



**Newton Central School - 1392  
Charter, Targets, Strategic &  
Annual Plan  
2008**

**VISION**

**A caring school community founded upon a tiriti based relationship that nurtures enthusiastic learners, values diversity and celebrates success.**

**He hapori Kura, ë, ko tona tü e whai pütake ana ki të tiriti hei atawhainga akonga tåkare; ä, e kaingäkaunui ana ki ngä tini ähuatanga rerenga kë, anä e whakanui ana hoki i ngä angitunga pukumahi.**

**MISSION STATEMENT:**

*We value* the ethnic and cultural diversity of Newton Central School.

*We expect* our pupils to reach their potential in all academic, social, cultural and physical aspects of the New Zealand Curriculum.

*We encourage* our pupils to keep, or learn, the languages, and cultures of their families, and believe the sharing of such knowledge will enhance their cultural awareness and tolerance of others.

*We believe* our pupils will develop high self-esteem and become part of a unique inner-city culture which will enrich the multi-cultural Aotearoa of their future.

**Values of the School**

- A school community where të tiriti o Waitangi is the foundation document.
- A school community where guardianship/kaitiakitanga and care of the environment/taiao is valued and practiced.
- A school community where all contributions will be valued.
- A school community where a whänau culture is encouraged and supported
- A school community where there is trust, honesty and integrity
- A school community where respect, care and compassion are demonstrated
- A school community where children develop the pride and confidence to stand strong in the world
- A school community where effort, diligence and achievement will be acknowledged
- A school community where Te reo Maori me öna tikanga are integral.

## LOCAL GOALS

- The provision of immersion education for Maori
- The provision of Fanau Pasifika education opportunities
- The extension of the Permaculture development – ‘Enviro Schools Project’
- ‘Towards a bilingual / bicultural school’
- The provision of high quality teaching and learning
- Lower pupil / teacher ratios – small class sizes
- The retention, development and recruitment of quality teachers
- Enthusiastic Learners
- Community Partnership
- A community of Learners
- An equal partnership with Maori
- Home / School partnership
- Diversity & difference – retention of our Multicultural school community
- Celebration of difference, diversity and success
- ‘Recognition of Newton as a Special Character School’
- Board of Trustees – representing school’s diversity
- Quality resources and equipment
- Beautiful physical environment with well maintained property and grounds
- Strategic Management of Growth

## NEWTON CENTRAL SCHOOL: 2008-2012 STRATEGIC PLAN – DRAFT FOR FINAL CONSULTATION

|   | NAG Area   | 2008  | 2009                                  | 2010                             |   | 2011 | 2012                              |
|---|------------|---|---------------------------------------|----------------------------------|---|------|-----------------------------------|
| CARE FOR THE ENVIRONMENT: minimise negative impacts<br>CARE FOR THE PEOPLE. | Curriculum | Revised curriculum – review and development of Curriculum NCS | integrate environment into curriculum |                                  | full school bilingual/bicultural programme implementation |      |                                   |
|   |            | develop unit about Takaparawhau                               |                                       | integrate Treaty into curriculum |   |      |                                   |
|   |            | integrate te reo/ tikanga into curriculum                     |                                       |                                  |   |      | need academic achievement targets |
| Planning & Review   |            | identify achievement indicators                               |                                       |                                  |   |      |                                   |
|   |            | identify achievement indicators                               |                                       |                                  |   |      |                                   |

|                    |  |  |  |   |  |   |
|--------------------|--|--|--|---|--|---|
|                    |  | detailed plan for bilingual/bicultural                         |  |   |  |   |
| Maori Education    |  | support Orakei satellite develop Yr 7/8 initiative             |  |   |  |   |
| Personnel & Employ |  | PD focus on te reo   | PD at Orakei Marae                           | all teaching staff can converse in te reo   |  | <b>all staff can converse in te reo</b> |
| Finance            |  | financial costs identified                                     |  |   |  |   |
|                    |  | financial costs identified                                     |  |   |  |   |
|                    |  | financial costs identified                                     |  |   |  |   |
| Property           |  | Support nursery at Orakei?                                     |  |   |  |   |
|                    |  | develop adventure playground; covered wet time play area; safe |  | withdrawal space for special needs students |  | <b>whare nui, fale</b>                  |
| Health & Safety    |  | policy/procedures incl environment                             |  |   |  |   |
|                    |  | cultural safety issues identified                              |  |   |  |   |
|                    |  |  |  |   |  |   |
| Governance         |  | adopt policies   |  |   |  |   |
|                    |  | review structure in relation to Treaty                         | continue to develop relationship with Orakei |   |  |   |
|                    |  | Trustees develop te reo/tikanga competencies                   |  |   |  |   |

## **STRATEGIC GOALS**

### **Curriculum - (NP) – National Goals**

- Improved student achievement for all students across all curriculum areas success for all (NP)
- Priority given to Literacy & Numeracy in Years 1 – 4 (NP)
- Improved outcomes for students at risk (NP)
- Improved outcomes for Maori (NP)
- Improved outcomes for Pacific Nation (NP)
- To provide quality teaching and learning by ensuring on-going, monitoring, assessment, reflection, review and 'best practice'. (NP)
- Improved reporting on assessment, analysis and strategic curriculum goals. (NP)
- To provide a safe learning environment that promotes the core values of Newton Central School (NP)
  
- To provide programmes which cater for individual/group needs and abilities
  
- To extend and develop the capability for the integration of ICT across curriculum by the provision of quality professional development and equipment
- To encourage the development of skills and enthusiasm for life long learning
- To provide inclusive education for children with special needs
- To ensure that the community's cultural diversity is reflected in the curriculum
- To promote gender equity across school programmes and practice.
- To reinforce and further develop the philosophy of relationships between the nurturing and growth of the child and the whenua.

**WHOLE SCHOOL REVIEW AND DEVELOPMENT OF VISION, VALUES, PHILOSOPHY & PEDAGOGY IN THE COMPILATION OF A CURRICULUM PROGRAMME GUIDING DOCUMENT THAT REFLECTS THE UNIQUE NATURE OF NCS – 3 Year Cycle across curriculum**

**DEVELOPMENT OF A PHILOSOPHY AND PRACTICE OF ASSESSMENT TO INFORM AND IMPROVE TEACHING AND LEARNING – AN ANNUAL ASSESSMENT PLAN THAT IDENTIFIED INDIVIDUAL, CLASS, WHOLE SCHOOL AND SPECIFIC GROUP NEEDS/PROGRESS AND ACHIEVEMENT – ALSO INFORMS PROFESSIONAL DEVELOPMENT**

**'TOWARDS A BILINGUAL / BICULTURAL SCHOOL' – RESEARCH, INFORMATION & DEVELOPMENT REGARDING EFFECTIVE, RELEVANT AND UP-TO-DATE PEDAGOGY AND METHODOLOGY IN THE DEVELOPMENT OF A BICULTURAL/BILINGUAL TEACHING AND LEARNING PROGRAMME AND CULTURALLY RELEVANT ASSESSMENT TOOLS**

**OUTCOME: A Comprehensive guiding philosophy, pedagogy methodology and curriculum guiding document with clear achievement expectations and planned assessment tools and strategies to improve teaching and learning – planned review and development cycle**

### **Property**

- Property developments improve conditions for teaching and learning and the health and safety of children
  
- The Library is developed as a centre of literacy and information
  
- Environment enhancement & beautification – gardens, murals, maintenance & sustainability – environmental schools project
  
- Risk & harm minimisation
  
- Effective property management and maintenance – a clean, safe and well maintained physical environment
  
- To identify and respond to community needs and aspirations – cultural appropriate design and use of facilities
  
- Improved standard of field and bottom court to ensure full utilisation of the area

#### **PROJECT PRIORITIES 2008:**

- Special Needs property Modifications – completed by July 2008
  
- A senior school playground
  
- New resource storage area with increased capacity – integrating Maths and arts equipment
  
- Rehousing of PE and Music equipment
  
- More central cleaners /rubbish room
  
- New Property – Year 7 & 8 bilingual – 2 rooms if possible – additional used as multi-purpose / wharenui until such time as growth needs
  
- Modernisation of old resource room to junior classroom space

#### **STRATEGIC:**

- Development of a comprehensive 10 year maintenance and property plan
- Identified project priorities time-lined into new 5 Year Plan
- Infrastructure assessment undertaken and capacity development written into 5 year plan

## Finance

- Give priority to teaching and learning in all aspects of financial management and budget
- Prioritise lower teacher / pupil ratio in budget allocation
- To provide and manage up to date, effective needs based resources in accordance with the strategic plan
- Unqualified Audit Opinion
- Business community sponsorship
- Increase income from sign lease – review contract
- Review and improve fundraising / local funds income
  - Improve response to expectation around payment of donation
  - Improved Working Capital Surplus - \$15,000 at 2008 year end

**Asset Management: Review Asset Register – data entry and inspection – improve for ease of identification and tracking of assets.**

## Self Review & Planning

- To ensure school processes and programmes honour Te tiriti o Waitangi.
- Implement Planning & reporting requirements
- Undertake Community consultation
- On-going reflection and self review
- Positive ERO reports & participation
- Report to the community on local curriculum targets and achievement
- Report to the Maori community on progress and achievement and planned improvement strategies
- Report to the Pacific Nation community on progress and achievement and planned improvement strategies
- Annual exit interviews / research with Year 6 children – feedback on perceptions and future developments
- Recognition of Newton as a ‘special character school’
- Strategic planning – comprehensive consultation – including Ngati Whatua – mana whenua; Maori school community; parent community; business community & wider community
- BOT induction and development
- Review policy manual, identify priorities for specific policy and procedure review

**STRENGTHENING PASIFIKA COMMUNITY ENGAGEMENT & PARTICIPATION TO SUPPORT DEVELOPMENTS, PROGRESS AND ACHIEVEMENT OF STUDENTS AND OWNERSHIP OF PROJECTS AND INITIATIVES**

**INCREASING COMMUNITY CAPABILITY – PARENTS AS TEACHERS / RELATIONSHIPS WITH TEACHERS AND SHARING OF VISION, HOPES AND ASPIRATIONS**

**REVIEW AND UP-DATE / RATIONALIZE BOT POLICY & PROCEDURE FOLDER**

## Personnel

- To value staff and ensure continued professional development
- To encourage the recruitment and retention of staff that reflect our cultural diversity
- The retention, development and recruitment of quality staff
- Effective appraisal and support programme
- Provide effective leadership
- Clear and high expectation of behaviour and communication process for conflict resolution
- Capacity and capability building of staff to support career development – ‘towards leadership’
- Encourage & support ongoing knowledge and qualification development – ‘towards masters’

**REVIEW & STRENGTHEN PERFORMANCE APPRAISAL PROCEDURES AND RESPONSE – FOCUS ON DEVELOPMENT AND IMPROVEMENT – INFORMS PROFESSIONAL DEVELOPMENT PLANNING and IMPROVED TEACHING AND LEARNING**

## Community - Community Participation and Reflection

- To provide a physical environment which meets the differing cultural needs of the school community
- To provide an environment which encourages and supports community participation
- To ensure community hopes and aspirations are reflected in school planning and implementation
- To maintain an administrative culture that values consultation, collaboration and accountability
- The Kura will continue to sustain the partnership between Te Whao Urutaki and BOT to recognise the continuing relationship between Kawanatanga and tino rangatiratanga.
- Active acknowledgement of Ngati Whatua as mana whenua – Te Hapai Heru – Ngati Whatua Education Strategy.

**STRENGTHENING FANAU PASIFIKA – POWER SHARING RELATIONSHIP WITH PI COMMUNITY – NETWORKING: SUSTAINABILITY – BUILDING COMMUNITY CAPACITY**

**SUPPORTING THE INDEPENDENCE AND RECOGNITION OF TE KURA A IWI O NGATI WHATUA KI ORAKEI**

**EMPOWERING PARENTS AS FIRST TEACHERS – PROVIDING DEVELOPMENT SKILLS FOR SUPPORTING STUDENTS**

## Health & Safety

- To do no harm
  - Undertake Community Health Consultation
  - Provide a safe, clean, caring, physical, emotional, spiritual & cultural environment
  - Pro-active education and action on health & safety issues and concerns
  - Effective risk management & hazard identification
  - Implementation of 'cultural safety statements into policy'
- REVIEW OF PANDEMIC PLANNING PROCEDURES

## Maori Education

- Partnership, - to further develop the partnership between Te Whao Uru Taki – the Maori community representative group – and the Board of Trustees
  - Quality Maori immersion education
  - To identify and respond to community needs and aspirations
  - Maori language in mainstream
  - Active participation by the Maori community in the day to day and corporate life of the school
  - Improved achievement
- **IMPLEMENTATION AND DEVELOPMENT OF INTERMEDIATE KAUPAPA – YEAR 1 – ESTABLISHMENT AT A YEAR 6 / 7 AND BUILDING TO A YEAR 7 / 8. – TARGET 18 – AT CAPACITY**
- **CULTURALLY APPROPRIATE PROPERTY DEVELOPMENT – CONSIDERATION OF TECHNOLOGY NEEDS AND FURTHER ROLL INCREASE**
- **SUCCESSION PLANNING IN LEADERSHIP**

## ICT

- Every classroom has network capability
  - Information communication technology is integrated across curriculum
  - Every classroom has at least two computers
  - Confident and competent ICT and Computer Literacy
  - Build capability and skill in the use of the Student Management System and the data within to plan for improvement in student learning – knowing what kids can do and need to do next.
- **ICT INFRASTRUCTURE AUDIT – REVIEW INDIVIDUAL CLASSROOM HARDWARE AND SOFTWARE NEEDS**
- **PROVIDE ALL STAFF WITH LAPTOPS AND MONITOR USE OF THESE IN PLANNING FOR TEACHING AND LEARNING AND USE IN TEACHING & LEARNING PROGRAMMES**

## Pacific Islands Education

- Improved achievement
  - Parent partnership & participation
  - Celebrating Pasifika on-going
  - To identify and respond to community needs and aspirations
  - Strengthen physical education, health and arts skills – ensure curriculum implementation
  - Provide specific professional development for staff – encourage children to think laterally, outside the square
- **COMMUNITY CAPABILITY BUILDING**
- **VISIONING – REVISIT FANUA PASIFIKA – VISION AND PHILOSOPHY**

### **Curriculum Focus NAG 1**

- Written language – Literacy Development Plan implementation
- Strengthening ‘inference’ and comprehension skills
- Review school wide programme ‘Written Language’
- Assessment Review – What and why do we assess? – Strengthen information and use for improving practice
- Health & PE – focus on ‘Get Active’ – reflect on teaching and learning
- Developing curriculum

### ***Self Review & Planning NAG 2***

- **2008 – 2010 Strategic Plan – consultation and development**
- **Feasibility Year 7 & 8 bilingual**
- **School capacity and school zoning**
- **Recognition of the school as a special character school**
- **Health & PE Programmes**
- **Assessment**

### ***Board Development NAG 2***

- **BOT Training and development**
- **BOT Governance manual – up-date**
- **Strategic Planning – participation and process**
- **Sharing our success**

### **Personnel & Employment NAG 3**

- Promote higher learning
- Specify/clarify roles & expectations / job descriptions
- Review appraisal policy statement & procedures
- Employment audit – permanent & fixed term – appointments review
- Up-date staff handbook

### **Community Partnership**

- Strengthen Maori partnership
- Ngati Whatua – Hapai Heru
- Develop and consolidate Pasifika community engagement & participation
- Whanau groupings – wider school – parent engagement & participation
- ‘Towards a Bilingual / Bicultural School’
- Bilingual Pedagogy

# **NEWTON CENTRALSCHOOL ANNUAL PLAN 2008**

***‘Towards a bilingual / bicultural school’***

***Developing a community curriculum***

### **Staff Development NAG 3**

- ICT Cluster development and curriculum integration
- Gifted and Talented – integration and extension – develop ‘school definition’
- Written Language – Literacy Development Plan – LDO’s / Team Solutions
- Implementation of exemplars to inform teaching and learning
- New Curriculum programme development

### **Compliance : NAG 6**

- **Late arrival & attendance – follow up and improvement processes**
- **BOT Reporting on compliance – formats**
- **Annual Reporting Requirements**

### **Health & Safety NAG 5**

#### **Health Consultation**

- Property Safety Checks – timeline
- Evacuation Procedures – review
- Pandemic – procedures and preparation
- Civil Defence systems & resources
- Impact of motorway on teaching and learning - acoustics

### **Property NAG 4**

- Review 10 Year Plan
- Develop 5 Year Plan – Priorities 2008 – 2013
- Senior Adventure Playground
- Environmental Schools Programme

### **Finance NAG 4**

- Audit and Annual Plan Preparation
- Consolidate and extend working capital surplus - \$10,000 minimum
- Sponsorship & fundraising strategies
- Review financial management systems policy and procedures
- Up-date and review Asset register & accession procedures



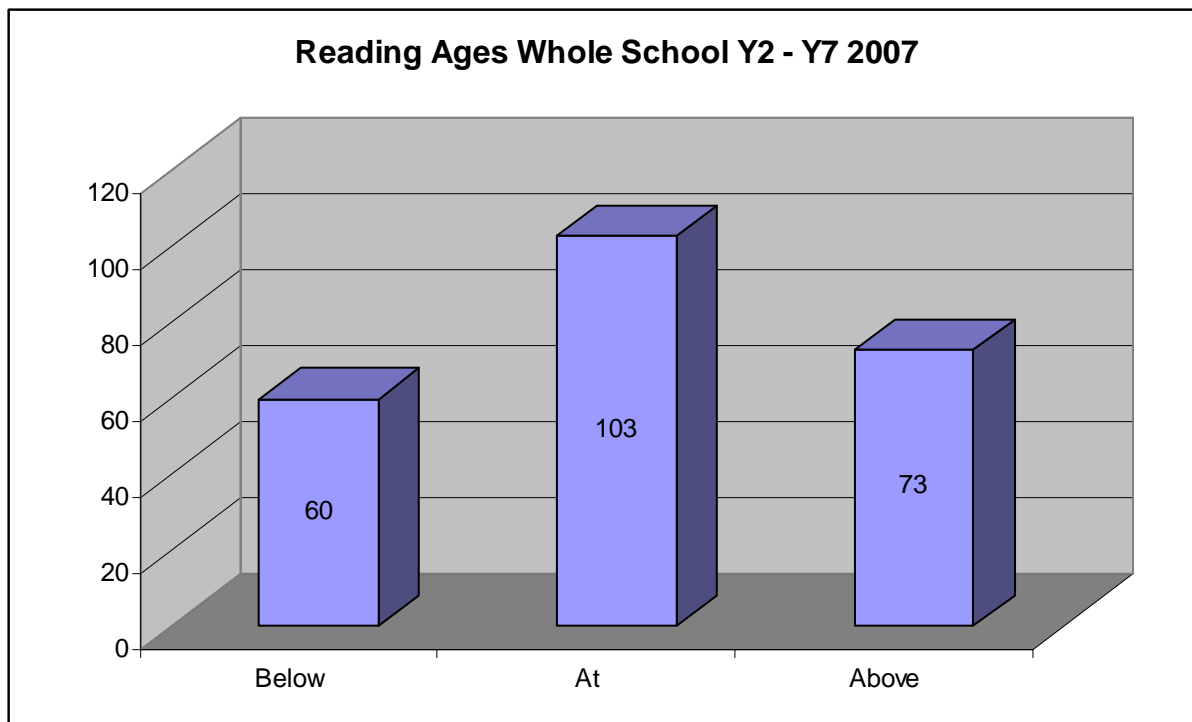
**Newton Central School – Te Kura-a Rito o Newton  
Annual Targets to Charter 2008**

**Strategic Goal: All students achieving at age appropriate levels in literacy – reading**

| Specific Target<br>(must be measurable)   | Historic Data<br>(where we are now – what have we identified as need)   | Pathway<br>(how will we achieve this)   | Support<br>(systems & resources / programmes / \$\$)   |
|---|---|---|--|
| <p><i>All students at Years 4 – 6 achieving at age appropriate levels / stanines in the successful skills / knowledge of reading by November 2008.</i></p> <p><i><b>NB: In-depth analysis of data, critical reflection, and strategic development must to inform teaching and learning to improve outcomes.</b></i></p> <p><i><b>Assessment is of learning for improving delivery and quality based on school and teacher knowledge to improve student outcomes</b></i></p> | <p>See attached assessment and charter / variation statement against targets 2007.</p> <p>New staff and Beginning teachers for 2008 need induction and support / PD to achieve consistency of practice across the school</p> <p>Parent reading Programmes successful for all those participating – see attached</p> | <ul style="list-style-type: none"> <li>Initial assessment using the STAR ASSESSMENT TOOL will be undertaken in March 2008 across the age ranges Years 3 – 6.</li> <li>Analysis of results and data will enable the identification of strengths and needs. Individual support and extension will be provided to enable individuals and groups of students to further achieve.</li> <li>Analysis of data and critical reflection of teaching practice will inform review and targets for improvement / programme delivery.</li> <li>Data collection and analysis through running records and PROBE assessment will be on-going and inform needs / change</li> <li>STAR ASSESSMENT will be undertaken in November and analysis will inform ‘value added’ and next steps for targets in 2009</li> </ul> | <ul style="list-style-type: none"> <li>Purchase of STAR Reading Assessment docs March &amp; Nov – NZCER. <b>\$500</b></li> <li>Development of Student Management Systems software to facilitate data entry, reporting and subsequent analysis. <b>\$1500</b></li> <li>Administration support for data entry.</li> <li>Leadership &amp; Management time for Literacy Leadership. <b>\$10000</b></li> <li>Purchase of reading resources / texts for instruction, individual reading, recreational reading and extension <b>\$4000</b></li> <li>Library skills teacher – all classes develop skills to motivate and improve use of facility <b>\$6000</b></li> <li>Training and establishment of Parent reading Programme – Rocket reading RTLB to facilitate</li> <li>Rainbow Reading Instruction Programme – purchase of materials and equipment / teacher Aide support <b>\$5000</b></li> <li>Training / facilitation of Tuakana / Teina / Peer reading Programme</li> </ul> |

| Specific Target<br>(must be measurable)  | Historic Data<br>(where we are now – what have we identified as need) | Pathway<br>(how will we achieve this)  | Support<br>(systems & resources / programmes / \$\$)   |
|--|---|--|--|
| <p><i>All students in Years 1 – 3 making the necessary learning progressions in the developmental stages towards literacy – reading</i></p> <p><i>All students at age appropriate / norm stanines as assessed in the 6 Year Net Diagnostic Survey</i></p> <p><i>Year 3 students at age appropriate stanines across the features measured by the STAR Assessment Tool</i></p> |   | <ul style="list-style-type: none"> <li>• Strong, informed and experienced team leadership and direction</li> <li>• Quality first teaching – smaller pupil teacher ratios</li> <li>• Professional dialogue and critical reflection</li> <li>• Knowing the students and their individuals / group needs</li> <li>• Each child in mainstream classes undertakes 6 Year Net Diagnostic Assessment and needs identified and programme developed</li> <li>• Individual pathways for those with identified needs integrated into classroom programmes</li> <li>• Provision of Reading recovery for 4 students at each period of time – 1-1 support</li> <li>• Small support in literacy groups</li> <li>• Focused teaching – programme review – professional collaboration</li> <li>• Tuakana / Teina – peer reading programmes</li> <li>• Year 3 students assessed using STAR Assessment Tool – programme review and individual / group support</li> </ul> | <ul style="list-style-type: none"> <li>• Purchase of Library Books <b>\$2,000</b></li> <li>• Designated Leadership with the provision of appropriate release time for support and development</li> <li>• Subsidize pupil teacher ratio - <b>\$5,000</b></li> <li>• Encourage pairing of teachers to facilitate dialogue / reflection on specific teaching strategies, pedagogy and needs of students</li> <li>• Designated teacher to undertake 6 Yr Assessment of students – <b>all students assessed</b></li> <li>• IEP facilitated by team leaders in collaboration with needs coordinator, parents and classroom teachers – provision of active / people resource where necessary</li> <li>• Junior teacher to undertake reading recovery training and this also facilitates paired teaching / dialogue etc – <b>dialogue / pedagogy evident / improvement in achievement for students participating</b></li> <li>• Team leader to work alongside teachers to facilitate small groups where need arises</li> <li>• Tuakana / Teina programme in action – progress evident</li> </ul> |

## SCHOOL WIDE READING AGES 2007 – 236 STUDENTS Y2 – Y7

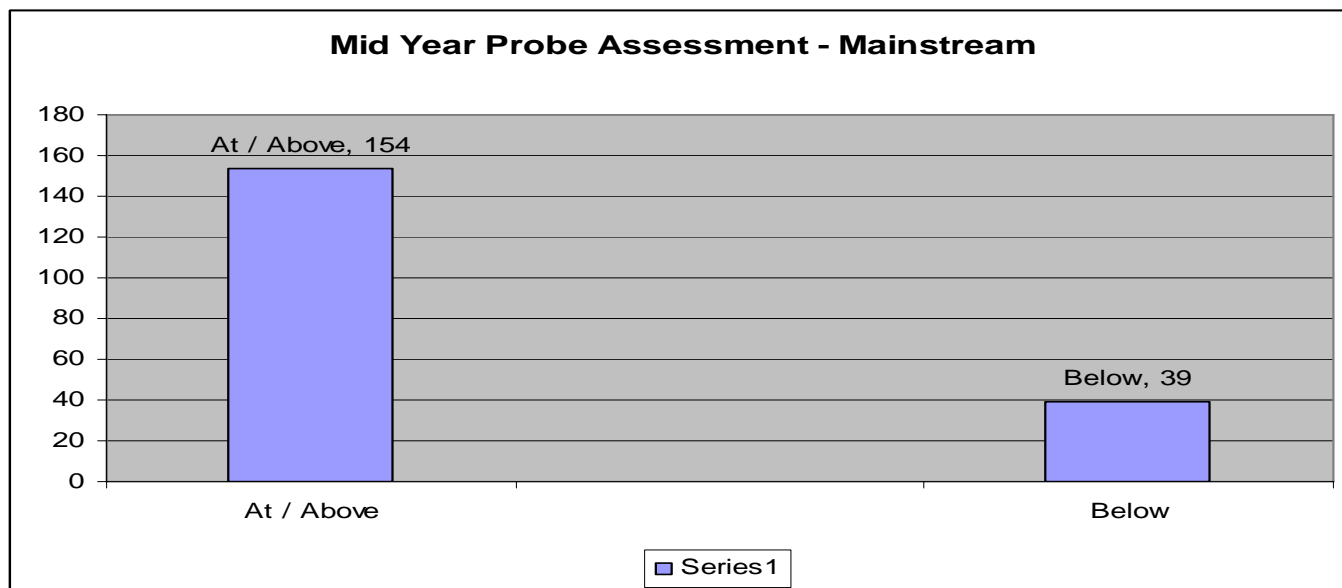


The assessment tool used to monitor progress and achievement at mid and end of year was PROBE – both in English and Maori.

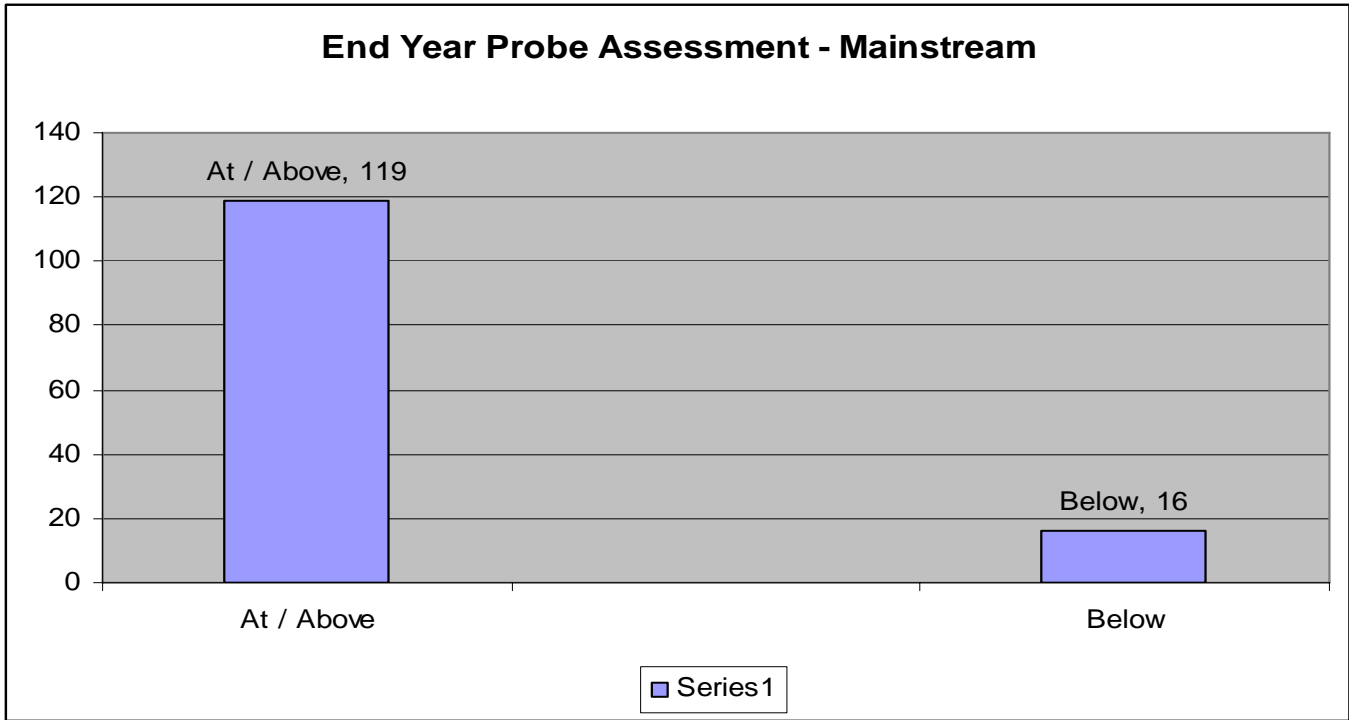
Whilst this graph shows 60 students reading below their chronological age at year end, further analysis shows of this number 10 are first year English Transition students, 10 are yet to start English Transition and 10 are ESOL students in specific programmes. Further to this, 7 students are Autistic Spectrum / Downs Syndrome and have individual education plans in place. Nine of the children identified as achieving below their chronological age participated in a Parent reading Programme and made steady progress throughout the year. This analysis has prompted us to apply to train a teacher to enable us to implement a Reading recovery Programme in 2008 to cater for 4 students at a time.

It is worth attending to the fact that across the school we have a higher than 'normal – 23%' group of students reading approximately 2 years and more above their chronological age – 31%.

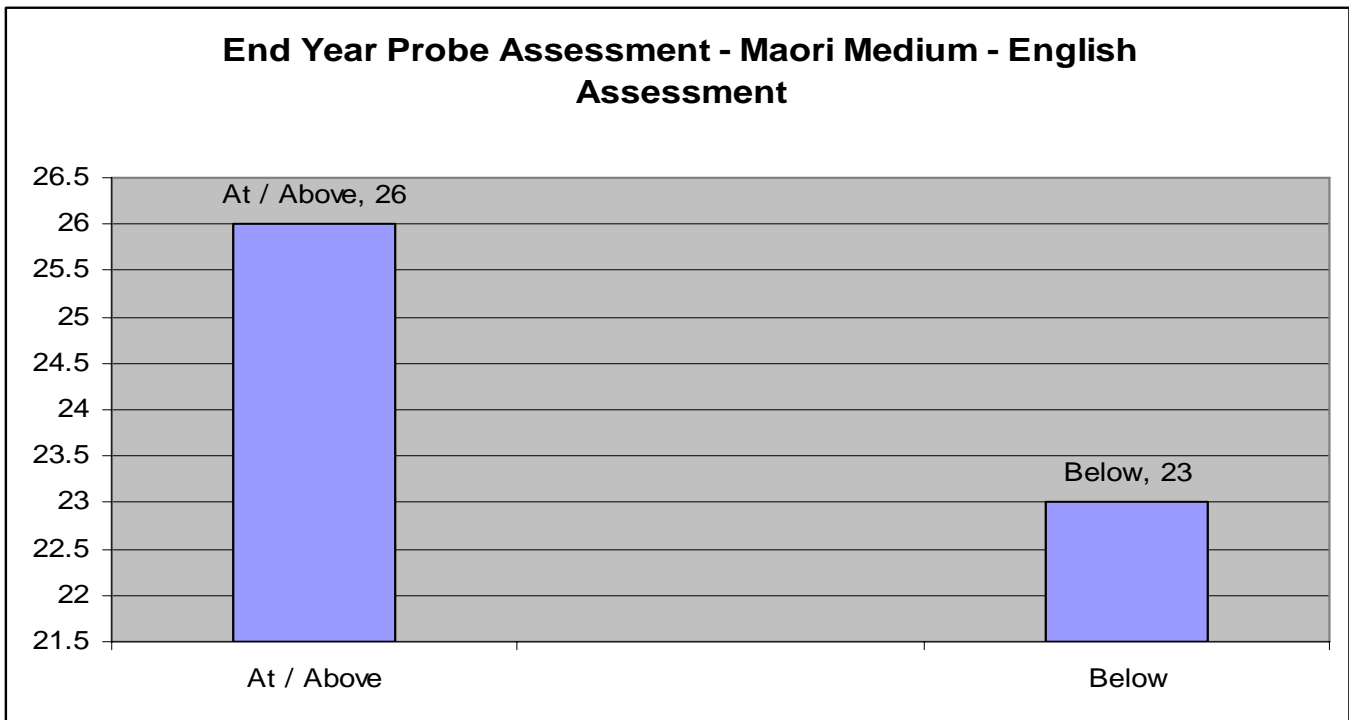
### PROBE ASSESSEMENT – MID / END COMPARISON & SPECIFIC GROUPS



Attachment – appendix 7 & 8

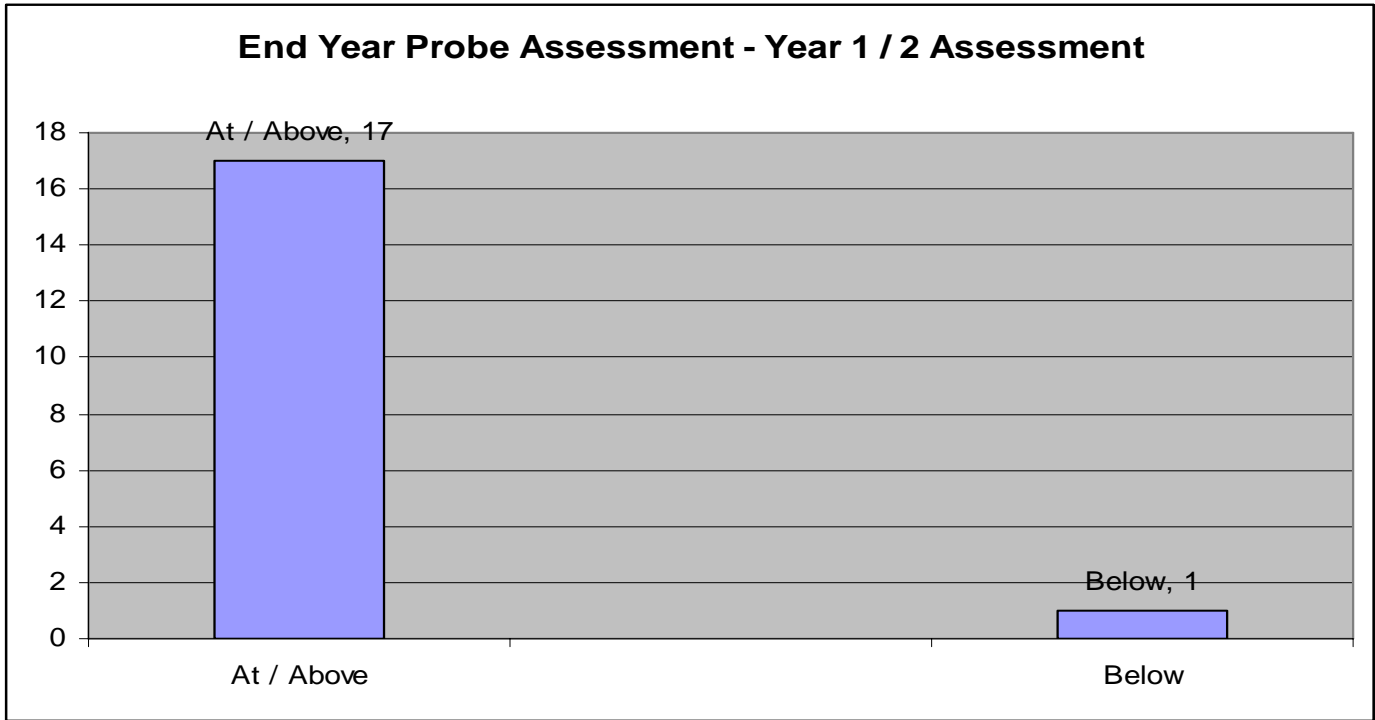


*The students featuring in the graphs below – Maori medium and Year 1/2 do not show in the end year graph above.*

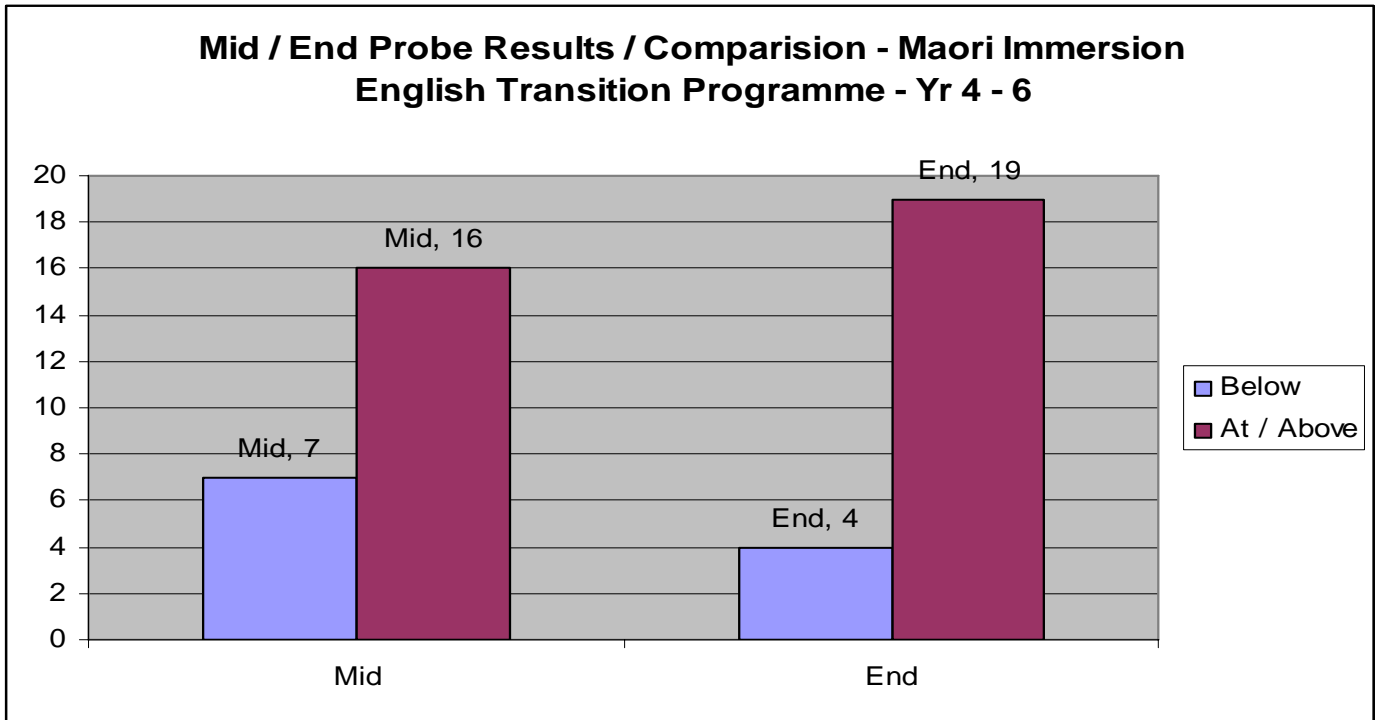


***Attachment – Appendix 9***

Of the 49 students in this group 7 have not at this stage had any formal exposure to instruction in English and the remainder only minimal. This aside, more than 50% of them are reading at or above their chronological age in their 2nd language of instruction!



*Attachment – Appendix 10*



**Attachment – Appendix 11**

## **Literacy – Rumaki Students English Transition Programme – Progress and Achievement – 2006 / 7**

In 2006 PROBE Reading Assessment was undertaken in both English and Maori for the 23 English transition students from the Tuakana Yr 3 – 6 Rumaki class. This programme of English transition was provided 1 day a week for all students at the Year 4 – 6 year levels to undertake an intensive development programme where specific knowledge, skills and abilities to transition and learn English language and reading skills was

undertaken. For some (Year 3 & 4) this was their first formal exposure to the learning of English. Assessments were taken in both Maori & English Probe at both Middle and End of Year Periods. Analysis indicates that:

**All children made progress over the year in English.** The minimum progress was 0.5 year level and the greatest progress was 3.5 year levels. The average progress was 1.45. All children at the Year 6 level transitioning (**blue highlight**) apart from one who was on an individual support programme were reading in English equivalent or above mainstream full English medium students. This shows that some students initially take time to achieve their chronological age level in reading. However, by the time most finish their Year 6 they are equal to or above their mainstream peers. Some however, transition to English having undertaken all of their literacy instruction in Te Reo Maori, at a level above their chronological age and their peers in mainstream. These results are representative of research evidence on transition programmes. **Students in red ink indicate their first year on the programme - some commencing in mid year whilst those in black indicate their second year on the programme.** The data analysis for 2007 results should make an interesting comparison.

| STUDENT    | MID PROBE          | END PROBE          | GAIN – YR Level |
|------------|--------------------|--------------------|-----------------|
| <b>TA</b>  | <b>6.5 – 7.5</b>   | <b>7.5 – 8.5</b>   | <b>1</b>        |
| HA         | 10.5 – 11.5        | 13 - 14            | 2.5             |
| TEA        | 9.5 – 10.5         | 11 - 12            | 1.5             |
| <b>KAG</b> | <b>6 - 7</b>       | <b>6.5 – 7.5</b>   | <b>0.5</b>      |
| DB         |                    | 12.5 – 13.5        |                 |
| SB         | 6.5 – 7.5          | 9 - 10             | 2.5             |
| MT         | 14 - 15            | 14.5 – 15.5        | 0.5             |
| <b>MF</b>  | <b>12 - 13</b>     | <b>13.5 – 14.5</b> | <b>0.5</b>      |
| TF         | 12 - 13            | 14.5 – 15.5        | 2.5             |
| RGH        | 8 - 9              | 11.5 – 12.5        | 3.5             |
| <b>KH</b>  |                    | <b>5 – 6</b>       |                 |
| TH         |                    | 14.5 – 15.5        |                 |
| KHA        | 11 - 12            | 13 - 14            | 2               |
| THE        | 9.5 – 10.5         | 12.5 – 13.5        | 3               |
| <b>DL</b>  | <b>14 - 15</b>     | <b>14.5 – 15.5</b> | <b>0.5</b>      |
| <b>PM</b>  | <b>13.5 – 14.5</b> | <b>14.5 – 15.5</b> | <b>1</b>        |
| <b>TEM</b> |                    | <b>7.5 – 8.5</b>   |                 |
| TEMA       | 6.5 – 7.5          | 9 - 10             | 2.5             |
| UM         | 8 - 9              | 11.5 – 12.5        | 3.5             |
| RM         | 5.5 – 6.5          | 7 - 8              | 1.5             |
| <b>RS</b>  | <b>5.5 – 6.5</b>   | <b>7 - 8</b>       | <b>1.5</b>      |
| <b>TS</b>  |                    | <b>8 - 9</b>       |                 |
| <b>TEW</b> | <b>6.5 – 7.5</b>   | <b>8 - 9</b>       | <b>1.5</b>      |

Results show evidence of fast progress and development for these children many of whom at the Year 6 level are equal to – but mostly above - the ability level of mainstream students having had all off their education through the English medium.

## Mid – End Te Reo Probe Results

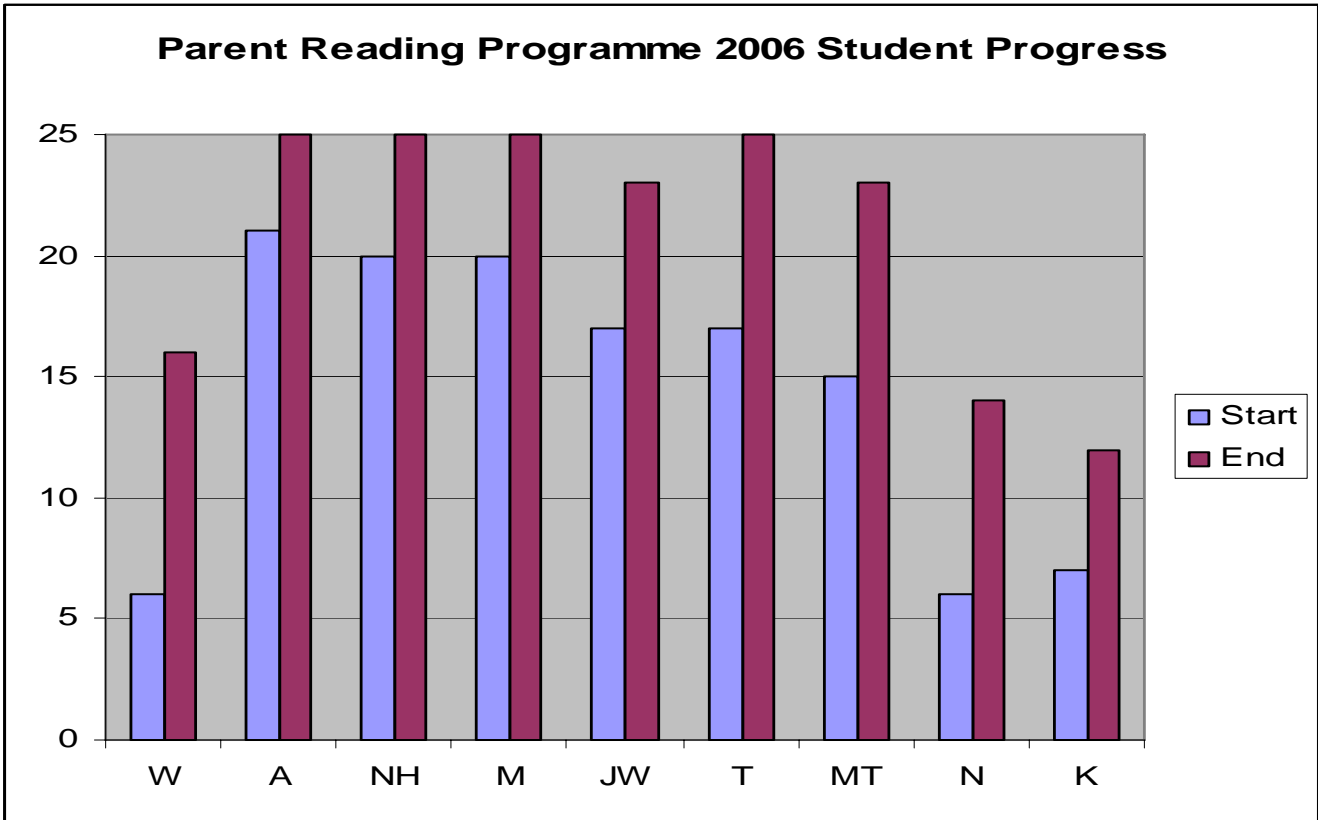
| STUDENT | MID PROBE – TE REO | END PROBE – TE REO | GAIN – YR Level |
|---------|--------------------|--------------------|-----------------|
| TA      |                    | 10 - 11            |                 |
| HA      | 10 - 11            | 12 - 13            | 2               |
| TEA     | 8.5 – 9.5          | 11 - 12            | 2.5             |
| KAG     | 8-9                | 11-12              | 3               |
| DB      |                    | 10-11              |                 |
| SB      | 8.5-9.5            | 10-11              | 1.5             |
| MT      | 10-11              | 10-11              |                 |
| MF      | 11-12              | 12-13              | 1               |
| TF      | 10-11              | 13-14              | 3               |
| RGH     | 10-11              | 12-13              | 2               |
| KH      | 7.5 – 8.5          | 9-10               | 1.5             |
| TH      |                    | 10-11              |                 |
| KHA     | 9-10               | 12-13              | 3               |
| THE     | 10-11              | 12-13              | 2               |
| DL      | 11-12              | 12-13              | 1               |
| PM      | 12-13              | 12-13              |                 |
| TEM     | 7.5 – 8.5          | 9-10               | 1.5             |
| TEMA    | 8.5 – 9.5          | 10-11              | 1               |
| UM      | 7-8                | 10-11              | 3               |
| RM      | 8.5 – 9.5          | 10-11              | 1.5             |
| RS      | 8-9                | 10-11              | 2               |
| TS      | 9-10               | 10-11              | 1               |
| TEW     | 8-9                | 9-10               | 1               |

PROBE results in Te reo Maori and comparison from mid to end of year show most children made some progress. The minimum progress was 1 year and the maximum progress was 3 years. The average progress was 1.6 years. Of the 21 students, all were above their chronological age in Te Reo Maori PROBE reading assessment. Those showing no mid PROBE results were not present for the assessment. The only child to remain at the same level mid – end made huge gains in consolidation and comprehension of text.

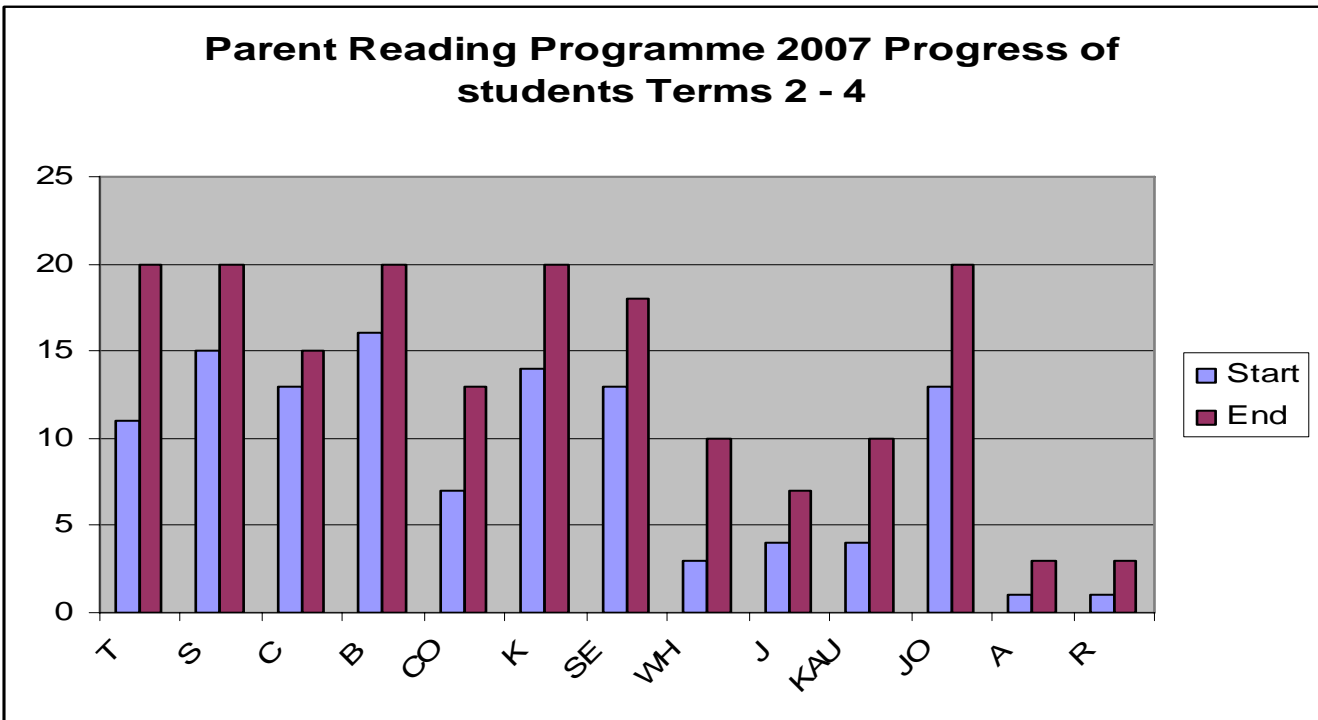
### Parent Rocket Reading Programme – Data Analysis of Achievement

In 2005 analysis of data and monitoring of students identified a need to provide reading practice support for a group of students in our school. As a result we worked in collaboration with our school cluster RTLB (Resource Teacher Learning & Behavior) to undertake training of parent volunteers. Following this a programme was set up in 2006 where parents were timetabled on a daily basis to read with students for a term and as children progressed they were moved on so that others could gain from the programme.

In 2006 we commenced with 9 students and this grew to 13 in 2007 as a result of parents responding to the fact that they had evidence that they could make a difference.



The minimum movement for students was 3 levels with the maximum being 10 levels. The average improvement was 6.4 reading levels on the Reading Recovery Levels Scale.

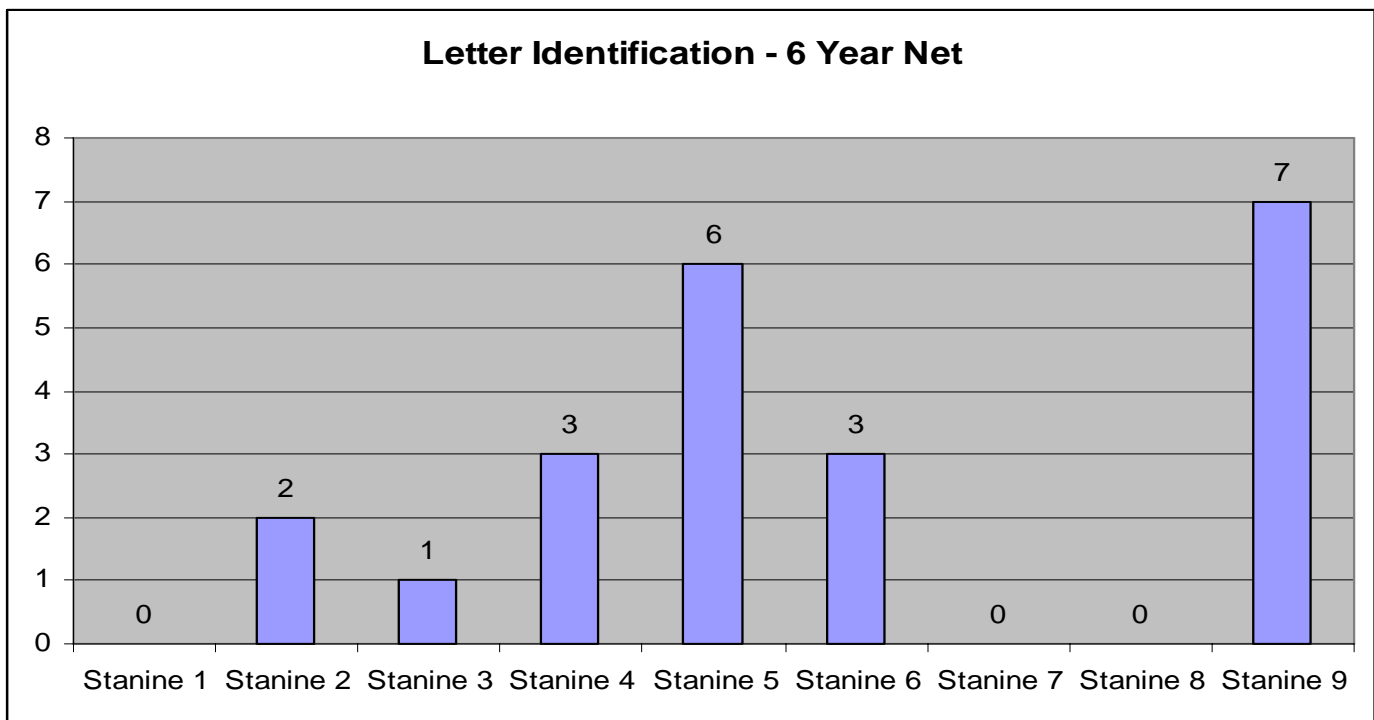


The minimum movement for students was 2 levels with the maximum being 9 levels. The average improvement was 9 levels on the Reading Recovery Levels Scale.

## SPECIFIC ASSESSMENT – 6 YEAR NET – DIAGNOSTIC SURVEY - LITERACY - 2007

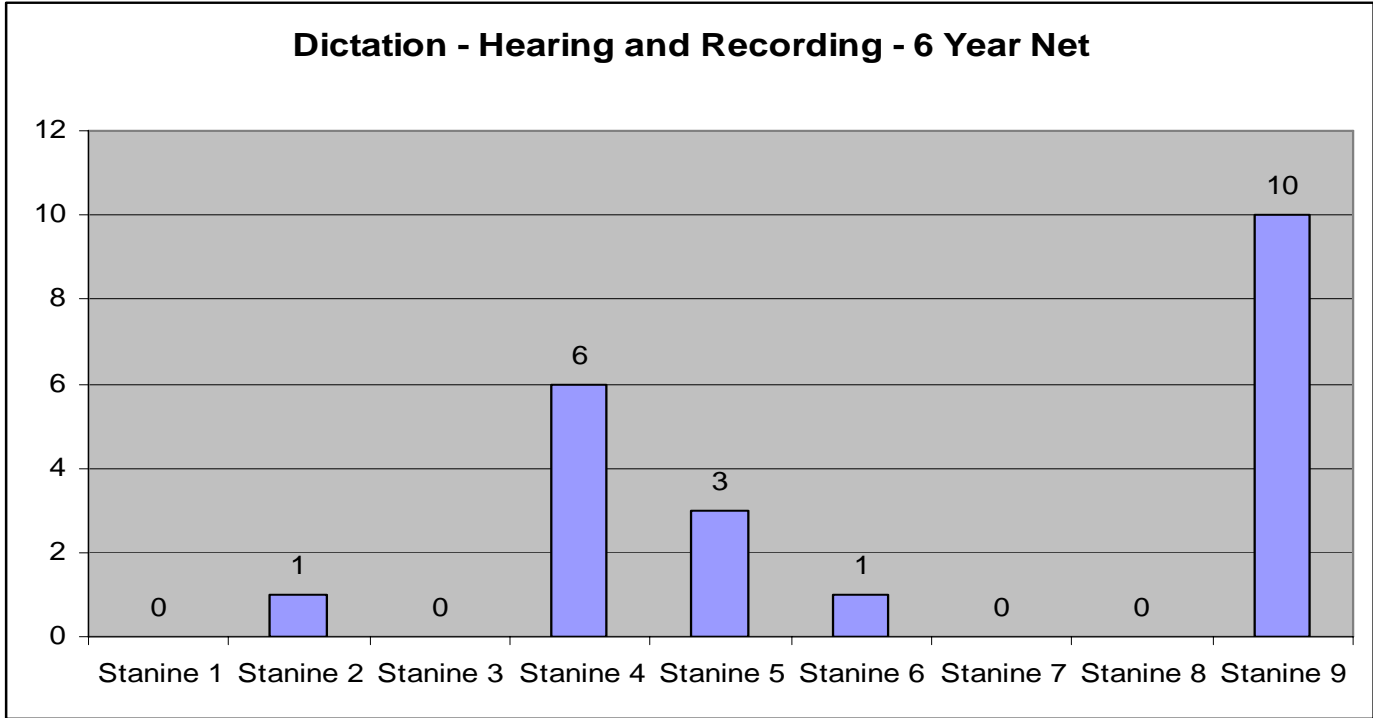
This assessment tool is used to undertake assessment of all children in mainstream classes at the age of six. It assists with determining progress and development of children and the early literacy skills they possess as well as identifying students with skills and those with need of support programmes. Analysis of this data assists with determining priorities for programme review, teacher development and targeted resources. Analysis of 2007 data indicates a high level of skill for most of our students at 6 years of age. We have identified a need to provide Reading Recovery Training for a staff member to enable us to provide a 1 – 1 support programme for a group of students with needs. The prioritizing and Board of Trustees resourcing of lower pupil/ teacher ratios in junior classes has had a huge impact on the progress and achievement of our students as early learners as has ensuring quality teaching and learning programmes and skilled and committed teachers and team leadership.

The Diagnostic Survey comprises specific assessment in the key areas / skills of Literacy - Letter Identification; Dictation – Hearing & Recording; Word Identification; Concepts about Print; and Instructional Reading.



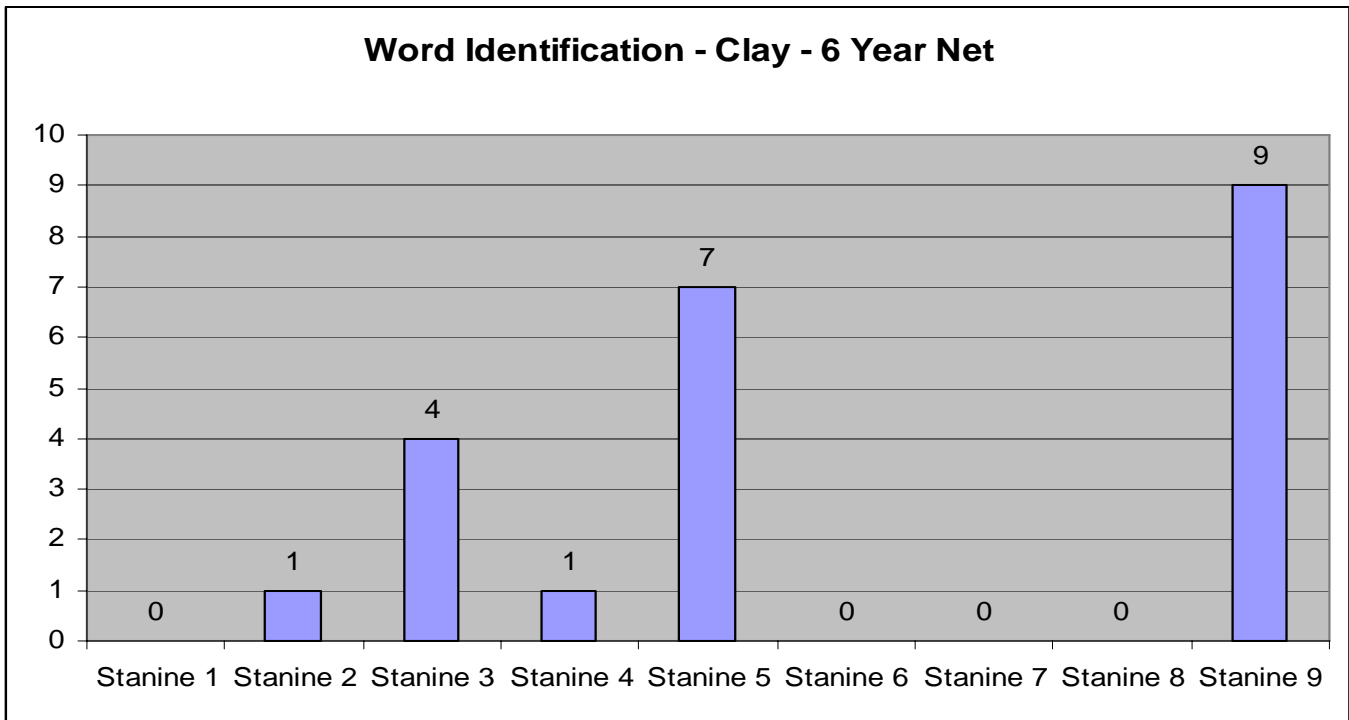
Of the 22 students turning 6 in 2007 (mainstream only) most are in the average to above average stanine 4 – 9 range. The biggest single group being at stanine 9! This is attributed to an emphasis in teaching and learning on Phonemic Awareness and the Magic Caterpillar Programmes in the junior team. Three (3) students are below achievement expectation and they are being catered for in support programmes.

### Dictation - Hearing and Recording - 6 Year Net



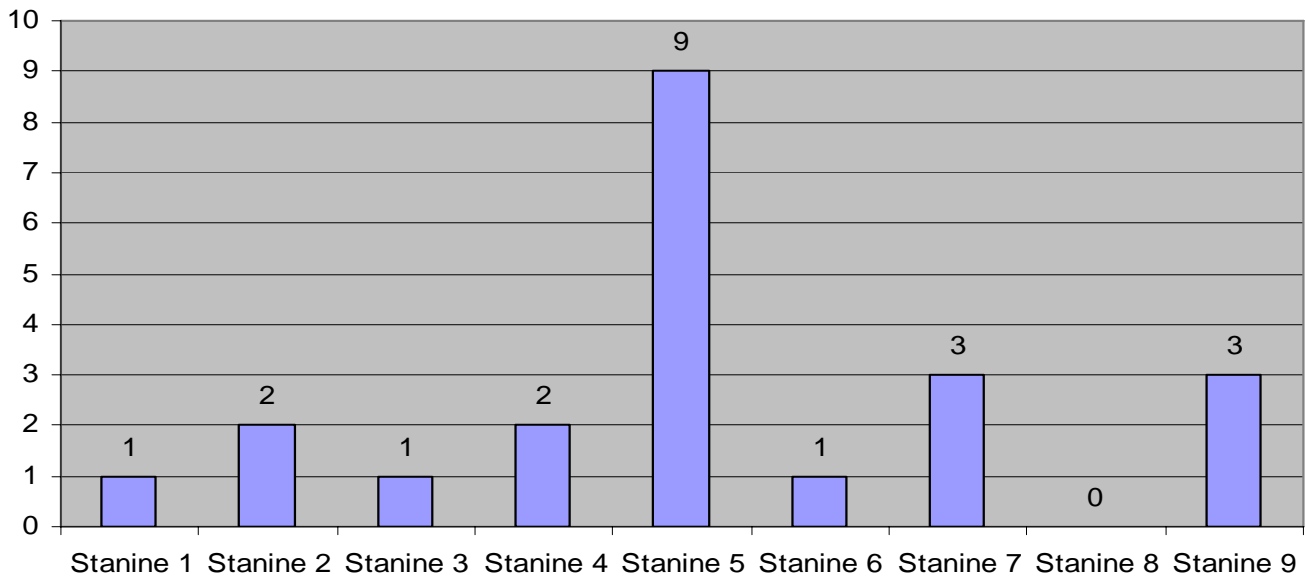
Again most students feature in the 4 – 9 stanine levels with a large group at stanine 9. Only 1 child falls in the lower stanine quartile and is currently on an IEP.

### Word Identification - Clay - 6 Year Net



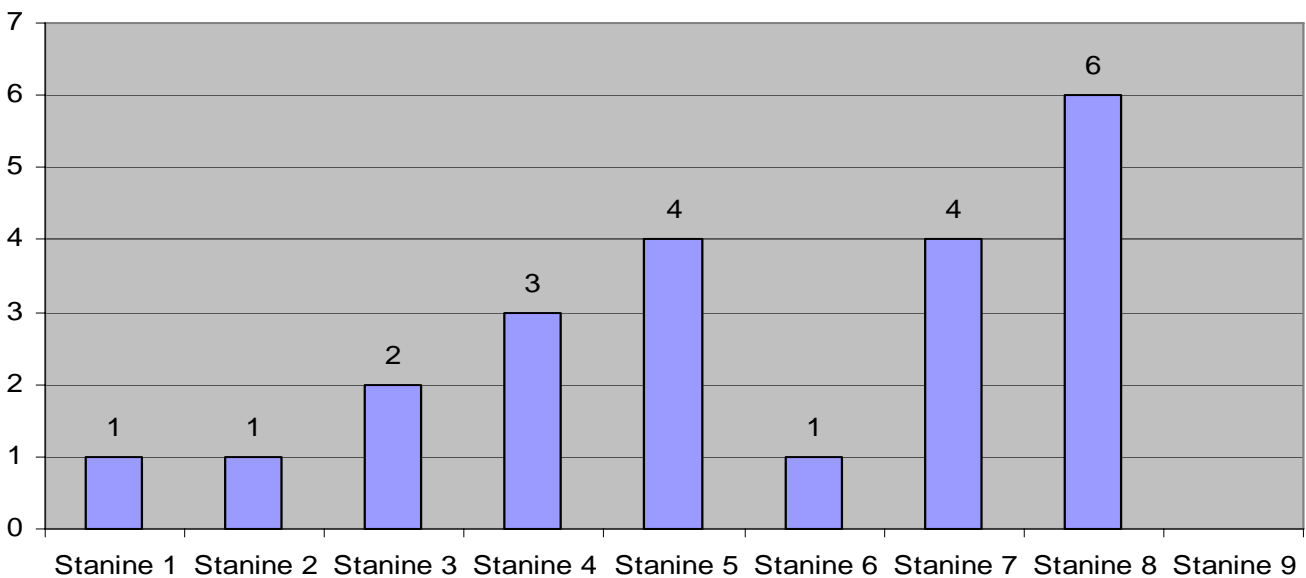
Again, most students feature in the mid (8) upper (9) stanine groups. Of the students featuring in the lower stanines (5) two are identified with special needs and three as students of ESOL. Programmes are in place for them.

### Concepts About Print - 6 Year Net



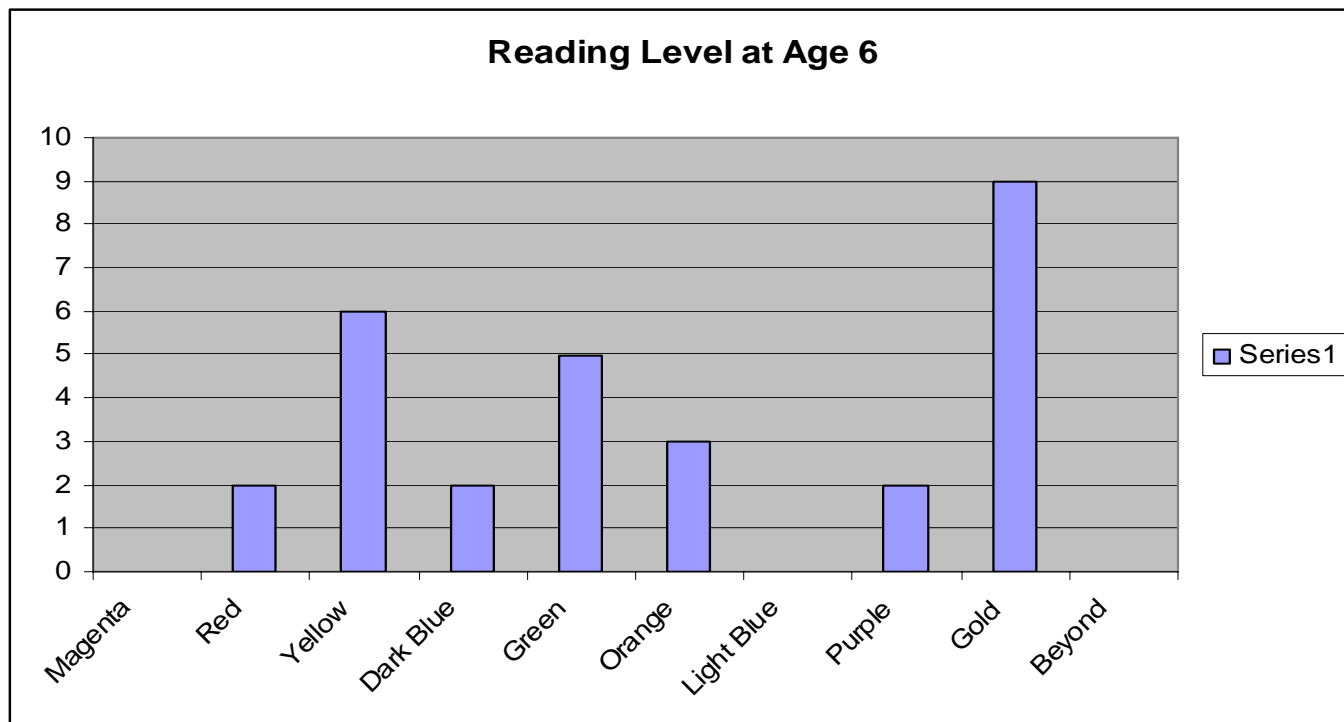
In the above graph of assessment results are more evenly spread across the stanines. However, most still feature in the mid / upper stanines. Teaching and learning programmes have targeted specific aspects of print concepts and these results reflect this.

### Writing Vocabulary - 6 Year Net



Most students at 6 years feature in the mid – upper stanines 4 – 9. These results concur with teacher philosophy and practice in phonemic development and whole school spelling infrastructures and programmes. The results highlight a need for a strong print and spelling programme for ESOL students and this is incorporated into developments and programmes for 2008.

## Instructional Reading – Age 6 Years – Reading levels



Reading ages are well spread across the early reading levels with the largest single group being well above their chronological age. Those at the lower end are targeted for special support and reading recovery programmes.



## Newton Central School – Te Kura-a Rito o Newton Annual Targets to Charter 2008

**Strategic Goal: All students achieving at age appropriate levels in literacy – writing**

| Specific Target<br>(must be measurable)  | Historic Data<br>(where we are now – what have we identified as need)   | Pathway<br>(how will we achieve this)   | Support<br>(systems & resources / programmes / \$\$)   |
|--|---|---|--|
| <p><b>A school – wide 100 point increase in overall achievement against the 2007 results as attested on the AsTTLe assessment features – both surface and deep - in written language – Recount – in both English and Te Reo Maori.</b></p> <p><b>An improved school-wide student attitude to writing.</b></p> <p><b>An improved student motivation for writing.</b></p> <p><b>An improved knowledge and skill base in the features both surface and deep of written language by students</b></p> | <p><b>Focus areas for 2008 – Years 4 - 6</b></p> <ul style="list-style-type: none"> <li>• Content of writing – enrichment of content</li> <li>• Surface features of writing with a focus on spelling and punctuation</li> <li>• Develop an overview and teaching pedagogy for the modeling of writing within the classroom – Writing Exemplars to be utilised as a model of children’s writing</li> <li>• Raising our growth target to 100 points as 2008 is our second year with regard our focus on literacy</li> </ul> | <ul style="list-style-type: none"> <li>• <b>The designation of an experienced teacher as Literacy leader, with the key knowledge, skill and ability to support teachers in the implementation, analysis and use of this to improve the teaching of writing</b></li> <li>• <b>Whole staff workshops on effective and successful teaching, highlighting point of skill development and needs for students</b></li> <li>• <b>Modeling ‘best practice’ – utilizing staff knowledge, strengths and expertise</b></li> <li>• <b>Whole staff workshops on moderation of recount Samples</b></li> <li>• <b>Undertake 1st assessment of Recount Sample in April and implement teaching strategies</b></li> <li>• <b>Re-assess in June – comparison of data - value added – needs for programme improvement and professional development further identified</b></li> <li>• <b>Review and further develop Literacy Development Plan with MOE Literacy leader and Team Solutions support</b></li> <li>• <b>Create a purpose to write – publishing and school publication</b></li> </ul> | <ul style="list-style-type: none"> <li>• Designated literacy leadership</li> <li>• Provision of leadership release time</li> <li>• Principal actively participating in the leadership process</li> <li>• Designated staff workshop/meeting time – teacher Only Day / Call back day</li> <li>• Further development and implementation of The Literacy Development plan in collaboration with The Ministry of education Literacy development Officer and Team Solutions</li> <li>• Targeted whole staff professional development – team Solutions and utilizing expertise within the school – modeling, dialogue, support and collaboration</li> </ul> |

| Specific Target<br>(must be measurable)   | Historic Data<br>(where we are now – what have we identified as need)  | Pathway<br>(how will we achieve this)  | Support<br>(systems & resources / programmes / \$\$)   |
|---|--|--|--|
| <p><b>Review of teaching and learning and the collective development of NCS writing progressions and Writing Scheme linked to the revised curriculum</b></p> <p><b>A comprehensive written language assessment and development programme with clear guidelines and expectations</b></p> | <ul style="list-style-type: none"> <li>Using assessment data to create learning intentions</li> </ul> <p><b>Focus areas for 2008 – Years 0 - 3</b></p> <ul style="list-style-type: none"> <li>Using assessment data to create learning intentions</li> <li>Develop an overview and teaching pedagogy for the modeling of writing within the classroom – Writing Exemplars to be utilised as model of children’s writing</li> <li>Focus on teaching the deeper features of writing</li> <li>Develop a continuum of where to next to develop next learning steps</li> <li>Teaching to focus on developing a student voice in the content of writing</li> <li>No consistent written language programme and assessment process was in place in 2007. This is currently being reviewed. Staff is working collaboratively to develop this using the revised curriculum, AsTTle and the learning progressions to support the development</li> </ul> | <ul style="list-style-type: none"> <li><b>The designation of an experienced teacher as Literacy leader, with the key knowledge, skill and ability to support teachers in the implementation, analysis and use of this to improve the teaching of writing</b></li> <li><b>Whole staff workshops on effective and successful teaching, highlighting point of skill development and needs for students</b></li> <li><b>Modeling ‘best practice’ – utilizing staff knowledge, strengths and expertise</b></li> <li><b>Whole staff workshops on moderation of recount Samples</b></li> <li><b>Undertake 1st assessment of Recount Sample in April and implement teaching strategies .Re-assess in June – comparison of data - value added – needs for programme improvement and professional development further identified</b></li> <li><b>Review and further develop Literacy Development Plan with MOE Literacy leader and Team Solutions support</b></li> <li><b>Create a purpose to write – publishing and school publication</b></li> <li><b>Review of current documents – align with revised curriculum and new learning from development programme – feedback and support – MOE LDO &amp; Team Solutions.</b></li> <li><b>Identify priorities for whole staff development to build capability KSA’s .Incorporate community feedback – contexts for writing</b></li> <li><b>Identify student learning progressions and expectations at each year level</b></li> <li><b>Annual written language target included in annual documents / action plans</b></li> </ul> | <ul style="list-style-type: none"> <li>Designated literacy leadership</li> <li>Provision of leadership release time</li> <li>Principal actively participating in the leadership process</li> <li>Designated staff workshop/meeting time – teacher Only Day / Call back day</li> <li>Further development and implementation of The Literacy Development plan in collaboration with The Ministry of education Literacy development Officer and Team Solutions</li> <li>Targeted whole staff professional development – team Solutions and utilizing expertise within the school – modeling, dialogue, support and collaboration</li> <li>Overall aim is to build staff capability, knowledge, skills and abilities to strengthen writing across the school. – Consistent practice and judgment in determining against indicators / exemplars</li> <li>Forward thinking to 2009 – strengthen leadership, clear planning and guidelines – collegial approach to assessment judgment – improved dialogue</li> </ul> |

# Data Analysis: Writing



School: Newton Central School

Date: December 2007

Baseline/comparative

Group: Mainstream Years 0 to 6

| Data source   | Date 1 Date: April  |     |     |  |  | Date 2 Date: November  |     |     |  |  | Comment<br><i>What is different?</i>   |
|---|---|-----|-----|--|--|--|-----|-----|--|--|--|
|   | Year Groups   |     |     |  |  | Year Groups  |     |     |  |  |  |
|   | 4   | 5   | 6   |  |  | 4  | 5   | 6   |  |  |  |
| asTTle console Y4-8   | N   | Y   | N   |  |  | Y  | Y   | Y   |  |  | Our Year 4 and Year 6 students are now achieving above the national median. Therefore all year groups are achieving above the national median.   |
| Is our school median at or above the national median? (Y/N) |   |     |     |  |  |  |     |     |  |  |  |
| What is the median aWs for each year group?                 | 392   | 444 | 469 |  |  | 442  | 465 | 498 |  |  | There was growth at all levels. Year 4 students achieved our target growing by 50 points.  |
| Where is Attitude compared to national picture?             | Lower <b>Same</b> Higher  |     |     |  |  | Lower Same <b>Higher</b>   |     |     |  |  |  |
| How does Depth of Thinking compare to national mean?        | <i>Surface Features</i> are:<br><b>Lower</b> Same Higher<br><i>Deeper Features</i> are:<br><b>Lower</b> Same Higher |     |     |  |  | <i>Surface Features</i> are:<br><b>Lower</b> Same Higher<br><i>Deeper Features</i> are:<br>Lower <b>Same</b> Higher  |     |     |  |  | The trend is that Depth of Thinking is generally lower than the national mean. The shift has been that Deeper Features of writing have progressed to the same level as the national mean. However, Surface Features have remained in the lower band as related to the national mean. |
| <i>Curriculum Functions</i> : What are the strengths?       | <b>Audience</b> Content<br>Structure<br>Language Resources Grammar<br>Punctuation Spelling                          |     |     |  |  | <b>Audience</b> Content<br><b>Structure</b><br>Language Resources<br>Grammar Punctuation<br>Spelling   |     |     |  |  | The Audience curriculum function has remained a strength. There has also been an improvement in the Structure of children's writing.   |
| <i>Curriculum Functions</i> : What are the weaknesses?      | Audience <b>Content</b><br><b>Structure</b><br>Language Resources Grammar<br><b>Punctuation Spelling</b>            |     |     |  |  | <i>Curriculum Functions</i> :<br>What are the weaknesses?<br>Audience <b>Content</b><br>Structure<br>Language Resources<br>Grammar <b>Punctuation</b><br><b>Spelling</b> |     |     |  |  | There has been improvement in the area of writing Structure. There remains weaknesses with content, punctuation and spelling.  |

|                                   |  |   |           |           |           |  |   |           |           |           |   |           |   |
|-----------------------------------|--|---|-----------|-----------|-----------|--|---|-----------|-----------|-----------|---|-----------|---|
| <b>asTTle Tabular Output Y4-6</b> | What is the average aWs score?                       | 424   |           |           |           |  | What is the average aWs score?                            | 468       |           |           |   |           | There has been an improvement of 44 points. Our target for the year was a 50 point improvement in the first year of our Literacy focus.                     |
|                                   | What is the average Curriculum Level Years 4 to 6?   | 2P  |           |           |           |  | What is the average Curriculum Level?                     | 2A        |           |           |   |           | There has been a shift of 1 curriculum level.   |
|                                   | How many students at each curriculum level?          | <2b   | 0         | 4b        |           |  | How many students at each curriculum level?               | <2b       | 1         | 4b        | 2   |           |   |
|                                   |  | 2b  | 15        | 4p        |           |  |   | 2b        | 6         | 4p        |   |           |   |
|                                   |  | 2p  | 19        | 4a        |           |  |   | 2p        | 8         | 4a        |   |           |   |
|                                   |  | 2a  | 6         | 5b        |           |  |   | 2a        | 10        | 5b        |   |           |   |
|                                   |  | 3b  | 8         | 5p        |           |  |   | 3b        | 12        | 5p        |   |           |   |
|                                   |  | 3p  | 2         | 5a        |           |  |   | 3p        | 7         | 5a        |   |           |   |
|                                   |  | 3a  |           | 6b        |           |  |   | 3a        | 4         | 6b        |   |           |   |
|                                   | How many students at or above national mean?         | Y4<br>454   | Y5<br>482 | Y6<br>504 | Y7<br>518 | Y8<br>536  | How many students at or above national mean?              | Y4<br>454 | Y5<br>482 | Y6<br>504 | Y7<br>518   | Y8<br>536 | A general increase in students achieving at or above the national mean. The increase in numbers are due to new enrolments over the second half of the year. |
|                                   |  | 6   | 2         | 5         |           |  |   | 12        | 4         | 10        |   |           |   |
| <b>Excel spreadsheet Y1-3</b>     | How many students at each level?                     | 0   |           | 2b        | 5         |  | 0   |           | 2b        | 7         |   |           |   |
|                                   |  | 1i  | 13        | 2p        | 4         |  | 1i  | 25        | 2p        | 5         |   |           |   |
|                                   |  | 1ii   | 26        | 2a        | 8         |  | 1ii   | 22        | 2a        | 6         |   |           |   |
|                                   |  | 1iii  | 8         | 3         | 8         |  | 1iii  | 9         | 3         | 12        |   |           |   |
|                                   | <i>Curriculum Functions:</i> What are the strengths? | <b><u>Audience</u></b> <b><u>Content</u></b><br>Structure |           |           |           | <i>Curriculum Functions:</i> What are the strengths? | <b><u>Audience</u></b> <b><u>Content</u></b><br>Structure |           |           |           | There are strengths in the areas of Audience, Content |           |   |

|  |   |  |   |  |  |
|--|---|--|---|--|--|
|  |   | Language Resources<br>Grammar <b><u>Punctuation</u></b><br>Spelling  |   | Language Resources<br>Grammar <b><u>Punctuation</u></b><br>Spelling  | and Punctuation  |
|  | <i>Curriculum Functions:</i> What are the weaknesses? | Audience Content<br><br><b><u>Structure</u></b><br><b><u>Language Resources</u></b><br><b><u>Grammar</u></b> Punctuation<br><b><u>Spelling</u></b> | Curriculum Functions:<br>What are the weaknesses? | Audience Content<br><b><u>Structure</u></b><br><b><u>Language Resources</u></b><br><b><u>Grammar</u></b> Punctuation<br><b><u>Spelling</u></b> | There are weaknesses in the areas of Structure, Language Resources, Grammar and Spelling |

In summary while there have been positive shifts in learning as stated in the comments boxes in this document. The data analysis has highlighted areas for improvement in 2008. They are as follows:

### Focus areas for 2008 – Years 4 to 6

- Content of writing – enrichment of content
- Surface features of writing with a focus on spelling and punctuation
- Develop an overview and teaching pedagogy for the modeling of writing within the classroom – Writing Exemplars to be utilised as a model of children’s writing
- Raising our growth target to 100 points as 2008 is our second year with regard our focus on literacy
- Using assessment data to create learning intentions

The above focus areas have implications for the Junior school as at a Year 4 level there is a need to include the above focus areas at a Year 2 and 3 level. It will be an interesting exercise to track growth after a years focus on these language areas.

### Focus areas for 2008 – Years 0 to 3

- Using assessment data to create learning intentions
- Develop an overview and teaching pedagogy for the modeling of writing within the classroom – Writing Exemplars to be utilised as model of children’s writing
- Focus on teaching the deeper features of writing
- Develop a continuum of where to next to develop next learning steps
- Teaching to focus on developing a student voice in the content of writing

## Newton Central School – Te Kura-a Rito o Newton Annual Targets to Charter 2008

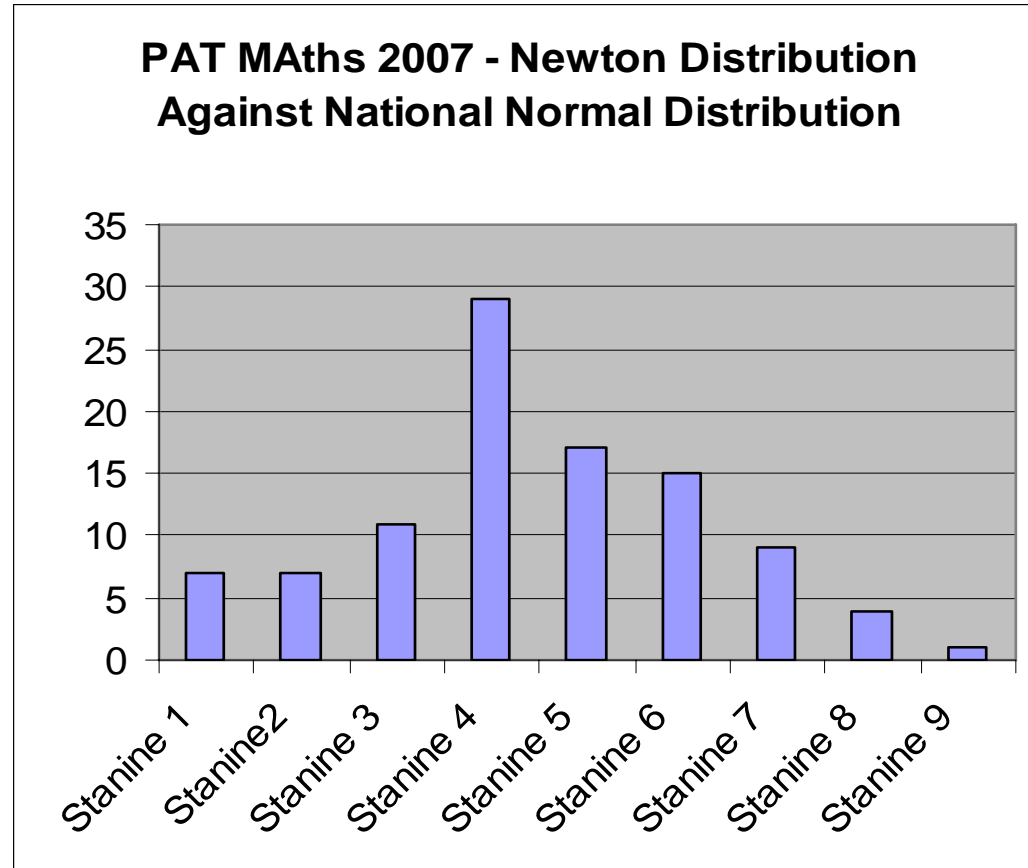
**Strategic Goal: All students achieving at age appropriate levels - mathematics & numeracy**

| Specific Target<br>(must be measurable)   | Historic Data<br>(where we are now – what have we identified as need)  | Pathway<br>(how will we achieve this)  | Support<br>(systems & resources / programmes / \$\$)  |
|---|--|--|---|
| <p><u><i>All students at Years 4 – 6 achieving at age appropriate Stanine by year end 2008</i></u></p> <p><i>NB: In-depth analysis of data, critical reflection, and strategic development must to inform teaching and learning to improve outcomes.</i></p> <p><i>Assessment is of learning for improving delivery and quality based on school and teacher knowledge to improve student outcomes</i></p> | <p>See attached data from Statement of Variation 2007 – this forms the basis of areas for improvement and must inform developments:</p> <ul style="list-style-type: none"> <li>• <b>81% of all students Years 4 – 6 achieving at stanine 4 – 6.</b> These figures include: 87% of boys; 87% of Year 4 students; 87% of Year 5 students; <b>94% of Year 6 students;</b> <b>95% Rumaki Immersion students;</b> 87% Maori Students; 80% Bilingual; 62% Pasifika Students and 76% of girls.</li> <li>• significant gains have been made under the area of Number Knowledge and Geometry (both of these areas showed as gaps in the 2006 results)</li> <li>• future focus will be the development of Number Strategies and Statistics as these areas demonstrate a need for improvement based on 2007 data</li> <li>• further development will be using the data in teams to review our current teaching in order to determine classroom programmes for the remainder of the year.</li> </ul> | <p><b>March 2008</b></p> <p>Initial assessment March 2009 – use of NZCER Marking Service to give in-depth analysis of needs and strengths across the school and to identify individual and group needs. This information to inform review of teaching and learning programmes and integration of learning next steps into classroom teaching and learning and maintenance programmes.</p> <p><b>September 2008</b></p> <p>Further assessment – post teaching – data analysis and hoped for 'value added'</p> | <p>NZCER Maths PAT Assessment Resources ordered for both Pre &amp; Post teaching and learning programmes. <b>\$800</b></p> <p>Data entry to transfer to SMS <b>\$500</b></p> <p>Principal and Senior Management to analyse data and feedback to staff / BOT</p> <p>Ensure we provide the optimum conditions for the assessment so that it is an assessment of Maths not test conditions or reading!</p> |

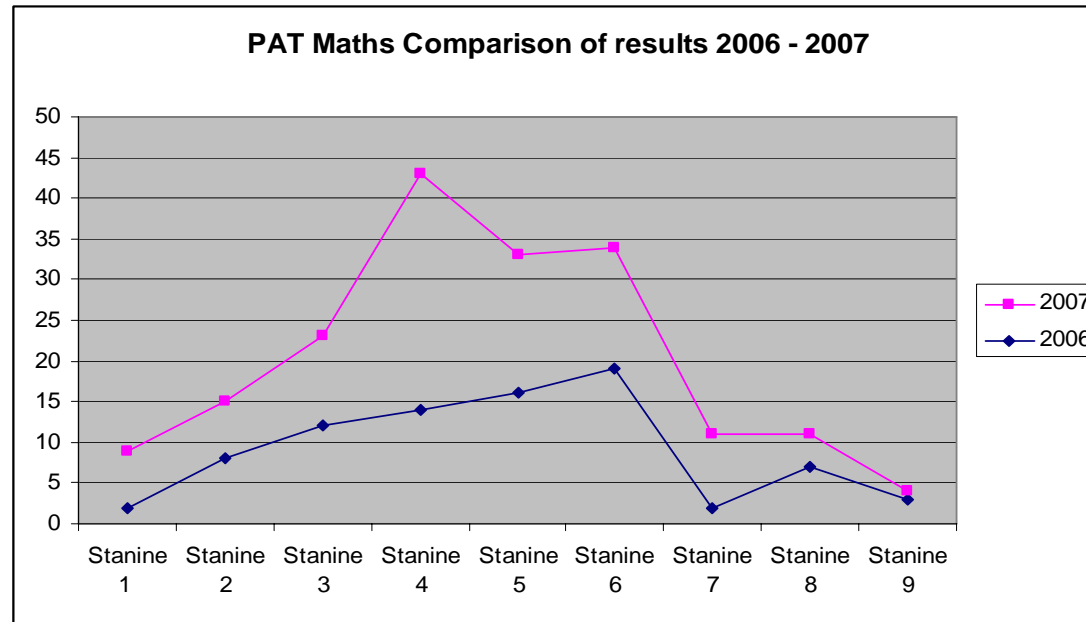
| Specific Target<br>(must be measurable)  | Historic Data<br>(where we are now – what have we identified as need)  | Pathway<br>(how will we achieve this)  | Support<br>(systems & resources / programmes / \$\$)   |
|--|--|--|--|
| <ul style="list-style-type: none"> <li>All staff capable and confident in using the Numeracy Assessment Diagnostic Tool to determine student's KS and next learning steps</li> <li>All new staff to undertake Numeracy Training</li> <li>All students within appropriate age achievement bands on the Team Solutions Numeracy tracking Grid</li> </ul> | <p>6 new teaching staff employed for 2008. All require training in the Numeracy Project.</p> <p>BOT allocated funds to enable participation in the project.</p> <p>Attendance and impact on teaching and learning to be monitored as part of appraisal process 2008</p> <p>Assessments informing practice and review of teaching and learning programmes</p> <p>No specific and designated leadership in Mathematics / Numeracy – to appoint to strengthen practice and KSA of all staff – provide release and support</p> <p>Analysis of data and professional discussion and observation identifies Y2 students as a group entering Y3 not having sufficient knowledge and skill to move from counting concrete materials to counting on strategies. They also lack knowledge and skills in basic fact counting in fives and tens and in place value.</p> <p>See attached numeracy assessment grid - 2006<br/>58% - At or above<br/>40% - Near expectation<br/>24% - at risk (includes: ESOL, Special Needs and ORRS Students)</p> | <p>Identification of staff needing to participate in the Numeracy Training Programmes 2008. Provide release and additional mentoring support from those with more experience – monitoring of the input into teaching and learning programmes as a result of the PD</p> <p>Identify a teacher of experience to lead the Numeracy development in the school. Establish a numeracy / mathematics team to review current programme, link with feedback on revised curriculum and draft new mathematics teaching and learning plan with clearly state achievement expectations</p> <p>Assessment expectations – timelined and monitored. Data collated into SMS and delegated responsibility for analysis and reporting. Individual teachers / Teams use data to inform teaching practice and to improve programmes – Team Leaders support / provide leadership or arrange observations / mentoring from experienced teachers</p> <p>Ensure all classes have appropriate resources to support teaching and learning programme</p> | <ul style="list-style-type: none"> <li>All staff provided with the opportunity to undertake Numeracy project Training – 5 staff will be attending in 2008 to a total cost of \$5200 for teacher release – 5 x 4 days @ \$260</li> <li>Designated Numeracy / Mathematics Leadership – up-skilled via the Numeracy Project facilitators and with the provision of release time to support teachers</li> </ul> <p>Need analysis undertaken to determine resource and support needs</p> <p>Quality of teaching and learning programme integrated into Quality Assurance / Appraisal Programme – specific feedback for further development / support given to teachers</p> <p>Planning for support / extension programmes to be provided in 2009 under special programmes</p> |

# NEWTON CENTRAL SCHOOL - PAT MATHEMATICS 2007

| Strengths<br>Concerns | MATHS |     |       |
|-----------------------|-------|-----|-------|
| 2007                  | ABOVE | AVE | BELOW |
| Norms                 | 23%   | 54% | 23%   |
| Whole School          | 27%   | 54% | 19%   |
| Maori                 | 17%   | 70% | 13%   |
| Pacific Nation        | 5%    | 57% | 38%   |
| Boys                  | 36%   | 51% | 13%   |
| Girls                 | 21%   | 55% | 24%   |
| Year 4                | 35%   | 52% | 13%   |
| Year 5                | 35%   | 52% | 13%   |
| Year 6                | 50%   | 44% | 6%    |
| Rumaki                | 22%   | 73% | 5%    |
| Bilingual             | 13%   | 67% | 20%   |
| Fanau Pasifika        |       | 36% | 64%   |



### Comparison of results PAT Mathematics Assessment 2006 – 2007



Further analysis of achievement data from PAT Mathematics identified the need to consolidate Measurement, Geometric Knowledge & Operations and both Statistics and Probability. These strands were reviewed and changes made to both teacher programmes and practice. The Asttle formative assessment tool was used to measure progress against the set improvement targets.

Numeracy Assessment – GLOSS – Global Assessment Results – Newton Central School end 2006 – from data listed

| <u>Year Level</u> | <u>No of Students</u> | <u>At Risk</u> | <u>Near Expectation</u> | <u>At Expectation</u> | <u>Above Expectation</u> | <u>Special Abilities</u> |
|-------------------|-----------------------|----------------|-------------------------|-----------------------|--------------------------|--------------------------|
| Year 0            | 8                     | 0              | 1 = 10%                 | 7 = 90%               |                          |                          |
| Year 1            | 20                    | 2 = 10%        | 7 = 35%                 | 3 = 15%               | 8 = 40%                  |                          |
| Year 2            | 17                    | 7 = 41%        | 4 = 24%                 | 6 = 35%               |                          |                          |
| Year 3            | 29                    | 4 = 13%        | 12 = 42%                | 12 = 42%              |                          | 1 = 3%                   |
| Year 4            | 29                    | 3 = 10%        | 14 = 48%                | 10 = 35%              | 2 = 7%                   |                          |
| Year 5            | 33                    | 8 = 24%        | 16 = 48%                | 5 = 15%               | 4 = 13%                  |                          |
| Year 6            |                       |                |                         |                       |                          |                          |
| Total No's        | 136                   | 24 = 17%       | 54 = 40%                | 43 = 32%              | 14 = 10%                 | 1 = 1%                   |

58% - At or above

40% - Near expectation

24% - at risk (includes: ESOL, Special Needs and ORRS Students)

**Newton Central School – Te Kura-a Rito o Newton  
Annual Targets to Charter 2008**

**Strategic Goal: Strengthening Pasifika Education – Developing Community Vision and Partnership to Improve Student Achievement**

| Specific Target<br>(must be measurable)   | Historic Data<br>(where we are now – what have we identified as need)  | Pathway<br>(how will we achieve this)   | Support<br>(systems & resources / programmes / \$\$)  |
|---|--|---|---|
| <p>As per school wide expectation and targets.</p> <p>All Pasifika Students attending school regularly and consistently – on-time and every day</p> <p>Establish a Pasifika Parent Group and hold regular fono to develop vision and discuss strengthening Pasifika education</p> <p>A designated Pasifika Education Team of Teachers and Parents – a designated teacher leader – senior management</p> <p>A clear vision statement for Pasifika Education at Newton Central School</p> | <p>Pasifika Students overrepresented in low achieving and underrepresented in high achievement areas across the school</p> <p>Pasifika students have higher non-attendance / consistent attendance than all other groups</p> <p>Although there has been consistent BOT representation this has been an individual position and this is difficult for one person – expand representation – formalise and prioritise ‘fono’ and Pasifika community – active Principal promotion and participation – build capacity of PI teachers in the school.</p> <p>No formal documents exist for the vision or philosophy for</p> | <p>Assessment procedures do not disadvantage Pasifika students – review use of traditional tools – PAT – develop tools with relevance to the knowledge skills and experiences of students</p> <p>Strengthening home school partnerships. Personal approached to community – collective accountability – a Pasifika Plan by Pasifika, for Pasifika in the interests of students and future – regular monitoring and reporting to established group – collective support</p> <p>Extend PI representation on BOT</p> <p>Actively recruit PI teachers – build leadership and community relationships – support teacher initiatives with time and resources</p> <p>Give it mana!</p> <p>Working as a community with a shared focus – our children our future – identify hopes and aspirations – key areas for development to strengthen kaupapa / ownership / engagement =</p> | <p>Designate staff / management leadership of Pasifika education – strengthen Fanau Pasifika – identify development needs of teachers</p> <p>Review school wide attendance monitoring and response systems – identify gaps and ways to strengthen this – integrate ‘cultural practices / accountabilities / community into follow-up processes – agreement from all in strategic planning processes</p> <p>Needs involvement of all PI parents / students and their extended families to work – Must be a partnership between school management and community with teacher active engagement and support</p> <p>Time &amp; Space and commitment of Management / BOT and staff</p> |

| Specific Target<br>(must be measurable)  | Historic Data<br>(where we are now – what have we identified as need)  | Pathway<br>(how will we achieve this)   | Support<br>(systems & resources / programmes / \$\$)  |
|--|--|---|---|
| <p>Clear understanding and ownership of the roles and responsibilities to achieve the vision of: Students, Parents, Teachers, Management, BOT and Wider Community.</p> <p>Review Fanau Pasifika against its intended purpose – Raising Pasifika Achievement – and develop a documented philosophy and statement of intent for this – accountability</p> <p>A Pasifika Education Strategic Plan for NCS 2009 – 2011</p> <p>An annual plan of actions and expected outcomes – owned by the community / school with accountabilities / responsibilities from all.</p> | <p>Pasifika Education / Fanau Pasifika establishment – need to do this to clarify and monitor achievement against intentions</p> <p>Data analysis to support intentions – comparison Fanau Pasifika / Mainstream – is there a difference – positive / negative – what needs improving etc</p> <p>Lack of clear focus and direction – nothing to strengthen responsibility and accountability to kaupapa and collective</p> <p>Traditionally targets / focus areas identified by management</p> | <p>responsibility and accountability – collective and collaborative development of this document will enable a clear pathway to achievement</p> <p>In-depth analysis of data in Literacy and Numeracy, to identify strengths / needs of programme – enable quality and in-depth review – Is it successful? What needs to change? What are the successes?</p> <p>A clear vision and identification of steps to achieve this enable opportunities to participate and engage and celebrate achievement – identifying next steps – a clear focus</p> <p>Specific tasks. Timeframes and measures – accountability / responsibility / review and reflection</p> | <p>– seeing to be giving it priority – walk the talk!</p> <p>Active engagement with community – Pasifika presence strengthened – role models – ownership of developments</p> <p>BOT funding for kai – opportunities, time / space to meet –</p> <p>It needs is time, commitment, celebration and recognition of the unique place of Pasifika in our community. Each meeting to see involvement / participation grow. Notes and documents will evidence needs / vision and pathway forward.</p> <p>Strengthened home / school partnership.</p> |



## Newton Central School – Te Kura-a Rito o Newton Annual Targets to Charter 2008

### Strategic Goal: Strengthening Maori Education – ‘Ka Hikitia’ – ‘Extending and strengthening options’

| Specific Target<br>(must be measurable)  | Historic Data<br>(where we are now – what have we identified as need)   | Pathway<br>(how will we achieve this)   | Support<br>(systems & resources / programmes / \$\$)   |
|--|---|---|--|
| <p>Start the Year 7 – 8 Bilingual / Immersion Class and develop the property complex associated with this.</p> | <p>Planning for this new initiative was in response to the desire for whanau to continue the strength of relationships between the school and parent community (Maori) as well as to continue to provide quality education at transition years for the students – continuity!</p> <p>MOE approval for funding for new property complex – design and planning – whanau driven.</p> | <p>Temporary set-up in room 3 – 1:18 maximum role – combination of Year 6 &amp; 7 students in the first year – moving to Year 7 &amp; 8 Intermediate level 2009. Provide teaching and leadership support – development of kaupapa and teaching and learning programme – external provider for technology.</p> <p>Whanau support, cohesiveness and integration of whanau specialist skills / knowledge into teaching and learning programme.</p> <p>Management and whanau development of new building complex design and associated visioning for this. To be complete by Feb 09. – crucial!</p> | <p>Leadership support for teacher and development of kaupapa 0.20 FTTE - \$8000; English Transition Programme – 0.20 - \$8,000;</p> <p>Classroom set-up and furniture \$15,000</p> <p>Property Development \$225,000</p> <p>Liaison with intermediate to develop Technology Programme – Te Atatu Intermediate – work towards local intermediate as provider in 2009.</p> |
| <p>Provide leadership and teaching support / development</p>   | <p>Appoint Maori Education expertise in leadership to support the work and development of the teacher.</p>  | <p>Identify personnel with knowledge and strength to work in this area – develop plan of support and on-</p>  | <p>Tamsin Hanly – knowledge and expertise Team Solutions – Numeracy Project</p>  |

| Specific Target<br>(must be measurable)  | Historic Data<br>(where we are now – what have we identified as need)   | Pathway<br>(how will we achieve this)  | Support<br>(systems & resources / programmes / \$\$)  |
|--|---|--|---|
| <p>Strengthen whanau ownership, engagement and contribution to the new pathway</p> <p>Age appropriate achievement in Literacy – Reading &amp; Writing</p> <p>Age appropriate Numeracy/Maths for all students – implementation of support programmes where needs identified</p> | <p>Whanau owned and driven kaupapa are the strength and contributors to the success of Maori Ed initiatives at Newton – utilizing whanau knowledge skill and abilities supports / models for students and offers them a broader curriculum</p> <p>School – Wide PD in Written language using AsTTle Written Language Indicators and Exemplars to inform teaching practice – data analysis identifies strengths needs and next steps in teaching/learning</p> <p>Assessment Mar – June – comparison of progress – goal to improve by 100points on 2007 results – new initiative so establishing base work and developing expectations</p> <p>New staff member – PD in Numeracy Programme – support in leadership etc</p> | <p>going review / reflection on progress of initiative</p> <p>Monthly whanau hui to identify actions / priorities and delegate responsibility. On-going review and reflection on kaupapa and areas for strengthening and development</p> <p>STAR Reading Assessment - March – identify individual / group needs / strengths – focus the learning – on-going monitoring PROBE – assessment for ongoing monitoring in Te Reo Maori – PROBE etc</p> <p>AsTTle Written Language Assessment March – June in Recount both English and Maori – focus on needs and specific dimensions of written language programme – extend content, structure and both surface / deep features</p> <p>Numpa Assessment Feb – November – comparison of progress and needs – review quality of teaching and learning programme – Staff PD – Numpa / Numeracy Programme – monitor progress</p> | <p>Provide time and space and Leadership support and encouragement – teacher participation – acknowledge additional time factor and demands on teacher</p> <p>School wide systems / personnel to support this – purchase of appropriate resources for assessment and also teaching and learning resources specific to Year 7 &amp; 8 programme – literacy etc</p> <p>Work with MOE LDO and Team Solutions expertise in Literacy Programme</p> <p>PD For staff member 5 x day – full day release for course participation \$1500 – resources \$500</p> |

| Specific Target<br>(must be measurable)  | Historic Data<br>(where we are now – what have we identified as need)   | Pathway<br>(how will we achieve this)  | Support<br>(systems & resources / programmes / \$\$)  |
|--|---|--|---|
| <p>The production of an in-depth Curriculum Teaching and Learning Plan at the Year 7 &amp; 8 Level</p> | <p>Linked to school wide curriculum review in priority areas Literacy / Maths / Health &amp; PE / Social Studies – plan for whole school Y0 – Y8 – no achievement expectations at this stage – need to be developed</p> | <p>Collective staff and whanau development – link to school wide curriculum review</p> | <p>Designated curriculum teams and leadership – support from MOE Website – Curriculum PD in new curriculum – Leaders and Management – whanau input imperative</p> |



**ACTION PLAN**

| <b>NAG/CHARTER REFERENCE:</b>                     | <b>DATE</b>     | <b>TO</b>       |
|---|-----------------|-----------------|
| <b>NAG 1: CURRICULUM REVIEW &amp; DEVELOPMENT</b> | <b>Feb 2008</b> | <b>Dec 2008</b> |

**Goals:**

- **Effective, experienced and quality leadership of curriculum – overall and curriculum area specific**
- **Quality, effective individual curriculum leadership – Review roles, responsibilities and expectations - collaboration**
- **The consultation and development of a comprehensive community curriculum teaching & learning plan programme integrating key values vision and areas of focus identified as critical to the unique culture and philosophy of NCS – based on the revised NZ Curriculum.**
- **The identification of key knowledge, skills, abilities of each individual child at year levels – achievement expectations – across curriculum.**

| <b>Specific tasks to achieve</b>   | <b>How will we do this?</b>  | <b>Who will have responsibility?</b>                     | <b>When completed?</b>              | <b>How will we know when we have achieved?</b>  |
|--|--|--|-------------------------------------|---|
| <ul style="list-style-type: none"> <li>• Effective, experienced and quality leadership of curriculum – overall and curriculum area specific – Review curriculum management and designate roles and responsibilities</li> </ul> | <p>Needs analysis to identify gaps in knowledge and understanding about NCS curriculum programme planning and development</p> <p>Strengths identified and roles delegated for leadership – specific to Literacy Numeracy &amp; Health &amp; PE – priorities 2008</p> | <p align="center">Senior Management / Principal</p>      | <p align="center">April 2008</p>    | <p>Leaders appointed actively promoting curriculum knowledge and development across the school – reports to full school staff meetings – on-going throughout year</p>                             |
| <ul style="list-style-type: none"> <li>• Quality, effective individual curriculum leadership – Review roles, responsibilities and expectations – collaboration</li> </ul>  | <p>Establish curriculum management teams – all staff to participate – review current programmes and align with revised curriculum – strengthen KSA of all staff</p>  | <p align="center">Staff / Snr Management / Principal</p> | <p align="center">May 2008</p>      | <p>Diverse leadership, participation and engagement – world views – in curriculum review and development – sharing strengths – feedback to staff meetings</p>                                     |
| <ul style="list-style-type: none"> <li>• The consultation and</li> </ul>   | <p>Unpacking the revised</p>   | <p align="center">All teaching staff</p>                 | <p align="center">December 2008</p> | <p>Dialogue and collaboration evident in review process and development of learning area statements and programmes</p> <p>Quality review and development</p> <p>A clear statement of values –</p> |

|   |  |  |                                 |   |
|---|--|--|---------------------------------|---|
| <p>development of a comprehensive community curriculum teaching &amp; learning plan programme integrating key values vision and areas of focus identified as critical to the unique culture and philosophy of NCS – based on the revised NZ Curriculum.</p> | <p>curriculum – aligning curriculum values with NCS values – How are these integrated into school culture and practices?</p>   | <p>All teaching staff</p>  | <p>From 2007<br/>March 2008</p> | <p>specific to NCS and aligned to the revised NZ Curriculum – documented and reported to community</p>  |
|   | <p>Consultation with staff, students, BOT and parent community on values, content and context for learning across learning areas;</p>  | <p>Staff / Students / BOT / Parents</p>                                | <p>March 2008</p>               | <p>Documented feedback from all groups – contexts integrated into draft curriculum plans / overviews to form basis of NCS Curriculum Teaching and Learning plan – draft plan across prioritised curricular areas to staff meetings over terms 3 &amp; 4 for discussion and feedback</p> |
|   | <p>Integration of this into core curriculum plan and timeline for teaching;</p>  | <p>On-going 2008 – review teams</p>                                    | <p>March – September</p>        | <p>Draft curriculum plans for priority areas – Literacy, Numeracy/Maths/Social Studies &amp; PE – tabled for discussion – documented evidence</p>   |
|   | <p>Specific learning area curriculum teams integrate feedback from consultation into teaching and learning programme as part of review – identify NCS student achievement expectations in all learning areas – clear statements to enable review and monitoring of achievement against them for individual and school as a whole</p> | <p>On-going 2008 – review teams</p>                                    | <p>March – October</p>          | <p>Shared dialogue and collegiality – sharing KSA. Clear statements of expectations across all age levels and curriculum areas – prioritised for 2008</p>   |
|   | <p>Senior management team align feedback and team work into overall school curriculum plan</p>   | <p>All staff – curriculum team specific for discussion whole staff</p> | <p>December 2008</p>            | <p>Draft curriculum plan for presentation at TOD 2009</p>   |
|   |  | <p>Senior Management – Designated curriculum leaders / Principal</p>   | <p>December 2008</p>            |   |



## ACTION PLAN

| NAG/CHARTER REFERENCE:                                | DATE            | TO              |
|---|-----------------|-----------------|
| <b>NAG 1: CURRICULUM – ASSESSMENT &amp; REPORTING</b> | <b>Feb 2008</b> | <b>Dec 2008</b> |

**Goals:**

- **High quality assessment for learning that identifies students next learning steps & K.S.A**
- **An assessment philosophy & procedures designed, owned and implemented by whole staff**
- **To meet school-wide standardized assessment requirements throughout the year**
- **To develop further assessment & shared Policy on assessment for learning, “evidence based learning/teaching.**
- **Review and develop new reporting format and student profile on SMS**

| Specific tasks to achieve  | How will we do this?  | Who will have responsibility?   | When completed?  | How will we know when we have achieved?  |
|--|---|---|--|--|
| <ul style="list-style-type: none"> <li>• Identify staff beliefs about assessment ‘Why do we assess? Does it help our teaching &amp; students learning and identify developing needs for both teachers &amp; students</li> <br/> <li>• Developing an annual assessment plan                             <ul style="list-style-type: none"> <li>• Numeracy</li> <li>• Literacy</li> <li>• Mathematic</li> <li>• Kaupapa</li> </ul> </li> </ul> | <p>Workshop<br/>- staff meeting</p> <p>Reference:<br/>ERO Assessment<br/>Good Practice Docs</p><br><p>Identify K.S.A and what info we need to inform.<br/>Decide on tools</p> <ul style="list-style-type: none"> <li>• Probe?</li> <li>• Star?</li> <li>• Asttle</li> <li>• Gloss</li> <li>• PAT</li> <li>• Vernon</li> </ul> | <p>Hoana / Jo</p><br><p>Whole staff</p><br><br><p>Principal / Assessment and Maths / Numeracy Leaders</p> | <p>End Term 1 2008</p><br><br><br><br><p>Annually November for following year – identified by curriculum area review and timelines</p> | <p>A clear statement of beliefs &amp; intent - deeper understanding of the assessment practice and processes to inform teaching and learning</p><br><p>A commitment<br/>Evidence of practice</p><br><p>Teachers have clear guidelines on requirements and expectations – consistency of practice</p> |

|   |   |   |  |  |
|---|---|---|--|--|
| <ul style="list-style-type: none"> <li>• Whole staff PD - Learning Intentions <ul style="list-style-type: none"> <li>• Informing children of their learning goals and expectations</li> </ul> </li> </ul> | <p>Enquire to participate in the ATOL programme 2009 / 2010 – Interim discuss our philosophy and beliefs linked to revised curriculum development and implementation</p>  | <p>Principal / Literacy leader</p>  | <p>On-going 2008 – investigate continuation 2009</p> | <p>Increased K.S.A<br/>Evidence of practice<br/>Children know what the expectations are<br/>Expectation is evident.<br/>Children setting own learning goals and monitoring their progress.</p>   |
| <p>1. Shared understanding &amp; ownership of assessment both standardized assessment as well as assessment for learning “evidence based” teaching practice.</p>  | <p>Access current research and readings to share with staff.<br/>Build up manual of best practice – Literacy – research evidence of practice aligned.<br/>Informed next steps in teaching and learning</p>  | <p>All teachers &amp; students</p>  | <p>Nov 2008</p>                                      | <p>Consistency of practice – shared philosophy / understanding of assessment practice at NCS</p>   |
| <p>2. Development &amp; participation will evolve through team &amp; whole school meetings and through personal development plans to establish deeper knowledge and pedagogy related to assessment</p>    | <p>Whole staff meetings dedicated to literacy – written language development and review of programme and practice – increased ownership and commitment to unique NCS literacy practices and assessment procedures – collegiality encouraged and supported</p> <p>More effective use of ‘school based experience’ to</p> | <p>Literacy Leader / Principal / Staff</p> <p>Literacy Leader / Experienced teachers with</p> | <p>On-going</p>                                      | <p>Collegiality strengthened – increased dialogue and sharing of KSA to support and strengthen each other.<br/>Improved engagement in discussion and development of procedures and processes with regard to assessment</p> <p>Personal development plans include school wide as well as individual teacher literacy and assessment development goals – linked to appraisal –</p> |

|  |   |  |  |   |
|--|---|--|--|---|
| <p>3. Planning &amp; teaching will involve clear learning objectives, students voice = success criteria &amp; feedback given to students and these linked with school wide curriculum &amp; prof. dev.</p> <p>• Review and develop new reporting format and student profile on SMS</p> | <p>guide others</p> <p>PD with staff on writing effective learning objectives and inclusion of feedback / learning intentions/goals of students – link to PD on ATOL in 2009 + Literacy team established to work on overview and programme review – Literacy leader to liaise and work with LDO &amp; Team Solutions</p> <p>Students using AsTTle indicators to monitor and reflect on their own work and set clear next steps and goals for their learning</p> <p>Identify specific needs for data collection, use and purpose; - individual and whole school / groups</p> <p>Design template for SMS to adapt</p> <p>Ensure correct and efficient data entry – training for staff and support staff in eTap</p> | <p>strengths in written language / literacy</p> <p>Literacy Leader / Principal / Team Solutions<br/>All staff</p> <p>Students / teachers</p> <p>Literacy Leader / Team / Principal / teachers – links to philosophy of practice</p> <p>Senior Management / Principal</p> <p>Principal / Executive Officer / eTap trainer</p> | <p>2008 – 2009<br/>On-going</p> <p>May 2008</p> <p>September 2008</p> <p>June – December 2008 – on-going</p> <p>September 2008</p> <p>November 2008</p> <p>March / September</p> | <p>increased accountability.</p> <p>Written language learning intentions / next steps for learning clearly evident, displayed and used in teaching of students. Students aware of individual and collective learning steps and can discuss and reflect on their learning and progress.</p> <p>Best Evidence in practice and dialogue with and between teachers</p> <p>As above</p> <p>Clear statement of intent and purpose – linked to process and procedure – clear expectations and consistency of practice</p> <p>Standardised information – ease of access, up-to-date cumulative record for individual students available for use</p> <p>Increased confidence in use of equipment, efficient and effective use. Data is</p> |
|--|---|--|--|---|

|  |   |   |   |  |
|--|---|---|---|--|
| <ul style="list-style-type: none"> <li>Review and develop new reporting format and student profile on SMS</li> </ul> | <p>and AsTTle.</p> <p>Effective and efficient use of data to report to BOT / Parents / Community</p> <p>Individual student cumulative portfolio of assessment results – literacy / numeracy and attitude etc – inform new teachers / parents and new school where necessary</p> <p>An up-to-date individual and school wide portfolio of progress and achievement across curriculum strands</p> | <p>Principal / Senior Management / Staff</p> <p>Principal / Senior Management / Staff</p> | <p>December 2008</p> <p>November 2008</p> | <p>accessible and retrievable – consistent</p> <p>School wide report to BOT and community on achievement, progress and comparison – value added Literacy – reading, writing, spelling , Numeracy and mathematics – whole school, groups and areas of interests</p> <p>Ease of access to information. Inform teaching and teacher knowledge of a child’s needs/strengths / progress over school years.</p> <p>Ease of access. At any time a students individual cumulative profile can be accessed and printed for the chosen purpose</p> |
|--|---|---|---|--|

**ACTION PLAN**

| <b>NAG/CHARTER REFERENCE:</b>                        | <b>DATE</b>     | <b>TO</b>       |
|--|-----------------|-----------------|
| <b>NAG 1: CURRICULUM – LITERACY WRITTEN LANGUAGE</b> | <b>Feb 2008</b> | <b>Dec 2008</b> |

**Goals:**

- **A quality written language teaching and learning programme – shared beliefs, philosophy and practice based on best evidence**
- **Specific and clear progress indicators / expectations of achievement – age specific across the school – AsTTle / Exemplars**
- **High quality, sustainable and on-going professional development**
- **Quality and consistent dialogue and sharing of practice, knowledge and experience**
- **Improved student outcomes through focused teaching and learning and assessment process that support / inform that**
- **Quality resources / strategies to support the strengthening of written language**

| <b>Specific tasks to achieve</b>   | <b>How will we do this?</b>   | <b>Who will have responsibility?</b>  | <b>When completed?</b>  | <b>How will we know when we have achieved?</b>  |
|--|---|---|---|---|
| <ul style="list-style-type: none"> <li>• Participation in the Literacy Development Programme to inform knowledge in effective pedagogy and practice of written language;</li> <li>• Review of current Written Language Programme – teaching, learning and assessment and develop new programme in line with new learning.</li> </ul> | <ul style="list-style-type: none"> <li>• Full staff development focus during staff meetings, TOD's and targeted development alongside LDO &amp; Team Solutions – clarifying knowledge, skills, understandings and best practice</li> <li>• Collective understanding of effective practice. Identify key components of a written language programme; develop guidelines and clear expectations with regard to deliver. Refer BES and current research – advice from LDO and</li> </ul> | <p align="center">Principal / Senior Management Team – designated Literacy Leader – Sheila Buchanan / Hoana / Kirsty MOE LDO</p> <p align="center">Whole Staff – Leadership – Principal &amp; Literacy Leader</p> | <p align="center">On-going 2008 – 09</p> <p align="center">Feb 09</p> | <p>Increased dialogue between teachers in full staff, team and 1-1 meetings – focus on best and shared practice Documented best practice procedures and guidelines – using assessment and data analysis to inform teaching and learning – clarifying intentions</p> <p>Written Language Teaching, Learning and Development Programme documented. Inclusive of teaching and learning expectations across the years. Consistent practice across the school – informed teaching practice</p> |



|   |   |   |   |  |
|---|---|---|---|--|
| <ul style="list-style-type: none"> <li>Quality resources / strategies to support the strengthening of written language</li> </ul>   | <p>consistent comparative moderation practices.</p> <ul style="list-style-type: none"> <li>In- depth resource needs analysis to strengthen written language programmes across the school in both English and Te Reo Maori</li> <li>Identify resources available to support programme</li> <li>Organise and list available resources including websites and professional reading for teaching staff</li> </ul> | <p>Whole Staff – Leadership – Principal &amp; Literacy Leader<br/>Team Solutions and Kirsty Ross MOE LDO</p> <p>Literacy Leaders</p> <p>Literacy Leader</p> | <p>July 2008</p> <p>By October 2008</p> <p>By October 2008 for inclusion in 2009 budget</p> | <p>Teachers and students have access to and are using quality resources and materials in their written language programmes</p> <p>Informed staff with regard to resources to support effective practice – use for scaffolding and extending students</p> <p>Purchase plan presented for inclusion in 2009 budget</p> |
| <ul style="list-style-type: none"> <li>Quality and specific data and reporting to BOT and parent community as well as using with students to identify their strengths and needs – targets for learning</li> </ul> | <ul style="list-style-type: none"> <li>Improved data, analysis and reporting to BOT, Parents and students. Students using the indicators to inform of their next steps. Data used to identify school wide, group and individual needs and strengths. Targets for further improvement identified and linked to charter 2009</li> </ul>   | <p>Principal / Literacy Leaders / Teachers and Students</p>   | <p>March – June</p> <p>September / October</p>  | <p>March – Teacher’s record and analysis data and use data to inform to teaching programme and target areas. Assessment in June to monitor and report on progress – value added Mar – June.</p> <p>This information condensed into written report for BOT and Community September 2008</p>                           |

**ACTION PLAN**

| <b>NAG/CHARTER REFERENCE:</b>        | <b>DATE</b>     | <b>TO</b>       |
|--------------------------------------|-----------------|-----------------|
| <b>NAG 1: CURRICULUM – RESOURCES</b> | <b>Feb 2008</b> | <b>Dec 2008</b> |

**Goals:**

- Ease of identification and access to high quality teaching and learning resources across curriculum
- Expansion and rationalization of existing systems
- Effective system for resource need identification / budge
- Purchasing
- Resource storage access / retrieval system & personnel

| <b>Specific tasks to achieve</b> | <b>How will we do this?</b> | <b>Who will have responsibility?</b> | <b>When completed?</b> | <b>How will we know when we have achieved?</b> |
|----------------------------------|-----------------------------|--------------------------------------|------------------------|--|
|----------------------------------|-----------------------------|--------------------------------------|------------------------|--|

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| <ul style="list-style-type: none"> <li>Sort existing dirth of resources into appropriate system – correctly</li> <li>Set up clearly labeled resource accession (new resources) and return boxes</li> <li>Empty part-time resource support person <ul style="list-style-type: none"> <li>Develop clear procedures &amp; job description</li> <li>Consult/inform <u>all</u> staff</li> </ul> </li> <li>Rationalise Maths &amp; Art resource areas</li> <li>Expand resource storage capacity <ul style="list-style-type: none"> <li>English &amp; Maori</li> </ul> </li> <li>Data Base of existing resources linked to Library Access-it Prog.</li> </ul> | TOD   | All teaching staff                       | Feb 5 <sup>th</sup>   | All resource area surfaces clear  |
|  | Sheila to purchase & label boxes  | Sheila                                   | Feb 7 <sup>th</sup>   | Boxes ready for use<br>- visible/unavoidable                                    |
|  | Identify person with appropriate K.S.A  | Hoana                                    | Feb 8 <sup>th</sup>   | Person employed system operational  |
|  | Resource person & Parent/Teacher help<br>New building project   |  | Feb 8 <sup>th</sup>   | Clear & practiced system-less clutter – refined & better use of resources       |
|  | Transfer location to new Resource Room<br>(Budget Implications)   | Sheila/Hoana<br>Iriini                   | Feb 12 <sup>th</sup>  | Clean! Tidy! Find things<br>No clutter  |
|  | Stock take & list of resources. Identify & prioritise needs based on new curriculum development & revised teaching & learning prog. | Hoana Design & Tribe<br>Project Managers | Feb 15 <sup>th</sup>  | Transfer complete expansion<br>timelined & purchase (plan approved & completed) |
|  | Hoana/Maryanne<br>Iriini  | June 08                                  | Up-to-date catalogue of resources<br>Clear purchase plan 2009 |   |
|  |   | Dec 08                                   |   |   |

### ACTION PLAN

| NAG/CHARTER REFERENCE:  | DATE     | TO       |
|---|----------|----------|
| NAG 1: Curriculum -Teaching & Learning<br>– Resource Storage & Access | Feb 2008 | Dec 2008 |

**Goals:**

- To set up systems to effectively store and manage resources
- To set up systems for withdrawal and return of resources.

| Specific tasks to achieve | How will we do this? | Who will have responsibility? | When completed? | How will we know when we have achieved? |
|---------------------------|----------------------|-------------------------------|-----------------|---|
|---------------------------|----------------------|-------------------------------|-----------------|---|

|  |  |   |  |   |
|--|--|---|--|---|
| <ul style="list-style-type: none"> <li>• Set up return boxes</li> <li>• Teachers undertake responsibility for returning materials.</li> <li>• Efficient return of materials.</li> <li>• Construction of new resource room</li> </ul> | <p>Boxes – labeled</p> <ul style="list-style-type: none"> <li>• TOPIC, MATHS</li> <li>• JOURNALS, JUNIOR READERS, A.V LANGUAGE</li> <li>• Explain system to teachers at TOD. Teachers to do returns weekly.</li> <li>• Resource person to store, mend, sort materials on a weekly basis.</li> <li>• Funding from Y1:18 – frees up room 4 to develop as a classroom. Extend resource capacity and organisation</li> </ul> | <p>Sheila</p> <p>Teachers</p> <p>Irini</p> <p>Hoana / BOT/DesignTribe</p> | <p>Start of 2008</p> <p>T.O.D</p> <p>Every Friday 2008</p> <p>August 2008</p> <p>Capacity Nov / Dec 08</p> | <p>Put in place on table (back wall) resource room.</p> <p>Materials used will be placed in correct boxes on a regular basis.</p> <p>Resource room will be organized, tidy and run efficiently.</p> <p>Construction completed – transfer of resources effective use of space</p> <p>Easier access and storage resources</p> |
|--|--|---|--|---|

## ACTION PLAN

| NAG/CHARTER REFERENCE:            | DATE     | TO       |
|-----------------------------------|----------|----------|
| NAG 1: Curriculum – Special Needs | Feb 2008 | Dec 2008 |

**Goals:**

- To develop a clear procedure for identifying students with needs above and below and special from their class peers.
- Provide learning that is clear & achievable wither thru IEPs, Class Planning, Specialized Programme.

| Specific tasks to achieve  | How will we do this?   | Who will have responsibility?         | When completed? | How will we know when we have achieved?   |
|--|--|---------------------------------------|-----------------|---|
| 1. Teachers Assessment analyzed & class obs completed Tm 1. (needs identified) | <ul style="list-style-type: none"> <li>• Individual and class assessment by teachers at beginning of year – needs identified – programmes resourced and developed – register of needs established</li> </ul>       | Josephine / Ally                      | March 08        | Register up-dated, all identified needs being catered for – classroom teachers supporting IEPs and programmes are monitored and reviewed – students progressing – aligned with PD |
| 2a A students of concerned shared with Snr Teacher.                            | <ul style="list-style-type: none"> <li>• Strengthening teacher dialogue about teaching and learning and identification of needs – clear assessment pathways – emphasis on assessment to inform practice</li> </ul> | Special Needs Coordinator / All staff | On-going        | Increased teacher dialogue and knowledge, skill, understanding of diverse needs and pathways to meet then   |
| 2b Snr Teacher brings concern to Snr Manage Meeting.                           | <ul style="list-style-type: none"> <li>• Agenda item at all Senior Management meetings</li> </ul>  | Special Needs Coordinator             | On-going        | Minutes of senior management meetings, BOT Reports – needs integrated into support programmes   |
| 3. Students already identified with Special Needs with IEPs are                | <ul style="list-style-type: none"> <li>• IEPs Reviewed each term – all support</li> </ul>  | Special Needs Coordinator             |                 | Documented IEP plans and monitoring of progress   |

|  |  |                                  |                 |   |
|--|--|----------------------------------|-----------------|---|
| <p>reviewed each term</p> <p>4. Regular meetings with parents/feedback book (home/school) are held either fortnightly, daily, term depending on needs.</p> | <p>personnel contributing – regular monitoring of needs and progress</p> <ul style="list-style-type: none"> <li>• Strong home/school partnerships and sharing of information and resources p parents informed/knowledgeable of needs and programmes – minutes kept of all meetings and information shared</li> </ul> | <p>Special Needs Coordinator</p> | <p>On-going</p> | <p>Shared ownership and partnership in child’s learning and development needs – keen knowledge and understanding of needs and learning pathways – student progress is evident</p> |
|--|--|----------------------------------|-----------------|---|

## ACTION PLAN

| NAG/CHARTER REFERENCE:                                 | DATE            | TO              |
|--|-----------------|-----------------|
| <b>NAG 1: Curriculum – Library /<br/>Info Literacy</b> | <b>Feb 2008</b> | <b>Dec 2008</b> |

**Goals:**

- 1 To train monitors to attend to break time supervision in the library**
- 2 To review job description and provide training for Teacher Aide library assistant.**

| Specific tasks to achieve   | How will we do this?  | Who will have responsibility? | When completed? | How will we know when we have achieved?   |
|---|---|-------------------------------|-----------------|---|
| 1 Training student library monitors.  | Using student monitor training programme over 4 week period.  | Rose, Sheila, Carron          | End March 2008  | Student librarians will be confidently and effectively supervising the library during lunch breaks.     |
| 2 Write and discuss job description in consultation with T.A Library Assistant. | Arrange time to discuss and write job description with clearly defined tasks/hours & expectations. Provide any necessary training through National Library Prof. Dev. | Sheila & Rose                 | End March 2008  | When library T.A is completing tasks as stated and library processing & data entry is running smoothly. |

**ACTION PLAN**

| <b>NAG/CHARTER REFERENCE:</b>                      | <b>DATE</b>     | <b>TO</b>       |
|--|-----------------|-----------------|
| <b>NAG 1: Curriculum – Library / Info Literacy</b> | <b>Feb 2008</b> | <b>Dec 2008</b> |

**Goals:**

- 3 To develop an efficient processing system for library resources**
- 4 To develop a programme of teaching and learning to improve students info – literacy for enquiry learning.**

| <b>Specific tasks to achieve</b>                            | <b>How will we do this?</b>  | <b>Who will have responsibility?</b>  | <b>When completed?</b>                           | <b>How will we know when we have achieved?</b>   |
|---|--|---|--|--|
| 3 Improving processing of new stock.                        | <ul style="list-style-type: none"> <li>• Set up flow chart for processing</li> <li>• Set up boxes for each stage of processing</li> <li>• Allocate tasks for each library staff member in the processing chain.</li> </ul> | <ul style="list-style-type: none"> <li>• Sheila</li> <li>• T.Aide Library</li> <li>• Rose</li> <li>• Carron</li> <li>• Siu</li> <li>• Parent helpers</li> </ul> | Ongoing process                                  | Backlog of books will be cleared.<br>Books will be processed as bought more efficiently. |
| 4 Library teaching & learning programme                     | <ul style="list-style-type: none"> <li>• Staff meetings</li> <li>• National Library P.D input</li> </ul>   | Sheila & Rose   | Ongoing during 2008 at allocated staff meetings. |  |
| To develop students / teachers learning in info – literacy. | <ul style="list-style-type: none"> <li>• Library programme activities to develop info – literacy in folders approp. to jnr/md/snr.</li> </ul>  | Classroom teachers<br>Sheila to lead  | Full training during 2008                        | Students will access/sort and use information more effectively making research easier.   |
|   | <ul style="list-style-type: none"> <li>• Staff meetings in library to practice activities / share ideas. P.D – National Library</li> </ul>   | Sheila & Rose<br>National Library   |  | Teachers will be more confident in using library as a resource for info – literacy.      |

NEWTON CENTRAL SCHOOL – INFORMATION, COMMUNICATION TECHNOLOGY ACTION PLAN 2008

| <b>Goal</b>   | <b>Action needed</b>   | <b>Person responsible</b>   | <b>Success criteria</b>   | <b>Time frame</b>  |
|---|--|---|---|--|
| Project team in place for each school and action plan formalised  | Set up project team and formalize an action plan for 2008 for the school   | David, Cass and Angie   | Team will be able to support the professional development in the school<br><br>Action plan will guide ICT professional development for the school.                    | Throughout 2008<br>Facilitator to meet with David and Cass to develop the plan by end 2007 |
| ICT Leaders experience an ICTPD conference  | ICT Lead teachers attend the Learning at School Conference in Rotorua 19-22 <sup>nd</sup> February<br><br>Apple i-extreme conference at Waiheke Island | David to organize teachers for the conferences, Angie to organize accommodation.<br><br>. | The lead teachers will gain skills and confidence in ICT integration and pass this on to other teachers in the school through scheduled staff meetings and workshops. | 19-22 February<br><br>April 2008   |
| Teachers are able to use the E-Tap ICT data tracking and reporting system to record and interpret achievement data and plan units, write reports. |  |   | Teachers will confidently use e-Tap to record and interpret student data and write plans and reports  | Throughout 2008  |
| Evidence will show that teachers are engaged in best practice teaching and learning with ICT tools  |  |   | Planning units and evaluation/appraisal will show that teachers are linking best use of ICT tools to their curriculum delivery.                                       | Throughout 2008  |
| Teachers will be able to discuss research based readings about best practice teaching and learning with ICT tools through formalized              |  |   | End of year survey will reflect teachers increased understanding of the role and application of ICT tools to enhance curriculum delivery.                             | Throughout 2008  |

**ACTION PLAN 2008**

| <b>NAG/CHARTER: CURRICULUM – HEALTH &amp; WELL BEING</b>  |  | <b>DATE</b>                     | <b>TO</b>   |
|---|--|---------------------------------|---|
| NAG 1 i (c)<br>Each Board through the principal and staff is required to develop and implement teaching and learning programmes<br>– Priority given to regular quality physical activity that develops movement skills, esp years 1-6 |  | 7 <sup>th</sup> February        | 17 December   |
| quality learning circle meetings on a regular basis   |  |                                 |   |
| TeacheRs will share their knowledge with other teachers in the school or cluster or at conferences.   |  |                                 | Teachers will have the knowledge, skills and confidence to engage in collegial discourse with others.   |
| Throughout 2008   |  |                                 |   |
| A three year strategy plan for ICT infrastructure, curriculum delivery and professional development will be developed   | The management team will conduct a survey of existing data as a foundation for the new strategy plan which will be for 2009 - 2012 | Management team and facilitator | Best practice teaching and learning with ICT tools will be extended beyond the terms of the current ICTPD contract and be an integral part of future development within the school. |
|   |  |                                 | By November 2008  |

- Goals:
1. To provide PE Curriculum Plans with available PE Resources
  2. To include holistic teaching skills for PE plans – taha wairua (spiritual), hinengaro (thinking), a tinana (physical) Manawa (emotional) and whanaungatanga (social-team support)
  3. To ensure that each Whanau-team has a dynamic daily fitness and weekly sport programme using shared resources and space
  4. To have students evaluate their fitness and physical education lessons positively

| Specific Tasks to achieve   | How will we do this?  | Who will have responsibility   | When completed   | How will we know when we have achieved?  |
|---|---|--|--|--|
| <p><b>2008 PE Curriculum Planning</b></p> <p><b>Term PE Resource Kits</b></p> <p><b>PE Shed Inventory</b></p> | <ul style="list-style-type: none"> <li>- Follow the PE 3 Year Cycle Plan</li> <li>- Curric Areas/ Skills identified</li> <li>- Inventory of PE resources in Resource Room/Around school</li> <li>- PE Tikanga Maori resources</li> <li>- PE Whanau Pacifica resources</li> <li>- PE Special Needs Resources</li> <li>- PE Extension Resources</li> <li>- Resources List online, Plans</li> <li>- Cyclic PE Resource System</li> <li>- teachers reminded about correct gear usage and care</li> </ul> <ul style="list-style-type: none"> <li>- Numbered Kit with PE resources for each whanau</li> <li>- Each kit has the PE gear recorded</li> <li>- PE gear is returned</li> <li>- Each whanau is responsible for their allocated gear               <ul style="list-style-type: none"> <li>• Whanau NohiNohi</li> <li>• Whanau Marama</li> <li>• Whanau Te Uru Karaka</li> <li>• Te Whanau o Orakei</li> <li>• After School Care</li> </ul> </li> <li>- Report and return broken PE gear</li> </ul> | <p>Management<br/>Lead PE Teacher</p> <p>Lead PE Teacher consults with Whanau Teams</p> <p>Lead PE Teacher at Assemblies</p> <p>Lead Teacher/PE Monitors</p> <p>Teachers, Students<br/>PE Monitors</p> <p>Teachers</p> | <p>Term 1<br/>Week 8 of each Term prior to new term</p> <p>Week 8 of each Term prior to new term</p> | <p>Long Term Plans reflect school wide PE skills (Team leader checks)</p> <p>Statements in planning that have a inclusive statement and plan of action for diverse learning needs (Teachers Plans this)</p> <p>Bags of PE gear allocated to teams<br/>Gear is used daily or weekly<br/>Visibility of gear use<br/>PE Book is available</p> |

|   |  |  |  |   |
|---|--|--|--|---|
| <p><b>PE Update: Staff Meetings</b></p>     | <ul style="list-style-type: none"> <li>- Inventory for Resources</li> <li>- Resource storage</li> <li>- Resource label system</li> <li>- Open times 8.15 – 8.30am</li> <li>- Tchr Checks</li> <li>- R14 Student Monitor System</li> <li>- PE gear available Lunch break</li> <li>- PE Shed Booking Book: Staffroom</li> <li>- PE Shed Keys: Office/PE Leader</li> <li>- Maintenance Day – Wednesday</li> <li>- Term Stock take</li> <li>- Budget</li> </ul>  | <p>Lead PE Teacher</p> <p>Lead PETeacher<br/>Student Monitors</p> <p>Lead PETeacher<br/>Office</p> <p>Management</p> <p>Lead PETeacher</p> | <p>Last week of every term eg..<br/>Term 1 Week 11</p> <p>Prior to Interschool events<br/>Notices at staff meetings when appropriate to teaching needs</p> | <p>Meeting with Management per term discussing PE use and expenditure</p> <p>Student use of PE equipment daily or weekly for leisure time</p> <p>PE Planning, resources, gear use and events are shared at staff meetings</p> |
| <p><b>School wide Fitness Programme</b></p> | <ul style="list-style-type: none"> <li>- Term PE/Health Skills</li> <li>- Resources available</li> <li>- Resources online (SPARC)</li> <li>- Recording PE Assessment</li> <li>- Visitors to model PE Skill..eg Jump Rope for heart</li> <li>- Special Event Planning eg..Cross Country...</li> <li>- Meeting Notes sent to whanau Orakei</li> <li>- To provide staff with upcoming events</li> </ul><br><ul style="list-style-type: none"> <li>- Daily and weekly</li> <li>- Coverage of fitness skills for aerobic and anaerobic movements</li> <li>- Dynamic fitness session of 15-20min</li> <li>- Each Whanau to decide upon their fitness skill approach <ul style="list-style-type: none"> <li>• Whanau NohiNohi</li> <li>• Whanau Marama</li> <li>• Whanau Te Uru Karaka</li> <li>• Te Whanau o Orakei</li> </ul> </li> </ul> | <p>Senior Team Leaders</p> <p>Lead PETeacher</p> <p>Senior Team Leaders</p> <p>Lead PETeacher</p>  | <p>Week 8 of each Term prior to new term</p>   | <p>Innovative PE routines and activities demonstrated by whanau</p> <p>Shared resources and space</p> <p>All Whanau taking part in sport</p> <p>Students are enjoying their sport activities</p>                              |

|  |  |                                |   |  |
|--|--|--------------------------------|---|--|
| <p><b>PE Assessment</b></p>                | <ul style="list-style-type: none"> <li>-</li> <li>-</li> <li>-</li> </ul>  |                                |   |  |
| <p><b>PE Interschool Meeting Dates</b></p> | <ul style="list-style-type: none"> <li>- Student Portfolio Pages</li> </ul>  | <p>Lead PE Teacher</p>         | <p>Week 8 of each Term prior to new term</p>                    | <p>A portfolio page for fitness and all sport events</p>   |
| <p>-</p>                                   | <ul style="list-style-type: none"> <li>- Find out Cluster Meetings</li> <li>- Find out Sports timetable for the year</li> <li>- Show Meetings times to Senior Classes for participation of students <ul style="list-style-type: none"> <li>• Whanau Marama</li> <li>• Whanau Te Uru Karaka</li> <li>• Te Whanau o Orakei</li> </ul> </li> <li>- Schedule for teachers to attend meetings</li> <li>- Produce a training schedule for skills</li> <li>- Write up a network for Parent coach line to help train students in various sport</li> <li>- Process Travel plans for teachers and students</li> <li>- To organise dates for sport meets</li> <li>- To have teaching plans available for relieving teacher</li> </ul> | <p>Lead PE Teacher</p>         | <p>Beginning of Year Prior to events</p>                        | <p>Calendar outlining dates</p> <p>Lead Teacher attends Meetings</p> <p>Student Representation at events</p> |
| <p><b>PE Resources</b></p>                 | <p>Give Orakei updates of all meetings</p>   | <p>Management Lead Teacher</p> | <p>Week 8 of each Term prior to new term</p>                    |  |
|  | <ul style="list-style-type: none"> <li>- Sports Store Discount stores</li> <li>- Ordering Process</li> <li>- Sport Competitions....Fun Run..</li> <li>- Newsletter Events</li> <li>- Visiting Role Models</li> <li>- Invitational Letters</li> <li>- Assembly Updates for Students</li> <li>- Ways to use assorted PE gear for PE activities eg Chairs for Chair Aerobics</li> </ul>   | <p>Lead PE Teacher</p>         | <p>When Equipment has had wear and tear and needs replacing</p> | <p>Inventory completed per term</p> <p>Weekly updates per month from monitors</p>                            |
| <p><b>PE Budget</b></p>                    | <ul style="list-style-type: none"> <li>- Budget for PE Gear</li> </ul>   |                                |   |  |

|                        |   |   |  |  |
|------------------------|---|---|--|--|
| <p><b>Concerns</b></p> | <ul style="list-style-type: none"> <li>- Replacement budget for items</li> <li>- PE Uniform Storage</li> <li>- Storeroom storage for PE Gear</li> <li>- Hooks for PE Bags</li> </ul> <p><i>Staff Leaving gear on field</i></p> <ul style="list-style-type: none"> <li>- <i>Need to return all gear</i></li> </ul> | <p>Lead PE Teacher</p><br><p>All Teachers</p> | <p>Beginning of Year</p><br><p>* Placed in PE Book</p> | <p>Record of Equipment use and replacement</p><br><p>PE gear is returned. stored correctly and available for use</p> |
|------------------------|---|---|--|--|

## ACTION PLAN

| NAG/CHARTER REFERENCE:   | DATE     | TO       |
|--------------------------|----------|----------|
| NAG 2: PLANNING & REVIEW | Feb 2008 | Dec 2008 |

**Goals:**

- **An up-to-date policy register with a timeline for review – current based on school strategic plan and special character**
- **A revised charter – vision, values and goals in line with the school’s stated & documented special character**
- **A final strategic plan following community consultation**
- **A documented Special Character statement and pathway for implementation**
- **Integration of Special Character priorities into revised curriculum teaching and learning plan**

| Specific tasks to achieve  | How will we do this?   | Who will have responsibility?  | When completed?  | How will we know when we have achieved?  |
|--|--|--|--|--|
| <ul style="list-style-type: none"> <li>• An up-to-date policy register – policies reflect special character and strategic priorities                             <ul style="list-style-type: none"> <li>○ Policies relevant to school and its special character – actions in line with policy – priorities and resources in line with policies / strategic plan &amp; goals</li> </ul> </li> </ul> | <p>Review current policy register – identify specific policies for review and development – distribute policy linked to specific areas to BOT delegated groups – timeline review as part of monthly BOT meetings:</p> <ul style="list-style-type: none"> <li>○ Personnel</li> <li>○ Finance &amp; Assets</li> <li>○ Property</li> <li>○ Health &amp; Safety</li> </ul> | <p style="text-align: center;">BOT Chairs / Principal</p> <ul style="list-style-type: none"> <li>• Principal &amp; Delegated Personnel Committee</li> <li>• Principal/ Treasurer &amp; Delegated Finance Committee</li> <li>• Principal &amp; Delegated Property Committee</li> <li>• Principal &amp; Delegated Health &amp; Safety Committee</li> </ul> | <p>September 2009</p> <p>September 2008</p> <p>November 2008</p> <p>March 2009</p> <p>May 2009</p> | <p>List of policy needs and timeline for review development tabled at BOT meeting September 2008 – in minutes – policy review and up-date becomes normal practice in regular BOT meetings</p> <p>Policy manual includes timeline for review and sited / signed by BOT chair on completion – in minutes</p> <p>Documented &amp; minuted</p> <p>Documented &amp; minuted</p> |

|   |  |  |  |   |
|---|--|--|--|---|
| <ul style="list-style-type: none"> <li>• Alignment of policy to practice!</li> <li>• A revised charter supported in its development by the community and reflecting the special character of NCS</li> </ul> | <ul style="list-style-type: none"> <li>○ Compliance</li> <li>○ Planning and Review</li> <li>• Curriculum – inline with revised curriculum implementation framework 2010 – includes Curriculum Plan Maori &amp; English</li> </ul> <p>Review and reflection on practice to align with strategic plan and policy statements – relevance and practicalities</p> <p>Consultation with community, staff and students to identify priorities, values and contexts for learning – hopes and aspirations by community for students – identification of special character and priority for development in surveys and community hui.</p> <p>Deeper clarity and understanding of special</p> | <ul style="list-style-type: none"> <li>• Principal / Chairs</li> <li>• Principal / Chairs &amp; Delegated Personnel Committee</li> <li>• Staff &amp; Senior Management</li> </ul> <p>In-depth review of school-wide practices and procedures to ensure alignment – needs analysis and inclusion in strategic plan</p> <ul style="list-style-type: none"> <li>• Chair / Principal / Staff / Parents / Students</li> </ul> | <p>July 2009</p> <p>November 2009</p> <p>December 2009 / March 2010</p> <p>On-going – Dec 09 / March 2010</p> <p>December 2008</p> | <p>Documented &amp; minuted</p> <p>Documented &amp; minuted</p> <p>Documented &amp; minuted<br/>And included in BOT &amp; Staff Induction Folders</p> <p>Deeper knowledge and understanding of practices and procedures – systems are more efficient and goals are clearly aligned with strategic plan and policy</p> <p>Clear and concise special character statements and priorities – portability to encourage understanding and ownership – prominently displayed in newsletters, website and around the school – included in a NCS Brochure / Info for parents</p> |
|---|--|--|--|---|

|  |   |  |   |   |
|--|---|--|---|---|
| <ul style="list-style-type: none"> <li>A documented special character – understood and owned by the wider community</li> </ul> | <p>character and pathways to achieve / strengthen this.</p> <p>Linked to revised curriculum consultation and development</p> <p>Community, staff, BOT, student identification of the unique character and priorities of NCS – developed into key character statements – included in values and integrated into curriculum – possible application for special character status</p> | <ul style="list-style-type: none"> <li>Staff and BOT</li> <li>Principal / Chair / BOT</li> </ul> | <p>December 2008</p> <p>March 2010</p> <p>November 2008</p> | <p>Clearly espoused and understood philosophy and pathway to development – priority in resource allocation and personnel where appropriate</p> <p>A uniquely Newton Curriculum Delivery Plan inclusive of the values, hope aspirations and priorities of the NCS community</p> <p>Clearly espoused and understood philosophy and statements of special character and priorities – reflected in curriculum planning, charter, policy and resourcing as a priority – statements documented and publicised</p> |
|--|---|--|---|---|

## ACTION PLAN

| NAG/CHARTER REFERENCE:  | DATE            | TO              |
|-------------------------|-----------------|-----------------|
| <b>NAG 3: PERSONNEL</b> | <b>Feb 2008</b> | <b>Dec 2008</b> |

**Goals:**

- **Building and strengthening leadership capacity and capability – career pathways and structure review**
- **A strong leadership and management team**
- **Mentoring and support for aspiring leaders**
- **Shared load**

| Specific tasks to achieve  | How will we do this?   | Who will have responsibility?      | When completed? | How will we know when we have achieved?  |
|--|--|------------------------------------|-----------------|--|
| <ul style="list-style-type: none"> <li>• Link unit allocation to structure and policy review – leadership and management structure</li> </ul>  | MOE / NZEI Guidelines – follow procedure – draft leadership and management plan for consultation – develop clear job descriptions      | Hoana/Snr Management / Staff / BOT | October 2008    | Management and Leadership structure reflects feedback from consultation and needs analysis – change to school structure – clear job descriptions and stated responsibilities |
| <ul style="list-style-type: none"> <li>• Identify potential leadership and career pathways – structure of management and leadership</li> </ul> | Senior management to identify future leaders and also self identification of aspiring leaders – set up mentoring development programme | Hoana / Senior Management / Staff  | September 2008  | Current and future leaders identified and supported with clear development plan and objectives / responsibilities  |
| <ul style="list-style-type: none"> <li>• Needs analysis to determine priorities for leadership</li> </ul>                                      | Staff feedback survey  | Hoana                              | August 2008     | Data collated and analysed – plan developed – documented   |
| <ul style="list-style-type: none"> <li>• Professional development pathways for aspiring leaders – both instructional and management</li> </ul> | Needs identified through survey, mentoring and support/development programme established   | All staff / Pr / Snr Management    | November 2008   | Development plans completed and signed off   |

|   |   |                           |                          |   |
|---|---|---------------------------|--------------------------|---|
| <ul style="list-style-type: none"> <li>Develop distributive leadership plan and implementation guidelines / timeline</li> </ul> | Use plan developed with Interlead as a basis – review for current situation | Hoana / Senior Management | November / December 2008 | Distributive leadership practices in place and action – shared leadership, clear roles and responsibilities |
|---|---|---------------------------|--------------------------|---|

**Improved leadership practices – clear roles and responsibilities – collaborative practices – designated responsibilities and accountabilities**

**Building and strengthening leadership capacity and capability**

**ACTION PLAN**

| <b>NAG/CHARTER REFERENCE:</b>             | <b>DATE</b>     | <b>TO</b>       |
|---|-----------------|-----------------|
| <b>NAG 3: PERSONNEL - STAFF APPRAISAL</b> | <b>Feb 2008</b> | <b>Dec 2008</b> |

**Goals:**

**Appraisal: Supportive & consistent appraisal systems in place and practiced to improve the quality of teaching & learning and encourage teachers reflection & ongoing teacher development. Change emphasis from appraisal to reflection and development to improve quality of teaching and learning – reflected in improved student outcomes**

| <b>Specific tasks to achieve</b>   | <b>How will we do this?</b>  | <b>Who will have responsibility?</b> | <b>When completed?</b> | <b>How will we know when we have achieved?</b>  |
|--|--|--------------------------------------|------------------------|---|
| <ul style="list-style-type: none"> <li>Review current policy &amp; procedures</li> </ul>   | Whole staff discussion on ‘improvement of teaching and learning and the development of KSA to support this – collaborative understanding and writing of new policy and process                           | Hoana / Staff                        | Nov 08                 | New policy and process integrated into development plan for 2009 – clear understanding seen in practice |
| <ul style="list-style-type: none"> <li>Every teacher will develop their personal development plan &amp; review it.</li> </ul>          | Whole staff discussions to clarify knowledge and understandings – identification of ‘owned’ whole school goals and reflection leading to individual goals to improve KSA                                 | Staff / Team Leaders / Hoana         | Feb 08                 | Plans on files and progress monitored and documented  |
| <ul style="list-style-type: none"> <li>Quality assurance visits term 1 &amp; 3.</li> </ul>   | Planned and timetabled – team leader release and support for this  | Team Leaders / Hoana                 | September 08           | Documentation evident – report to BOT – summary   |
| <ul style="list-style-type: none"> <li>Teachers are assessing and reflecting themselves against the professional standards.</li> </ul> | Timetabled staff meetings to enable specific focus on standards – clarify understanding and expectation around standards – what this means to NCS – mid and end year identification of strengths / needs | Principal / Staff / Team Leaders     | November 08            | Documented evidence and reports   |
| <ul style="list-style-type: none"> <li>Requests for documentation as regards appraisal are adhered to!</li> </ul>                      | Establish clear expectations / guidelines and consequences – also provide focus time in staff meetings for this  | Staff / Principal                    | November 08            | All documentation received within expected timeframes – and quality                                     |
| <ul style="list-style-type: none"> <li>Annual 1:1 appraisal performance evaluation meeting with principal and staff</li> </ul>         | Specific timetabled meetings adhered to!   | Principal                            | December 08            | Documentation and reports evident   |



|    |                                 |  |                               |   |                               |  |                             |  |
|----|---------------------------------|--|-------------------------------|---|-------------------------------|--|-----------------------------|--|
|    |                                 |  | June                          |   | Aug                           |  | Nov                         |  |
| 6  | 10 Mar<br>-<br>14 Mar           | QUALITY ASSURANCE –<br>TEAM LEADERS TO<br>UNDERTAKE WITH ALL<br>TEACHERS                             | 9<br>June<br>-<br>13<br>June  |   | 25<br>Aug<br>-<br>29<br>Aug   | QUALITY ASSURANCE –<br>TEAM LEADERS TO<br>UNDERTAKE WITH ALL<br>TEACHERS | 17<br>Nov -<br>21<br>Nov    | COMPLETE TERMS 4 SELF<br>REFLECTION – PLANNING<br>AND ORGANISATION                                 |
| 7  | 17 Mar<br>-<br>21 Mar           | QUALITY ASSURANCE –<br>TEAM LEADERS TO<br>UNDERTAKE WITH ALL<br>TEACHERS<br><br>* Easter Good Friday | 16<br>June<br>-<br>20<br>June |   | 1<br>Sep<br>-<br>5<br>Sep     | QUALITY ASSURANCE –<br>TEAM LEADERS TO<br>UNDERTAKE WITH ALL<br>TEACHERS | 24<br>Nov -<br>28<br>Nov    | INDIVIDUAL STAFF /<br>PRINCIPAL INTERVIEWS –<br>FUTURE FOCUSSED – GOAL<br>SETTING                  |
| 8  | 24 Mar<br>-<br>28 Mar           | * Easter Monday<br>* Easter Tuesday Holiday  | 23<br>June<br>-<br>27<br>June |   | 8<br>Sept<br>-<br>12<br>Sept  |  | 1<br>Dec<br>-<br>5<br>Dec   |  |
| 9  | 31 Mar<br>-<br>4 Apr            | Pr Appraisal – BOT Final<br>Report   | 30<br>June<br>-<br>4<br>July  | COMPLETE TERM 2 SELF<br>REFLECTION – PLANNING<br>AND ORGANISATION | 15<br>Sept<br>-<br>19<br>Sept | COMPLETE TERM 31<br>SELF REFLECTION –<br>PLANNING AND<br>ORGANISATION    | 8<br>Dec<br>-<br>12<br>Dec  |  |
| 10 | 7 Apr<br>-<br>11 Apr            | COMPLETE TERM 1 SELF<br>REFLECTION – PLANNING<br>AND ORGANISATION                                    |                               |   | 22<br>Sept<br>-<br>26<br>Sept |  | 15<br>Dec<br>-<br>19<br>Dec | INDIVIDUAL APPRAISAL<br>REPORTS WRITTEN AND<br>ATTESTATION<br>UNDERTAKEN – SIGN OFF -<br>PRINCIPAL |
| 11 | 14<br>April<br>-<br>18<br>April |  |                               |   |                               |  | =<br>384<br>½<br>days       |  |

**ACTION PLAN**

| <b>NAG/CHARTER REFERENCE:</b>      | <b>DATE</b>     | <b>TO</b>       |
|------------------------------------|-----------------|-----------------|
| <b>NAG 4: FINANCE &amp; ASSETS</b> | <b>Feb 2008</b> | <b>Dec 2008</b> |

**Goals:**

- Policies that reflect the core values and strategic plan and priorities of NCS
- An unqualified Audit 2007 Year – efficient documentation and processing systems
- A \$10,000 Working Capital Surplus @ 2008 Year end
- An up-to-date Asset register and Asset Replacement Plan – ICT / Classroom Furniture and Equipment
- An efficient accounts processing system and personnel
- Timely (November BOT Meeting) presentation of initial 2009 Draft Budget – including identified asset replacement plan – costs included

| <b>Specific tasks to achieve</b>   | <b>How will we do this?</b>   | <b>Who will have responsibility?</b>                    | <b>When completed?</b>   | <b>How will we know when we have achieved?</b>   |
|--|---|---|--|--|
| <ul style="list-style-type: none"> <li>• Review finance policy and procedures</li> </ul>   | <p>Access model policies (MOE &amp; EDSOL) use as basis for review – BOT meeting with a finance review focus – ensure school priorities are linked to policies</p>  | <p>Hoana / Greg – Treasurer</p>                         | <p>October 2008</p>  | <p>Up-dated policy and procedures files – BOT minutes to confirm – improved processes and documentation</p>  |
| <ul style="list-style-type: none"> <li>• Unqualified Audit Opinion</li> </ul>  | <p>Ensure all documentation is transparent and available for accounts processors and auditors</p>   | <p align="center">CES<br/>Maryanne/Elizabeth/Hoana</p>  | <p align="center">Feb - March</p>                                | <p align="center">Documented in Auditor' Report</p>  |
| <ul style="list-style-type: none"> <li>• Financial Reporting Compliance Achieved</li> </ul>  | <p>Process and systems working well</p>   | <p align="center">Accounts Staff / CES<br/>Auditors</p> | <p align="center">31st March to Auditors<br/>31st May to MOE</p> | <p align="center">Official Letter from MOE</p>   |
| <ul style="list-style-type: none"> <li>• Budget considers \$10,000 working capital surplus – review income and expenditure figures – improve accuracy and predictions</li> </ul> | <p>Historical data and predictions based on increased roll income and expenditure – Budget Target \$10,014 – includes MOE Furniture and Equip Grants of \$21,046 – means property developments have to be completed</p> | <p align="center">Principal &amp; Treasurer</p>         | <p align="center">Feb 08</p>                                     | <p>Strict monitoring of income and expenditure – detailed monthly reports and actions to support goals – where income levels are not meeting targets restrict expenditure – roll increase ensure applications for additional funds</p> |

|   |   |  |  |   |
|---|---|--|--|---|
| <ul style="list-style-type: none"> <li>• A comprehensive Asset register with an annual checks for assets against register</li> <li>• An asset replacement plan linked to strategic plan and identified priority needs – ICT / Environment / Property / AV &amp; Curriculum – Maori &amp; English</li> </ul> | <p>A check on current assets against register and addition of any new assets. Also with drawl of any damaged assets. Needs analysis and identification of items to be replaced put into purchase timeline based on priorities and strategic plan.</p> <p>Curriculum and area leaders to identify and timeline asset needs and prioritise these into timeline.</p> <p>Identified needs integrated into 2009 + Budgets</p> <p>ICT Needs on lease basis and time lined lease / equipment renewal</p> | <p>Accounts Staff – Elizabeth / Maryanne</p> <p>Budget / Curriculum / Area leaders</p> <p>Principal / Treasurer</p> <p>Principal / Treasurer</p> | <p>October 08</p> <p>October 08</p> <p>September 08</p> <p>November 08</p> <p>September 08</p> | <p>Year end report will indicate actual surplus</p> <p>Up to date Asset register and confirmation process documented and reported to BOT – recorded in BOT minutes</p> <p>An asset replacement plan presented to the BOT for approval – recorded in BOT minutes</p> <p>Needs prioritised and impacts on teaching and learning and the integration of ICT / AV</p> |
| <ul style="list-style-type: none"> <li>• A designated accounts person – with accountancy back ground – improve systems and processes</li> </ul>   | <p>Develop job description and criteria for appointment<br/>Advertise position – appoint / induct</p>   | <p>Principal / Treasurer</p>   | <p>Feb 08</p>  | <p>Current and up-to-date computer and ICT equipment based on teacher capability and readiness for access to ICT equip to integrate into teaching and learning programme</p>  |
| <ul style="list-style-type: none"> <li>• Timely budget prep - Nov</li> </ul>  | <p>Resource priorities identified by Sept / Oct – draft finalised for staff consultation October to BOT November for recommendations / changes</p>  | <p>Principal / Executive Officer / treasurer</p>   | <p>Sept – Nov 08</p>   | <p>Improved KSA and systems and procedures – Ex Off able to focus on strategic development and assistance to PR Admin</p> <p>Draft Budget presented to November BOT meeting - minuted</p>   |

## ACTION PLAN

| NAG/CHARTER REFERENCE: | DATE                | TO                   |
|------------------------|---------------------|----------------------|
| <b>NAG 4: PROPERTY</b> | <b>JANUARY 2008</b> | <b>DECEMBER 2008</b> |

**Goals:**

- High quality modern, safe, clean and programmed maintenance and development of property – A living/working plan for maintenance and development
- Access to all buildings and property areas for children and staff with physical disabilities
- The integration and inclusion of culture in all design and layout aspects of school property – cultural specific / environmentally enhancing
- Environmental considerations in all aspects of property management – carbon reduction / resource sustainability
- Modernisation of property and spaces to support quality teaching and learning and resource rationalisation/access

| Specific tasks to achieve   | How will we do this?   | Who will have responsibility?   | When completed? | How will we know when we have achieved?   |
|---|--|---|-----------------|---|
| <p>1. Special Needs property Modifications – property allows safe and ease of access for staff and students with physical disabilities</p> <p>2. 10 Year Property Plan review and development – in line with MOE requirements and school strategic plan.</p> <p>3. 5 Year Modernisation &amp; Development Plan completed and signed off by MOE.</p> <p><b><u>Specific Projects</u></b><br/>Year 1 – 18 funding &amp; balance of 2003 – 3008 5 Yr funds</p> <ul style="list-style-type: none"> <li>• Dental / Speech Clinic modernisation as additional temporary classroom</li> </ul> | <p>Ministry of Education – Special Needs Property Modification Scheme – in process.</p>                                  | <p style="text-align: center;">Hoana Pearson<br/>John Rehm – Pacific Environment Architects – Project Manager</p> | July 2008       | <p>Staff and children with special needs able to access all parts of school property – safe – no harm.</p>                    |
|   | <p>Auckland City Council – designated Disability parking – Monmouth Street School entrance.</p>                          | <p style="text-align: center;">Hoana Pearson<br/>Claire Dixon – ACC</p>   | July 2008       | <p>Designated parking area ensures students with disabilities have safe access to school grounds beside disabled walkway.</p> |
|   | <p>Identify modernization and maintenance priorities – integrate into plan based on priority.</p>                        | <p style="text-align: center;">Hoana Pearson<br/>Rau Hoskins – Designtribe – Project Managers</p>                 | April 2008      | <p>Plan approved by MOE</p>   |
|   | <p>Priorities identified from 10 Yr plan development and timed/integrated into 5 Yr Plan – process MOE requirements.</p> | Designtribe / Hoana / BOT   | May / June 2008 | <p>Plan approved by MOE funding available</p>   |
|   | <p>Use of \$17,500 remaining modernisation funds from 5 Yr Plan</p>  | DesignTribe / Hoana   | June 2008       | <p>Space used as temporary classroom terms 3 &amp; 4. When finished develop as teacher professional centre.</p>               |

|  |   |   |   |   |
|--|---|---|---|---|
| <ul style="list-style-type: none"> <li>Arson – Toilet Block rooms 9 &amp; 10 – facelift exterior – deck, trellis and planting – murals</li> </ul>                                  | Arson insurance funds from MOE tender via Architect Property Managers.  | DesignTribe / Hoana   | May / June 2008   | More respectful use by students. A safer and more hygienic environment – supports beautification project.   |
| <ul style="list-style-type: none"> <li>Grounds &amp; Cleaners shed – rubbish room – shift and re-house – construction</li> </ul>   | Supported from remainder of 5 yr funds.   | DesignTribe / Hoana   | May / June  | Project completed   |
| <ul style="list-style-type: none"> <li>Resource Room – construct resource room under room 13. Relocate resource room and purchase additional storage banks.</li> </ul>             | Allocation from Y1 – 18 Property Funds – development will create opportunity for a specialist resource room and free a classroom space in the heart of the school.    | DesignTribe / Hoana   | June / July   | Project completed   |
| <ul style="list-style-type: none"> <li>Modernise and renovate room 4 back into a classroom</li> </ul>  | Allocation from Y1 – 18 funds   | DesignTribe / Hoana   | June /July  | Project completed – in use by new entrant class established beginning term 3  |
| <ul style="list-style-type: none"> <li>Design and build new classroom – potential 1 and 1/2 classrooms – near Mara – Yr 7 &amp; 8 Bilingual Funds</li> </ul>                       | Ministry funds allocated for an 85sq meter building. Creative use of modernisation and Y1 – 18 funds will allow a larger room that can potentially be 2 classes       | DesignTribe / Hoana / TWU / Whanau  | June – January 09   | Building completed and in use as a functioning unit.  |
| <ul style="list-style-type: none"> <li>Develop plans, seek quotes and funding for Senior School Adventure Playground</li> </ul>  | Seek 3 quotes, develop funding application for ASB  | Maryanne / Hoana  | July – quotes, November funding application, December informed – Jan Feb 09 constructed | Funding secured – playground landscaped and constructed Feb 09  |
| <ul style="list-style-type: none"> <li>Plan &amp; quotes for all weather area outside library</li> </ul>   | Seek 3 quotes, develop funding application for ASB  | Maryanne / Hoana  | Funding application November  | Stage 1 constructed Feb – Mar 09  |
| <ul style="list-style-type: none"> <li>Develop an environment strategic plan – vision for the future – landscaping, plantings, orchards, vegetables, sculpture, pou etc</li> </ul> | Realisation of a community vision – How does the community envisage the development of environment and teachers / students environmental education and sustainability | BOT / TE WHAO URUTAKI/ ROSS / PARENTS /STAFF / STUDENTS<br><br>Hoana & Ross collaborate | Funding applications to identified area / groups  | Site plan and projects developed – strategic plan in place to achieve. Plans and goals integrated into school curriculum – it is an integral part of curriculum programmes. |

**ACTION PLAN**

| <b>NAG/CHARTER REFERENCE:</b>     | <b>DATE</b>     | <b>TO</b>       |
|-----------------------------------|-----------------|-----------------|
| <b>NAG 5: HEALTH &amp; SAFETY</b> | <b>Feb 2008</b> | <b>Dec 2008</b> |

**Goals:**

**‘TO DO NO HARM’ Effective Policy & procedures to minimize harm from hazards, Civil Defence, fire, earthquake & other threats**

| <b>Specific tasks to achieve</b>  | <b>How will we do this?</b>  | <b>Who will have responsibility?</b>           | <b>When completed?</b> | <b>How will we know when we have achieved?</b>  |
|---|--|--|------------------------|---|
| <ul style="list-style-type: none"> <li>• Pandemic Planning Effective and communicated procedures to minimize and act in an instance. Review current Policy</li> </ul> | Review Policy & procedures Draft to community & staff for consultation                   | <b>Hoana / BOT</b>                             | <b>November 2008</b>   | <b>Up-dated policy and procedures contained in handbook both operational and BOT</b>            |
| <ul style="list-style-type: none"> <li>• Civil Defence Effective and communicated procedures to minimize and act in an instance. Review current Policy</li> </ul>     | Each class to have clear and accessible guidelines & safety kit.                         | <b>Maryanne / HP</b>                           | <b>September 08</b>    | <b>Each class has an equipment list and kit</b>   |
| <ul style="list-style-type: none"> <li>• Civil Defence Effective and communicated procedures to minimize and act in an instance. Review current Policy</li> </ul>     | Up-date guidelines Evacuation procedures practiced each term                             | <b>Daryl</b>                                   | <b>Feb 08</b>          | <b>Evacuation procedures</b>  |
| <ul style="list-style-type: none"> <li>• Special Needs Safety &amp; Accessibility</li> </ul>  | MOE Special Needs Property Modification Project – MOE Funded – school to design and plan | <b>Daryl / Jo</b>                              | <b>Dec 08</b>          | <b>timelined and actioned – report to BOT – in BOT minutes</b>                                  |
| <ul style="list-style-type: none"> <li>• Hazard Identification Clear procedures for reporting &amp; rectifying identified hazards</li> </ul>                          | Keeping register up to date and items actioned immediately                               | <b>Hoana / Pacific Environmental Architect</b> | <b>October 2008</b>    | <b>Improved safety and accessibility for students with physical disabilities – equity</b>       |
| <ul style="list-style-type: none"> <li>• Daily maintenance and cleaning/up keep of sick bay space &amp; reporting / recording procedures</li> </ul>                   | High Expectations and clear job description – duty list                                  | <b>All staff and community Ross / Daryl</b>    | <b>Ongoing</b>         | <b>A hazard free environment</b>  |
|   |  | <b>Hoana / Talita</b>                          | <b>Ongoing</b>         | <b>The sick bay is hazard free and well maintained. All incidents are recorded and reported</b> |

## ACTION PLAN

| NAG/CHARTER REFERENCE:   | DATE            | TO              |
|--------------------------|-----------------|-----------------|
| <b>NAG 6: COMPLIANCE</b> | <b>Feb 2008</b> | <b>Dec 2008</b> |

**Goals:**

- **To ensure compliance with all legislative and compulsory requirements on schools**

| Specific tasks to achieve   | How will we do this?   | Who will have responsibility?                    | When completed?           | How will we know when we have achieved?      |
|---|--|--|---------------------------|--|
| <ul style="list-style-type: none"> <li>• Participate in Education review Office School Audit</li> </ul>   | Prepare and participate – engage in debate / discuss / provide evidence / challenge  | Hoana / senior Management / BOT /Te Whao Urutaki | February 2008             | Report received from ERO April / May 08      |
| <ul style="list-style-type: none"> <li>• Meet Audit &amp; Reporting requirements – docs to Auditors / MOE before 31<sup>st</sup> May</li> </ul> | Administration procedures  | Maryanne / Elizabeth / Hoana                     | 31 <sup>st</sup> May 2008 | Letter of acknowledgement MOE - on file      |
| <ul style="list-style-type: none"> <li>• Submit Charter and Targets to MOE</li> </ul>   | Hoana to prepare and collate docs from staff   | Hoana  |                           |  |
| <ul style="list-style-type: none"> <li>• Ensure monitoring of school open days</li> </ul>   | Senior management to check and inform  | Hoana  | July 08                   | Letter of acknowledgement MOE – on file      |
| <ul style="list-style-type: none"> <li>• Monitor attendance and truancy</li> </ul>  | Ensure effective process to follow up absence on daily basis – formal discussion where concern – referral in extreme cases | Hoana  | Dec 08                    | Open dates and count in report to BOT Dec 08 |
|   |  | Julie / Hoana / Truancy services                 | On-going                  | In reporting documents – Principal reports   |