



Dovedale School

Annual Plan 2020

In 2020 we are to focusing on 4 key areas;

1. Learning – raising achievement in maths & writing
2. Positive Behaviour ; being a positive ‘Dovedale School Citizen’
3. Strengthen home-school partnerships where parents, whānau, and communities are involved and supported in students' learning.
4. Practise and develop the use of te reo and tikanga Māori

Goals that were carried over into 2020 from 2019 review and new initiatives to be rolled out;

1. **Maths** (raise achievement) : PD application with Waikato University accepted; 3-year PD in Developing Mathematical Communities
2. RBL (RELATIONSHIP BASED LEARNING) : focus from Motueka Kahui Ako (Using the Relationship Based Learning Profile) with support from Across School and Within School teachers to raise achievement in **writing**
3. Implement the new **Digital Technologies Curriculum**
4. Strengthen behaviour management systems to promote **positive Dovedale School Citizenship**
5. Use Findings of **Community Consultation** to plan actions that value the collaborative approach of shaping the our unique Dovedale Curriculum.
6. Use of findings from Maori Community Survey to **enhance Tikanga and Te Reo at Dovedale School.**
7. Promote **well-being** for all.

STRATEGIC OBJECTIVE 1 (Goals 1-3)

To grow student achievement by providing quality teaching within an optimal learning environment, where all learners are engaged and achieving to their potential – **STRONG = LEARNING**

- **Target 1:** Raise achievement in maths (74% 2019) for children that are not working within expected curriculum levels for their age
- 75% of our 10 focus students in maths will make progress and reach expected curriculum level in mathematics.
- **Target 2:** Raise achievement in writing (76% 2019) for children that are not working within expected curriculum levels for their age
- 50% of our 9 focus students in writing will make progress and reach expected curriculum level in writing.

EXPECTED OUTCOMES	ACTIONS	RESPONSIBILITY	TIME FRAME	MEASURABLE OUTCOMES
<ul style="list-style-type: none"> • Raise achievement in maths (74% 2019) for children that are not working within expected curriculum levels for their age • 75% of our 10 focus students in maths will make accelerated progress and reach expected curriculum level in mathematics. • Raise Maths achievement for every child by using DMIC as the vehicle. 	<ul style="list-style-type: none"> • All teachers to identify Focus learners and show planning according to the needs of the individual student. • All teaching staff to participate in 'Developing Mathematical Communities' Professional Development 3-year contract run through Massey University. • New assessments at beginning/end of year to measure value added in mathematics Yr 3-8 (PAT's) • Use of PAT score analysis to seek gaps in learning in Years 3-8 • Seek outside opportunities for extension opportunities and further develop rich extension activities within the classroom 	<ul style="list-style-type: none"> Teaching staff Teaching staff Teaching Staff Teaching Staff/ Principal Principal 	<ul style="list-style-type: none"> Week 5, Term 1 On-going On-going On-going Each term/ On-going 	<ul style="list-style-type: none"> • List of Focus learners in rubric. This list may change during the year. • Minutes recorded of discussion at staff meetings. • Teachers to keep a log of parental contact. • Data analysis is provided to Principal at end of each term. • Action plans for specific cohorts of students are written, actioned and reviewed. • Progress of Focus learners is monitored at the end of each term. • Assessment data (E-asstle, PAT's are used as a tool to form OTJ's for new report format to show progress over time

	<ul style="list-style-type: none"> • Use of Focus Learner rubric to collate strategies and outcomes for learners • Monitoring of student progress is on-going • Seek new initiatives for extension and enrichment opportunities for all learners and targeted students in Maths. • Teaching assistants prioritised for targeted students within the classroom setting in maths and literacy. 	<p>Teaching Staff</p> <p>Teaching Staff/Principal</p> <p>Teaching Staff/Principal</p> <p>Teaching Staff/ Teacher Assistant</p>	<p>End of each term</p> <p>All terms</p> <p>Ongoing</p> <p>Ongoing</p>	<ul style="list-style-type: none"> • Students are well supported in their guided and independent work within the whole class setting in order to raise achievement in maths. • Teachers feel confident in teaching maths using DMIC format. • Teaching assistants have successfully supported focus students and their learning.
<ul style="list-style-type: none"> • Raise Writing achievement in writing (76% in 2019) by using the RBL (Relationship Based Learning) profile • 50% of our 9 Focus students will make accelerated progress and met curriculum expectation in writing for their age level 	<ul style="list-style-type: none"> • Work alongside AST (Across School teacher) and other Kahui Ako Colleagues to use the RBL in our teaching at Dovedale School • Impact Coaching of staff • Track strategies and value added on Focus learner Rubric • Use e-Asstle writing pathways to set goals based on individual gaps. 	<p>Teaching Staff</p> <p>Principal/AST/ Teaching staff</p> <p>Teaching staff</p> <p>Teaching staff</p>	<p>Term 2 then ongoing</p> <p>Term 1 then ongoing</p> <p>Ongoing</p> <p>Each term</p>	<ul style="list-style-type: none"> • Writing achievement will increase from 76% • 50 % of the 9 Focus students will met curriculum level expectations by the end of 2020
<ul style="list-style-type: none"> • Inquiry Learning (staff and students) focuses on DMIC teachings 	<ul style="list-style-type: none"> • All teaching staff have a professional development 	<p>Principal/teaching staff/ Support Staff</p>	<p>Each term</p>	<ul style="list-style-type: none"> • DMIC (Developing mathematical Inquiry Communities) priorities is evident in all classrooms. This is seen in planning,

	focus on an area identified from DMIC goals			through appraisal observations and student work.
<ul style="list-style-type: none"> Curriculum support programmes are put in place in reading, writing and maths 	<ul style="list-style-type: none"> Brenda Walker to provide In Class Support to targeted students for 3 hours per day in the Senior Room. Nicola Jenkins to facilitate reading recovery in the school 	Principal TA Nic Jenkins	Nic – Terms 2/3 as 0.05 staffing allocation from MOE Brenda – On-going 3 hours per day	<ul style="list-style-type: none"> Student achievement in mathematics and literacy improves. Data is presented to staff BOT.
<ul style="list-style-type: none"> Introduce new Digital technologies Curriculum and design scheme of work for our learners. <p>Computational thinking for digital technologies – Students will develop an understanding of computer science principles that underlie all digital technologies. They'll learn core programming concepts so that they can become creators of digital technology, not just users.</p> <p>Designing and developing digital outcomes – Students will learn how to design quality, fit-for-purpose digital solutions</p>	<ul style="list-style-type: none"> Breakdown objectives from 2 new technological areas of the curriculum; <ol style="list-style-type: none"> computational thinking for digital technologies designing and developing digital outcomes. Add Digital Technologies Curriculum Page to Dovedale Curriculum with progress outcomes Use <i>Computational thinking and designing and developing digital outcomes</i>: Progress outcomes, exemplars, and snapshots from TKI to teach Progress Outcomes across the year groups Inform parents, whānau, and the community about the change to the national curriculum and let them know how you plan to include this in your school's curriculum. 	Principal/ Teaching Staff Principal/ Teaching Staff Principal/ Teaching Staff Principal	Term 1 Ongoing throughout 2020 Term 1 Ongoing throughout 2020 Term 1 Ongoing throughout 2020 Term 1	<ul style="list-style-type: none"> Teachers use Progress Indicator exemplars as a starting point to teach outcomes from the new Digital Technologies Curriculum Children are assessed against Progress Outcomes for each level. Parents are aware of new curriculum

STRATEGIC OBJECTIVE 2 (Goal 4)

To provide an inclusive environment whereby students **respect** each other and their environment : **FOCUS ON POSITIVE BEHAVIOUR & being a POSITIVE DOVEDALE SCHOOL CITIZEN**

EXPECTED OUTCOMES	ACTIONS	RESPONSIBILITY	TIME FRAME	MEASURABLE OUTCOMES
<ul style="list-style-type: none"> • Use of Community Consultation to plan strategic goals for 2020 (see below) • Embed the school values as 'actions'; promote students to live by them in their actions • Participate in Professional Development as part of the Motueka Community of Learning focused on "BULIDING MANA ENHANCING RELATIONSHIPS" • Continue to embed 'The Zones of Regulation' School wide for students to learn self-regulation tools • Continue to embed Jenny Mosley's 'Golden Time as our new behaviour management system school wide 	<ul style="list-style-type: none"> • BOT Strategic planning meeting in February 2020 to analyse Community Consolations ; student and parent. • Newsletters, flyers, meetings, assemblies are used to communicate new school values to the school community • Team building experiences once per term school wide • Value awards given out at each assembly – River stones in Kete's • Professional Development initiatives with the 'Motueka Community of Learning' • Zones – guidance from professional readings, online resources • Using the Jenny Mosley's book as a reference and Teacher only day used to establish this as our new behaviour management system 	Principal	On-going	<ul style="list-style-type: none"> • School community understand the values and how these can be demonstrated throughout the school • Relationships are strengthened throughout the school and are based on the core values. • Recognition and celebration of students who are living out the values across the school create positive play and provide additional support for children who need it. • Students know what strategies to use to be in the GREEN ZONE for learning. • 'Golden Time' is an effective 'positive behaviour management system used schoolwide.
		Teaching staff	Term 1	
		Students	Each term	
		Principal / teaching Staff	Term 1 then On-going	
		All Staff	Term 1 then ongoing	
		Students Staff	Term 1	
		Staff		
Teaching Staff	Term 1 then ongoing			

<ul style="list-style-type: none"> Continue to develop 'Positive Play' initiatives 	<ul style="list-style-type: none"> Provide lunch time 'Positive Play' initiatives facilitated by TA Explore 'Positive Behaviour for Learning Resource' 	<p>TA/ students/Peer mediators</p> <p>Principal/ Teaching Staff</p>	<p>On-going throughout the year</p>	<ul style="list-style-type: none"> Students respect themselves and others throughout learning and play activities
<ul style="list-style-type: none"> Support children to develop 'intrinsic motivation' ; wanting to do their best for themselves. <p>As above = DEVELOPING INTRINSIC MOTIVATION</p>	<ul style="list-style-type: none"> Student voice survey at the start of year then to be reviewed in term 4 – has there been a shift in thinking? Motivational speakers each term for Year 7 & 8 (past pupils) ; Mouteka High links Continue to develop our 'Electives' programme to be run for a half to one day workshop each term inviting in community members to run skill specific workshops of high interest. 	<p>Students Teachers</p> <p>Outside expertise Students</p> <p>Experts from the community Students Staff</p>	<p>SOY EOY</p> <p>Once per term</p> <p>Once per term</p>	<ul style="list-style-type: none"> Students will continue be able to be excited by learning and find things that motivate them. They will be able to articulate aspirations and we will be able to identify attitudes of intrinsic motivation in them as a learner.

STRATEGIC OBJECTIVE 3 (Goal 5)				
Strengthen home-school partnerships where parents, whānau, and communities are involved and supported in students' learning				
EXPECTED OUTCOMES	ACTIONS	RESPONSIBILITY	TIME FRAME	MEASURABLE OUTCOMES
<ul style="list-style-type: none"> • Use of Community Consultation to plan strategic goals for 2020 (see below) • Plan and run a School production to focus on the values of creativity, inspiration, confidence. • Incorporate Māori words into our values as the centre point of all we do. • Simplify the wording on of our values; making shorter more consist statements. • Strengthen links with ECE groups in the area. 	<ul style="list-style-type: none"> • BOT Strategic planning meeting in February 2020 to analyse Community Consolations ; student and parent. 	Principal/BOT	On-going	<ul style="list-style-type: none"> • School community understand our school values and how these can be demonstrated throughout the school
	<ul style="list-style-type: none"> • Use of Expert drama teacher to co-construct script for the whole school, run drama workshops and lead teaching staff to prepare a production for the end of Term 2. 	Principal/Teaching staff	Term 1 & 2	<ul style="list-style-type: none"> • All students have been involved in the writing, directing and performance of a whole school production.
	<ul style="list-style-type: none"> • Re-write, publish, teach and use Maori words for the values of Dovedale School and promote them in our community. 	Principal/Teaching staff	Term 2	<ul style="list-style-type: none"> • Dovedale School values are written and embedded in Maori. Students and staff are confident pronouncing the Dovedale Values in te reo.
	<ul style="list-style-type: none"> • Review wording, re-draft and simplify. Promote to school and community. 	Principal/Teaching staff	Term 2	<ul style="list-style-type: none"> • Our school value statements are concise and easy to interpret.
	<ul style="list-style-type: none"> • Invite Dovedale Playgroup, Country Kids, harakeke to special school events such as Pet's day and the Cross Country that Dovedale hosts. 	Junior teacher	Term 2 & 3	<ul style="list-style-type: none"> • ECE links have been strengthen through the participation in range of events throughout the year.
<ul style="list-style-type: none"> • New entrant teacher to visit Country Kids and Harakeke. 	Junior Teacher	Term 2 & 3	<ul style="list-style-type: none"> • ECE links have been strengthen through a stringer relationship between ECE teachers and Dovedale Staff. 	

<ul style="list-style-type: none"> Promote school events within in the wider community. Trial the use of a new communication platform to have fast instant communication with parents 	<ul style="list-style-type: none"> Add “coming up... section to the Dovedale News monthly write-up. Continue to develop and enhance our termly electives Day within the wider Dovedale Community. Sign up to “SKOOL LOOP’ and trial the use of it. Train Support staff and school staff to use SKOOL LOOP effectively. 	<p>Principal</p> <p>Principal/ teaching staff.</p> <p>Principal</p> <p>Principal/Staff</p>	<p>Term 1 then ongoing</p> <p>Term 1 then ongoing</p> <p>Term 1 then ongoing</p> <p>Term 1 then ongoing</p>	<ul style="list-style-type: none"> The wider Dovedale Community are aware of special events at school that they can be part of. A wide range of skills are on offer for our students during our termly electives. Communication to parents is fast and up to date.
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STRATEGIC OBJECTIVE 4 (Goal 6) <i>Practise and develop the use of te reo and tikanga Māori</i>				
EXPECTED OUTCOMES	ACTIONS	RESPONSIBILITY	TIME FRAME	MEASURABLE OUTCOMES
<ul style="list-style-type: none"> • Use of Maori Community Consultation to plan strategic goals for 2020 • Practise and develop the use of te reo and tikanga Māori. (Staff and students) • Continue to strengthen and use Māori pedagogy. E.g. Tuakana/ Teina, peer mentoring, peer support, • Seek and act upon guidance and support from Māori leaders/colleagues 	<ul style="list-style-type: none"> • BOT Strategic planning meeting in February 2020 to analyse Maori Community Consolation ; student and parent. • Use of natural daily te reo school wide • pēpeha and whakatauki used in greeting new groups • pōwhiri, , karakia and other evidence of te reo Māori and tikanga Māori in a variety of media. Using these more frequently and becoming more confident <ul style="list-style-type: none"> ○ Daily karakia ○ Daily greetings ○ Daily day, month year counting ○ Class labelling ○ Signage around school • Use of 'expert teacher' to work with students and staff. • Create regular times to collaborate with the staff from another local school who have a strength in the use of te reo. 	<p>Principal/BOT</p> <p>Teaching staff/students</p> <p>Whole school</p> <p>Teaching staff/students</p> <p>Resource Teacher of Maori</p> <p>Staff</p>	<p>Feb 2020</p> <p>Term 1 then ongoing</p> <p>Term 1 then ongoing</p> <p>Term 1 then ongoing</p>	<ul style="list-style-type: none"> • BOT have responded to feedback from Maori Community Consultation and planned for change using Annual Plan Goals and Actions • More evidence of confident use of te reo Māori in the school by staff and students • End of year survey to review if there has been a lift in areas for development.

Wellbeing at Dovedale School (Goal 7)

Well-being is the experience of health, happiness, and prosperity. It includes having good mental health, high life satisfaction, a sense of meaning or purpose, and ability to manage stress

EXPECTED OUTCOMES	ACTIONS	RESPONSIBILITY	TIME FRAME	MEASURABLE OUTCOMES
<ul style="list-style-type: none"> Principal, staff and BOT will identify areas that need to be improved to improve overall well-being at school Action plans will be used to improve well-being at school. 	<ul style="list-style-type: none"> BOT Strategic planning meeting in February 2020 to analyse 'Staff wellbeing Survey'. Plan actions from findings of 'Staff wellbeing Survey' BOT has appointed a "Wellbeing Officer to check in with all staff on a termly basis to monitor how staff can be supported by the school in their wellbeing. Survey our students about their own wellbeing at school and plan actions from the findings Use NZCER "Welling Being at School Self Review and Survey Tool for students. Plan actions from findings of School Self Review and Survey Tool for students. ' ○ 	<ul style="list-style-type: none"> BOT BOT/Principal BOT Representative Staff/ students Principal/BOT 	<ul style="list-style-type: none"> Feb 2020 Term 1 then ongoing Term 3 then ongoing Term 3 Term 4 for 2021 goals/actions 	<ul style="list-style-type: none"> BOT have responded to feedback from Staff in wellbeing Survey and has worked with staff to promote positive staff wellbeing Student survey has identified areas where students need to be supported with their wellbeing. Actions have been planned in direct response to 'Student Wellbeing at School Survey'. Staff feel supported in their overall wellbeing. Students feel supported in their overall wellbeing.