Operational Plan for Tapora School 2012

Teaching and learning programme development

- Numeracy and literacy programmes are based around the identified learning needs of students and annual student achievement targets
- Continue with CHaOS curriculum delivery framework. Focus on increased inquiry in the classroom.
- Weekly comprehensive reading programmes catering to the identified learning needs of students
- Language and numeracy enrichment programmes across the curriculum for gifted and talented students
- Students will be introduced and become familiar with Formative assessment practices which will be used throughout curriculum delivery.
- Years 4-8 Students to become more engaged and self managed in their own learning through individual portfolios and the delivery of CHaOS
- ICT Integration across the curriculum as evidenced by portfolios and student folders.
- Cool Schools Peer mediation programme to be continued and built upon

Finance

Review annual budget, Annual audit

Develop a more systematic purchasing system

Professional Development across Curriculum $700

Numeracy $300, English $300 Literacy $100. Some room for extra discretionary resourcing

New fundraising initiatives

ICT Lease $14000

Property

- New 10YPP and 5YA to be signed off and adopted by July 2012. Carry-over of funds from previous
- Utilise carried-over funds in first 2 years of new 5YA
- Maintain Asset Register
- Develop Asset Replacement Plan
- ICT – Planning and contingency for end of ICT lease.
- Ongoing School beautification. Gardens, signage, markings

Priority areas for improving student achievement

- **Literacy - Raise levels of literacy to or beyond the child's chronological age.**
- **Numeracy - All students to develop numeracy knowledge and Strategy to the numeracy project stage, appropriate to their level against the National Expectations**
- **CHaOS/Inquiry Learning - Through the promotion of inquiry based learning, students will participate in Authentic Learning, Learning Habits, Self-managed Learning, Thinking Strategies, Problem Solving, Inquiry and Experimentation and Learning through ICT.**

Human Resources

Staffing, professional development, performance management

- Distributed leadership across curriculum areas and school programmes
- Professional Readings – Rostered during staff meetings to report back on professional readings
- Lead teachers sharing sessions of new ideas and resources in literacy, numeracy and inquiry learning
- Visit to other schools recommended by support agencies/personnel
- Ongoing throughout the year as per staff development plan.
- throughout the year through collegial support
- Principal cluster meetings
- STA
- ICT staff familiarizing of new systems
- Google Apps training
- Etap training as required
- **First Time Principals Programme (Auckland University)**
- **Principal Appraisal process to encourage professional growth and effective leadership of Tapora School**
- **Staff appraisal process to encourage professional growth and job satisfaction including ancillary and support staff**
- **Electronic Network sharing of term and weekly planning**
- **Cool Schools Peer mediation programme. Staff training and school wide implementation.**

Health and Safety

- 5YA projects which are H&S issues to be made priority.
- Regular self audit of H&S hazards and management in school and playground
- Review Civil Defence and evacuation awareness and practice
- Review accident register and reporting to BoT
- upkeep staff accident register

Self Review / Reporting

Achievement report to BOT

Port folios – Term 2 and 4

Parent/teacher interviews. Tm 1 and Tm 3

MOE 2012 Variance Analysis Report and Annual Report

Newsletters, Assessment Schedule. SMS systems Etap. Move to use this for attendance

Partnership with the community

Communication

Fortnightly newsletters to parents and community

Liaison with Kindergarten and early childhood centres

Open invitation to parents to attend assemblies

Collaboration

eg community hui, encourage community support

Involvement with school activities eg ag day, speeches, community training,

use of community members as Primary sources of information during inquiry units.

Consultation

liaison with BoT, Parents, Staff and MOE

consultation with parents on the "big Issues"