculum areas
- Student cumulative record and assessment folder updated
- Update Staff Handbook
- Professional Development of all teaching staff
- Implement the Standards for Teaching: Tiriti o Waitangi Partnership, Professional Learning, Professional Relationships, Learning Focussed Culture, Design for Learning, Teaching
- Consolidate and implement a Professional Growth Cycle for teacher and principal attestation relevant to our school
- School student councillors and school leadership programme continually reviewed
- Review of curriculum goals with inclusion in the writing of Strategic Plan for next 3-5 years
- Implementation of Digital Technologies learning and review of IT purchases to help learning

Thornton School – Planned Action for Lifting Student Achievement 2023

Stewardship:

Board members to be engaged and have raising student achievement as their primary goal

Board to ensure that annual student achievement targets are analysed and based on trends, patterns and progress

Target reports to board mid and end of year with discussion around resourcing to improving student outcomes

Leadership:

Principal sets priority goals and targets to accelerate the learning of students at risk of underachieving

Principal to develop a local school curriculum that responds to Māori and all other students needs

Principal ensures alignment between student learning needs, teacher professional learning goals and the teacher appraisal process

Embed collaborative inquiry in all leadership practice

Ensure leaders meet the needs of teachers

Connections and Relationships:

Development of effective school/family/Whānau /community connections and the building of relational trust

Student wellbeing will be reflected by their engagement in learning and their social and emotional behaviour

School recognition of individual student's backgrounds

School to listen to our school community and respond accordingly

Provision of Reading Together reading parent support programme

Strengthen inclusive learning partnerships across the school community

More in-depth and meaningful parent/Whānau involvement in the learning process by fostering an even more inclusive learning environment for all parents/caregivers/Whānau using specific strategies such as the Reading Together programme and Parent Interviews, Parent Support Group meetings, class blogs, school website, School Stream app and newsletters

Responsive Curriculum, Effective Teaching and Learning:

Recognising that the learner is at the centre of all that we do and provide

Teachers understand the Code that sets out the high standards for ethical behaviour

Develop local curriculum

Use the NZ Curriculum and assessment information effectively to inform teaching and learning programmes and to measure and report student achievement, with focus on progress and adding value

Focus on student outcomes in all planning and resourcing

Ensure that students have the opportunity and capability to contribute to how learning happens, and have a shared ownership and responsibility for learning with the teacher, peers, and wider community

Develop a caring, collaborative, inclusive learning community

Increase students' ability and willingness to articulate their learning journey

Use assessment for learning with the use of formative assessment to inform teaching and learning and provide appropriate feedback and feedforward

Embed Charter Te Kotahitanga Dimension and Cultural Diversity principles in our school

Involve Māori Whānau in review of Māori students learning programmes and resources

To consult with Māori Whānau to promote and extend Taha Māori in our school

Promote and extend Te Reo and Te Ao Māori in our school

Participate in the Māori Achievement Collaborative with a view for support for L4b Māori language

Embed collaborative inquiry throughout the school and in all teacher practice and learning areas

Ensure effective teaching in every classroom to make a difference and add value to the learning of every student

Develop a strong, responsive local curriculum based on an inquiry approach

Set high challenging and appropriate expectations

Encourage our I Care philosophy Cooperation, Attitude, Respect, Effort

Develop a culture of mutual trust and respect

Embed the Key Competencies in all that we do

Ensure that innovative teaching and learning programmes are provided that strongly support and accelerate student progress and achievement for Māori and for all other students

Provide targeted intervention and learning support programmes including Reading Recovery, Toe by Toe, STEPS, Early Words, Numicon and targeted Teacher Aide 1 to 1 / small group situations

Provide opportunities for all students to identify their own learning needs, develop self-assessment skills and use criteria for self-evaluation

Teachers to co-construct challenging learning goals and criteria for success

Use goal setting and self-monitoring strategies to encourage students to become independent learners

Provide resources - people, materials and IT - to enable teaching and learning

Targets have been developed to lift achievement in cohorts with the greatest variance

Targets developed for our Māori students

Plan and implement systems that allow for sustained intervention progress and achievement including use of appropriate external agency support

Provide targeted interventions for students

Professional capability and collective capacity:

Effective, qualified teachers

Provide PLD - whole school and personal

Implement knowledge of Our Code, Our Standards in PGC system linked to teacher inquiry

Implement Professional Growth Cycle in attestation system

Link effective teaching and learning programmes and teacher appraisal to teacher inquiry

Ensure past professional learning and development initiatives are sustained and a high level of accountability is maintained

Encourage professional dialogue around student learning and progress

Evaluation, inquiry, and knowledge building:

Strong internal systems, processes and policies and teaching practices

Evidence driven decision making process with all involved

Internal and external evaluation for improvement and innovation

Thornton School Annual Plan Summary 2023

<p>Teaching and Learning Programme Development</p> <ul style="list-style-type: none"> ➤ Special Needs intervention programme ➤ Continue use of baseline data at each level in reading and written language and numeracy for planning, assessment, and reporting ➤ Continue use of formative assessment practice in classrooms ➤ Writers Toolbox 	<p>Partnership with the Community Communication</p> <ul style="list-style-type: none"> ➤ Weekly newsletters and assemblies celebrating children’s success ➤ Parent interviews timetabled and highly encouraged ➤ SchoolStream app ➤ Teacher’s blog and class Dojo 	<p>Professional Development</p> <ul style="list-style-type: none"> ➤ Writers Toolbox ➤ Curriculum upskilling ➤ IT upskilling ➤ Courses related to needs of special education and Maori learners ➤ BOT professional development ➤ Implementation of Code and Standards
<p>Curriculum Focus Priority Areas for Improving Student Achievement</p> <ul style="list-style-type: none"> ➤ Written Language ➤ Reading Comprehension ➤ Numeracy ➤ Key Competencies ➤ Local curriculum ➤ Early intervention programme 	<p>Collaboration</p> <ul style="list-style-type: none"> ➤ Reading Together programme ➤ Parent help programmes to improve student achievement ➤ I CARE philosophy 	<p>Review</p> <ul style="list-style-type: none"> ➤ SchoolDocs Policy and procedure review ➤ Local curriculum ➤ Formative practice & inquiry learning practice ➤ Health curriculum ➤ Reading programme review ➤ Boys and Maori current practice review
<p>Property</p> <ul style="list-style-type: none"> ➤ Review 10 year & 5 year property plans ➤ Implement a maintenance programme and property management policy ➤ Capital build projects 	<p>Consultation</p> <ul style="list-style-type: none"> ➤ Review Charter and school goals annually, to ensure continued school development ➤ Consult with Maori and the wider community ➤ Reporting to parent’s review 	<p>Human Resources</p> <ul style="list-style-type: none"> ➤ Staff management – EEO ➤ Performance Management – appraisal and attestation – teachers and support staff ➤ Standards ➤ Performance Growth Cycle ➤ Review cleaner/caretaker agreements
<p>Finance</p> <ul style="list-style-type: none"> ➤ Prepare annual financial statements ➤ Budget reflects school’s priorities ➤ Purchase of resources to support implementation of targets ➤ Financial policies and procedures to monitor and control school expenditure 	<p>Attendance</p> <ul style="list-style-type: none"> ➤ Focus on attendance and truancy trends 	<p>Learning Programmes</p> <ul style="list-style-type: none"> ➤ Reading Recovery ➤ Numicon ➤ Early Words ➤ Steps ➤ Writers Toolbox
<p>Health</p> <ul style="list-style-type: none"> ➤ Health and Safety Programme reviewed in consultation and fully implemented ➤ Adopt a statement on the delivery of the health curriculum after consultation with the school community 		<p>Vision</p> <ul style="list-style-type: none"> ➤ Reflection on vision, principles, values ➤ I CARE philosophy