# January

NOTE:

* Regular meetings with board chair and board sub-committees through the year.
* Regular meetings with SLT, unit holders, SENCO, office manager.
* Continue to assess centrally funded PLD opportunities. Check cut off dates.

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|  |  |  | Your notes |
| 1 | Systems | * Do a calendar review of strategic timings and related actions. * Repeat in April, late June, mid-September and late November. |  |
| 2 | Working with staff | * Take “introduction to the year” sessions with all in-school teams to get everyone ready to implement the school annual plan and associated action plans. |  |
| 3 | Systems | Being ready for the year means:   * staff and student placements are finalised * professional development programme is confirmed and aligned with annual plan * orientation for new staff is in place * key school dates, like camp, are confirmed for year * school is cleaned and organised for staff * resourcing and equipment are finalised for the year, for example, ESOL funding, playground markings * systems are in place to add in last year’s NCEA results to achievement data * achievement data for the junior school is analysed and available, and a system is in place for gathering relevant data through the year * annual plan is in place with associated achievement goals * ToD planning fits annual plan goals and has some clear direction from you * waiting list for enrolment scheme is reviewed and further places made available, if appropriate * school annual calendar published, and in detail for term 1. Should include staff and leadership team meetings, board of trustees, parents/whānau and reporting meetings. |  |
| 4 | Other considerations | * Get up to speed with all school achievement initiatives to identify any leadership actions required, for example, Ka Hikitia, Pasifika Education Plan. * Make sure the school’s curriculum development processes and stages are clear. |  |
| 5 | Other considerations | If new to the school:   * Check the previous principal’s computer and the school administrative files to familiarise yourself with “how things are done around here”, for example file arrangement, protocols, email address changes. * Check the principal’s computer for the Favourites or Bookmark folders and links. There may be relevant web links. * Set up folders to suit your strategies and actions, as you require them. * Check you can access all internet systems and places you require – for example, Skype, online banking. |  |

# February

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|  |  |  | Your notes |
| 1 | Working with staff | * Ensure new entrants and their parents and whānau have direct support across all elements of schooling. * Continuous teacher learning identified to meet curriculum needs. * Teacher long-term planning and classroom delivery combine to ensure class programmes are meeting school goals. * Reconfirm expectations with staff to ensure alignment with achievement goals in annual plan. * Continue induction of new staff. * Job descriptions are set with all staff; appraisal processes are known and in-train. * Teacher registration checks. * Set up calendar reminders to give out birthday cards etc. for every staff member for the year. |  |
| 2 | Communication about school progress | * Publish first school newsletter as soon as possible. * Share the annual plan with board, staff, students and community in suitable forums. |  |
| 3 | Systems | * Amend charter and adopt final version; submit it to the ministry along with variance report to meet NAG 7 and 8. * Review aspects of school year organisation and make changes as necessary. * Finalise budget taking into account any roll change. * Agree teacher aide hours and responsibilities. * Check banking staffing is balancing satisfactorily from last year and any demands on the school budget are going to be within budget limits. Ensure someone is checking for increment dates for staff pay so these are applied on time. * Check the school has applied for and is using all the resources to which it is entitled, like ESOL and staffing allowances for new teachers. * Review 5 Year Property situation and identify any actions required. Contact your school property adviser to get assistance to understand the responsibilities undertaken by you and the board. * Carry out monthly building (CoF) checks, hazard identification and ensure documentation is in place. * Identify any police vets that need renewal. |  |
| 4 | Ako – being a learner | * Set your own performance agreement and appraisal process with your board chair. |  |

# March

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|  |  |  | Your notes |
| 1 | Working with staff | * Staff are working on targets set for the year. * Formative assessments and formative reporting is ongoing. * Requirements of NAG 1, NAG 2 and the NZ Curriculum are being met. * Teacher coaching processes are well under way. * Continuous staff interaction about teaching processes. * Principal actively participating in teachers’ professional learning sessions. * Seek feedback from Intermediate or secondary schools on the transitioning needs of students. * Acknowledge staff successes and achievements. |  |
| 2 | Data and achievement information | * Across-staff sharing of data on student achievement, issues and special needs. * Shared analysis of data. * Report to board on achievement as defined in yearly goals. |  |
| 3 | Communication about school progress | * Spend at least an hour a week walking the school to find out what is going on in classrooms and around the grounds. * Listen to parents in the bus bay or parking area once or twice a week. * Involve parents and whānau in achievement and curriculum matters through interactions with teachers. * Devise a system for writing thank you and well done notes to staff and students – try to do about 6-8 per month. * Inform community about further curriculum, school sport and events – especially the winter programme. * Check pending changes in board personnel and sound out new possibilities. Board of trustees AGM will be in May. |  |
| 4 | Systems | * Remember self-review of three p’s is a natural part of school systems. * Complete 1 March returns for the ministry. * Check SUE report fortnightly and keep on top of staffing usage and banking. * Get last year’s financial records ready for auditor. * Coordinate enrolment scheme dates with other schools in the region. * Check essential school records, for example, electronic attendance registers, monitoring books such as accident and near-miss register. * Monitor finances – quarterly check. |  |

# April

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|  |  |  | Your notes |
| 1 | Working with staff | * Check long-term plans for class programmes meet school expectations. * Communicate with staff on term goals and key dates. * Continue induction of new staff. |  |
| 2 | Systems | * Get out and around the school on the first wet cold day. Are there issues for students and teachers? |  |
| 3 | Data and achievement information | * Check essential school records systems are working effectively e.g. attendance records, ENROL, SMS. Check you are using data from these systems. |  |
| 5 | Ako | * Set aside time for your own critical inquiry learning using Educational Leaders and the internet. * Participate and contribute to local principals’ cluster. |  |

# May

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|  |  |  | Your notes |
| 1 | Working with staff | * Continued staff learning - emphasis on school curriculum and teaching practice. * Continue a pattern of HoDs reporting to the board, or staff socialising with the board. * Ensure staff appraisal and coaching processes are implemented and results used to improve teaching and learning. * Repeat your walk about, keep observing and talking about learning. Add in looking at students’ folders and work. * Consider how the school acknowledges student and staff achievement through the year – how effective is it? * Acknowledge staff successes and achievements. |  |
| 2 | Communication about school progress | * Get support staff together to give them feedback on their role in the school goals and links to community, and to seek their suggestions. (They like a bit of food too.) * Visit contributing school principals, if possible, to field questions and give feedback about the transition of students to your school. Link to curriculum requirements. * Get strategic about links and communication with the parents and whanau in your school community. Identify the ways you interact with them and how successfully student achievement is shared. What else can be done? Link this to your school review processes – see August. |  |
| 3 | Systems | * Check the Five or Ten year property plan and confirm actions with your board for the next year – for example capital works? maintenance plan? * Confirm enrolment and advertising processes of the school for next year. |  |
| 4 | Data and achievement information | * Use daily attendance records to provide insights to achievement patterns. * Use literacy and numeracy data for individualised approaches to learning issues. * Has mid-year achievement data been added to students’ records and analysed? |  |
| 5 | Ako – being a learner | * Remember critical inquiry each week – use Educational Leaders and the internet. Share any progress. |  |

# June

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|  |  |  | Your notes |
| 1 | Working with staff | * Use mid-year reports to ascertain student progress and how barriers to learning are being overcome. Use mid-year collection of NCEA internally assessed grades to judge progress. * Teacher learning to meet curriculum needs. * Ensure staff appraisal and coaching processes are implemented and undertake appraisals that principal has responsibility for, for example senior management and administrative staff. * Take a mid-year look at all achievement initiatives. Identify any leadership actions that are required – resource issues, planning, data analysis. * Include a mid-year review with the board of relevant aspects of any other yearly strategic goals and actions. * Repeat your walk about. * Acknowledge staff successes and achievements. |  |
| 2 | Communication about school progress | * Involve board in annual community survey of school effectiveness and gather feedback from community. * Make a point to praise, with notes or spoken word, about 30 students who have produced reports of distinction. * Try for a monthly media statement of significance. |  |
| 3 | Data and achievement information | * Undertake biennial community survey on school effectiveness. * Collect mid-year evaluations of classroom programmes to look at student progress and how barriers to learning are being met (update Class Descriptions). |  |
| 4 | Ako – being a learner | * Continue own appraisal. * Encourage staff to follow their own lines of inquiry in their areas of responsibility. |  |
| 5 | Systems | * Ensure all school documentation is prepared and complete for next year: prospectus, course handbook, website. * Check essential school records:   + monitoring for building safety certification   + accident records   + teacher registration and police vetting of all staff. * Ensure all is in place for qualification entries. |  |

# July

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|  |  |  | Your notes |
| 1 | Working with staff | * Communicate with staff on term goals and key dates. * Ensure actions for special career education programme(s) are on track. Evidence of student engagement in this is available. * Seek curriculum progress information in your interactions with HoDs – especially for the junior school. |  |
| 2 | Data and achievement information | * Encourage teams to use mid-year data as a guide to progress and decision making. * Make use of school-wide data to focus teacher action and inform the community. |  |
| 3 | Communication about school progress | * Prepare, attend parent-teacher interviews. * Be alert for any ministry achievement initiatives that are being offered to your district – judge their value for your school. * Find out about and be involved with school-based groups, such as past pupils associations, parent support groups. |  |
| 4 | Systems | * Ensure essential school records and processes are working effectively, for example holiday records for support staff, website, cleaning. * Complete 1 July returns for the ministry. Ensure the prediction for next year is as accurate as possible. Check what to do if you need to reduce staffing numbers – check collective agreements and contact NZSTA. * Ensure school systems are in place to start developing next year’s learning structures, for example timetable. * Ensure processes for enrolment and transitioning of next year’s intake are in place. * Advertise in newspaper the final enrolment dates for out-of-zone candidates for the enrolment scheme. |  |
| 5 | Ako – being a learner | * Continue your weekly learning – other school website are often a rich source of information. |  |

# August

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|  |  |  | Your notes |
| 1 | Working with staff | * Maintain a flow of self-review. The big issues will be related to presence, engagement and achievement. Link this to board and community actions from last term and to the existing review and appraisal work being done. * Formative assessment – How is it working? Is it being used for learning decisions? * Acknowledge staff successes and achievements. |  |
| 2 | Ako – being a learner | * Complete a critical inquiry and share it with staff, board or parents. * Visit other schools with the senior leadership team. |  |
| 3 | Systems | * Collect information from staff about their plans for next year, for example leave, resignation. * Check GMFS is satisfactory and if necessary ask for a re-assessment. * If the roll has fallen and you need to reduce staffing, apply the process in accordance with the collective agreement. * Ensure the speakers for end of year prize giving are confirmed. * Ensure sponsors of school prizes are going to provide their support for this year. |  |

# September

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|  |  |  | Your notes |
| 1 | Working with staff | * Maintain an overview of the match of student needs with staffing resources and participate in timetable structure decisions * Confirm school organisational structures for next year – consult board, staff, community. * Ensure transition programmes are operating successfully for year 12 and 13 leavers. * Ensure final practice exams for NCEA are well run. * Ensure review processes for this year are producing outcomes and feed them into school-wide planning and strategies for next year. * Identify the worst teaching space in the school and work to improve it. * Acknowledge staff successes and achievements. |  |
| 2 | Communication about school progress | * Thanks to winter sports coaches and supporters of extra-curricular events and activities. * Have you reviewed the effectiveness of the newsletter? Ask some parents and students for feedback. * Continue walking the school. Be seen and involved with the core business of teaching and learning. |  |
| 3 | Ako | * Review your roles and participation in principals’ networks. Use this to assess your networking needs for next year. * Have you a critical inquiry in action? Are you involving others in this type of learning? |  |
| 4 | Systems | * Establish staffing needs for next year. If required, get advertisements into the Gazette. Use the Gazette to check the other vacancies in your region as well. * Check special needs personnel and processes for next year are going to meet school needs, for example alternative education arrangements, ORRS. * Go back to the Five year property plan and ensure all is in hand for the coming year. |  |

# October

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|  |  |  | Your notes |
| 1 | Working with staff | * Communicate with staff on term goals and key dates. * Begin to confirm next year’s learning goals, include professional development programme. * Ensure end of year appraisal for interviews (review process) hit deadlines. * Allocate a significant amount of time in the second half of November for strategic planning in association with other senior staff and the board. |  |
| 2 | Systems | * Begin setting next year’s budget. * Continue monitoring staffing and advertise and appoint new staff as required. * Ensure that all teacher registration matters are attended to, for example registration of PRTs. * Monitor enrolment scheme waiting list and offer places where available. * Confirm actions required under banked staffing and tell payroll in time. * Confirm staff changes with payroll so those involved can move smoothly from one school to another. |  |
| 3 | Data and achievement information | * With the board, analyse information collected for school self-review and match available information with the requirements of the school planning and reporting programme. |  |
| 4 | Communication about school progress | * Continue walking the school and talking about student progress. * Continue the monthly media statements. |  |

# November

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|  |  |  | Your notes |
| 1 | Working with staff | * Ensure staff appraisal and coaching process is completed for the year and new goals are set. * What do the achievements this year tell us? What do team members make of them? * Acknowledge staff successes and achievements. |  |
| 2 | Ako – being a learner | * Ensure your own appraisal is completed * Identify new critical inquiry topics and areas of learning for you and the school. |  |
| 3 | Systems | * Continue working on next year’s goals and budget. * Check allocation of next year’s SEG grant and ensure that resourcing for special needs programme is in place. * Monitor enrolment scheme waiting list and offer places where available. |  |
| 4 | Data and achievement information | * Read, comment upon or sign student reports. Make a fuss of about 30 of distinction. * Continue collecting and analysing school-wide achievement data in relation to the school’s plan for this year. * Publish or share school’s self-review findings. |  |
| 5 | Communication about school progress | * Enjoy the school prize givings and include important messages about school goals and achievements. * Continue walking the school and discussing learning. * Continue the monthly media statements. |  |

# December

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|  |  |  | Your notes |
| 1 | Working with staff | * Ensure class placements and timetable for next year are in hand. * Check balance of management units is going to fit next year’s allocation. * Continue recruiting staff as required – use the internet even more than normal. * Ensure January teacher only day is planned in detail, confirm holiday arrangements for school security, access etc. * Start “introduction to the year” sessions with team leaders for next year – see January. |  |
| 2 | Communication about school progress | * Ensure the planning is done for, and participate fully in, all end-of-school year staff and community functions. * Give thank you or Christmas cards or messages, to relievers and colleagues. |  |
| 3 | Data and achievement information | * Collect any end-of-year reports and evaluations of class, departmental and school-wide programmes and analyse against the goals set at the beginning of the year. * Complete all aspects of the school variance report that are not dependent on NCEA results. |  |
| 4 | Systems | * Continue to work on next year’s goals and budget. * Collect and check essential school records, for example final spending for the year. * Do a final pre-Christmas check with payroll staff of next year’s payroll requirements. * End-of-year systems: collect teaching resources, check classroom equipment, computers, registers, keys. * Monitor enrolment scheme waiting list and offer places where available. * Work with board sub-committee to review the school charter for next year. * Delete unnecessary files from computer or save to disk. | Try to finish this year’s work before 23 December. |