

PRINCIPAL'S PERFORMANCE AGREEMENT

This performance agreement is between

Ash Maindonald, Principal

and the Board of Trustees

at

Western Heights Primary School

The purpose of this performance agreement is to provide:

- A clear understanding as to the board's expectations of the principal.
- Measurement of the principal's contribution towards meeting the school's strategic objectives.
- An indicator of progress achieved towards meeting the learning and development targets set.
- A measure of the Principal's progress towards meeting the requirements of the Professional Standards and Practising Teacher Criteria.
- A formal process to provide determination around the Principal's career allowances.
- A framework for the annual performance review.

PROCEDURES: -

- The board chair, in consultation with the Principal, has agreed to delegate the process for the Principal's appraisal to Ian Fox of FoxEd Education Consultants Ltd.
- The focus for the Appraisal will be on the Principal's Professional Standards, Practising Teacher Criteria, performance objectives set, and a professional learning and development plan as specified in Part 4 of the Collective Agreement.
- The appraiser will meet with the principal throughout the year as required to determine progress made towards meeting the objectives as set out in this agreement.
- The appraisal process will include data gathering from a range of sources to ensure the process is both open and rigorous.
- Prior to the end October 2017 the final appraisal meeting with the principal will be held, unless otherwise agreed.
- The appraiser will provide a draft appraisal report to the Principal following this meeting. Further discussions may be held at this stage as required to ensure accuracy.
- A meeting will be held with the Board Chair, the Principal, and the appraiser prior to the end of November, unless otherwise agreed, to present the final appraisal report and to discuss outcomes from the appraisal process.
- The Board Chair will present a summary of the written report to the Board of Trustees prior to the end of the school year in line with the school's appraisal policy. The appraisal report will be presented 'in committee.'

- Documentation collected relevant to the Principal's appraisal will remain confidential to the appraiser, the Principal and the board.
- Any dispute arising from the Principal's appraisal with respect to process or outcomes will be referred to an independent arbitrator agreed upon by the Principal and the board chair. In the end the board, as employer, will have responsibility for the final decision.

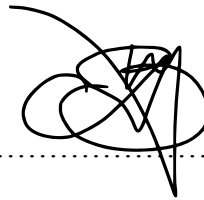
TERMS OF AGREEMENT

This performance agreement shall be for the 2017 school year.

ATTACHMENTS:

- 1 The Framework for the Review.
 - i. The Professional Standards and Practising Teacher Criteria.
 - ii. The Principal's Career Structure.
2. Performance and Development Goals set.

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March 2017
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Chairman

Date

Principal

Board of Trustees

1. The Framework for the Review

1. Professional Standards and Practising Teacher Criteria through Tataiako

1.1 a Culture

Professional Standards <i>Requirements of the Collective Agreement</i>	PTC <i>Requirements of the Education Council</i>	Tātaiako <i>Lens through which to interpret the professional standards and PTC</i>
Culture: Provide professional leadership that focuses the school culture on enhancing learning and teaching		
<p>In conjunction with the Board, develop and implement a school vision and shared goals focused on enhanced engagement and achievement for all students</p> <p>Promote a culture whereby staff members take on appropriate leadership roles and work collaboratively to improve teaching and learning</p> <p>Model respect for others in interactions with adults and students</p> <p>Promote the bicultural nature of New Zealand by ensuring that it is evident in the school culture</p> <p>Maintain a safe, learning-focused environment</p> <p>Promote an inclusive environment in which the diversity and prior experiences of students are acknowledged and respected</p> <p>Manage conflict and other challenging situations effectively and actively work to achieve solutions Demonstrate leadership through participating in professional learning.</p>	<p>PTC 1 Establish and maintain effective professional relationships focused on the learning and well-being of ākonga</p> <p>PTC 2 Demonstrate commitment to promoting the well-being of all ākonga</p> <p>PTC 3 Demonstrate commitment to bicultural partnership in Aotearoa New Zealand</p> <p>PTC 4 Demonstrate commitment to ongoing professional learning and development of personal professional practice</p> <p>PTC 5 Show leadership that contributes to effective teaching and learning</p> <p>PTC 7 Promote a collaborative, inclusive and supportive learning environment</p> <p>PTC 9 Respond effectively to the diverse language and cultural experiences, and the varied strengths, interests and needs of individuals and groups of ākonga</p>	<p>Whanaungatanga – actively engages in respectful working relationships with Māori learners, parents and whanau, hapū, iwi and the Māori community</p> <p>Manakitanga – demonstrates integrity, sincerity and respect towards Māori beliefs, language and culture</p> <p>Tangata Whenuatanga - Affirms Māori learners as Māori, provides contexts for learning where the identity, language and culture (Cultural locatedness) of Māori learners and their whanau is affirmed</p> <p>Ako - Demonstrates integrity, sincerity and respect towards Māori beliefs, language and culture</p> <p>Wānanga - Participates with learners and communities in robust dialogue for the benefit of Māori</p>

1.1 b Pedagogy

<p style="text-align: center;">Professional Standards</p> <p style="text-align: center;"><i>Requirements of the Collective Agreement</i></p>	<p style="text-align: center;">PTC</p> <p style="text-align: center;"><i>Requirements of the Education Council</i></p>	<p style="text-align: center;">Tātaiako</p> <p style="text-align: center;"><i>Lens through which to interpret the professional standards and PTC</i></p>
<p>Pedagogy: Create a learning environment in which there is an expectation that all students will experience success in learning</p>		
<p>Promote, participate in and support ongoing professional learning linked to student progress</p> <p>Demonstrate leadership through engaging with staff and sharing knowledge about effective teaching and learning in the context of the New Zealand curriculum documents</p> <p>Ensure staff members engage in professional learning to establish and sustain effective teacher / learner relationships with all students, with a particular focus on Māori students</p> <p>Ensure that the review and design of school programmes is informed by school-based and other evidence</p> <p>Maintain a professional learning community within which staff members are provided with feedback and support on their professional practice</p> <p>Analyse and act upon school-wide evidence on student learning to maximise learning for all students with a particular focus on Māori and Pasifika students</p>	<p>PTC 4 Demonstrate commitment to ongoing professional learning and development of personal professional practice</p> <p>PTC 5 Show leadership that contributes to effective teaching and learning</p> <p>PTC 6 Conceptualise, plan and implement an appropriate learning programme</p> <p>PTC 8 Demonstrate in practice their knowledge and understanding of how ākonga learn</p> <p>PTC 10 Work effectively within the bicultural context of Aotearoa New Zealand</p> <p>PTC 11 Analyse and appropriately use assessment information, which has been gathered formally and informally</p> <p>PTC 12 Use critical inquiry and problem-solving effectively in their professional practice</p>	<p>Whanaungatanga – actively engages in respectful working relationships with Māori learners, parents and whanau, hapū, iwi and the Māori community</p> <p>Manakitanga – demonstrates integrity, sincerity and respect towards Māori beliefs, language and culture</p> <p>Tangata Whenuatanga - Affirms Māori learners as Māori, provides contexts for learning where the identity, language and culture (Cultural locatedness) of Māori learners and their whanau is affirmed</p> <p>Ako - Demonstrates integrity, sincerity and respect towards Māori beliefs, language and culture</p> <p>Wānanga - Participates with learners and communities in robust dialogue for the benefit of Māori learners’</p>

1.1 c Systems

<p style="text-align: center;">Professional Standards</p> <p style="text-align: center;"><i>Requirements of the Collective Agreement</i></p>	<p style="text-align: center;">PTC</p> <p style="text-align: center;"><i>Requirements of the Education Council</i></p>	<p style="text-align: center;">Tātaiako</p> <p style="text-align: center;"><i>Lens through which to interpret the professional standards and PTC</i></p>
Systems: Develop and use management systems to support and enhance student learning		
<p>Exhibit leadership that results in the effective day to-day operation of the school</p> <p>Operate within Board policy and in accordance with legislative requirements</p> <p>Provide the Board with timely and accurate information and advice on student learning and school operation</p> <p>Effectively manage and administer finance, property and health and safety systems</p> <p>Effectively manage personnel with a focus on maximising the effectiveness of all staff members</p> <p>Use school / external evidence to inform planning for future action, monitor progress and manage change.</p> <p>Prioritise resource allocation on the basis of the school's annual and strategic objectives</p>	<p>PTC 2 Demonstrate commitment to promoting the well-being of all ākonga</p> <p>PTC 5 Show leadership that contributes to effective teaching and learning</p> <p>PTC 11 Analyse and appropriately use assessment information, which has been gathered formally and informally</p> <p>PTC 12 Use critical inquiry and problem-solving effectively in their professional practice</p>	<p>Whanaungatanga – actively engages in respectful working relationships with Māori learners, parents and whanau, hapū, iwi and the Māori community</p> <p>Manakitanga – demonstrates integrity, sincerity and respect towards Māori beliefs, language and culture</p> <p>Wānanga - Participates with learners and communities in robust dialogue for the benefit of Māori learners' achievement</p>

1.1 d Partnership and Networks

<p style="text-align: center;">Professional Standards</p> <p style="text-align: center;"><i>Requirements of the Collective Agreement</i></p>	<p style="text-align: center;">PTC</p> <p style="text-align: center;"><i>Requirements of the Education Council</i></p>	<p style="text-align: center;">Tātaiako</p> <p style="text-align: center;"><i>Lens through which to interpret the professional standards and PTC</i></p>
Partnerships and Networks: Strengthen communication and relationships to enhance student learning		
<p>Work with the Board to facilitate strategic decision making</p> <p>Actively foster relationships with the school's community and local iwi</p> <p>Actively foster professional relationships with, and between colleagues, and with government agencies and others with expertise in the wider education community</p> <p>Interact regularly with parents and the school community on student progress and other school-related matters</p> <p>Actively foster relationships with other schools and participate in appropriate school networks.</p>	<p>PTC 1 Establish and maintain effective professional relationships focused on the learning and well-being of ākongā</p> <p>PTC 3 Demonstrate commitment to bicultural partnership in Aotearoa New Zealand</p> <p>PTC 5 Show leadership that contributes to effective teaching and learning</p>	<p>Whanaungatanga – actively engages in respectful working relationships with Māori learners, parents and whānau, hapū, iwi and the Māori community</p> <p>Tangata Whenuatanga - Affirms Māori learners as Māori, provides contexts for learning where the identity, language and culture (Cultural locatedness) of Māori learners and their whānau is affirmed</p> <p>Wānanga - Participates with learners and communities in robust dialogue for the benefit of Māori learners</p>

1.ii Principal Career Structure - LEADING PRINCIPAL (Sharing) A minimum of 9 years continuous service

Key Components	<p>Meets the requirements of Part 4 of the Primary Principals' Collective Agreement.</p> <p>Student Outcomes: Assessment and evaluation data is used to maximise student learning for all students and trend data shows continuing growth in student learning.</p> <p>School Management: School policies are in place and are regularly reviewed. Resources are aligned to strategic goals.</p> <p>Community and Networks: Trust is built between home and school to positively influence student learning and engagement.</p>
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Criteria	Indicators/Development Programme	Indicators/Development Programme
	Experienced (prerequisite)	Leading (current)
Professional learning and development plans	<p>Participation in a professional learning and development plan that demonstrates professional growth in:</p> <ul style="list-style-type: none"> • Leadership • Personal learning project in own school 	<p>Contribution to or leadership of:</p> <ul style="list-style-type: none"> • A learning or professional community. • A wider educational sector and principal networks
Career and personal development	<p>Ongoing commitment to own personal growth demonstrated through, for example:</p> <ul style="list-style-type: none"> • Further tertiary study/qualifications; or • Sabbatical project; or • Other relevant professional development 	<p>Ongoing commitment to own personal growth demonstrated through, for example:</p> <ul style="list-style-type: none"> • Participation in a Professional Learning Group of other leading principals; or • Further tertiary stud/qualifications; or • Sabbatical project; or • Other relevant professional development.
Leadership development	<p>Demonstrated ability to, for example:</p> <ul style="list-style-type: none"> • Develop leadership in others • Improve teaching and learning with and through others • Act as a coach/mentor to colleagues • Provide leadership across local networks • Improvement and innovation are supported by cycles of inquiry at every level. 	<p>Demonstrated ability to adapt systems to school context, demonstrated through, for example:</p> <ul style="list-style-type: none"> • School development and activities reflect strategic direction and priorities. • School development focused on responsiveness to student needs. <p>Demonstrated ability to improve teaching and learning with others</p> <p>Demonstrated development of leadership in others. Linked to analysis of self review and appraisal information.</p>

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Performance and Development Goals.

The Principal set the following Goals: -

Goals set Linked to charter targets and individual needs	Tasks/Actions What will happen throughout the year to make this happen?	Outcomes/Evidence What evidence will occur throughout the year to show progress and achievement? What will be the impact on the learners?	Links to PS and PTC. What will be the links to the PS and PTC.
<p>Goal 1. Introduce and implement Walker Learning Approach in Junior One classrooms – intentional teaching utilising a structured approach to play and the children’s interests as a catalyst for engagement, motivation and skill instruction.</p> <ul style="list-style-type: none"> - Creative, open-ended, non-cloned experiences - Promoting intrinsic rather than extrinsic motivation - Providing opportunities for children to explore, investigate and create. 	<p>Accredited facilitator brought in from Australia for a Teacher-Only in-service day. Staff to read “Play Matters” textbook. Discussion and reflection within syndicates and within Leadership team. Junior teachers visit to Silverdale school - in their 2nd year of WLA implementation. Visit to Fielding school for DPs, Principal and Senior Teachers to see this programme in action throughout the whole school. Junior One Team Leader to be supported to discuss, reflect, and research ways to support this approach and model in other classes.</p>	<p>Resources to support this programme in place</p> <ul style="list-style-type: none"> - Mentors - Reading materials and research papers - Staff training provision - Maker tables, learn through play resources, physical equipment, focus corners <p>Focus child system in operation</p> <ul style="list-style-type: none"> - Children feel affirmed, confident to express themselves - Children playing, interacting, discussing, questioning and investigating according to interest - Increased use of oral language in a variety of situations and for a variety of purposes <p>Improved literacy and numeracy outcomes for year one students after first 40 weeks at school Parents understand and demonstrate support for the Walker Learning Approach – evidenced through comments on Seesaw, at One Month Check time and Learning Conferences.</p>	<p>Promote, participate in and support ongoing professional learning linked to student progress</p> <p>Demonstrate leadership through engaging with staff and sharing knowledge about effective teaching and learning in the context of the New Zealand curriculum documents</p> <p>Ensure staff members engage in professional learning to establish and sustain effective teacher / learner relationships with all students, with a particular focus on Māori students</p> <p>Promote a culture whereby staff members take on appropriate leadership roles and work collaboratively to improve teaching and learning</p> <p>PTC 1 Establish and maintain effective professional relationships focused on the learning and well-being of ākongā PTC 3 Demonstrate commitment to bicultural partnership in Aotearoa New Zealand PTC 5 Show leadership that contributes to effective teaching and learning</p>

<p>Goal 2 Cultural Responsiveness for our Learners and our Community</p> <ul style="list-style-type: none"> - Maori Community Hui - Pasifika Community Hui - Chinese Community Hui - Indian Community Hui - Open Full Community Hui <p>Parent and Community Engagement increased in our school</p> <p>Cultural Responsiveness Training provided for WHS staff (summary of this shared with Board)</p>	<p>To effectively communicate both our school vision and mission, and our student achievement.</p> <p>Support, consult, track and report on the achievement of Maori, Pasifika and Chinese and Indian students.</p> <p>Hui with each of our key stakeholder communities - Maori, Pasifika, Chinese, Indian. Sharing achievement data, and plans to address deficiencies, as well as build on successes. Consult regarding their community goals, and aspirations, Provide opportunities for communication of our school practices, values and practices, with opportunities for clarification, questioning, suggestions and ideas. Facilitated by first-language translators.</p> <p>Support, consult, track and report on the achievement of Maori, Pasifika and Chinese and Indian students.</p> <p>Taha Maori Celebrated and given pride of place in our school.</p>	<p>Improved and extended involvement with grandparents - attendance to hui, open-classrooms, Grandparent Days, Reading Support.</p> <p>Each community has shared their specific goals and aspirations - and ways they think these could/should be achieved.</p> <p>After school classes in Mandarin provided for our Chinese children - two hours, each Friday, in our library.</p> <p>- courses in Mandarin, Chinese traditional classics, Chinese calligraphy and painting, and Chinese music and dancing.</p> <p>Small cohorts and specific target groups of children identified, supported and challenged – targeted achievement level progress made.</p> <p>Evidence - formally/informally derived - indicates a growing acceptance of Taha Maori within our community.</p> <p>Maori student achievement is on a par with non-Maori student achievement.</p> <p>Four Cornerstones and three Pou established front and centre in our school.</p> <p>Whanaungatanga Turangawaewae Matauranga Manaakitanga Aroha - Ako - Arataki</p>	<p>In conjunction with the Board, develop and implement a school vision and shared goals focused on enhanced engagement and achievement for all students</p> <p>Promote an inclusive environment in which the diversity and prior experiences of students are acknowledged and respected</p> <p>Actively foster relationships with the school's community and local iwi</p> <p>Interact regularly with parents and the school community on student progress and other school-related matters</p> <p>Whanaungatanga – actively engages in respectful working relationships with Māori learners, parents and whanau, hapū, iwi and the Māori community</p> <p>Manakitanga – demonstrates integrity, sincerity and respect towards Māori beliefs, language and culture</p> <p>Tangata Whenuatanga - Affirms Māori learners as Māori, provides contexts for learning where the identity, language and culture (Cultural locatedness) of Māori learners and their whanau is affirmed</p> <p>Ako - Demonstrates integrity, sincerity and respect towards Māori beliefs, language and culture</p> <p>Wānanga - Participates with learners and communities in robust dialogue for the benefit of Māori learners'</p> <p>PTC 1 Establish and maintain effective professional relationships focused on the learning and well-being of ākongā</p> <p>PTC 3 Demonstrate commitment to bicultural partnership in Aotearoa New Zealand</p> <p>PTC 5 Show leadership that contributes to effective teaching and learning</p>
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<p>Goal 3 To improve achievement data for students after 40 weeks at school. Currently 43% of our Below students in Reading (National Standards data) are year one students – 46 students. Specifically – to move 20% of children from Below to At standard in Reading – across all tracked ethnicities.</p> <p>To move an additional 10% of children from At to Above standard in Writing – across all tracked ethnicities.</p> <p>To move an additional 10% of children from Below to At standard in Maths – across all tracked ethnicities.</p> <p>To move an additional 10% of children from At to Above standard in Maths – across all tracked ethnicities.</p>	<p>Walker Learning Approach implemented in Junior School.</p> <p>Literacy development focus - Daily Five, 6 + 1 Traits of Writing</p> <p>Identification of quality reading programme components and characteristics</p> <p>Further support implementation of Daily 5 and CAFE for reading and 6 + 1 Traits of Writing for writing Massey University -Bobbie Hunter Jodi Hunter/Linda Cheeseman Through in-class mentoring</p> <p>Three Teacher Only Days</p> <p>Staff meetings</p> <p>WHS CoL mentor - Linda Hall</p> <p>Making Maths Count - BT Maths programme with Jo Knox</p>	<p>Teacher can confidently provide conceptual explanations including using the problem context to make explanation experimentally real. Teachers promote active listening and questioning for sense making of a mathematical concept so children can develop justification and mathematical argumentation and develop generalisations looking for rules and relationships.</p> <p>Improved teacher pedagogy and actions which promote the engagement of students in mathematical practices using core Maori and Pasifika values.</p> <p>Base-line data, expectations and teacher professional development achieved. Teacher observations linked to review, PMS and PEA. Improved Reading programmes evidenced in planning, assessment and student achievement.</p> <p>Improved Numeracy programmes evidenced in planning, assessment and student achievement.</p>	<p>Analyse and act upon school-wide evidence on student learning to maximise learning for all students with a particular focus on Māori and Pasifika students</p> <p>Wānanga - Participates with learners and communities in robust dialogue for the benefit of Māori learners’</p> <p>PTC 5 Show leadership that contributes to effective teaching and learning</p> <p>PTC 7 Promote a collaborative, inclusive and supportive learning environment</p>
<p>Goal 4 Principal’s Person Professional Research Project: Define and publish expectations around Digital thinking connected to WHS philosophy and pedagogy. Children leading their learning supported by best teaching practice. Development of a tool to measure authentic future-focused approach to learning.</p>	<p>Principal undertakes reading and research Principal attends Google Summit in April and U-Learn Conference in October Principal access resources available through Apple Distinguished Educator status and opportunities Targeted reflection and discussion, and modelling of best practice.</p>	<p>Mobile Learning Technologies Progression Matrix developed, identifying</p> <ul style="list-style-type: none"> - Expectations - Measures - Goals and targets <p>for Digital Thinking.</p> <p>Staff demonstrate evidence of Digital Thinking in their practice. Students using GAFE to support learning.</p>	<p>PTC 4 Demonstrate commitment to ongoing professional learning and development of personal professional practice</p> <p>PTC 5 Show leadership that contributes to effective teaching and learning</p> <p>PTC 7 Promote a collaborative, inclusive and supportive learning environment</p>