



FIRTH PRIMARY SCHOOL

Operations Plan 2019



Haere whakamua E tipu e rea - Go forward; Grow and flourish

Action	How we will achieve it	Who	When	Cost	Measures
Teachers will determine what makes an effective mathematics lesson.	<ul style="list-style-type: none"> Work with outside facilitator. 	Outside Facilitator, Principal & D.P	Begin Term 2 2019	BOT to budget for outside facilitator.	<ul style="list-style-type: none"> Firth will grow confident and connected Mathematicians as determined by student feedback. Assessment data will show consistent gains with Mathematics. Quality Maths lessons taught across the school as supported by a coaching & mentoring programme.
	<ul style="list-style-type: none"> Academic Readings. 	Outside Facilitator, Principal & D.P			
	<ul style="list-style-type: none"> Visit other rooms in Mathematics time. 	All Staff		Fund release for staff to visit other rooms during Mathematics.	
	<ul style="list-style-type: none"> Ideas to be recorded and shared on Goggle Doc's. 	All Staff		Nil	
	<ul style="list-style-type: none"> Once ideas are formalised steps become part of the school wide appraisal system. 	Leadership Team.			
To design a method to assess if learners have grown more confident in mathematics.	<ul style="list-style-type: none"> Outside Facilitator to lead staff in thinking. 	Outside Facilitator, Principal & D.P	Implement initial ideas Term 2 2019, revisit Term 4 2019 Implement again 2020/2021. Revisit Survey Term 4	BOT to budget for outside facilitator.	
	<ul style="list-style-type: none"> Academic Readings 	Outside Facilitator, Principal & D.P			
	<ul style="list-style-type: none"> Survey Monkey or similar method to record learners thinking 	All Staff			
Te Reo support offered in all classrooms.	<ul style="list-style-type: none"> Maintaining support for Whaea Lena, Matua Stanley & Whaea Sandra (if she is available). 	Te Reo Team & Principal	Confirm as soon as possible.	BOT to fund Whaea Lena & Matua Staley status as QUO. Teacher Salaries for Whaea Sandra.	<ul style="list-style-type: none"> Aim to have a large Whanau representation for Rangiotua tia Hau Survey. Whakatauki will be lived at Firth and demonstrated through action. Te Reo and Nga Tikanga consistently delivered and our learners are more confident.
Consultation with Whanau	<ul style="list-style-type: none"> Ensure Children help Parents/Caregivers to complete online survey from Kāhui Ako 	Whanau, Kapahaka, Choir, Whole Staff & BOT.	Term 3 Open Night.	BOT to provide food (BBQ) for open evening.	<ul style="list-style-type: none"> Long term plans reflect regular planning in Māori topics. Kapa haka is an integral part of Firth and grows in profile with increased membership.
Teachers will engage in a teacher inquiry to improve pedagogy. (CR4RP)	<ul style="list-style-type: none"> Full participation in Kāhui Ako. Within School Teacher and Principal to attend Kāhui Ako meetings. 	Within School Teacher, Principal, DP & Leadership team.			<ul style="list-style-type: none"> Rongohia te hau findings show improvement in cultural sensitivity. Māori achievement is on par with non-māori in the assessment data.

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Project Manager to liaise with Principal and BOT regarding refurbishment plans.	<ul style="list-style-type: none"> Keep open communication with project manager during refurbishment. 	Project Manager & Principal.	Term 1 2019.	All refurbishment costs covered by five year assessment (5YA) for property.	<ul style="list-style-type: none"> Completion of Room 7 & 8 development set for term 1 2019. Plans for the next refurbishment (Rooms 9 & 10) will be planned for in preparation for the Five Year Property Assessment (5YA) in 2022.
Vision mapping in Enviro schools reviewed.	<ul style="list-style-type: none"> Head Teacher and Team to work with Students to ensure their plans form the vision for our school environment 	Enviro Team Teachers/Students	Term 4 annually 2019/20/21	Annual amount budgeted for enviro \$700-1000, fundraising also.	<ul style="list-style-type: none"> Learning goals become set practice at Firth. Children can articulate what their goals are and reflect on their progress. Children's input will be evident and reflected in the environment. Staff & children will be able to articulate how they use Mindfulness Strategies.

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Pre-schools encouraged to make regular visits to Firth Primary to foster relationships.	<ul style="list-style-type: none"> Regular liaison with all preschools Principal & New Entrant Teacher to visit and promote once per term. 	BOT Representative, Principal & New Entrant Teacher.	Once per term to visit week 7 or 8 Annually 2019/20/21. Weekly visits from 4 year olds to experience play-based learning.	Mileage for travel. Promotional Material.	<ul style="list-style-type: none"> Regular feedback will be received from both the preschools and the Intermediate via a survey.
Buddy relationship with Intermediate teachers and their classes established.	<ul style="list-style-type: none"> All senior classes years 4-6 will establish a buddy class/teacher at the intermediate reciprocate visits between each other. 	All Senior Teachers of senior classes & Intermediate staff.	Liaison to begin by term 3/2019 and to continue once or twice per term.	Nil	
All staff to work with John Fletcher to implement Mindfulness Strategies	<ul style="list-style-type: none"> John to liaise with Principal & Leadership team to plan implementation for 2019 and beyond. John to work with student group to aim to become student mentors for mindfulness. 	Principal, Leadership Team, Class Teachers & John Fletcher.	Aim to have plan in place by week 7 of term 1.	BOT to factor in Mindfulness costs in annual budget. (average \$2,000 per term)	<ul style="list-style-type: none"> Learning goals become set practice at Firth. Children can articulate what their goals are and reflect on their progress. Children's input will be evident and reflected in the environment. Staff & children will be able to articulate how they use Mindfulness Strategies.
Staff learning around the importance of goal setting conducted.	<ul style="list-style-type: none"> Readings to be sourced. Research into inquiry learning and children setting own learning journeys. 	Leadership Team.	Week 3 Term 2, in time for second parent/teachers interviews.	Nil – use of professional learning budget if needed.	
School leaders to meet with Principal regularly and serve as a voice to the other students	<ul style="list-style-type: none"> Principal to call school leaders together at least 3 times per term to set student projects. 	Principal & School Leaders.	After appointment process for initiation. Then week 3 Term 2.	Depending on projects chosen students to apply BOT/FPG (Firth Parent Group)	
All names will be pronounced correctly by all students and staff.	<ul style="list-style-type: none"> Staff will read through all names in class lists and share these at teacher only days to begin the year. If new entrants arrive, names will be shared with all staff. 	All Staff.	Teacher only days and continually throughout the year.	Nil	<ul style="list-style-type: none"> Ongoing surveys will demonstrate that all cultures are valued.
Flags & Greetings from all countries displayed.	<ul style="list-style-type: none"> A Generic set will be maintained/added to, to ensure all nationalities are covered. 	Teacher Assistant to maintain & build list.	The start of and during the year as other Nationalities arrive at Firth.	Lamination of flags and greetings. Time for teacher assistant.	
English as a Second Language (ESOL) programmes & employment of teacher assistants to support ESOL learners as required.	<ul style="list-style-type: none"> Maintaining an accurate register of who is eligible for ESOL funding. 	SENCO & Class Teachers.	Intake twice per year for funding May/August.	All ESOL Support will be cost neutral with all hours generated by individual students.	

