

PENINSULA PRIMARY SCHOOL

Rapua te ara tika
Seek the True Path

CHARTER 2010-2012
2011 ENTERED IN BLUE

PENINSULA PRIMARY SCHOOL

Mission Statement: Our school aims to provide a stable, caring environment where children are challenged to develop to their full potential to become an effective member of the community.

| Shared Vision statement | Shared Values | Local Goals |
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| Our pupils will be happy, motivated and excited about learning. | Positive participation in society through respect for own and others beliefs, a desire for knowledge and a willingness to connect. | Providing a well-rounded education that promotes excellence in all activities: <ul style="list-style-type: none"> • Classroom programmes • Resource maintenance • Assemblies • Te Reo • Kapa Haka • Clubs • Sports • Art Intensives • Music Festivals, Choir and Instrumental • Swimming all year • I.C.T. projects • School-wide fitness • Behaviour management structure |
| Our pupils will develop to their full potential – academically, socially, physically , emotionally and creatively. | Recognition and celebration of our cultural diversity. | |
| Our school will be well-known, in West Auckland, for the variety of its achievements. | Respect and acceptance for all. | |
| A passion for learning will be nurtured. | Encouraging children to be respectful, honest, caring and tolerant. | |
| Parents of our pupils will be involved in the education process to continue learning at home. | Promoting community spirit and values. | |
| Our school will have a friendly environment. | The right to learn and the responsibility to support others to be effective learners. | |
| Our pupils will feel emotionally secure and be developing positive self-esteem. | The desire to achieve and continue to achieve. | |
| | Giving things a ‘go’ while striving to be the best we can be. | |

CULTURAL DIVERSITY AND MAORI DIMENSION

New Zealand's Cultural Diversity

Our school will reflect this by valuing and accepting the different cultural backgrounds of our students and their families. The principal way of doing this will be encouraging groups to share elements of their cultural heritage e.g. at assemblies, in the Arts. Class programmes will encourage open-minded exploration of cultures.

The unique position of the Maori culture

Peninsula Primary School will endeavour to develop an awareness of Te Mana o Aotearoa and promote the principles inherent in Tiriti o Waitangi: partnership, protection, participation. Visual reminders of the unique position of Maori culture will be displayed e.g. Mural in prominent place in the assembly hall.

What reasonable steps will the school take to incorporate tikanga Maori into the school's curriculum:

- A focus group, for consultation of tangata whenua, will be set up and contact maintained.
- Karakia and Himene will be used at assemblies. Senior School interchange will include Te Reo.
- Teachers are expected to use correct pronunciation of all Maori words.
- Te Reo, Kapa Haka group is open to all-comers. Friday 1.30p.m. – 3.00p.m. (B.O.T. funded).
- Integrated plans will include aspects of Maori Culture and language.
- Visual art displays will feature work from Maori perspective.
- Kapa Haka group will participate in West Auckland Schools' Multicultural Festival.
- Arts programmes will feature Maori waiata and techniques.

What will the school do to provide instruction in Te Reo Maori for full time students whose parents ask for it:

- All such requests will be given full and careful consideration by the Board of Trustees with regard to personnel with the necessary skills and qualifications, overall school financial position, and availability of accommodation within the school.

What steps will be taken to discover the views and concerns of the school's Maori community:

- Consultation with the Maori community will take place at least once a year.
- Staff will continue to be open to communication with Maori parents.
- Maori representation on the Board of Trustees will be actively sought.
- Parents will have opportunity to attend parent/teacher interviews where teachers can actively seek responses to how their needs are being met.
- The school's 'open-door' policy will continue to encourage parents to come forward with their views.

Peninsula Primary School 2010-2012

National Standards Strategic Plan

- Every child attending Peninsula Primary School will make progress towards reaching the National Standards regardless of their ethnicity, if they have a disability or have special education needs.
- The principal and teachers will continue to respond quickly and effectively to the learning needs of children who are not achieving.
- The principal and teachers will work towards greater levels of understanding and participation among parents in working with the teacher and their child to support the child's literacy and numeracy needs.
- The school will report to parents about their child's progress and achievement against the standards.

| 2010 | 2011 | 2011 continued |
|--|---|---|
| <ul style="list-style-type: none"> • Report to students and their parents on the students' progress and achievement in relation to National Standards (NAG 2 requirement). • Report to parents in plain language in writing at least twice a year (NAG 2a requirement). • Report to the board showing the numbers and / or proportions of students at, above, below or well below the standards, including by Maori, Pasifika and by gender. <p>(Dependent on P.D. available)</p> | <p>As for 2010 with the following targets:</p> <p>60% of students identified as below National Standards in Numeracy at the end of 2010 will reach 'at' standard by years end.</p> <p>50% of students identified as below National Standards in reading at the end of 2010 will reach 'at' standard by years end.</p> <p>40% of students identified as below National Standards in Writing at the end of 2010 will reach 'at' standard by years end.</p> <p>The target groups set up to drive achievement of these broad targets are detailed at the end of this Charter.</p> <p>In total our overall target figures are: To reach expected levels by end of 2011</p> <ul style="list-style-type: none"> • In writing 70% of students • In numeracy 80% of students • In reading 75% of students | <p>A review team checked the overall teacher judgements of all students below 'expected' and selected those with the potential to meet expectations by year's end. Our overall target figures are derived from the addition of these students to those who are already at expected levels. The progress of all pupils will be monitored to guard against any regression.</p> <p>2012:</p> |

**Peninsula Primary School 2010-2012
Strategic Plan**

N.A.G. 1 Curriculum

Reading: Students will all progress towards meeting National Standards for their age.

| 2010 | 2011 | 2012 |
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| <ul style="list-style-type: none"> • Reflect on data. • Monitor classroom practice. • Focus on comprehension levels. • Use STAR assessment tool to add to baseline data, where appropriate | <ul style="list-style-type: none"> • Review classroom programmes in light of baseline data. • Monitor progress of specifically targeted children. • Use STAR assessment tool to add to baseline data, where appropriate • Work with TEAM solutions to maximize achievement | <ul style="list-style-type: none"> • Review classroom programmes in terms of Literacy contract learning, and subsequent developments. • Monitor progress of specifically targeted children. • Use STAR assessment tool to add to baseline data. |

Writing: Students will all progress towards meeting National Standards for their age.

| 2010 | 2011 | 2012 |
|--|--|--|
| <ul style="list-style-type: none"> • Examine the use of National Standards for writing. • Use and evaluate scheme for appropriate curriculum reference. • Review pupil achievement in writing | <ul style="list-style-type: none"> • Teaching skills learned on Team Solutions contract should be used routinely. • Further development for term one at least. (TEAM solutions | <ul style="list-style-type: none"> • More students will achieve National Standards. |

Numeracy: Teaching based on the philosophy and pedagogy of the numeracy project will be carried out. Aim is to have all children at expected levels.

| 2010 | 2011 | 2012 |
|--|--|---|
| <ul style="list-style-type: none"> • Teaching will follow the methods proposed in the Numeracy Contract. • A modelling book will be used to record ideas. • A problem solving approach will be paramount. • Targeted children will be monitored carefully, by classroom teachers | <ul style="list-style-type: none"> • Review the numeracy project to ensure needs of Maori and Pacific Island students are being met. • Teach to the NZCurriculum. Work with MOE adviser, Neil Mahoney • Targeted children will be monitored carefully, by classroom | <ul style="list-style-type: none"> • Look for areas of weakness or strength and adapt teaching methods to suit |

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| Assessment: | | | Increase use of PAT as diagnostic tools. Increasing use of AsTTle . AsTTle writing and reading in use. Emphasize diagnosis with PAT. AsTTle used more overall. | | |
| 2010 | | 2011 | | 2012 | |
| <ul style="list-style-type: none"> • Use STAR with target reading groups. • Analyse test results carefully. • AsTTle to be used to assess writing. | | <ul style="list-style-type: none"> • Use STAR tests. • Continue benchmarking and other assessment tools. • AsTTle use to be extended. Use asTTle in reading. | | <ul style="list-style-type: none"> • Formative assessment is embedded in classroom programmes. • Teachers confidently use a range of tools for assessment. | |
| Achievement of Maori and Pasifika students: | | | Increase involvement of Maori parents, in work of Maori students. Hold evening to acknowledge Maori Appoint a Maori Trustee to assist home school communication, which has been identified as a need for our Maori students. Maori trustee to lead. (Karen Tautuhi) Pasifika cultural group will continue. Mrs Fa'amamafa and Mrs Vea will continue as resource teachers for Pacific Island students and teachers. | | |
| 2010 | | 2011 | | 2012 | |
| <ul style="list-style-type: none"> • Maori Trustee will actively promote 'education'. • Pacific Island resource teachers will promote 'education'. • Parents will be involved in work at school. • Data on achievement will be monitored carefully. | | <ul style="list-style-type: none"> • Resource Teachers to be used to promote 'education'. • Data on achievement will be monitored carefully. • Identified barriers will be taken into account in learning programmes. Successful strategies will be repeated. • Further promote Pacific Island group | | <ul style="list-style-type: none"> • Ways will be found to involve parents in the learning of their children. • A unit holder will be responsible for monitoring Pacific Island and Maori achievement. • Welfare of P.I. and Maori students will be monitored | |
| Special Learning Needs: | | | Students at risk will be identified early in their learning life and resources for their support will be allocated and maintained. A Deputy Principal will oversee. | | |
| 2010 | | 2011 | | 2012 | |
| <ul style="list-style-type: none"> • At risk students will continue to be identified early. • I.E.P's for each pupil will be written and monitored. • Teacher Aides will receive training to assist with this work. • Appropriate resources will be maintained, after review. | | <ul style="list-style-type: none"> • At risk students will continue to be identified early. • I.E.P's for each pupil will be written and monitored. • Teacher Aides will receive training to assist with this work. • Appropriate resources will be maintained, after review, as far as possible. • Focus on writing will be evident. • Mathematics will be a focus. | | <ul style="list-style-type: none"> • At risk students will continue to be identified early. • I.E.P's for each pupil will be written and monitored. • Teacher Aides will receive training to assist with this work. • Appropriate resources will be maintained, after review, as far as possible. • Focus on writing will be evident. • Mathematics will be a focus. | |

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| Gifted and Talented: | | | Differentiation of programmes will be practiced by teachers. Opportunities for this will be taken up e.g. Lopdell House Art workshops. Employ consultant to teach staff about G&T. | | |
| 2010 | | 2011 | | 2012 | |
| <ul style="list-style-type: none"> • Students will be identified and sought out by Deputy Principal 1. • Extension group times will be allocated. • A junior sports group will be established. • A unit will be allocated to the promotion of differentiation in classroom programmes (and other theory). • Unit holder will work with Deputy Principal 1 to find opportunities for G&T education. | | <ul style="list-style-type: none"> • A database of selected children will be maintained. • Strategies for differentiating programmes will be expected practice. • PD will focus on how we identify gifted students, how we can cater for them through differentiation, acceleration and so on. • Some students will be 'clustered' together with a teacher skilled in extending able students. • All opportunities for extension will be sought out eg Incredible Science Day. | | <ul style="list-style-type: none"> • Regular forums for use of talents will be maintained. • Incredible Science Day • New Zealand Post Book Quiz • ICAS competitions • Digital Film Festival • Rockquest • Lopdell House Art workshops • Auckland Junior Music Contest • G&T work will extend into Y1-4 students, where there is need | |
| ICT: | | | I.C.T. will be used more in classrooms through use of Mimio Boards. The school website will develop further and use of this will aid increase in ICT use in classrooms. Myportfolio will begin to replace sample book, if workable. | | |
| 2010 | | 2011 | | 2012 | |
| <ul style="list-style-type: none"> • Teaching programmes for basic I.T. literacy will be developed. • Competitions and festivals, for digital work, will be entered. • Mimio use will be developed | | <ul style="list-style-type: none"> • Competitions and festivals, for digital work, will be entered. • I.T. teaching programmes will be carried out in each class, at all levels. • Mimio use will be further developed. • Electronic registers will be used. • My-portfolio will be trialled as a way of recording students' work and progress. | | <ul style="list-style-type: none"> • I.C.T. skills will be an integral part of study, resulting from integrated planning programmes | |

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| Regular quality physical activity: | Peninsula Primary School will maintain full involvement in cluster sports events. Fitness and being active will be promoted by schoolwide and classroom programmes. Kiwisport activator will add skills to this strand. | | |
| 2010 | 2011 | 2012 | |
| <ul style="list-style-type: none"> • Our school climate will encourage students to be active, and 'give it a go'. Fitness programmes will be planned. • Peninsula Primary will work with H.P.S. to survey students/caregivers about health and well-being. • Decide best use for kiwisport money. • Incorporate programme innovations like a 'Mini- triathlon'. | <ul style="list-style-type: none"> • Continue development of programmes to maximize quality of opportunity in P.E. and P.A. • Seek opportunities to add to activity promoting events e.g. J-rock. • Use, in full, the talents and skills of Kiwisport Co-ordinator | <ul style="list-style-type: none"> • Continue development of programmes to maximize quality of opportunity in P.E. and P.A. • Seek opportunities to add to activity promoting events e.g. J-rock. • Use, in full, the talents and skills of Kiwisport Co-ordinator. | |
| Health and well being: | Work will be done, working with Health Promoting Schools, on mental health of our students, as well as physical health. 'Garden to Table' will be used as a vehicle to promote health and sustainability. | | |
| 2010 | 2011 | 2012 | |
| <ul style="list-style-type: none"> • Explore assistance available from health promoting schools advisor. • Possibly develop mental health survey. | <ul style="list-style-type: none"> • Gym Club will be offered to our students (outside providers). • Kiwisport Activator will run after school club. • Sports Academies will be run at each level. | <ul style="list-style-type: none"> • After school club could be extended. • Sports Academies developed and promoted as point of difference for marketing. | |
| Arts: | Students will have access to music lessons, and musical resources, Trash to Fashion, Choir, Instrumental Group / Band. A school concert will be held at the end of Term 3. Visual Arts will be obvious in school environments. Opportunities for dance will be created. | | |
| 2010 | 2011 | 2012 | |
| <ul style="list-style-type: none"> • Maintain quality of music with no fixed venue. | <ul style="list-style-type: none"> • Set up Room 4 as music room • Have Y5/6 interchange in place • Begin new ukulele group. • Promote Music Educ.Centre lessons. | <ul style="list-style-type: none"> • Move into permanent music room • Develop lead teacher skills | |
| Environment: | Develop the ethos of Enviroschools and begin work on prioritised projects. Funding from Friends of the School any other appropriate source will be sought. Use projects to develop student voice. | | |
| 2010 | 2011 | 2012 | |
| <ul style="list-style-type: none"> • Try for Bronze Award Enviroschools • Build student designed garden behind junior block. | <ul style="list-style-type: none"> • Complete garden behind junior block • Publicize Garden to Table in local newspaper. • Extend range of crops grown • Introduce concept of action competence. | <ul style="list-style-type: none"> • Have UNITEC students maintain gardens as part of course. | |

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| Inquiry: An inquiry approach will be promoted. Inquiry work will be part of G&T professional development. | | |
| 2010 | 2011 | 2012 |
| <ul style="list-style-type: none"> • Inquiry Learning will be emphasized in staff meetings about Gifted and Talented, and in curriculum review. | <ul style="list-style-type: none"> • Gifted and Talented work will feature Inquiry Learning. | <ul style="list-style-type: none"> • Inquiry Learning will be clearly defined and dynamic. |

N.A.G 2: Self Review

- Review school documentation, policies, procedures and practices, as they relate to curriculum goals, using current policy review plan.
[Plan may change.](#)
- Promote strong links within the community.
- Follow school review plan.
- Maori Trustee to work with school to encourage involvement of Maori parents. [Karin Tautuhi elected to board of trustees.](#)

| 2010 | 2011 | 2012 |
|--|---|---|
| <ul style="list-style-type: none"> • Survey community re health. • Review school documentation, policies, procedures and practices using Policy Review Plan. • Review procedures for reporting student achievements, including data from community consultation. • Work towards all students achieving appropriate National Standards. • Work with the ‘new’ curriculum NZCurriculum. | <ul style="list-style-type: none"> • Review school documentation, policies, procedures and practices using Policy Review Plan. • Refine procedures for reporting student achievements, including data from community consultation. • Review NZCurriculum impact. • Review time use eg during Kapa Haka sessions; Swimsation swim lessons, Interchange Y5/6. • Consult the community. • Reports will be refined and done through SMS. (Etap) | <ul style="list-style-type: none"> • Consult the community, re health. • Review policy review plan. • Consult staff and community about NZCurriculum progress. |

NAG 3: Employment and Personnel

- Provide funding to support the professional development relating to National Standards, Writing and Gifted and Talented supporting the strategic direction of the school.
- Review E.E.O. Plan

| 2010 | 2011 | 2012 |
|---|---|---|
| <ul style="list-style-type: none"> • Team Solutions will facilitate work in writing aiming to help our students meet National Standards. • National Standards implementation will be begin in line with professional development available. | <ul style="list-style-type: none"> • Team Solutions Facilitator will link writing to reading professional development. • Gifted and Talented teaching will be explored led by Elaine Le Sueur of Gifted Education Services. • National Standards work will go further. | <ul style="list-style-type: none"> • Review will dictate next move in this area. • EEO plan will be reviewed. |

NAG 4: Finance and Property

- Provide and allocate funds to support the school’s shared vision seen through its Charter, Strategic Plan and Goals.
- Review any systems in the light of audit or other advice. [Financial ‘safety’ rules reviewed.](#)
- Develop and maintain buildings, facilities and grounds to support the shared vision of the school. [New 10 year plan and 5YA approaching.](#)

| 2010 | 2011 | 2012 |
|--|---|---|
| <p>Finance</p> <ul style="list-style-type: none"> • Review budget monthly • Review procedures as advised by auditors, M.O.E. or Professional Development. <p>Property</p> <ul style="list-style-type: none"> • Review needs to use only money left over from 5YA project. • Prioritise needs to develop new 5YA taking into account new rules. | <ul style="list-style-type: none"> • Review budget monthly • Review procedures as advised by auditors, M.O.E. or Professional Development. <p>Property (prioritise for new plans)</p> <ul style="list-style-type: none"> • Carry out work on 10 Year Property Plan • Carry out work on 5YA using contingency fund • Remodel entrances • Security fencing • Build a new classroom/utility/arts room. • Remedy shade structures • Alarm upgrade | <ul style="list-style-type: none"> • Review budget monthly • Review procedures as advised by auditors, M.O.E. or Professional Development <ul style="list-style-type: none"> • Re-mark game lines and carpark. • Planting and landscaping may be attempted as a ‘working bee’ • Develop new 5YA <ul style="list-style-type: none"> • Plant as planned. • Build a carpark to improve pool area. |

NAG 5: Health and Safety

- Provide a safe physical and emotional learning environment for all by promoting highest expectations of behaviour.
- Promote, to the community, high expectations of behaviour and learning.

| 2010 | 2011 | 2012 |
|--|---|---|
| <ul style="list-style-type: none"> • Review hazard identification and playground inspection programme. • Review accident register use. • Practise emergency evacuation. • Review Pandemic Planning Policy. • Develop lock down procedure. • Check boiler house and boiler for safety | <ul style="list-style-type: none"> • Review hazard identification and playground inspection programme. • Review accident register use. • Practise emergency evacuation. • Review Pandemic Planning Policy. • Develop lock down procedure. • Check boiler house and boiler | <ul style="list-style-type: none"> • Review hazard identification and playground inspection programme. • Review accident register use. • Practise emergency evacuation. • Review Pandemic Planning Policy. • Develop lock down procedure. • Check boiler house and boiler |

NAG 6: Administration

- Use of ENROL as required by M.O.E.
- Review procedures as per Policy Review Plan.
- Investigate electronic roll use. [Use electronic register.](#) [@ school portal.](#) [My portfolio](#)

| 2010 | 2011 | 2012 |
|---|--|---|
| <ul style="list-style-type: none">• ENROL in use in full.• Policy overhaul begun by new board.• Application made to use electronic registers. | <ul style="list-style-type: none">• Electronic registers will be implemented.• '@ school portal' will be explored and application made for implementation. Work with E-Tap to do this. Board of Trustees to decide extent of this. My-portfolio to be implemented by years end. | <ul style="list-style-type: none">• Possible full use of @ school portal.• My portfolios through all levels of school. |

PENINSULA PRIMARY SCHOOL ANNUAL PLAN 2011

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|---|---|---|
| <p>NAG 1 Curriculum</p> <ul style="list-style-type: none"> Continued participation in Integrated Planning P.D. Maintain numeracy and literacy contract P.D. Working on Integrated planning facilitated by own staff. Working on contract with Numeracy Project facilitator sustaining quality maths. Work with Team Solutions on Writing (to those standards set in the National Standards) | <p>NAG 3 Personnel</p> <ul style="list-style-type: none"> Review working of Personnel Performance System. ENROL implemented. Electronic rolls researched and possible in use. Make sure positive encouragement feeds into appraisal meetings. Appropriate PD is provided – Literacy. Gifted and talented | <p>NAG 5 Health and Safety</p> <ul style="list-style-type: none"> Review hazard identification and playground inspection programme. Review accident register use. Practise emergency evacuation. Review Pandemic Planning Policy. Develop lock down procedure. Check boiler house and boiler for safety. |
| <p>NAG 2 Self-Review</p> <ul style="list-style-type: none"> Strategic Plan Review reporting on student achievement against National Standards. Community Consultation. <p>Community and Partnerships</p> <ul style="list-style-type: none"> Promote school using prospectus and information pack. Promote our school wherever possible e.g. newspapers, TARRA, competitions. F.O.S. work to be supported. Consultation – surveys, focus groups and various forums. Website development Parent portal Each term newsletter to local kindys and community noticeboards etc. Run a large scale community event eg Peninsula Eco challenge using parent expertise. Twilight gala. Involve wider community in school through ‘Garden to Table’. Advertise and contribute to Te Atatu Views. | <p>NAG 4 Property and Maintenance</p> <ul style="list-style-type: none"> Carry out 10 year property plan. Carry out 5 year agreement. Cyclical Maintenance up to date. Entrance ways remodeled. Monitor the need for new classroom, in relation to roll growth and current space use. Could make music/utility room or classroom. <p>Finance</p> <ul style="list-style-type: none"> Preparation of annual budget. Annual audit. Maintain proven systems. Run swimming pool to have minimum costs and for benefit of the community. Consider designs and ideas of our students, through Enviroschools Team. Develop gardens and planting Incorporating the ideas of Enviroschools team. Student voice | <p>NAG 6 Administration</p> <ul style="list-style-type: none"> Develop systems to comply with all current legislation through policy and procedure. Length of the school day and school year Annual reports and financial statements Variance report – principal Police vetting of non-teaching staff All teachers registered Student attendance monitored and reasonable steps taken to ensure attendance Update school charter annually Community health consultation (every two years) Filling casual vacancies on BOT Mandatory reporting to Teachers Council Privacy Officer appointed. EEO programmes International Student Code of Compliance |

ANNUAL ACTION PLANS FOR 2011

| NAG Reference | Who | Budget | When | Actual Result / Annual Report |
|---|--|---|--|---|
| 1.1 To review and implement curriculum delivery across the school to ensure all children have the opportunity for success in all essential learning and skill areas of NZ curriculum <i>Focus area(s) for 2011: Implementing NZCurriculum. National Standards and Reporting.</i> | Principal D.P's | Principal time DP time | Staff meetings | Integrated plans are refined and rigorous. The NZCurriculum is in use. Use reviewed by Neil Mahoney TEAM Solutions. |
| 1.2 To develop and improve school-wide Literacy (writing) and Numeracy programmes <i>Focus area(s) for 2011: Literacy work on writing facilitated by Team Solutions. Extending to reading over time Maintenance of expectations in Maths teaching.</i> | Team solutions Colleen Bott | Relievers \$250 per day | Staff meetings Make visits to classrooms to ensure lessons conform. Staff meetings. Observations over time. | Classroom programmes will meet success criteria from Numeracy Project. Assessment data shows improvement. As many students as possible meet National Standards. Numeracy and Writing/Reading |
| 1.3 To give priority to regular quality physical activity that develops movement skills for all students. <i>Focus area(s) for 2011: Physical activity.</i> | Health / P.E. team | Kiwisport Funding. | Classroom lessons and work with KIWISPORT coordinator | Students will be involved in quality P.E. and sports programmes, along with quality P.A. |
| 1.4 Assessment practices to review effectiveness of programmes delivered and monitor the progress and achievement of students <i>Focus area(s) for 2011: Analysis of assessment data. AsTTle in use for writing. e-asTTle to follow.</i> | Leadership Team. English Curriculum team. | | | Staff will use asTTle / e-asTTle for diagnostic purposes. Data will also continue to be used to chart results over time. |
| 1.5 To identify Students at Risk and put in place special programmes to improve children's learning outcomes. <i>Focus area(s) for 2011: Special Needs will continue to be an important part of the school's learning plan.</i> | SENCO Principal Teachers | SEGrant + | All year | IEP's will be developed for all special needs students. Regular monitoring will be done through special needs meetings. E.g. term team evaluation meetings. Teacher Aides receive relevant P.D. |
| 1.6 Put in place programmes/activities to cater for gifted and talented students <i>Focus area(s) for 2011: Continue to develop and extend programme for gifted and talented students. Employ Elaine Le Sueur from Gifted Education Services to lead professional development in aspects of Gifted and Talented Education.</i> | Owen Robyns DP Teachers | DP time P.D. budget \$2500 | Starting asap. Going all year. | Data base of students will be maintained and added to using method promoted by Elaine Le Sueur. Every opportunity for extension will be taken: Science fair, DVD festival, writing competition. University on wheels concept will be explored. |
| 1.7 Consult Maori on programmes and targets for student achievement <i>Focus area(s) for 2011: Increasing engagement of Maori students with support of board of trustees kaumatua or trustee.</i> | Principal B.O.T. Karin Tautuhi | Principal time Teacher Salary | Each staff meeting. Regular events | Pronunciation of all staff members will be improved, led by Tiepa (staff members). Parent involvement in academic work will be promoted. Focus group will convene again to consider next consultation. Maori Trustee on board. |

ANNUAL ACTION PLANS FOR 2011

| NAG Reference | Who | Budget | When | Actual Result / Annual Report |
|--|--|----------------|---|--|
| 2.1 To develop and monitor the school's Charter, including annual and action plans in all areas of the school operations. <i>Focus area(s) for 2011: carrying out strategic plan.</i> | BOT, Leadership team, principal | Time | Over the year. | Charter for 2011 is completed. Annual plans are carried out. |
| 2.2. To ensure ongoing programmes of: <ul style="list-style-type: none"> • Curriculum review • Policy / procedure review <i>Focus area(s) for 2011: Writing, The Arts, Technology, ICT.</i> | Curriculum teams | Time PD | Over the year. Staff meetings. | Systematic evaluation of current education plan and integrated planning development. M.O.E. requirements met. |
| 2.3 To report to parents on the achievement of individual students <i>Focus area(s) for 2011: National Standards and reporting.</i> | Principal Unit holder | Time | Over the year. | Parents consulted about changes. Further work following survey. |
| 2.4 To report to the BOT on the achievement of students, including Maori and Pasifika. <i>Focus area(s) for 2011: Maori and Pacific students in lower stanines or well below National standards.</i> | Principal Unit holder | Unit allowance | As assessment scheme dictates. | Reports to BOT. Opportunities for Pacific parents to meet with resource teachers and leadership team. |
| 2.5 To communicate and consult effectively and appropriately with the local community <i>Focus area(s) for 2011: Health. Academic standards.</i> | Principal | Time | Regularly. | Focus groups. Consult parents on daily walks and other opportunities. Tina and Oloa are resource persons for Pacific parents. Karin Tautuhi is Maori Trustee. |
| 2.6 To undertake BOT training and development to improve understanding of documentation and self review. <i>Focus area(s) for 2011: Policy review</i> | Chairperson Principal | | S.T.A. Conference MOE Governance Webinar July,Sept. | Board members have opportunity to attend governance training. Plan Professional Development for B.O.T. |
| 3.1 To develop and further refine procedural frameworks which promote high levels of staff performance (appraisal and professional standards) <i>Focus area(s) for 2011: Goal setting.</i> | Principal Team leaders | Reliever costs | As per timeline/plan. | Performance management system will be carried out rigorously. Leadership skills will be shared and developed. |
| 3.2 To ensure a professional development plan which will equip staff to deliver quality teaching and learning and reflect the school's annual priorities and individual staff needs. <i>Focus area(s) for 2011: NZCurriculum. Literacy. Maori pronunciation. Gifted and talented. Writing. Reading.</i> | Principal G&T consultant. | Time | As per PD plan. | Professional Development is planned, and the plan is carried out. |
| 3.3 To establish systems to ensure the Board fulfils its role as a Good Employer (1988 State Sector Act) <i>Focus area(s) for 2011: Review of documentation as in Policy Review Plan.</i> | Principal BOT | | According to plan | Board will evaluate its position as a good employer. |

ANNUAL ACTION PLANS FOR 2011

| NAG Reference | Who | Budget | When | Actual Result / Annual Report |
|---|---|--------|---------------------|---|
| 4.1 To allocate funds to reflect and support the school's Charter. <i>Focus area(s) for 2011: Facilities for roll growth.</i> | Principal Executive officer BOT | | When setting budget | Budget reflects the needs of the school. |
| 4.2. To develop or further refine internal procedures to monitor finance and expenditure. <i>Focus area(s) for 2011: Detailed monthly financial reports. Mid-year development of new 10year and 5YA.</i> | Edtech. Principal. Executive officer. Board Treas. | | Board meetings | BOT fully informed about financial situation. Spending is monitored and controlled. Budget holders have clear guidelines. |
| 4.3 Implement an efficient programme of maintenance for school buildings and facilities. <i>Focus area(s) for 2011: Explore additional arts room and entranceway development. Review costs following MOE hold up.</i> | Principal. BOT. Alistair Ross Property Consultant. | | Over the year | New arts room placement explored. Maintenance kept up. |
| 4.4 Develop school facilities to reflect priorities as stated in the schools charter. (5/10 year property plan) <i>Focus area(s) for 2011: evaluating position and developing plans.</i> | Principal. BOT. | | Over the year | Work completed is evaluated in terms of next possibilities. |
| 5.1 Provide a safe physical and emotional environment for students and adults <i>Focus area(s) for 2011: Playground interaction. Engagement of students and teachers.</i> | DP Duty teachers. | | All year | Staff numbers in the playground are increased. Special group is formed to assist those who can make poor choices. |
| 5.2 Develop or review, as appropriate Health and Safety legislation, policy and procedures <i>Focus area(s) for 2011: Health Education.</i> | BOT | | | Policy is reviewed and published. Smoke free policy reviewed. Community is consulted about Health Education programmes. |
| 6.1 Develop systems to comply with all current legislation through policy and procedure <i>Focus area(s) for 2011:</i> Length of the school day and school year Annual reports and financial statements Variance report – principal Police vetting of non-teaching staff All teachers registered Student attendance monitored and reasonable steps taken to ensure attendance Update school charter annually Community health consultation (every two years) Filling casual vacancies on BOT Mandatory reporting to Teachers Council Privacy Officer appointed. EEO programmes International Student Code of Compliance | Principal and board | | | At appropriate time of year. |

TARGET GROUP FOR READING 2011

Teaching and learning programme development and/or focus

- Monitor attendance of the selected students.
- Regular guided reading.
- A focus of reading programmes will be comprehension.
- Teacher to read to whole class daily.
- Students to take home books to read – monitor this. Senior students will be encouraged to use public library.
- Our Tongan students will be assisted by a Pasifika resource teacher Mrs Tina Vea.

Target for improving student achievement

- To have students reach the National Standard in reading, as far as their ability allows.
- Teachers will select 2 Maori students and 2 students randomly.
- Tongan students will be a complete target group.
- The students are working below expectation and are predicted to be at potential by end of year.

Staff and personal professional development

- Teachers will call on work from literacy project involvement. The professional development, with Team Solutions, will connect writing and reading.
- Teachers will share strategies at least twice per term.
- Teachers will review target students progress at least twice per term.
- Progress of target students will be discussed during appraisal conversations.

Links to Strategic Planning

- Students will all progress towards meeting the National Standards for their age.

Reporting

- Teachers to maintain up-to-date records.
- Teachers inform parents June and December.
- Principal reports progress to board June/December. Beginning and end of year results will analysed.

Baseline Data

Historical position

- Is shown on our schools data base. A graph of reading achievement follows this target page.
- The Tongan students are quite recent arrivals to NZ. They need extra support.

Ongoing/Comparative Assessment

- Regular running records.
- Benchmarking.
- OTJ's

Review

- Twice per term student achievement is reviewed. The appraisal system includes discussion of target student progress.

Resourcing

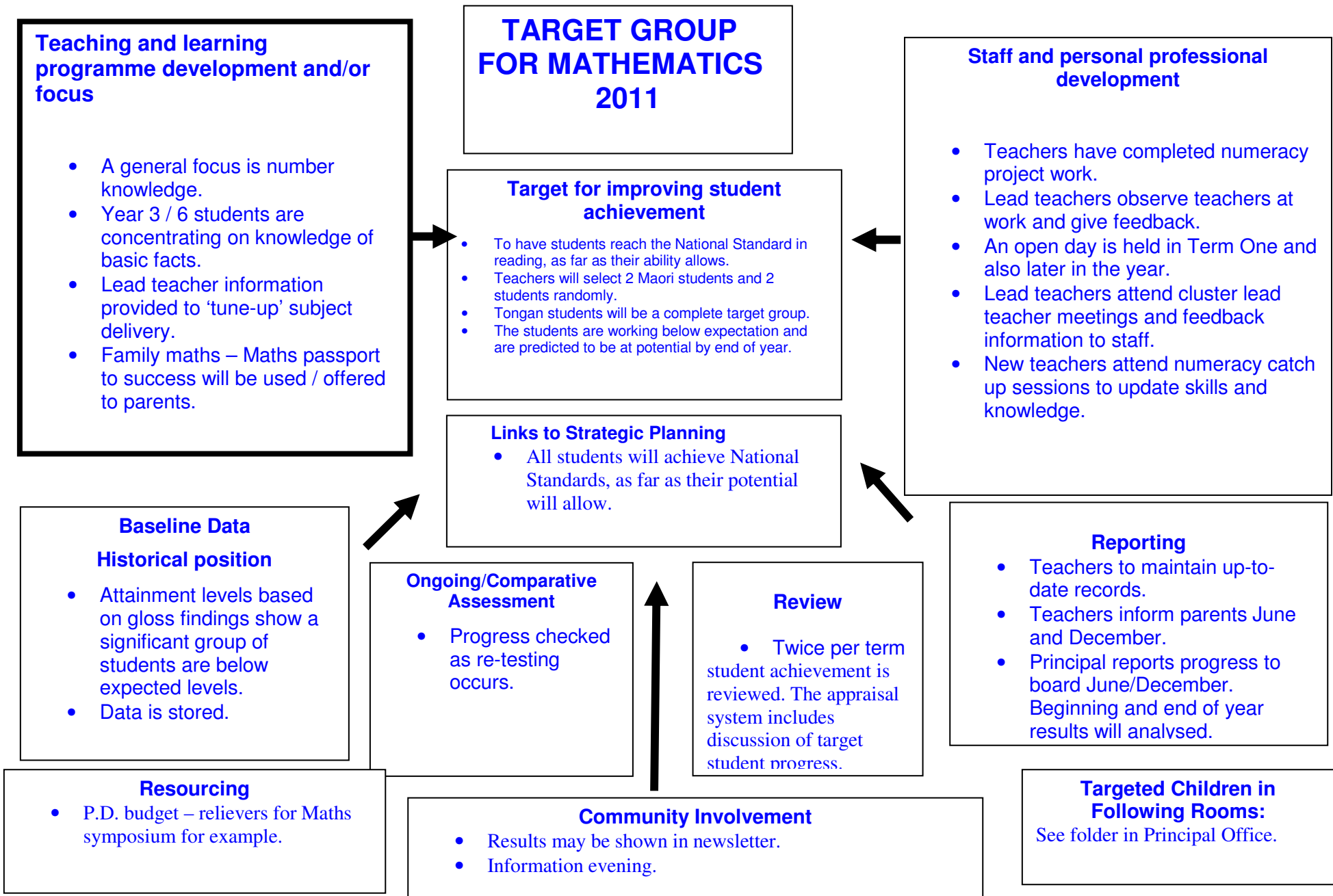
- English budget for reading materials.

Community Involvement

- Communication to try to increase reading mileage.
- Library visits encouraged.
- Reading On adults used where appropriate.

Targeted Children are:

- See folder in Principal office.



TARGET GROUP FOR WRITING /LITERACY 2011

Teaching and learning programme development and/or focus

- Using asTTle and exemplars to determine next learning steps.
- P.D. 'writing targets' in planning process.
- Duo teaching in Y 5 / 6 classes – modeling exemplars practice.
- Focus on specific success criteria e.g. using simple literacy devices to enhance writing e.g. similar metaphors.
- Seeking opportunities for publishing writing e.g. TAT voices.

Staff and personal professional development

- Using asTTle to inform teaching.
- Observing and feeding back.
- Modelling and coaching.
- Planning for diverse needs.
- Self and peer assessment by students.
- Using NZcurriculum inquiry model p35.
- Locus of control.

Target for improving student achievement

- To have students reach the National Standard in writing, as far as their ability allows. Teachers will select 2 Maori students and 2 students randomly.
- Tongan students will be a complete target group.
- The students selected are working below expectation and are predicted to be working at potential by end of year.

Links to Strategic Planning

All students will be competent writers able to use a range of styles, achieving at or above the National Standards.

Baseline Data

Historical position

- Attainment levels, based on Overall Teacher Judgements, show a significant group of students below expected levels. 40% of 'below' students we believe have potential to be 'at'.

Ongoing/Comparative Assessment

- All students levels are entered on data base. Beginning year results will be compared with end of year.
- Results will be charted by D.P.
- Student progress is checked twice per term as part of appraisal process.

Review

- Effectiveness of sample.
- Report format.

Reporting

- Writing samples are sent home in Term 2.
- Parents are asked to comment.
- Writing skills are shown in written reports.
- B.O.T. have results reported to them.

Resourcing

- Professional Development budget.
- Sample stationery.

Community Involvement

- A sample of writing will go home in Term 2. This sample is critiqued by teacher and comment invited from caregivers. It will show progress or otherwise.

Targeted Children in following Rooms:

- See folder in Principal office.

