



Respectful, Responsible, Positive Learners
Longburn School RIPPLE EFFECT



Longburn School Annual Plan

2023





Curriculum

Achievement Targets for...

Writing:

'To increase the percentage of our Male and Māori students, along with our 2023 Yr 2-6 students and Yr 8 students (2022 Yrs 1-5 & 7), achieving at or above the benchmark expectations'.

Reading:

'To increase the percentage of our male Māori students and our Yr 5 cohort achieving at or above the Benchmark expectations in Reading'.

Maths:

'To increase the percentage of our Yr 6, 7 and 8 students, along with our male Māori students, achieving at or above the benchmark expectations'.

Actions from Strategic Plan for 2023

Term 1 2023

Actions	Who responsible	Resourcing required	Measure of success
Curriculum Refresh: <ul style="list-style-type: none"> • PLD schoolwide (incl MoE allocated TOD) • Review current local curriculum in relation to what has been shared through Curriculum Refresh (practices, celebrating success and identify areas of strength and areas requiring change) • 	Principal/Manu Akoranga	Release	All teaching staff are: <ul style="list-style-type: none"> • familiar with the refreshed curriculum, with the knowledge to implement it
Maths Lead Teacher for 2023 identified, along with key tasks to focus on. <ul style="list-style-type: none"> • DMIC - 2nd yr of contract • Completion of Poutama (started in 2022) • Maths LT to organise/facilitate relevant PLD for staff (based on individual, schoolwide and/or data driven needs). This should include some PLD via https://nzmaths.co.nz/interactive-pd-modules • to continue to support teachers' growth in practice in this area 	Principal LT Maths	Nil	<ul style="list-style-type: none"> • Lead Teacher in place • 2nd Yr of 3 Yr contract completed successfully by all teachers • teachers more confident with this approach • teachers able to utilise the Maths Poutama to identify progress, achievement and plan for teaching and learning (LT Maths started pulling the Learning Objectives from the DMIC Task booklets over the Xmas break 2022 to help teachers identify where students are working at through eTap and Spotlight. This needs completing in early 2023).



<ul style="list-style-type: none"> to organise and facilitate workshops for parents/whānau - an overview of math (stages, resources, ...). 			
<p>Literacy Lead Teacher for 2023 identified (as 2022 LT left end of the year), along with key tasks to focus on.</p> <p>Literacy:</p> <ul style="list-style-type: none"> Reading Together Programme facilitation to continue to support teachers' growth in practice in this area to organise and facilitate workshops for parents/whānau - an overview of literacy (MSL, Curriculum area, levels, resources, ...). Further review, develop and trial systems that promote learner engagement and motivate learners as writers. 	<p>Principal</p> <p>LT Literacy</p>	<p>Release Budget</p>	<ul style="list-style-type: none"> Lead Teacher in place Reading Together Programme successfully held Teaching staff confident in the planning, teaching and assessment of literacy Writers Toolbox available for trial in HUB 2
<p>Identify Teaching Staff and schoolwide PLD needs and access support.</p>	<p>Principal</p>	<p>Budget for PLD</p>	<ul style="list-style-type: none"> Teachers will have individual goals set from 2022 PGCs. PLD will be sourced (internally and/or externally) to meet individual teacher needs. Schoolwide PLD needs will be identified and PLD sourced to meet these.
<p>Place-based Curriculum - 'Te Ara Raumati':</p> <ul style="list-style-type: none"> Establish a 'Resource Bank' space to store and share resources created by students and teachers to contribute to our 'Interactive Resource'. Principal's sabbatical - Term 1 (weeks 8-10): Gather information in regards to people with historical local knowledge in relation to 'People, Places, Resources' of Te Ara Raumati 	<p>Principal</p>	<p>Leave Budget</p>	<ul style="list-style-type: none"> resources created by students and teachers stored in a 'resource bank centre' for ready access and use a reference list is being compiled of people who are knowledgeable about our area
<p>Focus Students:</p> <ul style="list-style-type: none"> Changes to be made to the practice of focus students for 2023 in relation to reflections carried out in 2022, aiming to increase the understanding and sharing of student voice about strengths, struggles, sparks and supports. 	<p>Manu Akoranga</p>		<ul style="list-style-type: none"> Focus student time sees student voice in relation to the 4 S's improved, with students focusing on one 'S' rather than all 4 each session.
<p>Learning Maps:</p> <ul style="list-style-type: none"> Ensure all students have a 'Learning Map' and it is utilised to support learning, progress and achievement. 	<p>All teachers (supported, monitored and reported to Principal by Manu akoranga)</p>		<p>Learning maps will be:</p> <ul style="list-style-type: none"> kept in folder in classroom and be clearly visible and accessible to students at all times included as part of focus student discussions on supports will be updated regularly from focus student discussions and in class use



			<ul style="list-style-type: none"> utilised by students to support progress and achievements through 'change'
LSLA defined	Senior Management Team (WST/Manu akoranga, Ika a where, Principal)	Release	All in our School Community will have a good understanding of the LSLA, especially the students, staff and BOT. Documentation will be available to share as relevant.

Term 2 Actions

Actions	Who responsible	Resourcing required	Measure of success
Create inter-school opportunities to share and observe effective teaching practice with and of others. HUB1: <ul style="list-style-type: none"> create opportunities for ECE Centres visited by MA in 2022 to visit us in return look to visit more ECE centres and schools within 2023 	WST/Manu Akonga	Release	<ul style="list-style-type: none"> HUB1 staff have been engaged in observations of others' practice and identify 'effective teaching practice' to utilise in reflection of our own practices.
Continue focus on moderation and consistency of TJs in Literacy and Numeracy throughout the school. PLD of the CPTs - PaCT/LPF .	LT Literacy and LT Maths (supported by Manu akoranga)	Release	<ul style="list-style-type: none"> Teachers are confident and competent in making accurate TJs in literacy and numeracy. Teacher competent in the use of CPTs.
Lead Teachers: <ul style="list-style-type: none"> LT's areas of responsibility clarified, with opportunities for further development of leadership identified Organise relevant PLD for LTs as able and relevant 	Principal	Budget for PLD	<ul style="list-style-type: none"> LTs have a clear understanding of their roles and are confident in carrying out responsibilities.
LT Literacy and LT Maths to organise and facilitate: <ul style="list-style-type: none"> Moderation of literacy (reading and writing) and Maths prior to mid-year TJs being made (utilising PaCT and Poutama) 	LT Literacy LT Maths (Manu akoranga support)	Release time.	<ul style="list-style-type: none"> Consistent TJ when assigning writing, reading and maths achievement levels.

Term 3 Actions

Actions	Who responsible	Resourcing required	Measure of success
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Lead (or expert) Teacher of Maths to: <ul style="list-style-type: none"> organise and facilitate workshops for parents/whānau - an overview of maths (stages, resources, ...). Review DMIC Programme in relation to Curriculum Refresh of Math 	LT Maths		<ul style="list-style-type: none"> Parents/Caregivers have an understanding of how math is taught at Longburn School, inclusive of tracking of progress over time. There is a common and clear understanding by all teaching staff of how DMIC fits within the refreshed Math Curriculum.
Review Literacy and Numeracy assessment practices, tools/resources and schoolwide documentation..	Led by Ika a Whero (supported by Manu akoranga, LT Literacy and LT Maths)	Release time	<ul style="list-style-type: none"> Data gathered through this review analysed and utilised to improve practices. The school has adequate resources to support the teaching and learning of literacy and numeracy schoolwide. Teachers confidently utilise school documentation to support their teaching and assessment practices.
Reading Together Programme implemented with the support of Kairanga Lions Club.	Lead Teacher -Aide LT Literacy	Budget Time	Parents/Caregivers of our NE students have a good understanding of effective teaching of reading and support their child's development in this area of learning confidently.
Analysis of our new 'On Entry Survey' which includes a motor skills assessment, the 5 Week Survey, and after 1 Yr Survey data to ensure early intervention.	Manu akoranga (HUB1)	Release	<ul style="list-style-type: none"> Junior students' needs are identified and addressed early.

Term 4 Actions

Actions	Who responsible	Resourcing required	Measure of success
LT Literacy to organise and facilitate: <ul style="list-style-type: none"> Moderation of writing schoolwide prior to end of year TJs being made LT Maths to organise and facilitate: <ul style="list-style-type: none"> Moderation of maths schoolwide prior to end of year TJs being made 	LT Literacy LT Maths (supported by Manu akoranga)	Release time	Teachers confidently making Teacher Judgements (TJs). Data accurate for reporting and using for beginning of following school year planning. Survey results collated and analysed, identifying areas that need further support and/or improvement. Planning for 2023/24 reflects the consideration of results.

Actions that should be completed throughout the year. Ongoing.

Actions	Who responsible	Resourcing required	Measure of success
Areas of responsibility, non-negotiables, lines of communication - ' Non-negotiables ' and ' responsible to ' to be utilised	All		<ul style="list-style-type: none"> All staff have a clear understanding of expectations.
Implementation of 'Karere, Te Uru Manawa'	All	Budget	<ul style="list-style-type: none"> Learner agency improved, with ākongā able to identify their unique pathway and supported by teachers to travel it.
Ongoing collection and analysis of Student Voice (attitudes, experiences, perceived strengths/ weaknesses), especially from 'Priority Learners'.	WST/Manu Akoranga/Teachers	Release time	<ul style="list-style-type: none"> Student voice gathered with results analysed by Senior Management Team, gaining an understanding of the students perspective of



			learning in these core curriculum areas. Data utilised to improve teaching and learning in Reading, Writing and Maths during the year.
Utilise the Longburn School Effective Teaching/Learning Matrix (now combining all areas of teaching the curriculum) to support the identification of PLD needs as a part of the Professional Growth Cycle.	WST/Manu Akoranga	Release time	<ul style="list-style-type: none"> Staff engaged in PGCs, growing their professional knowledge and skills.
Observations/Walkthroughs To continue and strengthen this practice to support professional growth of teachers in 2023 - (During 2022 Hub 1 and Hub 2 checklists were created for walkthroughs to check all classes following LSLA)			<ul style="list-style-type: none"> Checklist utilised for walkthroughs and feedback shared at hub meetings and areas of growth identified - specific steps to target these goals also decided and implemented to be monitored in proceeding walkthroughs.
Support the facilitation of DMIC during this second year of implementation schoolwide. Support teachers with the implementation as requested/needed.	LT Maths		<ul style="list-style-type: none"> Teachers are aware of the timetabled PLD, prepared for PLD components (whole staff sessions and Mentor in-class support). Teachers display increasing confidence in implementing the programme.
Analysis of our 'On Entry Survey' which includes a motor skills assessment, the 5 Week Survey, and after 1 Yr Survey data to ensure early intervention. Results reported to the Principal.	SENCo/Yr 0-2 Teachers/Manu akoranga (HUB1)	Release time	<ul style="list-style-type: none"> Early identification of student needs and implementation of interventions.
LT Literacy and LT Maths to organise and facilitate: <ul style="list-style-type: none"> Observations of effective teaching of literacy/maths - our teachers to observe others. Literacy/Numeracy Data Meetings (usually Wk 8 each term) Organise (in consultation with the Principal) relevant PLD for staff (based on individual, schoolwide and/or data driven needs), facilitating PLD as able and relevant. Ensure that any new staff to the school are brought up to speed with our Literacy Programmes (especially the MSL Approach) and DMIC through both inservice and external PLD. Continue developing formative assessment systems to support learners knowing their next learning steps and developing their own agency. 	Manu Akoranga LT Literacy LT Maths	Release time	<ul style="list-style-type: none"> All teachers have a clear understanding of what 'Effective Teacher Practice in Literacy and Maths' looks like and are able to identify where they sit on the spectrum of effectiveness in their own practice. Teachers utilising new learning to improve outcomes for their students. Teacher talk evident between colleagues in regards to observations and thoughts re change and/or practices. Teachers growth in skills, knowledge and confidence to teach literacy and numeracy effectively evident.
Launch sessions - HUB 1 implemented:	Manu akoranga	T/A support	<ul style="list-style-type: none"> Students' individual needs (motor skills and literacy) identified early with planning and teaching reflecting this knowledge.
Planning reviewed to ensure relevant, integrated as much as possible, and in line with our CDP.	Manu akoranga		<ul style="list-style-type: none"> Teachers planning reflects good practice and a clear understanding of how to implement our CDP.
Intervention Programmes identified, sourced and implemented to support students' needs. Reported to Principal.	Manu akoranga LT Literacy LT Maths SENCo		<ul style="list-style-type: none"> Students literacy and numeracy needs well supported. Students' progress accelerated. Principal confident that learners requiring extra support are able to access it.



<p>Implementation and further development of the LSLA to ensure it enhances and supports the development and use of literacy and numeracy.</p>	<p>Manu Akoranga Principal</p>		<ul style="list-style-type: none"> Literacy and Numeracy 'Rich experiences' embedded in the LSLA. Planning reflects integration of literacy and numeracy learning in all relevant aspects of the LSLA.
<p>Targeted meetings for priority learners held at the end of each term.</p>	<p>All teachers (monitored by SENCo and reported to Principal)</p>		<ul style="list-style-type: none"> Targeted students well supported and making steady progress, if not accelerated progress.
<p>Effectively and explicitly sharing learning progressions with students and parents. Exploring more specific and effective home learning links in Literacy and Numeracy.</p>	<p>/Manu akoranga LT Literacy/ LT Maths (Supporting teachers, monitoring implementation, and reporting to Principal)</p>		<ul style="list-style-type: none"> Parents/caregivers are accessing literacy and numeracy learning links and relevant information to better support their child's learning. Student agency improved with students confidently articulating their current achievement and next steps in learning. Parents/caregivers are aware of where their child is on their literacy and numeracy learning pathways and their next steps in learning.
<p>Effective use of 'Learning Maps'.</p>	<p>Manu akoranga</p>		<ul style="list-style-type: none"> Students utilising their, and others, Learning Maps to support progress and achievement through changes.
<p>Effective use of digital technologies to further engage students, parents and whānau</p>	<p>ICT LT</p>	<p>Release time</p>	<ul style="list-style-type: none"> Students have increased knowledge of digi tech and associated technologies Parents/whanau aware of effective ways digital technologies are being utilised within the school SeeSaw being utilised effectively by students and classroom teachers Parents/whanau able to engage in learning experiences shared digitally
<p>Targeted students: Ensure external support (RT Lit, MoE) sought in a timely manner for targeted learners who are not showing adequate progress over time. Ongoing expectation of 'on top of teaching' with teacher aide resourcing to ensure teachers can effectively schedule these workshops (utilising time during 'Investigations and RAP' sessions. X-Grouping for Literacy/Numeracy - schoolwide if needs reflect this to be the best way to deliver the learning.</p>	<p>All teachers Manu akoranga SENCo to report on outcome from monitoring termly to the Principal.</p>		<ul style="list-style-type: none"> Targeted students access to, and progress on, allocated intervention programmes (e.g. StepsWeb) monitored closely and reported to SENCo. Targeted students well supported, showing steady progress (if not acceleration). Management is confident that targeted learners are being well supported and that intervention strategies/programmes are effective.
<p>Transitions: <ul style="list-style-type: none"> From ECE to Longburn School Between classes at Longburn School Into Longburn School from a different school From Longburn School to secondary education </p>	<p>Manu Akoranga</p>	<p>Release time</p>	<p>HUB 1:</p> <ul style="list-style-type: none"> Feeder ECE centres identified through enrolment process ECE centres have 'Longburn School Information Packs' to share with their parents/whanau ECE contacts well established for communicating transition needs etc of New Entrants to Longburn School Reciprocal visits between ECE and Longburn School held with opportunities for rich discussions around practices etc <p>HUB 2:</p> <ul style="list-style-type: none">



			<p>More opportunities for this needed in 2023, along with opportunities for ECE centres to visit our school. Look at transitions through the school and transitions to High School in 2023.</p> <p>Establish 'Early Literacy Foundation' workshops as part of our transition to school programme.</p>
<p>Professional Growth Cycle (PGC) and Effective Teacher Matrix (ETM):</p> <ul style="list-style-type: none"> • A GoogleClassroom (PGC Class) was also setup in 2022, with teachers as students (teachers assigned task of highlighting their practice against ETM termly - monitored by MA). • Teachers set goals from ETM which were shared at hub meetings with progress or problems discussed. • Teachers complete termly reflection on goals set - monitored by MA and feedback shared back to them. • Teachers prepare a one-page overview of their inquiry, and with support from MA or IA, reflected on how their inquiry maps to the Teaching Standards. • Relevant documents were added to the Google Classroom assignment. . 	<p>Ika a whero - Kaimahi (Teacher-aides) and Kaiako (teachers)</p> <p>Principal - MA and IA</p>	<p>Release time</p>	<ul style="list-style-type: none"> • Teachers utilising the ETM to support their development • PGC's utilised to support teacher development • PLD needs identified to support development of teacher practice (individually and schoolwide)

<p>STRATEGIC GOALS:</p> <p>Goal 1 - To provide a safe and stimulating child-centred learning environment, fostering positive, strong relationships and well-being.</p> <p>Goal 2 - To provide a variety of rich learning experiences (meaningful and challenging), supported by effective teaching, to foster high levels of personal</p>	<p>2023 PROGRAMMES/INITIATIVES and other actions to support the school's Strategic Local Goals, Equity Challenge, and COVID Challenge:</p> <p>Implementation of schoolwide programmes/initiatives:</p> <ul style="list-style-type: none"> ➤ PB4L and RP ➤ Mindfulness (lessons to be taught schoolwide this year + practice) ➤ Longburn School Learning Approach - <ul style="list-style-type: none"> - Active Learning through Play - Research Action Projects (RAP)
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achievement whilst cultivating the individual's passion.

Goal 3 - To develop and nurture, within our learners, the skills, knowledge and cultural capital to be successful participants and contributors to the world they will inherit.

Equity Challenge - To ensure that our students' language, culture and identity are present and valued throughout the school day and beyond.

- Learning Pit
- Karere, Te Uru Manawa (Passport)
- Te Whiringawha (students/staff/BoT)
- Duolingo - online Language Learning options for HUB 2
- NZ Critical Histories
- Children's University (Yrs 7 and 8 only)
- Robotics
- Environmental Education and activities
- Student Leadership Team
- Green Team
- Dr Dolittle Group
- Bikes in Schools
- Sexuality Education
- Careers Education (Yrs 7 & 8) - including inviting relevant speakers/role models into the school and seeking opportunities to visit relevant places of employment and/or training/study.
- Yr 7 & 8 Challenge (as a part of the Hauora Passport)
- SEL - Social and Emotional Learning Programme (inclusive of 'Zones of Regulation')- SEL

In support of addressing our 'Equity Challenge':

- Further develop our 'Place Based Curriculum', building our local knowledge through real world connections, intergenerational (and inter-cultural) learning (commenced in 2021).
- Inclusion of whānau, kaumātua, and kuia in the school day, with an emphasis on inter-generational learning
- Close relationships with the mana whenua of the school, as well as other local iwi, hāpu, whānau, kaumātua and kuia, who help inform curriculum and culture in the school
- The provision of te reo Māori courses for teachers to strengthen their reo

Relevant NAGs to support our Strategic Goals:

- ★ NAG 2, 6, 7 & 8 - Governance & Community
- ★ NAG 3 – Staff Professional Development
- ★ NAG 4 - FINANCE & PROPERTY
- ★ NAG 5 - HEALTH AND SAFETY

Te Oro Karaka Kahui Ako has received funding from the MoE to support professional learning in Culturally Responsive and Relational Pedagogy (CR & RP). Longburn School will be an active participant in this development as a member of this Kahui Ako.

Actions specific to supporting the above school's Strategic Local Goals and our Equity Challenge:

Area	Actions
Property and other resourcing to support goals	<ul style="list-style-type: none"> ● Pump and skills tracks resurfaced or refurbished ● Bike track and playground maintenance (ongoing) ● Further develop the sheltered space (outdoor classroom) in the entrance to the Nature Reserve ● Outdoor music and water play areas created ● Create more storage space for resources



Annual Powhiri	<p>Term 1 -</p> <ul style="list-style-type: none"> ● Set date for annual powhiri (in conjunction with Matariki), inviting Kaumatua and the wider school community as well. ● Seek Pa Jack's support in a timely manner (setting the date with him in term 1 to hold the event at Matariki). ● All teachers to support children to learn waiata etc for powhiri and consult with Pa Jack. <p>Term 2 -</p> <ul style="list-style-type: none"> ● Hold powhiri and Matariki celebration
PB4L	<ul style="list-style-type: none"> ● Team members areas of responsibility identified along with expectations shared. ● Relevant PLD for staff.
PLD	<ul style="list-style-type: none"> ● Identify staff and BOT PLD needs. ● Source relevant PLD. ● Plan and facilitate PLD.
<p>Resource, facilitate/implement programmes:</p> <ul style="list-style-type: none"> ➤ Robotics ➤ Environmental Education and activities ➤ Green Team ➤ Dr Dolittle Group ➤ Bikes in School ➤ Student Leadership Team 	<ul style="list-style-type: none"> ● Identify Lead Teachers for each initiative and support their development needs (resourcing, leadership, ...) ● Ensure teachers have access to resources to enable them to facilitate programmes. ● Ensure schoolwide timetabling and planning includes time and organisation for these programmes/initiatives to be implemented. ● Support students
Publication and implementation of 'Karere, Te Uru Manawa' (Passport).	<ul style="list-style-type: none"> ● Finalise the passport ready for publication (printed copies for use). ● Share the passport with school and wider community ● Create/Source resources for student and teacher use (Portfolios of evidence, certificates, award medals,...)
Digital Technologies implementation	<ul style="list-style-type: none"> ● LT ICT lead some staff PLD re Digi Tech Curriculum. ● PLD - Digi Circus 25 hours from 2022 still not fully utilised. Identify balance of hours and allocate to relevant PLD.
In support of addressing our 'Equity Challenge'	<ul style="list-style-type: none"> ● Further develop our 'Place Based Curriculum', building our local knowledge through real world connections, intergenerational (and inter-cultural) learning (commenced in 2021). Planning of this will be further enhanced through Principal's sabbatical. ● Implementation of 'Karere, Te Uru Manawa'. ● Inclusion of whānau, kaumātua, and kuia in the school day, with an emphasis on inter-generational learning ● Close relationships with the mana whenua of the school, as well as other local iwi, hāpu, whānau, kaumātua and kuia, who help inform curriculum and culture in the school ● The provision of Te Reo Tuatahi course for teachers to strengthen their reo and to utilise to teach their ākonga
Governance & Community	
Area	Actions



BOT PLD -	<ul style="list-style-type: none"> ➤ Participate in available workshops (NZSTA, etc...) as relevant ➤ Ensure members have opportunities to learn the various BOT portfolio requirements to support sustainability ➤ Develop a BOT PLD plan that indicates PLD expectations and opportunities that are relevant to members (e.g. NZSTA Conference attendance, BOT Chair Courses,...)
Effective Governance -	<ul style="list-style-type: none"> ➤ Ensure BOT members have adequate knowledge of MOE legislation ➤ Annually update the school charter ➤ Sub committees to provide more focus on key areas of need to research and report back to the BOT. ➤ Review the strategic and annual plans to ensure relevant goals and indicators are in place to provide a framework for realising the school's goals and vision. ➤ Implement, review, update and/or create school policies / procedures to fit the requirements of the school and relevant legislation. ➤ Each year provide an analysis of any variance between the school's performance and the relevant aims, objectives, directions, priorities, or targets set out in the school charter to the Secretary for Education under NAG 7. ➤ Report to students and their parents on the achievement of individual students, and to the school's community on the achievement of students as a whole and of groups (including the achievement of Māori students against the plans and targets). ➤ Establishment of a clear BOT overview of the goals for the Principal's Appraisal
Community -	<ul style="list-style-type: none"> ➤ Annual Powhiri in conjunction with Mataariki (inviting the wider school community as well) ➤ Ongoing consultation with the school community regarding the direction of the school ➤ Gain community feedback on the strategic / annual plan reporting and implement improvements as required ➤ Ensure that the school website contains up to date and relevant information ➤ Carry out focused information gathering on key issues as necessary i.e. safety programmes (carparks, etc) ➤ Ensure that the school website contains up to date and relevant information ➤ Organise school gala (or similar) and other fundraising and/or social gathering opportunities with assistance from the students, BOT, PTA, parents/whānau and wider community

Staff Development

Area	Actions
Schoolwide PLD (e.g. NZC, The New Digital Technologies Curriculum, ETAP/SPOTLIGHT/SEESAW, Te Whiringawha, Critical Histories of NZ, Mindfulness, PB4L/RP)	<ul style="list-style-type: none"> ➤ Continued development of our teachers skill and knowledge base via ongoing effective school wide professional development in all curriculum areas as relevant, with a specific focus on literacy and/or numeracy and digital learning practices each year.
Individual Staff Development Needs	<ul style="list-style-type: none"> ➤ Staff setting their professional learning goals for the year via the Appraisal process.
School and relevant legal requirements	<ul style="list-style-type: none"> ➤ All staff aware of relevant school policies, procedures and other requirements through having access to the following school documents: <ul style="list-style-type: none"> - Code of Conduct - Policy Review and Audit - 'School Docs' online resource - Curriculum Delivery Plan (CDP)



	- Reaching Potential
Leadership PLD	➤ Leadership coaching for Management Team members and other relevant PLD for Curriculum Lead Teachers.
FINANCE & PROPERTY	
Area	Actions
Finance:	<ul style="list-style-type: none">➤ Prepare annual accounts in Term 1➤ Prepare the new year's Budget for BOT sign off by December/January, ensuring the Strategic needs of the school are reflected in it.➤ Achieve budget, improving the financial position of the school as able
Property:	<ul style="list-style-type: none">➤ Implement last year of the 5YA➤ Carry planned maintenance as per the 2023 maintenance programme➤ Work with MoE provided Consultancy re development of the new 10YPP
HEALTH AND SAFETY	
Area	Actions
Legislation	➤ Ensure that the school meets all Health & Safety in Employment Act requirements
Audits/Checks	<ul style="list-style-type: none">➤ Electrical safety audit/checks are in place as required (due this year)➤ BOT Staff Rep to facilitate staff 'Classroom Hazards Checklists' completed by class teachers and support staff and reported back to the Principal and BOT.➤ BOT facilitates H & S check of playgrounds with the support of the Principal