



# **GLENDOWIE PRIMARY SCHOOL**

## **SCHOOL CHARTER**

**2009- 2013**

## Charter Consultation 2008

## Glendowie Primary School

Consultation on Developing Glendowie Primary School Charter and Strategic Plan included the following:

- Advising the Community on the process for developing the Charter. May 2008
- Parent questionnaire to determine strategic and charter goals for the next 5 years. May 2008
- Staff questionnaire to determine strategic and charter goals for the next 5 years. May 2008
- Student Years 5-7 questionnaire to determine strategic and charter goals for the next 5 years. May 2008
- Maori Consultation letter and meeting to elicit the response of the Maori community as to how the Board will recognise New Zealand's cultural diversity and how it will provide learning opportunities in nga tikanga Maori and Te Reo Maori. October 2008
- Consultation with the Management Team on the draft Charter and Strategic Goals. September 2008
- Consultation with the community with an opportunity for them to respond to the draft Charter and Strategic Plan. October 2008

# **CHARTER**

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## **Part One    Introductory Section**

- **Information about the School**
- **School Mission, Values, Goals, Vision Statement**
- **Catering for Cultural Diversity and Maori Dimension**

## **INFORMATION ABOUT THE SCHOOL (2008 October)**

Glendowie Primary School is a Decile 9 school, situated in the Eastern Suburbs of Auckland and is in an idyllic setting, surrounded by parks, bush and the Tamaki Estuary.

The school is a full primary catering for students in Years 1-8.

The school was built in 1952 and the building programme has continued to keep pace with the growing roll number in recent years. The roll is approximately 634 students and the school's geographic zone ensures our children mainly come from our local community.

The school site includes a State Kindergarten, three State Integrated Montessori classes, a Sommerville Satellite Unit for special needs and an independently run After-School and Before-School Care programme.

Parents actively support the school through the Parents' Association and the Board of Trustees.

The school continues to provide high quality facilities with well maintained physical resources, including a full-sized gymnasium, a mini hall, a remodernised administration area and two adventure playgrounds and swimming pool.

New facilities include a new library and information centre, art room, resource area, and a purpose built Intermediate Block.

In 2006 Glendowie Primary School was the first state N.Z. school to be authorized to offer the Primary Years Programme (PYP) of the International Baccalaureate.

Our school delivers the New Zealand curriculum through the local curriculum of the PYP and also the Montessori curriculum for our Montessori students.

At the heart of the PYP, is a commitment to structured inquiry as the leading vehicle for learning. This learning is fostered through authentic and meaningful links across the curriculum and within a child centred and interactive environment.

The learning programme of the PYP is a balanced programme of concepts, knowledge, skills, attitudes, and actions for our students across all learning areas.

The schools commitment to enhance Information and Communication Technology (I.C.T.) has resulted in a fully networked computer system, an ICT centre, 4 computer pods, installed data projectors in many classrooms and a number of interactive whiteboards throughout.

The schools priorities continue to be numeracy and literacy. The numeracy programme has been a significant part of our math's programme since 2001. Professional development for all staff, linked to appraisal, self review and school targets continue to show significant learning gains by our students.

The school has well-organised extensive resources which cater for the diverse range of needs and experiences of students.

The Board of Trustees commitment to literacy has included, and will continue to include increasing resourcing and professional development. The school has instigated school wide programmes in spelling and word study, and it is beginning to implement the new NZ progressions for teaching and monitoring literacy throughout the school.

28<sup>th</sup> October 2008, 2/2/2011

The school wide professional development programme in 2008 and 2009 has focused on the quality of children's writing, and improved teacher's pedagogical and content knowledge. School wide initiatives, including explicit teaching strategies, have seen significant gains in children's writing levels.

The learning programmes will continue to recognise that our children learn in a variety of ways. Learning styles, inquiry based learning, use of communication technology, multiple intelligences and a higher level of thinking skills will develop and continue to be a focus of children's learning at Glendowie Primary.

Significant initiatives and programmes catering for gifted and talented students, children with special needs and children with English as a second language (E.S.O.L.) are an integral part of the teaching and learning programme.

"Students are motivated, keen learners and are positive about the opportunities offered to them." (ERO.) Achievement data shows that approximately 93% of our children are reading and comprehending at or above their chronological age.(2007) In Reading Comprehension PAT standardized tests 47% of our students were in the above average category compared with the national distribution of 23% (2008 data)

In Math's PAT standardized tests 39% of our students were in the above average category compared with the national distribution of 23% (2008 data), 17% of our year 8 students were in the superior category compared with the national distribution of 4%.

Children from Year 3-8 have the opportunity to study a second language. This enables them to communicate in another language, gain an understanding of the cultures in which the language is spoken, and enhance their understanding of their first language.

The school continues to support initiatives for our Intermediate students. These have included a new purpose built classroom block, a new Intermediate uniform, a musical instrument programme, specialist sports programmes and visual arts programmes, a leadership programme supporting the school with a school council, a new focus on philosophy, rich and authentic learning tasks within their unit of inquiry and noteworthy resources which support the learner.

The school recognises the need to prepare our students for the future to enable them to become lifelong learners. The school's focus on the key competencies linked to our transdisciplinary skills are planned for in every unit of inquiry. These include the following skills: thinking, managing self, social skills, participating and contributing, communication, research, and using language symbols and texts.

The Board of Trustees supports the funding of additional teachers and specialists and they continue to focus on reducing class numbers.

Glendowie Primary has an experienced, dedicated and approachable staff, which ensures a caring, supportive and dynamic learning environment.

The school takes as its major value statement "I Care" which respects the rights and dignity of the individual, the local environment, the school and the global community. The values from the N.Z. curriculum and the PYP attitudes and attributes of the PYP learner profile are planned for on the unit planner and are part of every classroom's class culture.

The school's values reflect N.Z. cultural values as well as the values of other groups and cultures. They also reflect the values of the IB mission statement, the NZ Curriculum Vision statement and the School Mission Statement.

28<sup>th</sup> October 2008, 2/2/2011

## Glendowie Primary School Charter 2009-2013

### Mission Statement

I Care

#### Glendowie Primary School Values

The values we implement within the school are those found in the New Zealand curriculum, the attitudes within the Primary Years Programme (PYP) and the attributes of the learner profile from the PYP programme.

In addition Glendowie Primary school promotes the following:

1. "I Care"
2. Life Long Learning
3. Excellence
4. Community Involvement
5. Local and Global Citizenship

#### Glendowie Primary School Goals

1. To provide and support a quality teaching and learning programme in which every student is stimulated to learn and achieve personal excellence.
2. To strengthen our assessment and reporting procedures using evidence based practices which can then be used to support the learner, the parents/whanau and the implementation of new teaching strategies.
3. To enable students to develop the competencies, knowledge and skills to become life long learners with the ability and confidence to adapt to change and accept challenges.
4. To provide a curriculum that fosters our school identity, and our school values, and promotes the attributes of local and global citizens with a shared sense of humanity and care for the world we live in.
5. To provide quality resources which support the learner and community.

#### Vision Statement

Glendowie Primary School is an "I Care" school which places the highest priority on providing a quality teaching and learning programme. Our students will become confident, compassionate, life long learners, encouraged to achieve their full potential by actively participating in our country and as citizens of the world.

## Cultural diversity and Maori dimension

How the school will reflect:

New Zealand's cultural diversity.

The school will:

- Integrate cultural diversity into our units of inquiry. Suitable resources will also support this learning.
- Ensure our library contains a range of books to support our understanding of cultural differences and awareness.
- Our ESOL programme will acknowledge our children's culture and provide opportunities to celebrate our cultural diversity.
- An essential agreement has been formulated acknowledging cross cultural awareness through our ESOL programme

The unique position of the Maori culture

- To endeavour to employ a teacher or kaiawhina to teach kapahaka, te Reo and nga tikanga.
- To provide a Pause, Prompt, Praise programme for our Maori students.
- To consult with our Maori community on targets for raising the achievement level of our Maori students and to report to them on these targets annually.
- To ensure each year that our classroom programmes continue to develop an understanding of the Treaty of Waitangi.
- To report as part of our annual reporting process to the Board on the achievement of our Maori students in literacy and numeracy.
- To continue to build and maintain our Maori resources to support our programmes and recognise the uniqueness of the Maori culture.

### What reasonable steps will the school take to incorporate tikanga Maori (Maori culture and protocol) into the school's curriculum?

- Endeavour to employ a kaiawhina to work within each syndicate on nga tikanga and te Reo Maori.
- Pause, Prompt, Praise programme for our Maori students.
- To seek opportunities to learn about Maori protocol and visit a local Marae.
- Singing of the National Anthem in Maori.
- Using te Reo Maori as part of our learning within our units of inquiry and learning areas eg: vocabulary, song/dance, greetings, traditional stories etc.
- Recognising the historical significance of our local resources and using these resources as part of our units of inquiry eg: Tahuna Torea, Mt Taylor, Tamaki Estuary.

### What will the school do to provide instruction in te Reo Maori (Maori language) for full time students whose parents ask for it?

- Investigate "posting" a local resource teacher from neighbouring schools.
- Approach Correspondence School to support a full-time student request with a distance learning programme.
- Utilise a kaiawhina to support the request of the student within the classroom to deliver the curriculum.
- To utilise the skills of any teacher employed by the Board who has an understanding and competency in te Reo Maori.
- To investigate and source suitable resources for delivering the learning programme in te Reo Maori, nga tikanga.

### What steps will be taken to discover the views and concerns of the school's Maori communities?

- Maori consultation policy.
- By the collation of any relevant data from our school questionnaires.
- From personal contact with our Maori tutors (kaiawhina).
- By personal approach to the Board of Trustees and Principal.

## **Part Two**

## **Strategic Section 2009-2013**

- **Overview of Current State of Student Learning**
- **Higher Levels of Achievement**
- **National Standards Strategic Aims**
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- **National Administration Guideline 5(NAG) Health and Safety**
- **National Administration Guideline 6(NAG) Administration and Legislation**
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- **Three Year Planner for Self Review Policies and Procedures.**
- **ICT Strategic Plan 2008-2011**
- **PYP Evaluation Plan**

## **Overview of Current State of Student Achievement**

The Board of Trustees recognizes the National Priorities as shown by NAG 1 and the expectations under the national standards NAG 2A with the focus on Literacy and Numeracy

The school uses a range of standardised assessment tools for school wide information gathering, these include:

- Progressive Achievement Tests (PATs) in Reading Comprehension, Reading Vocabulary, Listening Comprehension (Year 3&4) and Mathematics
- Supplementary Tests of Achievement in Reading (STAR)
- AsTTle
- Peter's Spelling Test
- Numeracy assessments of knowledge (I KAN) and strategies (GLOSS)
- New Zealand Curriculum Exemplars in Written Language
- Observation Surveys
- Probe Reading Comprehension Assessments

A range of school wide data in literacy and numeracy is reported on each year to the Board  
Data is analysed within cohorts and by comparing same children over time.

Teachers use the data to identify children who are not achieving and at risk of not achieving and the Board of Trustees provide support programmes for these children.

Teachers identify Maori and Pacific Island students and review and report on achievement. The Board of Trustees reports to our Maori community on Maori achievement and programmes to support Maori achievement.

The Major curriculum focus review each year reports on the student's achievement against the Curriculum Content Objectives identified in the Curriculum Plan. It also reviews the resources and programme delivery that underpin the teaching and learning programmes. A different curriculum area is undertaken each year.

An overview of student achievement in 2007 has been reported to the Board and to the community and is part of the historical documentation below.

Our review of students' data in written language through our literacy contract 2008/9 will set the benchmarks and expectations for student achievement and will be reported on as part of our annual curriculum goals in 2008 and 2009 and 2010

The cycle for collection and analysis of schoolwide data is included in the NAG 2 section of the charter. In addition the school has developed the following series of challenging benchmarks in reading, and mathematics.

### **Reading:**

- 85% or more of Year 2 to Year 8 children will read above their cohort year level (eg Probe Year 4 = 8-9 yrs).
- The majority of our Year 1-3 students will read at or above the National Literacy Progression level in reading.
- 70% of our children on the observation survey will be at or above the mean.
- In PAT tests of Reading Comprehension all cohorts will be above or well above national benchmarks.
- 80% to 85% of our students will be at or above the National standard in reading

### **Spelling**

- All year groups will have 85% of their students at or above their cohort year level.

19 September 2008, 21st February 2011

### **Writing**

- All year groups will have 85% of their students at or above their cohort year level.
- 80% to 85% of our students will be at or above the National standard in writing

### **Mathematics**

- In numeracy all cohorts will be at or above national expectations.
- In PAT tests of Mathematics all cohorts will be above or well above national expectations in stanines 4-9.
- 80% to 85% of our students will be at or above the National standard in maths

### **National Standards Data 2010 December**

#### **Reading**

**85% of our students (excluding ELL Students) are reading At or Above the National Standard**  
**22 out of 30 of our Maori students are reading At or Above the National Standard**  
**4 out of 6 of our Pacific Island students are reading At or Above the National Standard**

#### **Writing**

**82% of our students (excluding ELL Students) are writing At or Above the National Standard**  
**21 out of 30 of our Maori students are writing At or Above the National Standard**  
**5 out of 6 of our Pacific Island students are writing At or Above the National Standard**

#### **Maths**

**80% of our students are At or Above the National Standard**  
**19 out of 30 of our Maori students are writing At or Above the National Standard**  
**4 out of 6 of our Pacific Island students are At or Above the National Standard in maths**

**Higher Levels of Achievement will be achieved by the  
following Strategic Implementation Goals:**

- Focussed budgeting, giving priority to annual learning objectives.
- Professional Development focus as identified through our Strategic Curriculum Development Plan and funded through our Annual Professional Development Plan.
- An appointment process for new staff which appoints quality staff and which acknowledges an applicant's ability to lift achievement, and an induction, orientation programme to support these new teachers.
- Focussing on the Professional Development of our new staff in terms of our learning culture eg School Literacy programme, School Numeracy Programme, and the Primary Years Programme (PYP).
- By implementing an integrated curriculum approach around authentic and transdisciplinary inquiry which focuses on meaningful contexts, engaging, relevant and significant learning, local and global awareness, and the attitudes and attributes which will allow our students to become skilled learners for the 21 st century.
- School wide focus on professional development, resourcing, annual reporting on literacy and numeracy.
- School wide cultures of learning, including planning and assessment.
- School wide expectation of recognition of success and school wide improvement.
- School wide commitment to formative assessment and evidence based practices.
- School support programmes for special needs students, including identifying children not achieving and at risk of not achieving, and recognition and support for our gifted and talented children.
- Focus on curriculum — 5 year cycle of self-review in the learning areas.
- Annual implementation and focus on our annual curriculum goals, including our targets for Maori student achievement and reporting to the Board and community on these.
- Teaching and learning programmes which identify for the children the learning outcomes, provide opportunities for children to set personal goals of achievement, encourage a high level of achievement and one where children are given positive feedback to support their next stage of learning opportunities.
- A structured and focussed appraisal system for teachers, which includes teachers setting annual objectives related to our annual learning priorities, and professional development focus.
- Using NZ curriculum expectations and National Standard there will be a high level of expectation to monitor student progress and achievement and to support students teaching and learning which is targeted, closely monitored, and focussed on continual improvement.

### **National Standards Strategic Aims**

- 1. To ensure that all students are able to access the NZ Curriculum as evidenced by progress and achievement in relation to the National Standards.**
- 2. To ensure that the National Standards are used effectively to support improvement in student outcomes. Students will be supported to set their learning goals, including the ways they can achieve them. They will be supported through effective teacher practice which will cater for their student's needs.**
- 3. To ensure Maori students are supported and engaged in their learning and are achieving educational success. Whanau will be supported in knowing their achievement of their children, their next steps and how they can support them in their learning**
- 4. All students including students with special needs will be supported in their learning so that they can make progress in relation to the New Zealand Curriculum**
- 5. Reading, writing and Maths will be key learning areas within the learning programme for all students . Teachers will use evidence based practices to plan for their students learning. Regular monitoring by management of student progress and achievement, together with the expectation of students meeting expected learning milestones will become priorities and part of regular review**
- 6. All students will show progress and achievement each year in relation to the National Standards. Base line data will be used as part of our self review and reporting process together with the area of variance**
- 7. Students who are below and well below the national standards will be expected to make accelerated progress (more than 1 years progress) each year**

## Glendowie Primary School Strategic Plan 2009-2013

<b>NAG 1 NZ Curriculum and National Standards</b> <b>NEP 1: Success for All</b> <b>NEP 3: Improving Literacy and Numeracy</b>					
Objective	2009 Actions	2010 Actions	2011 Actions	2012 Actions	2013 Actions
1) Develop and implement teaching and learning programmes	<p><b>Learning Areas:</b></p> <p>Review current curriculum programme documents in preparation for ERO and PYP evaluation visit.</p> <p>Amend school plans (including programme implementation) to encompass the PYP and the new NZ curriculum with a focus on</p> <p>Review delivery and resourcing of The Arts programme throughout the school including procedures for using the new Art Room.</p>	<p><b>Learning Areas:</b></p> <p>Implement recommendations from ERO visit and PYP visit.</p> <p>Amend school plans (including programme implementation) to encompass the PYP and the new NZ curriculum with a focus on                      -Science recommendations                      -Maths</p> <p>Provide new opportunities for The Visual arts for the learner and the teacher, by implementing changes as identified in the review, and to enhance the school learning culture.</p>	<p><b>Learning Areas:</b></p> <p>Implement recommendations from ERO visit and PYP visit.</p> <p style="text-align: center;">—</p> <p>Review delivery and resourcing of the Music programme throughout the school.</p>	<p><b>Learning Areas:</b></p> <p>Implement recommendations from ERO visit and PYP visit.</p> <p style="text-align: center;">—</p> <p>Provide new opportunities for Music for the learner and the teacher, by implementing changes as identified in the review, and to enhance the school learning culture.</p>	<p><b>Learning Areas:</b></p> <p>Implement recommendations from ERO visit and PYP visit.</p> <p style="text-align: center;">—</p> <p>Review delivery and resourcing of Drama and Dance programme throughout the school.</p>

<p>Develop and implement teaching and learning programmes</p>	<p>Curriculum Review Focus <b>Science and Technology.</b> Ensuring our learning programme has focussed on high levels of competence, knowledge, and skills.</p> <p>Implementing recommendations from the Major focus on the Arts undertaken in 2008. (NEP 4)</p> <p>Focus on quality teaching, and quality learning in order for all students to experience excellence and personal success.</p> <ul style="list-style-type: none"> <li>Professional Development Focus Written Language.</li> <li>PYP Professional development on Assessment and reporting practices through portfolios and student led conferences.</li> <li>Ongoing professional development on the new NZ curriculum.</li> </ul>	<p>Curriculum Review Focus <b>English and Mathematics &amp; Statistics.</b></p> <p>Implementing recommendations from the Major focus on Science/ Technology undertaken in 2009. (NEP 4)</p> <p>Focus on quality teaching, and quality learning in order for all students to experience excellence and personal success.</p> <ul style="list-style-type: none"> <li>Professional Development Focus on embedding 2008-09 written language skills and knowledge within the learning culture of the school.</li> <li>Professional Development Review of Numeracy.</li> </ul>	<p>Curriculum Review Focus for <b>Social Sciences.</b> Ensuring our learning programme has focussed on quality physical activity and movement skills.</p> <p>Implementing recommendations from the Major focus on the Maths/Statistics and English undertaken in 2010. (NEP 4)</p> <p>Focus on quality teaching, and quality learning in order for all students to experience excellence and personal success.</p> <ul style="list-style-type: none"> <li>Professional Development Focus on implementing strategies from the Numeracy programmes and resources.</li> <li>Identify and implement professional development as identified from the Evaluation Report.</li> </ul>	<p>Curriculum Review Focus for <b>Health and Physical Education.</b> Ensuring our learning programme has focussed on high levels of competence, knowledge, and skills.</p> <p>Implementing recommendations from the Major focus on the and Social Sciences undertaken in 2011.(NEP 4)</p> <p>Focus on quality teaching, and quality learning in order for all students to experience excellence and personal success.</p> <ul style="list-style-type: none"> <li>Professional Development on skills for life -long learners/ thinking skills/philosophy.</li> <li>Identify and implement professional development as identified from the Evaluation Report.</li> </ul>	<p>Curriculum Review Focus <b>The Arts.</b></p> <p>Implementing recommendations from the Major focus on Health and PE undertaken in 2012. (NEP 4)</p> <p>Focus on quality teaching, and quality learning in order for all students to experience excellence and personal success.</p> <p>Professional Development on the key competencies/transdisciplinary skills.</p> <ul style="list-style-type: none"> <li>Identify and implement professional development as identified from the Evaluation Report.</li> </ul>
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<p>Develop and implement teaching and learning programmes</p>	<p>To encourage, model, explore, our school charter values and implement them within our school culture and teaching and learning programmes.</p> <p><b><u>Literacy Goals</u></b> Lifting student achievement in literacy with a specific focus on writing. (NEP 4)</p> <p>Implement the recommendations identified from Annual Curriculum Goals, Major curriculum review and in terms of students learning. (NEP 4)</p> <p>To increase teacher's content and pedagogical knowledge in literacy, including exploring, and uncovering teacher's beliefs in order to implement a programme of support in learning.</p> <p>To improve teaching, learning and achievement at</p>	<p>To encourage, model, explore, our school charter values and implement them within our school culture and teaching and learning programmes.</p> <p><b><u>Literacy Goals</u></b> Use base line assessment data in Literacy to identify students whose learning is below the National Norms.</p> <p>Implement the recommendations identified from Annual Curriculum Goals, Major curriculum review and NEMP in terms of students learning. (NEP 4)</p> <p>To use professional development and professional learning groups to review teaching practice and trial new strategies, and link this to the evaluation of the annual curriculum and the effectiveness of literacy teaching.</p> <p>To improve teaching, learning and achievement at</p>	<p>To encourage, model, explore, our school charter values and implement them within our school culture and teaching and learning programmes.</p> <p><b><u>Literacy Goals</u></b> Continue to use base-line data in literacy to identify student whose learning is below the National norms.</p> <p>Implement the recommendations identified from Annual Curriculum Goals, Major curriculum review and PYP Evaluation in terms of students learning. (NEP 4)</p> <p>To use professional development and professional learning groups to review teaching practice and trial new strategies.</p> <p>To improve teaching, learning and achievement at</p>	<p><b><u>Literacy Goals</u></b> Continue to use base-line data in literacy to identify student whose learning is below the National norms.</p> <p>Implement the recommendations identified from Annual Curriculum Goals, Major curriculum review and PYP Evaluation in terms of students learning. (NEP 4)</p> <p>To use professional development and professional learning groups to review teaching practice and trial new strategies.</p> <p>To improve teaching, learning and achievement at</p>	<p><b><u>Literacy Goals</u></b> Continue to use base-line data in literacy to identify student whose learning is below the National norms.</p> <p>Implement the recommendations identified from Annual Curriculum Goals, Major curriculum review and PYP Evaluation in terms of students learning. (NEP 4)</p> <p>To use professional development and professional learning groups to review teaching practice and trial new strategies.</p> <p>To improve teaching, learning and achievement at</p>
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<p>Develop and implement teaching and learning programmes</p>	<p>the expected level with the National Literacy Progressions. (NEP 4)</p> <p>To review current curriculum programme documents in literacy:</p> <ul style="list-style-type: none"> <li>To identify if they include the relationship to the knowledge and skills shown in the Literacy Learning Progressions.</li> <li>New learning and procedures acquired as result of the writing contract.</li> </ul> <p>To review our special support programmes, rationalise them and ensure the resources meet the needs of the students</p> <p>To identify and support our children who are not achieving or are at risk of not achieving in literacy</p>	<p>the expected level with the National Literacy Progressions. (NEP 4)</p> <p>To review current curriculum programme documents in literacy:</p> <ul style="list-style-type: none"> <li>To identify if they include the relationship to the knowledge and skills shown in the Literacy Learning Progressions.</li> <li>New learning and procedures acquired as result of the writing contract.</li> </ul> <p>To review our special support programmes, rationalise them and ensure the resources meet the needs of the students</p> <p>To identify and support our children who are not achieving or are at risk of not achieving in literacy.</p>	<p>the expected level with the National Literacy Progressions. (NEP 4)</p> <p>To review current curriculum programme documents in literacy:</p> <ul style="list-style-type: none"> <li>To identify if they include the relationship to the knowledge and skills shown in the Literacy Learning Progressions.</li> <li>New learning and procedures acquired as result of the writing contract.</li> </ul> <p>To focus on our reading resources and specialist programmes to see how they meet the needs of the students.</p> <p>To identify and support our children who are not making progress in reading and writing in relation to the National Standards</p> <p>To identify our students</p>	<p>the expected level with the National Literacy Progressions. (NEP 4)</p> <p>To review current curriculum programme documents in literacy:</p> <ul style="list-style-type: none"> <li>To identify if they include the relationship to the knowledge and skills shown in the Literacy Learning Progressions.</li> <li>New learning and procedures acquired as result of the writing contract.</li> </ul> <p>To focus on our reading resources and specialist programmes to see how they meet the needs of the students.</p> <p>To identify and support our children who are not making progress in reading and writing in relation to the National Standards</p> <p>To identify our students</p>	<p>the expected level with the National Literacy Progressions. (NEP 4)</p> <p>To review current curriculum programme documents in literacy:</p> <ul style="list-style-type: none"> <li>To identify if they include the relationship to the knowledge and skills shown in the Literacy Learning Progressions.</li> <li>New learning and procedures acquired as result of the writing contract.</li> </ul> <p>To focus on our reading resources and specialist programmes to see how they meet the needs of the students.</p> <p>To identify and support our children who are not making progress in reading and writing in relation to the National Standards</p> <p>To identify our students</p>
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<p>Develop and implement teaching and learning programmes</p>	<p>To design a Year 1 literacy programme with a focus on phonological awareness and catering for the visual learner (including dyslexic).</p> <p><b><u>Information Literacy</u></b> To develop the library as the centre of learning which provides information resources to meet the curriculum and information needs of the school.</p> <p>To lift student achievement in information literacy and use the library development plan and the ICT strategic plan to support this focus.</p> <p>To acknowledge teachers' and staffs' content and pedagogical knowledge in information literacy.</p>	<p>To implement a Year 1 literacy programme with a focus on phonological awareness and catering for the visual learner (including dyslexic).</p> <p><b><u>Information Literacy</u></b> To continue to develop the library as a centre of learning which provides information resources to meet the curriculum and information needs of the school.</p> <p>To lift student achievement in information literacy and use the library development plan and the ICT strategic plan to support this focus.</p> <p>To identify teacher's and staffs' content and pedagogical knowledge in information literacy, including exploring, and</p>	<p>who are below and well below the national standard in reading and writing and focus on them making accelerated progress each year until they reach the National Standard</p> <p>To ensure our literacy programme, with a focus on phonological awareness and catering for the visual learner, is well resourced.</p> <p><b><u>Information Literacy</u></b> To continue to develop the library as a centre of learning which provides information resources to meet the curriculum and information needs of the school.</p> <p>To lift student achievement in information literacy and use the library development plan and the ICT strategic plan to support this focus.</p> <p>To support teacher's and staff's content and pedagogical knowledge in information literacy and its implementation.</p>	<p>who are below and well below the national standard in reading and writing and focus on them making accelerated progress each year until they reach the National Standard</p> <p>To evaluate the Year 1 programme and look at implications for introducing this into parts of our Year 2 programme.</p> <p><b><u>Information Literacy</u></b> To continue to develop the library as a centre of learning which provides information resources to meet the curriculum and information needs of the school.</p> <p>To lift student achievement in information literacy and use the library development plan and the ICT strategic plan to support this focus.</p> <p>To support teacher's and staff's content and pedagogical knowledge in information literacy and its implementation.</p>	<p>who are below and well below the national standard in reading and writing and focus on them making accelerated progress each year until they reach the National Standard</p> <p>Introducing this into parts of our Year 2 programme for students who are showing that they are not achieving.</p> <p><b><u>Information Literacy</u></b> To continue to develop the library as a centre of learning which provides information resources to meet the curriculum and information needs of the school.</p> <p>To lift student achievement in information literacy and use the library development plan and the ICT strategic plan to support this focus.</p> <p>To support teacher's and staff's content and pedagogical knowledge in information literacy and its implementation.</p>
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Develop and implement teaching and learning programmes		uncovering teachers beliefs in order to implement a programme of support for the learning areas.			
	<b><u>Maths Goals</u></b>	<b><u>Maths Goals</u></b>	<b><u>Maths Goals</u></b>	<b><u>Maths Goals</u></b>	<b><u>Maths Goals</u></b>
	To identify and support our children who are not achieving or at risk of not achieving in maths.	To identify and support our children who are not achieving or at risk of not achieving in maths.	To identify and support our children who are not making progress in relation to the National Standards	To identify and support our children who are not making progress in relation to the National Standards	To identify and support our children who are not making progress in relation to the National Standards
			To identify our students who are below and well below the national standard in maths and focus on making accelerated progress each year until they reach the National Standard	To identify our students who are below and well below the national standard in maths and focus on making accelerated progress each year until they reach the National Standard	To identify our students who are below and well below the national standard in maths and focus on making accelerated progress each year until they reach the National Standard
	To continue to familiarise teachers with reviewed curriculum programme documents in numeracy (yellow folders).	To implement numeracy PD (Feb) on sustaining the pedagogy and reviewing I KAN and GloSS assessment tools. Major Curriculum focus Review and sustainability needs for 2011.	To implement professional development and resources identified from the review.	To review current curriculum delivery of maths strands.	To review current curriculum delivery of maths strands.
	To improve teaching and learning and achievement, so that numeracy levels at all year levels are at or above the expected stage in the National numeracy framework (I KAN) (NEP 4)	To improve teaching and learning and achievement, so that numeracy levels at all year levels are at or above the expected stage in the National numeracy framework. (I KAN and	To improve teaching, and learning and achievement, so that numeracy levels at all year levels are at or above the expected stage in the National numeracy framework. (NEP 4)	To improve teaching, and learning and achievement so that numeracy levels at all year levels are at or above the expected stage in the National numeracy framework. (NEP 4)	To improve teaching, learning and achievement, so that numeracy levels at all year levels are at or above the expected stage in the National numeracy framework. (NEP 4)

	Implement the recommendations identify from Annual Curriculum Goals, Major curriculum review and in terms of students learning. (NEP 4)	GloSS) (NEP 4)  To review (as part of Major focus) support programmes including special needs and Gifted & Talented and ensure resources meet the needs of the students.  Implement the recommendations identified from Annual Curriculum Goals, Major curriculum review and NEMP in terms of students learning. (NEP 4)	To implement findings from Major focus) in regards to support programmes including special needs and Gifted & Talented and ensure resources meet the needs of the students.  Implement the recommendations identified from Annual Curriculum Goals, Major curriculum review and PYP Evaluation in terms of students learning. (NEP 4)	To implement findings from Major focus) in regards to support programmes including special needs and Gifted & Talented and ensure resources meet the needs of the students.  Implement the recommendations identified from Annual Curriculum Goals, Major curriculum review and PYP Evaluation in terms of students learning.	To implement findings from Major focus) in regards to support programmes including special needs and Gifted & Talented and ensure resources meet the needs of the students.  Implement the recommendations identified from Annual Curriculum Goals, Major curriculum review and PYP Evaluation in terms of students learning.
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NEP 4: Better use of Student Achievement					
Objective	2009 Actions	2010 Actions	2011 Actions	2012 Actions	2013 Actions
2) Evaluate the progress and achievement of all students	<p><u>Portfolios</u>: Continue the implementation of portfolios as a tool to evaluate student progress and achievement and as a means of self assessment.</p> <p>Review the effectiveness of current assessment tools e.g. Y1 Duncan Y2 Ob. Survey</p>	<p><u>Portfolios</u>: Continue the implementation of portfolios as a tool to evaluate student progress and achievement and as a means of self assessment.</p> <p>Review the effectiveness of current assessment tools.</p>	<p><u>Portfolios</u>: Continue the implementation of portfolios as a tool to evaluate student progress and achievement and as a means of self assessment.</p> <p>Review the effectiveness of current assessment tools.</p>	<p><u>Portfolios</u>: Continue the implementation of portfolios as a tool to evaluate student progress and achievement and as a means of self assessment.</p> <p>Review the effectiveness of current assessment tools.</p>	<p><u>Portfolios</u>: Continue the implementation of portfolios as a tool to evaluate student progress and achievement and as a means of self assessment.</p> <p>Review the effectiveness of current assessment tools.</p>

<p>Evaluate the progress and achievement of all students</p>	<p>Y3/4 Star Y4-8 AsTTle</p> <p>Maintain those that are effective tools at Year 1.</p> <p>Identify gaps and implement new tools. E.g. wedge graphs, progressions</p> <p>To design student led conferences as a means of showing and reflecting on student progress, and for showing the needs, abilities and interests of the students across the curriculum.</p> <p>To promote a consistent school wide approach to assessment, around evidence based practices, shared learning intentions, focussed feedback, and reflective practices which inform the next teaching steps and programme priorities.</p>	<p>Maintain those assessment tools that are effective tools.</p> <p>Identify gaps and implement new tools.</p> <p>Evaluate Y1 / 2 students against the benchmarks in reading.</p> <p>To implement student led conferences as a means of showing student progress, and for showing and reflecting on the needs, abilities and interests of the students across the curriculum.</p> <p>To implement a consistent school wide approach to assessment, around evidence based practices, shared learning intentions, focussed feedback, and reflective practices which inform the next teaching steps and programme priorities.</p> <p>To develop school wide policies around moderation and teachers making overall</p>	<p>Maintain those assessment tools that are effective tools.</p> <p>Identify gaps and implement new tools.</p> <p>Evaluate Y1 -3 students against the benchmarks in reading.</p> <p>To review and further develop student led conferences as a means of showing student progress, and for showing and reflecting on the needs, abilities and interests of the students across the curriculum.</p> <p>To continue to maintain a consistent school wide approach to assessment, around evidence based practices, shared learning intentions, focussed feedback, and reflective practices which inform the next teaching steps and programme priorities.</p> <p>To review school wide policies around moderation and teachers making overall</p>	<p>Maintain those assessment tools that are effective tools.</p> <p>Identify gaps and implement new tools.</p> <p>Evaluate Y1 -3 students against the benchmarks in reading.</p> <p>To use student led conferences as a means of showing student progress, and for showing and reflecting on the needs, abilities and interests of the students across the curriculum.</p> <p>To continue to maintain a consistent school wide approach to assessment, around evidence based practices, shared learning intentions, focussed feedback, and reflective practices which inform the next teaching steps and programme priorities.</p> <p>To review school wide policies around moderation and teachers making overall</p>	<p>Maintain those assessment tools that are effective tools.</p> <p>Identify gaps and implement new tools.</p> <p>Evaluate Y1 -3 students against the benchmarks in reading.</p> <p>To use student led conferences as a means of showing student progress, and for showing and reflecting on the needs, abilities and interests of the students across the curriculum.</p> <p>To continue to maintain a consistent school wide approach to assessment, around evidence based practices, shared learning intentions, focussed feedback, and reflective practices which inform the next teaching steps and programme priorities.</p> <p>To review school wide policies around moderation and teachers making overall</p>
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<p>Evaluate and report on the progress and achievement of all students in relation to the NZ curriculum and the National Standards</p>		<p>teacher judgements (OTJ's) in relation to reporting on students level of learning in relation to the national Standards</p> <p>To ensure student data is continually reviewed and used to inform teaching and learning programmes (with a specific focus on target students)</p> <p>To continually review learning needs of target students and implement procedures to monitor progress and achievement</p> <p>New report forms will be developed to report on student's progress and achievement in relation to the NZ curriculum and the National Standards</p>	<p>teacher judgements (OTJ's) in relation to reporting on students level of learning in relation to the national Standards</p> <p>To ensure student data is continually reviewed and used to inform teaching and learning programmes (with a specific focus on target students)</p> <p>To continually review learning needs of target students and implement procedures to monitor progress and achievement</p> <p>Mid year and end of year reports will report to parents on student's progress in relation to the NZ curriculum and the National Standards. These will also include next learning steps and ways parents can help at home</p>	<p>teacher judgements (OTJ's) in relation to reporting on students level of learning in relation to the national Standards</p> <p>To ensure student data is continually reviewed and used to inform teaching and learning programmes (with a specific focus on target students)</p> <p>To continually review learning needs of target students and implement procedures to monitor progress and achievement</p> <p>Mid year and end of year reports will report to parents on student's progress in relation to the NZ curriculum and the National Standards. These will also include next learning steps and ways parents can help at home</p>	<p>teacher judgements (OTJ's) in relation to reporting on students level of learning in relation to the national Standards</p> <p>To ensure student data is continually reviewed and used to inform teaching and learning programmes (with a specific focus on target students)</p> <p>To continually review learning needs of target students and implement procedures to monitor progress and achievement</p> <p>Mid year and end of year reports will report to parents on student's progress in relation to the NZ curriculum and the National Standards. These will also include next learning steps and ways parents can help at home</p>
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<b>NEP 5: Improving Outcomes for Students at Risk</b>					
<b>Objective</b>	<b>2009 Actions</b>	<b>2010 Actions</b>	<b>2011 Actions</b>	<b>2012 Actions</b>	<b>2013 Actions</b>
3) Identify students and groups of all students	<p>Effective summative and formative assessment practices will continue to identify, monitor and support students who may be at risk academically.</p> <p>Children who have special needs in literacy (Davies method), including dyslexia, will be identified and support programmes will be identified and implemented for them in Years 1-3.</p> <p>Students will be identified who have special needs, including gifted and talented. A range of teaching strategies will be implemented by teachers</p>	<p>Effective summative and formative assessment practices will continue to identify, monitor and support students who may be at risk academically.</p> <p>To raise the rate of progress for all students identified at-risk of not achieving the National Standard in reading, writing and maths</p> <p>To increase the number of students achieving at or above the national standard in reading, writing and maths</p> <p>Children who have special needs in literacy (Davies method), including dyslexia, will be identified and support programmes will be identified and implemented for them in Years 1-3.</p> <p>Students will be identified who have special needs, including gifted and talented. A range of teaching strategies will be implemented by teachers</p>	<p>Effective summative and formative assessment practices will continue to identify, monitor and support students who may be at risk academically.</p> <p>To raise the rate of progress for all students identified at-risk of not achieving the National Standard in reading, writing and maths</p> <p>To increase the number of students achieving at or above the national standard in reading, writing and maths</p> <p>Children who have special needs in literacy (Davies method), including dyslexia, will be identified and support programmes will be identified and implemented for them in Years 1-3.</p> <p>Students will be identified who have special needs, including gifted and talented. A range of teaching strategies will be implemented by teachers</p>	<p>Effective summative and formative assessment practices will continue to identify, monitor and support students who may be at risk academically.</p> <p>To raise the rate of progress for all students identified at-risk of not achieving the National Standard in reading, writing and maths</p> <p>To increase the number of students achieving at or above the national standard in reading, writing and maths</p> <p>Children who have special needs in literacy (Davies method), including dyslexia, will be identified and support programmes will be identified and implemented for them in Years 1-3.</p> <p>Students will be identified who have special needs, including gifted and talented. A range of teaching strategies will be implemented by teachers</p>	<p>Effective summative and formative assessment practices will continue to identify, monitor and support students who may be at risk academically.</p> <p>To raise the rate of progress for all students identified at-risk of not achieving the National Standard in reading, writing and maths</p> <p>To increase the number of students achieving at or above the national standard in reading, writing and maths</p> <p>Children who have special needs in literacy, including dyslexia (Davies method), will be identified and support programmes will be identified and implemented for them in Years 1-3.</p> <p>Students will be identified who have special needs, including gifted and talented. A range of teaching strategies will be implemented by teachers</p>

Identify students and groups of students	<p>within class programmes. Support programmes will be delivered in collaboration with other teachers and/or teacher aides.</p> <p>The school will work with external agencies to implement strategies of support for students with special needs where they meet the criteria. Aspects of the curriculum which require special attention will be identified, actioned and monitored especially in literacy and numeracy.</p>	<p>within class programmes. Support programmes will be delivered in collaboration with other teachers and/or teacher aides.</p> <p>The school will work with external agencies to implement strategies of support for students with special needs where they meet the criteria. Aspects of the curriculum which require special attention will be identified, actioned and monitored especially in literacy and numeracy.</p>	<p>within class programmes. Support programmes will be delivered in collaboration with other teachers and/or teacher aides.</p> <p>The school will work with external agencies to implement strategies of support for students with special needs where they meet the criteria. Aspects of the curriculum which require special attention will be identified, actioned and monitored especially in literacy and numeracy.</p>	<p>within class programmes. Support programmes will be delivered in collaboration with other teachers and/or teacher aides.</p> <p>The school will work with external agencies to implement strategies of support for students with special needs where they meet the criteria. Aspects of the curriculum which require special attention will be identified, actioned and monitored especially in literacy and numeracy.</p>	<p>within class programmes. Support programmes will be delivered in collaboration with other teachers and/or teacher aides.</p> <p>The school will work with external agencies to implement strategies of support for students with special needs where they meet the criteria. Aspects of the curriculum which require special attention will be identified, actioned and monitored especially in literacy and numeracy.</p>
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**NEP 6: Improving Outcomes for Maori Students at Risk**

<b>Objective</b>	<b>2009 Actions</b>	<b>2010 Actions</b>	<b>2011 Actions</b>	<b>2012 Actions</b>	<b>2013 Actions</b>
4) Develop policies, plans, and targets for improving the achievement of Maori Students	<p>Identification of Maori students at the time of enrolment.</p> <p>Support for our Maori students and families at times of transition points.</p> <p>Student's academic progress will be highlighted and recorded in class data books.</p> <p>Maori students' assessment</p>	<p>Identification of Maori students at the time of enrolment.</p> <p>Support for our Maori students and families at times of transition points.</p> <p>Student's academic progress will be highlighted and recorded in class data books.</p> <p>Maori students' assessment</p>	<p>Identification of Maori students at the time of enrolment.</p> <p>Support for our Maori students and families at times of transition points.</p> <p>Student's academic progress will be highlighted and recorded in class data books.</p> <p>Maori students' assessment</p>	<p>Identification of Maori students at the time of enrolment.</p> <p>Support for our Maori students and families at times of transition points.</p> <p>Student's academic progress will be highlighted and recorded in class data books.</p> <p>Maori students' assessment</p>	<p>Identification of Maori students at the time of enrolment.</p> <p>Support for our Maori students and families at times of transition points.</p> <p>Student's academic progress will be highlighted and recorded in class data books.</p> <p>Maori students' assessment</p>

<p>Develop policies, plans, and targets for improving the achievement of Maori Students</p>	<p>data will be reviewed, reported on to the BOT and the Maori community, and plans and programmes will be put in place to support them.</p> <p>Continuous emphasis in the Units of Inquiry will be made to include te Reo Maori and nga tikanga Maori in the UOI.</p> <p>To ensure that whanau and teachers have high expectation for our Maori students, and that our Maori students have high expectation for themselves.</p> <p>Ensure regular monitoring of our students in English and maths to enable and support them to reach the National expectation.</p>	<p>data will be reviewed, reported on to the BOT and the Maori community and plans and programmes will be put in place to support them.</p> <p>Continuous emphasis in the Units of Inquiry will be made to include te Reo Maori and nga tikanga Maori in the UOI.</p> <p>To ensure that whanau and teachers have high expectation for our Maori students, and that our Maori students have high expectation for themselves.</p> <p>Ensure regular monitoring of our students in English and maths to enable and support them to achieve at or above the National Standards</p>	<p>data will be reviewed, reported on to the BOT and the Maori community, and plans and programmes will be put in place to support them.</p> <p>Continuous emphasis in the Units of Inquiry will be made to include te Reo Maori and nga tikanga Maori in the UOI.</p> <p>To ensure that whanau and teachers have high expectation for our Maori students, and that our Maori students have high expectation for themselves.</p> <p>Ensure regular monitoring of our students in English and maths to enable and support them to achieve at or above the National Standards</p> <p>To ensure our Maori students are supported and engaged in their learning and are achieving educational success.</p> <p>Whanau will be supported in knowing their achievement of their</p>	<p>data will be reviewed, reported on to the BOT and the Maori community, and plans and programmes will be put in place to support them.</p> <p>Continuous emphasis in the Units of Inquiry will be made to include te Reo Maori and nga tikanga Maori in the UOI.</p> <p>To ensure that whanau and teachers have high expectation for our Maori students, and that our Maori students have high expectation for themselves.</p> <p>Ensure regular monitoring of our students in English and maths to enable and support them to achieve at or above the National Standards</p> <p>To ensure our Maori students are supported and engaged in their learning and are achieving educational success.</p> <p>Whanau will be supported in knowing their achievement of their</p>	<p>data will be reviewed, reported on to the BOT and the Maori community, and plans and programmes will be put in place to support them.</p> <p>Continuous emphasis in the Units of Inquiry will be made to include te Reo Maori and nga tikanga Maori in the UOI.</p> <p>To ensure that whanau and teachers have high expectation for our Maori students, and that our Maori students have high expectation for themselves.</p> <p>Ensure regular monitoring of our students in English and maths to enable and support them to achieve at or above the National Standards</p> <p>To ensure our Maori students are supported and engaged in their learning and are achieving educational success.</p> <p>Whanau will be supported in knowing their achievement of their</p>
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	<p>To provide support programmes for our Maori students who have been identified as needing additional support through special needs or for being gifted and talented.</p> <p>Continue to look at research and engage in professional discussions to strengthen the programmes which support our Maori students.</p>	<p>To provide support programmes for our Maori students who have been identified as needing additional support through special needs or for being gifted and talented.</p> <p>Continue to look at research and engage in professional discussions to strengthen the programmes which support our Maori students.</p>	<p>children, their next steps and how they can support them in their learning</p> <p>To provide support programmes for our Maori students who have been identified as needing additional support through special needs or for being gifted and talented.</p> <p>Continue to look at research and engage in professional discussions to strengthen the programmes which support our Maori students.</p>	<p>children, their next steps and how they can support them in their learning</p> <p>To provide support programmes for our Maori students who have been identified as needing additional support through special needs or for being gifted and talented.</p> <p>Continue to look at research and engage in professional discussions to strengthen the programmes which support our Maori students.</p>	<p>children, their next steps and how they can support them in their learning</p> <p>To provide support programmes for our Maori students who have been identified as needing additional support through special needs or for being gifted and talented.</p> <p>Continue to look at research and engage in professional discussions to strengthen the programmes which support our Maori students.</p>
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**NEP 7: Providing Career Guidance**

<b>Objective</b>	<b>2009 Actions</b>	<b>2010 Actions</b>	<b>2011 Actions</b>	<b>2012 Actions</b>	<b>2013 Actions</b>
5) Provide Career Education and guidance for students	Our student's career education will be provided at Year 7-8 through our UOI. They will include primary resources, life-skills and transition to future study.	Our student's career education will be provided at Year 7-8 through our UOI. They will include primary resources, life-skills and transition to future study.	Our student's career education will be provided at Year 7-8 through our UOI. They will include primary resources, life-skills and transition to future study.	Our student's career education will be provided at Year 7-8 through our UOI. They will include primary resources, life-skills and transition to future study.	Our student's career education will be provided at Year 7-8 through our UOI. They will include primary resources, life-skills and transition to future study.

## **National Administration Guideline 2 Documentation and Self Review Planning**

**Each Board of Trustees, with the Principal and teaching staff, is required to:**

- (i) develop a strategic plan which documents how they are giving effect to the National Education Guidelines through their policies, plans and programmes, including those for curriculum, National Standards, assessment and staff professional development;
- (ii) maintain an on-going programme of self-review in relation to the above policies, plans and programmes, including evaluation of information on student achievement;
- (iii) report to students and their parents on the achievement of individual students, and to the school's community on the achievement of students as a whole and of groups (identified through 1(iii) above) including the achievement of Maori students against the plans and targets referred to in 1(v) above.

### **NAG 2A**

Where a school has students enrolled in years 1-8, the board of trustees, with the principal and teaching staff, is required to use National Standards to:

- (a) report to students and their parents on the student's progress and achievement in relation to National Standards. Reporting to parents in plain language in writing must be at least twice a year;
- (b) report school-level data in the board's annual report on National Standards under three headings:
  - i. school strengths and identified areas for improvement;
  - ii. the basis for identifying areas for improvement; and
  - iii. planned actions for lifting achievement.
- (c) report in the board's annual report on:
  - i. the numbers and proportions of students at, above, below or well below the standards, including by Māori, Pasifika and by gender (where this does not breach an individual's privacy); and
  - ii. how students are progressing against the standards as well as how they are achieving.

These requirements do not apply to boards of trustees that are working towards implementing *Te Marautanga o Aotearoa* until 2 February 2011.

For the avoidance of doubt, the first annual report to which subclauses (b) and (c) apply is that which reports on the 2011 school year, except for boards of trustees that are working towards implementing *Te Marautanga o Aotearoa* when the relevant report is that which reports on the 2012 school year.

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NEP 8 They will also report on the progress of groups of students identified in these National Education Priorities.

**Self Review is a focus at Glendowie Primary School. The documents that show the focus on self review and which form part of our charter are:**

- The Strategic Plan 2009-2013.
- Triennial Effectiveness Review Programme.
- Policies and essential agreements reviewed triennially on curriculum, assessment and reporting.
- 2009-2011 Three Year Planner for Self Review.
- Long Term Curriculum Development Plan 2009-2013.

### **National Administration Guideline 3 Personnel and Employer Responsibilities**

According to the legislation on employment and personnel matters, each Board of Trustees is required in particular to:

- (i) develop and implement personnel and industrial policies, within policy and procedural frameworks set by the Government from time to time, which promote high levels of staff performance, use educational resources effectively and recognise the needs of students;
- (ii) be a good employer as defined in the State Sector Act 1988 and comply with the conditions contained in employment contracts applying to teaching and non-teaching staff.

**The 5 Year Strategic Goals are:**

- Provide staff to support our program for children with special needs and abilities.
- To provide Professional Development to up- skill teachers in numeracy and literacy.
- To provide Professional Development to up-skill teachers in the Primary Years programme (PYP) and in accordance with the PYP Strategic Plan.
- To provide Professional Development to up- skill teachers in knowledge about the implementation of the NZ curriculum.

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- To review our Performance Management systems including the inclusion of performance indicators for Units of Responsibilities and the Principal New Professional Standards.
- To provide professional development opportunities for staff as a result of appraisal recommendations.
- To implement changes in the Employment Relations Act.
- To implement changes for Support Staff in accordance with new conditions in their Collective Contracts.
- To monitor Professional Development opportunities to allow time for new learning and initiatives to be embedded in the learning culture of the school.
- To ensure all staff are appraised using appropriate and relevant processes.
- To identify ways of staffing specialist teachers especially in terms of Music and the Arts.
- To review our Personnel policies as part of our 3 year review cycle.
- To review class sizes each year with a focus on reduced workload for teachers and improved learning opportunities for students.
- To continue to focus on looking at ways to support teachers ensuring that the teacher workload is focussed and streamlined ensuring cohesion and consistency.
- To develop an EEO plan annually and report on the outcomes.
- To support our staff in their pursuit of tertiary qualifications.

#### **NAG 4 Financial and Property Management**

According to legislation on financial and property matters, each Board of Trustees is also required in particular to:

- (i) allocate funds to reflect the school's priorities as stated in the charter;
- (ii) monitor and control school expenditure, and ensure that annual accounts are prepared and audited as required by the Public Finance Act 1989 and the Education Act 1989;
- (iii) comply with the negotiated conditions of any current asset management agreement, and implement a maintenance programme to ensure that the school's buildings and facilities provide a safe, healthy learning environment for students.

#### **The 5 Year Strategic Goals are:**

- To redevelop the senior playground including sun shade.
- To continually purchase and replenish classroom furniture.
- To implement a painting maintenance programme for the school interior.
- Modernising and maintaining the hall foyer.
- To develop and implement a plan for extending playground usability for all seasons e.g. all weather grass areas.

- To implement a building programme around improved facilities for the gymnasium e.g. bleacher seating.
- To ensure that sufficient classrooms are applied for and built to accommodate our in zone students.
- To build an Arts facility e.g. an auditorium.
- To improve the water temperature in the pool area e.g. solar heating.
- To resurface and mark the school courts.
- To ensure the property items, both capital and maintenance, from our 10 year property plan are planned for and purchased.
- To fund and support our ICT strategic Plan with a focus on increased numbers of data projectors, interactive whiteboards, scanners, and computer hardware.
- To continually investigate and budget for new and improved technologies which will support the teaching and learning programme.
- The ongoing development of the bank area which suffered from subsidence in 2008.
- To review the schools 10 year property plan and update where necessary.
- To review the finance and property policies as part of the 3 year review cycle.
- To furnish and resource the new library, Information Centre, Art Room and Intermediate block with furniture and resources.
- To continue to align PTA fundraising with BOT and staff priorities.
- To use an outside fundraiser to assist with grant applications for building and additional resources.
- To finance the objectives as outlined in the strategic and annual plans.
- To ensure that the annual financial statements are prepared each year in accordance with generally accepted accounting practice and audited and reported on in terms of the Public Finance Act, the Auditor General and Ministry of Education (MOE) requirements.
- To ensure all MOE initiatives and funding opportunities are applied for and initiated e.g. staffing, property, heat light and water etc.

## **NAG 5 Health and Safety**

Each Board of Trustees is also required to:

- (i) provide a safe physical and emotional environment for students;
- (ii) promote healthy food and nutrition for all students;
- (iii) where food and beverages are sold on school premises, make only healthy options available; and

(iv) comply in full with any legislation currently in force or that may be developed to ensure the safety of students and employees.

**The 5 Year Strategic Goals are:**

- To finalise a school travel plan with the ARC
- To upgrade all staff first Aide certificates
- To review all health and safety policies as part of the 3 Year review cycle
- To continue to review our behaviour management policies and procedures
- To induct new staff in work safe school practices
- To yearly review with the staff our hazard identification plan
- To yearly review and update our pandemic plan
- To continue training for fire and evacuation wardens
- To implement the :Sheltering in Place Drill
- To ensure our hazard plan checklist is implemented in accordance with our plan.
- To monitor playground safety through our accident registers
- To comply with general legislation and monitor change
- To implement new MOE guidelines on EOTC
- To implement our biennial consultation in health with the community and implement changes
- Review all emergency procedures, policies, and school resources

- To ensure our students have positive environmental attitudes to recycling and keeping our grounds litter free
- To ensure that the learning programme has a continual focus on health promoting practices in accordance with our Delivery of the Health Curriculum statement
- To continue to introduce health and safety guidelines ,using ACC, Think Safe, MOE and NZSTA resources and fulfilling all Health and Safety in Employment procedures

### **NAG 6 Administration and Legislation**

Each Board of Trustees is also expected to comply with all general legislation concerning requirements such as attendance, the length of the school day, and the length of the school year.

1 including gifted and talented students

#### **The 5 Year Strategic Goals are:**

- To comply with all general legislation concerning requirements such as attendance, length of school day and length of school year.
- Monitor new legislation and make any changes necessary because of new legislation.
- Lodge an updated copy of the school charter each year .

19 September 2008, 21st February 2011

**Strategic Curriculum Development Plan**

Reviews	2009	2010	2011	2012	2013
<b>Major Curriculum Focus</b>	<b>Science and Technology</b>	<b>Maths &amp; Statistics and English</b>	<b>Social Sciences</b>	<b>Health &amp;PE.</b>	<b>The Arts</b>
<b>Literacy</b>	<p><b>Annual Report</b> Reporting on progress and achievement targets in reading and writing in relation to the National standards.</p> <p><b>BOT Report (ongoing)</b> Report data will include the following assessments:</p> <ul style="list-style-type: none"> <li>- Duncan Year 1</li> <li>- Observation Survey Yr 2</li> <li>- AsTTle</li> <li>- Peters Spelling</li> <li>- Probe Reading Comp.</li> <li>- PAT in Literacy</li> <li>- Special Needs Report</li> <li>- Reading Progressions</li> </ul>	<p><b>Annual Report</b> Reporting on progress and achievement targets in reading and writing in relation to the National standards.</p> <p><b>BOT Report (ongoing)</b> Report data will include the following assessments:</p> <ul style="list-style-type: none"> <li>- Duncan Year 1</li> <li>- Observation Survey Yr 2</li> <li>- AsTTle</li> <li>- Peters Spelling</li> <li>- Probe Reading Comp.</li> <li>- PAT in Literacy</li> <li>- Special Needs Report</li> </ul> <p>Reading Progressions</p>	<p><b>Annual Report</b> Reporting on progress and achievement targets in reading and writing in relation to the National standards.</p> <p><b>BOT Report (ongoing)</b> Report data will include the following assessments:</p> <ul style="list-style-type: none"> <li>- Duncan Year 1</li> <li>- Observation Survey Yr 2</li> <li>- AsTTle</li> <li>- Peters Spelling</li> <li>- Probe Reading Comp.</li> <li>- PAT in Literacy</li> <li>- Special Needs Report</li> </ul> <p>Reading Progressions</p>	<p><b>Annual Report</b> Reporting on progress and achievement targets in reading and writing in relation to the National standards.</p> <p><b>BOT Report (ongoing)</b> Report data will include the following assessments:</p> <ul style="list-style-type: none"> <li>- Duncan Year 1</li> <li>- Observation Survey Yr 2</li> <li>- AsTTle</li> <li>- Peters Spelling</li> <li>- Probe Reading Comp.</li> <li>- PAT in Literacy</li> <li>- Special Needs Report</li> </ul> <p>Reading Progressions</p>	<p><b>Annual Report</b> Reporting on progress and achievement targets in reading and writing in relation to the National standards.</p> <p><b>BOT Report (ongoing)</b> Report data will include the following assessments:</p> <ul style="list-style-type: none"> <li>- Duncan Year 1</li> <li>- Observation Survey Yr 2</li> <li>- AsTTle</li> <li>- Peters Spelling</li> <li>- Probe Reading Comp.</li> <li>- PAT in Literacy</li> <li>- Special Needs Report</li> </ul> <p>Reading Progressions</p>

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<b>Maths and Statistics</b>	<p><b>Annual Report</b> Reporting on progress and achievement targets in relation to the National standards.</p> <p><b>BOT Report (ongoing)</b> Report data will include the following assessments:</p> <ul style="list-style-type: none"> <li>- PAT</li> <li>- AsTTle</li> <li>- I KAN</li> <li>- GLOSS</li> </ul>	<p><b>Annual Report</b> Reporting on progress and achievement targets in relation to the National standards.</p> <p><b>BOT Report (ongoing)</b> Report data will include the following assessments:</p> <ul style="list-style-type: none"> <li>- PAT</li> <li>- AsTTle</li> <li>- I KAN</li> <li>- GLOSS</li> </ul>	<p><b>Annual Report</b> Reporting on progress and achievement targets in relation to the National standards. →</p> <p><b>BOT Report (ongoing)</b> Report data will include the following assessments:</p> <ul style="list-style-type: none"> <li>- PAT</li> <li>- AsTTle</li> <li>- I KAN</li> <li>- GLOSS</li> </ul>	<p><b>Annual Report</b> Reporting on progress and achievement targets in relation to the National standards. →</p> <p><b>BOT Report (ongoing)</b> Report data will include the following assessments:</p> <ul style="list-style-type: none"> <li>- PAT</li> <li>- AsTTle</li> <li>- I KAN</li> <li>- GLOSS</li> </ul>	<p><b>Annual Report</b> Reporting on progress and achievement targets in relation to the National standards.</p> <p><b>BOT Report (ongoing)</b> Report data will include the following assessments:</p> <ul style="list-style-type: none"> <li>- PAT</li> <li>- AsTTle</li> <li>- I KAN</li> <li>- GLOSS</li> </ul>
<b>Additional Focus</b>	<p>Readiness and preparation for:</p> <ol style="list-style-type: none"> <li>1. ERO</li> <li>2. PYP evaluation.</li> </ol>	<p>Implementing recommendations :</p> <ol style="list-style-type: none"> <li>1. ERO and IB evaluation.</li> </ol>	<ol style="list-style-type: none"> <li>1. Languages Review</li> </ol>	<p>Readiness and preparation for:</p> <ol style="list-style-type: none"> <li>1. ERO</li> <li>2. PYP evaluation.</li> </ol>	<p>Implementation of recommendations from:</p> <ol style="list-style-type: none"> <li>1. ERO and IB evaluation.</li> </ol>
<b>Staff Development and Contract Focus</b>	<ul style="list-style-type: none"> <li>• Implementing NZ curriculum</li> <li>• Written Language.</li> <li>• PYP Assessment.</li> <li>• Portfolios/ student led conferences</li> </ul>	<ul style="list-style-type: none"> <li>• Implementing the NZ curriculum</li> <li>• Numeracy.</li> </ul>	<p>Focus</p> <ul style="list-style-type: none"> <li>• Reading</li> </ul> <p>Other</p> <ul style="list-style-type: none"> <li>• writing</li> <li>• Maths</li> <li>• PYP focus.</li> </ul>	<p>Focus</p> <ul style="list-style-type: none"> <li>• Maths</li> </ul> <p>Other</p> <ul style="list-style-type: none"> <li>• Reading &amp; Writing</li> <li>• Thinking Skills .</li> <li>• PYP</li> </ul>	<p>Focus</p> <ul style="list-style-type: none"> <li>• Maths</li> </ul> <p>Other</p> <ul style="list-style-type: none"> <li>• Reading &amp; Writing</li> <li>• Thinking Skills .</li> <li>• PYP</li> </ul>

## TRIENNIAL EFFECTIVENESS REVIEW PROGRAMME

**Objective to review policies, programmes and targets on a regular cycle.**

### **Documentation**

Annual Review of Strategic Plan Objectives  
Annual Review of EEO Plan  
Annual Review of Staff Development Plan  
Annual Review of 10 Year Property Plan  
Annual Staff Appraisal  
Annual Review of literacy and numeracy  
Triennial Review of Enrolment Scheme  
Annual Review of Management Achievement  
Annual Review on school-level data in relation to the National Standards including area of variance, and targets for student progress and student achievement

### **Triennial**

Curriculum review in Learning Areas  
Policy Review under each NAG  
Review of ICT Strategic Plan  
Review of School Library Plan  
Review of Quality Management Handbook  
Review of PYP Evaluation Plan

**2009-2011 Three Year Planner for Self Review**

<p><b>2009</b></p>	<p><b>NZ Curriculum Implementation</b></p> <ul style="list-style-type: none"> <li>• Review of QMHB</li> <li>• Curriculum Focus Plan–Science and Technology</li> <li>• ERO visit and IB Evaluation Visit</li> <li>• Reviewing Annual Curriculum Objectives 2008</li> </ul>	<p align="center">⇒</p> <ul style="list-style-type: none"> <li>• Setting Annual Curriculum Objectives 2009</li> </ul>	<p align="center">⇒</p> <ul style="list-style-type: none"> <li>• Review of NAG 4 Finance Policies</li> <li>• Review of FFP policy</li> <li>• Review of Enrolment scheme</li> </ul>	<p align="center">⇒</p> <ul style="list-style-type: none"> <li>• Review of Curriculum Focus Science</li> <li>• Health Consultation with the community</li> <li>• Consultation with the Maori community</li> <li>• Reviewing Strategic Plan</li> <li>• Review of Annual Plans</li> <li>• Review of some Health and Safety Policies- NAG 5</li> </ul>
<p><b>2010</b></p>	<p><b>NZ Curriculum Implementation</b></p> <ul style="list-style-type: none"> <li>• B.O.T. Elections</li> <li>• Initiate Trustee Training</li> <li>• Curriculum Focus –English &amp; Maths</li> <li>• NAG 4 Finance Policies Review</li> <li>• ERO and IB recommendations implemented</li> <li>• Reviewing Annual Curriculum Objectives 2009</li> </ul>	<p align="center">⇒</p> <ul style="list-style-type: none"> <li>• Induction of new BOT</li> <li>• Review of sub committees job descriptions</li> <li>• BOT Code of Conduct</li> <li>• NAG 4 Review of Personnel Policies</li> <li>• Setting Annual Curriculum Objectives 2010</li> </ul>	<p align="center">⇒</p> <ul style="list-style-type: none"> <li>• NAG 2 Self Review policies</li> <li>• NAG 5 Review of some Health and Safety Policies</li> </ul>	<p align="center">⇒</p> <ul style="list-style-type: none"> <li>• NAG 6 Review of some policies</li> <li>• Review of Curriculum Focus - Social Sciences</li> <li>• Review of Annual Plans</li> <li>• Reviewing Strategic Plan</li> </ul>
<p><b>2011</b></p>	<ul style="list-style-type: none"> <li>• Curriculum Focus Social Sciences</li> <li>• Reviewing Annual Curriculum Objectives 2011</li> </ul>	<ul style="list-style-type: none"> <li>• NAG 5 Some Health and Safety Policies reviewed</li> <li>• Setting Annual Curriculum Objectives 2011</li> </ul>	<ul style="list-style-type: none"> <li>• ICT Strategic Plan Presented</li> <li>• Review of FFP policy</li> <li>• NAG 5 Review of some Health and Safety Policies</li> <li>• Review of Management Policies</li> </ul>	<ul style="list-style-type: none"> <li>• NAG 6 Review some Legislation and Community Policies</li> <li>• Health Consultation with the community</li> <li>• Consultation with the Maori community</li> <li>• Review of Annual Plans</li> <li>• Reviewing Strategic Plan</li> <li>• Review of Curriculum Focus Health and Physical Well Being.</li> </ul>