



# Myross Bush School

FROM STRONG FOUNDATIONS WE GROW AND STAND TALL TOGETHER



May 2015

Dear Applicant

Thank you for your interest in the Principal's position at Myross Bush School. We have an innovative school in the heart of Southland, where engaging and enriching learning is valued.

Included is the application form, relevant information, criteria for appointment and the key dates for the appointment process.

This is a U4 principals position, and the school is Decile 10. The salary for the position is according to the Primary Principals Collective Agreement.

Myross Bush School is a contributing primary school, situated in Myross Bush, Invercargill. The school maintains an open, friendly and welcoming environment for students, parents and the community, along with a very supportive Board of Trustees. Our school is exceptionally well equipped, with an excellent range of teaching and learning spaces and resources. With a highly collaborative staff and e-integrated inquiry and learning programme our School enjoys an outstanding reputation as a primary school of choice for local children. The school has an enrolment zone, with a grading roll of 199 for 2015. To find out more about our school it is expected that you will browse our school website, particularly the sections '[About Us](#)' and '[Learning at MBS](#)', read the latest ERO report and visit the school (if possible).

**Along with your CV, please ensure that you fully and accurately complete the application form and the declaration, disclosure and privacy statement, signing and dating where indicated. Also ensure that you address the criteria in the ideal person specification and provide evidence where possible, either in your CV or covering letter.**

If you are selected for an interview you may bring whanau support people at your expense. You will need to advise us, if this is your intention.

The Board of Trustees looks forward to receiving your application either by post or by email to [bot@myrossbush.school.nz](mailto:bot@myrossbush.school.nz)

Yours sincerely

**Keith Brown**  
Board Chairperson  
Myross Bush School



## Appointment of Principal TIMELINE

**Tuesday 26 May 2015**

**Position advertised in the Education Gazette (online)**

**Friday 26 June 2015 Applications close**

**Saturday 27 June - Friday 3 July 2015 - Shortlisting process**

Applicants shortlisted informed of interview and/or school visit arrangements

**Referees reports requested - due back by Friday 17 July**

C Vs returned to those not shortlisted

**Monday 20 - 31 July 2015 School visits by Board members (if possible or applicable)**

**Sat/Sun 1 - 2 August Interview short-listed applicants**

Referees of short-listed applicants contacted for interviews

**By 10 August 2015 Notify Successful candidate. Confirm acceptance**

Plan Induction programme for new Principal

**Mon 12 October 2015 New Principal commences duties**

*The Myross Bush School Board of Trustees reserves the right to adjust the above timeline if required. Those affected by the changes will be notified.*



## Ideal Person Specification

Please address the following qualities below and provide evidence where possible.

### Professional Qualities and Leadership of Staff:

The Principal will:

- Continue to develop our learning vision, centred on our 'why'
- Have a conceptual understanding and knowledge of the NZ curriculum while embedding our local curriculum that is centered around the Key Competencies
- Understands how SOLO Taxonomy develops a deeper understanding across multiple learning contexts.
- Has a firm belief in collaborative team teaching
- Mentors and empowers staff in their professional practice
- Uses Teaching as Inquiry as a mechanism to foster teacher practice and to enhance learning
- Balances challenge with support in professional learning
- Identify new opportunities to take the school forward
- Communicate effectively at all levels and have the confidence to have courageous conversations
- Highly value the appropriate integration of digital technologies

### Personal Qualities:

The Principal will be:

- Encouraging
- Empathetic
- Self aware
- Growth mindset orientated
- Approachable
- Enabling

### Community:

The Principal will:

- Demonstrate the ability to understand the needs of the community
- Keep the community informed
- Consult with whānau, hapu and iwi as appropriate
- Invite and encourage participation from all stakeholders
- Enact commitment to The Treaty of Waitangi through delivering partnership, protection and participation



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## Appointment of Principal

### DECLARATION, DISCLOSURE AND PRIVACY STATEMENT

*Please enclose this declaration with your application*

**Declaration:** Please read the following statement and if you agree to it sign below.

*In accordance with the Privacy Act 1993, I give consent for the Board of Trustees or their representatives to make enquiries from the referees listed in my application, and give consent to the referees making such information available. Furthermore, I give consent for the Board of Trustees or their representatives to make enquiries of past or present employers, colleagues, other education professionals or any other person who may be in a position to assist the Board in determining my suitability for this position, and give consent to those people to provide such information. I also give consent, if requested, for the Myross Bush School Board of Trustees or their representatives to visit my current place of employment.*

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

#### **Disclosure of Convictions Against the Law:**

Please note that applicants may be asked to authorise the Privacy Commissioner to release details of their Police Record to the Board of Trustees.

Apart from minor traffic infringements, have you ever been convicted of any criminal offence? \_\_\_\_\_

If you have answered "yes" to the above question, please provide details: \_\_\_\_\_

#### **Privacy Statement from Board of Trustees to Applicants**

*The information gathered by the Board of Trustees relating to this application will only be used for the purpose of determining the applicant's suitability for the position. Only the Board of Trustees and their representatives will have access to the information. On completion of the appointment process, CVs will be returned to all unsuccessful applicants. The curriculum vitae of the successful applicant will be kept on file along with their application. All referee reports and other information gathered on applicants during the process will be destroyed. I also understand that the information received by the school is supplied in confidence as evaluative material and will not be disclosed to me.*

**Confirmation:** Please read and sign the following statement:

*I certify that the information provided in my application for this position, including my covering letter and curriculum vitae is to the best of my knowledge correct.*

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

Name (Please print name in full) \_\_\_\_\_





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## Appointment of **Principal** APPLICATION FORM

Please complete the attached employment application form.

The application form is a source of information which will be used by the Board to assist in considering your suitability for the position of Principal of our school. Failure to supply the information requested may prejudice the Board's ability to accurately assess your suitability.

Following completion of this appointment, information relating to the successful applicant shall form part of the school's personnel records and will be held at the school.

Information relating to unsuccessful applicants will be destroyed after the appointment is finalised. The above information is provided in accordance with the Privacy Act 1993

Name:	
Address:	
Email address:	
Cell phone:	
Blog link: Professional / Classroom	
Twitter handle: (if applicable)	

Teacher Registration Number:	
Teacher Registration Expiry:	
<b>Please attach photocopied evidence of current teacher registration.</b>	

Qualifications		
	Institution	Year Completed
Trained Teacher's Certificate		
Diploma of Teaching		
Higher Diploma of Teaching		
Advanced Diploma of Teaching		
Certificate Bachelor Degree		
Other Academic Qualifications		

Current Employment	
Position Held:	
School:	
U-Grade:	
Location:	
Total length of certified teaching service	

Health	
Do you have any known condition that may affect your ability to efficiently carry out the functions and responsibilities of the position applied for?	<p>(please circle one)</p> <p>Yes</p> <p>No</p>
If, YES, please specify:	

Referee Details 1:

Name:	
Email address:	
Phone - Cell	
Phone - home	

Referee Details 2:

Name:	
Email address:	
Phone - Cell	
Phone - home	

Referee Details 3:

Name:	
Email address:	
Phone - Cell	
Phone - home	

### **Legal Clarifications**

The Myross Bush Board of Trustees will seek a police clearance for all short-listed or preferred applicants prior to confirmation of appointment.

DO read the Declaration at the end of this form before answering these questions.

- 1 Have you ever been declared a bankrupt? YES / NO
- 2 Are you a discharged bankrupt? YES / NO
- 3 Have you been convicted of any offence against the law – apart from minor traffic convictions or parking offences? YES / NO
- 4 Have you been charged with any criminal offence since your teacher registration was renewed? YES / NO
- 5 Do you have any criminal charges pending? YES / NO
- 6 Is there any reason why the NZ Teachers Council might decline to renew your teacher registration when it expires? YES / NO

**Answer the next question carefully.**

- 7 Are your stated qualifications genuine in every respect? YES / NO

### **Declaration**

I certify that the information provided is correct and no relevant material/information has been omitted. I understand that this information will be used for the purposes of processing this application and understand that any incorrect or misleading information or important information that has been omitted during the appointment process ([including interviews]) may disqualify me from consideration, or if appointed, make me liable for dismissal.

Signed..... Date.....

Please post your application to:

Private and Confidential  
**Principal Vacancy**  
Myross Bush School  
288 Mill Road North  
RD 2  
Invercargill 9872

or by email to: [bot@myrossbush.school.nz](mailto:bot@myrossbush.school.nz)





## **JOB DESCRIPTION: PRINCIPAL**

### **PURPOSE OF POSITION:**

The position exists to ensure the provision of high quality education to the students of the school.

### **ACCOUNTABLE TO:**

The Principal will report and be accountable to the school Board of Trustees, (as the Principal's employer), through the Board Chairperson. The Principal has the dual role of being a Board Member in his/her own right whilst undertaking the role of the Chief Executive of the school.

### **FUNCTIONAL RELATIONSHIPS:**

The Principal will liaise, when necessary, with educational agencies such as the Ministry of Education, Education Review Office, pay roll services, NZSTA.

### **DELEGATIONS:**

The Principal is responsible for the successful management and professional leadership of the school by taking direction from the Board, the Myross Bush School's charter and Board's policies.

### **KEY FUNCTIONS:**

The Principal will:

- assist the Board with the development of the strategic and annual operational plans
- advise the Board on policy, professional, and administrative matters
- implement policies and decisions of the Board
- manage the day-to-day running of the school by:
  - (a) **Leading and co-ordinating the Myross Bush Learning Community**
  - (b) **Maintaining the School Culture**
  - (c) **Representing the School**
  - (d) **Managing the School's resources - personnel, finances and property**
  - (e) **Ensuring professional and personal development opportunities for all staff**

The Principal will be required to achieve the above key functions by meeting objectives and [professional standards](#) outlined in an annual [Principal Performance Agreement](#) ratified by the Board after consultation with the Principal.

**(a) To lead and co-ordinate learning community:**

Key Objectives:	Outcomes:
Ensure that learning is the central focus of the school	Research and develop support for the learning process for all pupils. Focus on PD as part of developments.
Set curriculum goals for staff and students through school wide planning expectations and framework	Prepared curriculum delivery plan and goal setting achievement documentation provides consistency across the school while still providing room for individual teachers style.
Progress and Achievement expectations and collation provide a clear picture of programme success.	Children are meeting appropriate goals and these are monitored against appropriate benchmarks.
Oversee performance appraisals of staff and appraise Senior Staff.	Staff are doing the job expected of them. Constructive annual appraisals.

**(b) To maintain the School Culture:**

Develop a school where students feel safe, relaxed and committed.	Reinforce Zero tolerance process. Focus on development to support pupils and staff
Encourage a school where all individuals are respected, encouraged and challenged.	Children learning well. Teachers who are encouraged to reflect and develop new initiatives.
Maintain a school where praise and positive reinforcement predominate	Children and staff are reinforced in positive ways and encouraged to achieve their best outcomes
Recognise individual differences and provide a variety of teaching and learning modes and groupings	Staff and children will be given opportunities to work in a variety of modes
Encourage teamwork	Children and staff able to work co-operatively
Facilitate effective communications between staff, students, parents, board of trustees & community	A school where everyone knows what is going on.
Promote a positive attitude within individuals and the school as a whole	Children, staff and parents feel valued

**(c) To represent the School:**

Be the identifiable leader of the School Community	Members of the wider community will equate the Principal with the school in a positive manner
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**(d) To manage the School's resources - personnel, finances and property:**

To encourage staff in their own professional and personal development	To maintain happy, challenged staff - who will be able to teach to the best of their ability. Provide opportunities for PD and new development alignment.
Provide a procedure for resolving misunderstandings and / or disputes	Distractions to learning will be kept to a minimum and disputes rapidly resolved.
Prepare the school budget annually for discussion and approval with the Board of Trustees	Operate the school within an approved budget that is focussed on students and their learning.
Ensure the buildings and grounds are enhanced and maintained in good order	A pleasant working and learning environment which meets modern learning needs.

**(e) To ensure professional and personal development:**

Take part in principal and leadership development activities	Incorporate new ideas into the Management of the school
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**GENERAL:**

It is expected that the achievement of the key functions by the Principal will result in the Principal managing and leading a school so that it has a positive and exciting environment for students and staff which will result in a high standard of quality education.
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## **MYROSS BUSH SCHOOL - PERFORMANCE AGREEMENT - PRINCIPAL**

### **PURPOSE STATEMENT**

The purpose of this document is to assist in determining whether the objectives of the principal's position, as agreed between the Board and the Principal, are being achieved. These objectives are to be consistent with the purpose of the School as described in its charter.

### **THE POSITION OF PRINCIPAL**

The principal is the professional and administrative head of the school, whose role is to lead and manage the school in a manner consistent with its charter, policies, plans and legal obligations.

### **DELEGATION OF AUTHORITY**

The Board delegates full responsibility to the Principal and allows him/her complete discretion to manage the school's day to day administration as s/he thinks fits subject to it being consistent with the board's general policy directions and its legal obligations. (Education Act Sec. 76)

The principal is a full member of the Board and its Sub-Committees by virtue of the position. S/he is generally responsible for advising the Board with respect to the development of policies and plans, and for enabling the Board to meet legal requirements and local expectations.

The Principal is appointed by the Board and is directly responsible to the Board for the overall performance of the school.

### **OBJECTIVES**

This Agreement specifies three sets of objectives that are attached to and form part of this Agreement

1. **Performance Expectations** – listed in the principal's job description
2. **Professional Standards for Primary Principals**
3. **Annual Development Objectives** – arising out of annual performance appraisal

### **CRITERIA AND PROCESS FOR PERFORMANCE APPRAISAL**

- Performance will be appraised against the objectives referred to above.
- The Performance Appraisal will be conducted in accordance with the Board's policy on Staff Appraisal and Development.
- At the end of the period for which the performance agreement applies, the written appraisal document will form the report for that period.
- The report will form the basis for deciding actions relevant to the principal's position (e.g. funding to support identified training needs).

### **TERM OF THIS AGREEMENT**

The term of this Agreement shall be for one year after which time the Agreement will be reviewed to take account of new objectives as agreed between the Board and the Principal.

#### **Agreement:**

*Principal's Signature*

*Board Chair's Signature*

*Dated*

*Dated*

# Myross Bush School - Charter - Strategic Aims Overview

It is a requirement under the National Administration Guidelines that the school develop a strategic plan which documents how we are giving effect to the National Education Guidelines (NEGS) and the National Administrative Guidelines (NAGS). The school recognises the value of having in place a planning framework against which will be reported progress on targets aimed at improving the educational opportunities of its students and at meeting all the Board's statutory obligations.

These aims, in partnership with our Vision and Values, will provide the foundation for the school's annual action planning and reporting. Each Strategic Aim, linked to the appropriate NAG, will example through an associated action plan (that is specific to the current year) how the school intends to work towards achieving the stated strategic aim. Progress is summarised and reported to the Board at each meeting by either a focus goal report or as a strategic aim summary. At the end of each year the Analysis of Variance will report on the progress made throughout the whole year on our identified aims and student achievement targets, both to the Board of Trustees and the wider community, and will provide the starting point for the next years planning.

## **All our Local Goals are further detailed and supported by the following documentation:**

1. 2015 Action Plans
2. 2015 Student Achievement Targets
3. 2015 Budget
4. Revised Property Plan documentation (June 2015)

Each of the identified dimensions for each aim plays a critical role in supporting student learning and promoting student achievement. Student achievement connects to effective governance, professional leadership, high quality teaching, school culture and engagement with parents, whanau and communities.

Please note that as this is a working document future yearly aims may be updated as the year progresses.

**Strategic Aim 1:** (detailing implementation of NAG 1, 2, 2a, & 3)

*All students will be given the opportunity to continually develop their skills in Literacy and Numeracy through quality teaching and learning programmes.*

	Student learning, engagement progress and achievement	Effective teaching	Leading and managing	Governing	School Culture	Engaging families
2014 Annual Aims	Further encourage student responsibility for learning decisions within <b>SOLO</b> thinking framework.	<b>Team Teaching</b> processes reviewed and implemented appropriately at each level to ensure best practice programmes are in place.		Set new priorities for development as identified from key assessment data. <b>(2014 Achievement Target)</b>		Use strong home and school links to <b>increase understanding of</b> team teaching approach.
2015 Annual Aims	Allocate resource (time and money) to further consolidate integration of SOLO framework with key links developed across classroom curriculum programmes.			Set new priorities for development as identified from key assessment data. <b>(2015 Achievement Target)</b> Allocate appropriate resource (people & time) to sustain progress and achievement.	Key Learner dispositions with key competency links exemplified across all levels	

**2016 - 2017**

- Use progress and achievement data, (National Standards and benchmarks) to identify needs, trends and patterns, compare progress over time and to inform future decisions.
- Review 2015 annual aims to prioritise resourcing and professional learning to ensure teaching and learning needs are being met through existing initiatives and school wide processes.



**Strategic Aim 2:** (detailing implementation of NAG 1, 2, 2a, & 3)  
*To embed and strengthen teaching and learning practice to develop a culture of active learners.*

	Student learning, engagement progress and achievement	Effective teaching	Leading and managing	Governing	School Culture	Engaging families
2014 Annual Aims	Development of <b>SOLO structure</b> across all curriculum areas to support student understanding of where they are and where to go in their learning.		<b>Golden Circle</b> (e-learning) and <b>inquiry differentiation</b> links reviewed			
2015 Annual Aims	Programme structure across the teaching teams gives a clear framework of key competency and curriculum learner expectations.	The MBS 'Why' revisited and revised to ensure clear links are evident with the 'What' and the 'How' in our teaching and learning planning and practice.		Key understanding developed of Teaching Practice and Professional Practice and its impact on staff culture.		

2016 - 2017

- Consolidate eLearning pedagogy, practice and integration across the school.
- Review 2015 annual aims to prioritise resourcing and professional learning to ensure teaching and learning needs are being met through existing initiatives and school wide processes.

**Strategic Aim 3:** (detailing implementation of NAG 1, 2, 2a, 3)

*Continue to strengthen our multicultural appreciation and understanding through our integrated learning programmes and appraisal systems.*

	Student learning, engagement progress and achievement	Effective teaching	Leading and managing	Governing	School Culture	Engaging families
2014 Annual Aims	<b>Different cultural perspectives</b> are considered to engage all students	Students of all cultures enjoy learning success <b>(‘Getting Started with Ka Hikitia’ Accelerating Success 2013-2017)</b>	Focus on balance between teacher practice and professional practice through our reflective appraisal system. <b>(Interlead)</b>		All cultures identity, language and culture valued and included	Strong engagement and contribution through specific community consultation
2015 Annual Aims	Develop continued understanding of the diverse range of needs of our learners and appropriate actions taken in planning and delivery of our classroom programmes.				School culture further enhanced from needs identified across the teaching and learning programme.	All families feel part of the inclusive environment.

**2016 - 2017**

- Continue to integrate and embed cultural perspectives across all learning areas to further develop a culture of understanding and tolerance between students
- Review 2015 annual aims to prioritise resourcing and professional learning to ensure teaching and learning needs are being met through existing initiatives and school wide processes.

**Strategic Aim 4:** (detailing implementation of NAG 4)

*The School will provide quality, relevant resources and facilities to enhance learning and provide a safe and secure learning environment.*

	Student learning, engagement progress and achievement	Effective teaching	Leading and managing	Governing	School Culture	Engaging families
2014 Annual Aims	Continue to develop vibrant and flexible learning spaces that support <b>engaging teaching and learning</b> programmes.	Collaborating together to <b>craft the space</b> to take our learning where we want to go		Resource and support key initiatives to enhance appropriate integration and use of e-tools (N4L/fibre)		Community has easy access to school facilities for organised events / clubs.
2015 Annual Aims	Budget allocation will support and enhance teacher practice and programme opportunities for all learners.	Annual budget and revised 10yr Property Plan prioritises essential infrastructure, health and safety and learning environment developments that support and encourage student progress and achievement.				

2016 - 2017

- School resources allocated to priority areas as identified in the 10 year property plan.
- Review 2015 annual aims to prioritise resourcing to the specific area of need in teaching and learning or in health and safe



**Strategic Aim 1: All students will be given the opportunity to continually develop their skills in Literacy and Numeracy through quality teaching and learning programmes.**

LITERACY - What? (proposed action)	How? (resources)	When? (timeline)	So what will we expect? (proposed outcome)
Review and revise oral language and viewing and presenting elements of Literacy Curriculum documentation.	Staff Meeting PL sessions	Revise and edit by end of Term 2 Trial Term 3&4	Clear and concise indicator progression for teacher and student use of these key literacy elements across the creating and making mean strands.
SENCO (Special Education Needs Coordinator) manage intervention programme for identified needs across the school as identified through the classroom raising achievement reflections and 2013 National Standard Achievement data.	Manage Needs Register Liaise with management and teachers as needed Work with TA to coordinate programme and integration with the classroom programme	Beginning and end of each term (key reflection and planning times)	Targeted intervention on identified needs further supports all student progress and achievement. Identify further range of interventions and techniques, both in and outside class, for identified target children.
Review and revise key reading and writing planning indicators.	Staff meeting PD sessions	Term 1 TOD Term 1 & 2 Staff Meetings	Clarify expectations for teaching and learning across the different levels.
Further develop Team Teaching Pedagogy across all areas of the school	School & Team philosophies updated Team and staff reflection time	Whole year	Enhance these deliberate acts of teaching through 'Workshops' and 'Action Stations,' teacher collaboration, student to teacher feedback and use of formative assessment methods.
Staff attend uLearn conference (Auckland)	PD & Exp budget	T3 term break	

MATHS - What? (proposed action)	How? (resources)	When? (timeline)	So what will we expect? (proposed outcome)
High Numeracy Need Students supported by Numeracy Cluster Support through Specialist Teacher resource	\$6000 - Op Grant - (mostly offset by 2014 Sick Pay reimbursement - \$5k)	T2 - 9 weeks	Improved progress and achievement for all identified students.
SENCO (Special Education Needs Coordinator) manage intervention programme for identified needs across the school as identified through the classroom raising achievement reflections and 2013 National Standard Achievement data.	Manage Needs Register Liaise with management and teachers as needed Work with TA to coordinate programme and integration with the classroom programme	Beginning and end of each term (key reflection and planning times)	Targeted intervention on identified needs further supports all student progress and achievement. Identify further range of interventions and techniques, both in and outside class, for identified target children.
Basic Facts ladder developed with online links on Google sites for students	Staff - TOD day and staff meeting PL sessions	Revise and edit by end of Term 1 Trial Term 2	Clear connections for at home and school of basic facts progression and expectation.
Further develop Team Teaching Pedagogy across all areas of the school	School & Team philosophies updated Team and staff reflection time Snr team - visit St Clair School	Whole year T1 school visit T3 term break	Enhance these deliberate acts of teaching through 'Workshops' and 'Action Stations,' teacher collaboration, student to teacher feedback and use of formative assessment methods.
Staff attend uLearn conference (Auckland) Attend Math Lead Teacher meetings at College	PD & Exp budget Teacher Release	one a term	Feedback of current initiatives and resources available to all staff.

**Strategic Aim 2: To embed and strengthen teaching and learning practice to develop a culture of active learners.**

What? (proposed action)	How? (resources)	When? (timeline)	So what will we expect? (proposed outcome)
Strengthen working knowledge of SOLO Taxonomy framework across the staff	Pam Hook (HookED facilitator) \$2000	TOD Friday 7 Feb	Increased understanding of thinking framework and how it can be applied across the different learning areas so we all share a common language of learning across the school.
Develop framework of Key Competency learner expectations (Managing Self, Relating to Others, Participating and Contributing & Thinking)	Pam Hook resource Leadership team draft Staff input	Term 1	One framework consistent across the school that examples key learning strategies for children to develop at any age and stage.  Improved connection between home and school of child's learning habits strengths and 'plus one' (next steps).  Consistent framework for Goal setting interviews across the school.
Revisit and revise team understanding of the MBS 'Why' and connections with 'How' and 'What' we do	Staff team meetings	ongoing	Authentic links between big picture and everyday detail.
Professional Learning focused on knowing the difference between teacher practice and professional practice	Interlead - Tony Burkin facilitator \$2000 - then leadership team	Thursday & Friday 29-30 Jan 2015	Increased understanding of how everyday actions and associated reactions impact on the professionalism of our team approach
Further develop actions on teacher goals and teacher inquiries through appraisal process (fence post question reflections and 4 minute walk through summaries)	School & Team philosophies updated Team and staff reflection time - Appraisal Connector	Whole year	Improved teaching and learning approaches as identified from ongoing reflections, walk through feedback and learning support providers (both in house and outside providers).
Connect to Government's 'Network for Learning'	Free connection - saving fibre cost		Free connection Ability to connect with other learning organisations seamlessly. Access provided services.

**Strategic Aim 3: Continue to strengthen our multicultural appreciation and understanding through our integrated learning programmes and appraisal systems.**

What? (proposed action)	How? (resources)	When? (timeline)	So what will we expect? (proposed outcome)
<p>Work through 'Ka Hikitia' Accelerating Success 2013-2017</p> <p>Investigate Tataiako (cultural responsibilities for teachers).</p> <p>Identify where the strengths and needs are in our planning.</p> <p>Develop specific strategies to include across the team planning.</p> <p>Consultation with our families from different cultures on how we are meeting their specific learning needs.</p>	<p>Both resources worked through together to identify strengths and needs that we need to cater for in our planning.</p> <p>Bring in Resource Teacher, or other outside support (other schools).</p> <p>Syndicate and staff meeting time allocated.</p> <p>Face to face Email Online survey (mid yr consultation)</p>	<p>T1</p> <p>T2</p> <p>Over the year</p>	<p>Increased understanding of cultural perspectives that are represented by our learning community.</p> <p>Teaching and Learning programmes more reflective of the different needs identified and how to cater for them.</p> <p>Develop further understanding of the diverse range of needs of our learners and appropriate actions taken in planning and delivery of our classroom programmes.</p>



**Strategic Aim 4: The School will provide quality, relevant resources and facilities to enhance learning and provide a safe and secure learning environment.**

What? (proposed action)	How? (resources)	When? (timeline)	So what will we expect? (proposed outcome)
Prioritise budget and property development to provide an enriching teaching and learning structure and programme opportunities for all students.	Annual budget allocation Professional Learning (pl) opportunities investigated by teachers themselves School prioritise support of teacher professional and practice development with key pl opportunities	Beginning of the year (set the scene)  Continued over the year (sustain the momentum and encourage continued growth)	Teacher Practice up to date and flexible to change Professional Practice enhances staff team culture Learning programmes flexible, specific to need, engaging and cutting edge!
Develop old horse paddock as part of increased school field area.	Contractors (ploughing) \$300 Parents (Stevens family) cultivation (\$2000) and sowing (\$5k)	T1	Improved range of space for play for all students.  Full size rugby field allow MB club to practice and play at 'home'.
Revise 10 yr Property Plan ready for new 5 year Capital Programme beginning on July 1 2015	Engage Property Consultant 10 YrPP developed (MOE subsidy to pay for most of this) Prioritise strategic planning of property development with provider	T1  T2	Health and Safety and essential infrastructure needs prioritised  Capital works needs and wants identified with Board and staff consultation.
Connect to Government's 'Network for Learning'	Free connection - saving fibre cost		Free connection Ability to connect with other learning organisations seamlessly. Access provided services.