

East Taieri School



East Taieri School Charter

2018 - 2020



School Description

East Taieri School, situated in an attractive semi-rural setting 16 km from Dunedin, caters for students from Year 0-6. It is one of New Zealand's ten oldest schools with features including a strong sense of community and high quality teaching, focusing on providing the best learning outcomes for students.

A supportive, welcoming atmosphere pervades the school environment and students are actively encouraged to respect others and care for the environment.

East Taieri School



East Taieri School Board of Trustees will take all reasonable steps to achieve the purpose, aims and objectives in this Charter, to take full account of the National Education Guidelines and to meet all statutory obligations.

OUR SCHOOL'S VISION



Empower

ourselves and others to create a pathway to personal success.

Inspire

ourselves and others to be creative, learn collaboratively, problem solve and communicate effectively.

Care

for ourselves, each other and the environment.

As we learn and grow together

OUR SCHOOL'S VALUES



The above values are evident in our school's philosophy, structures, curriculum, classrooms and relationships. They are strongly held, clearly articulated and expressed in everyday actions within the school. Students, staff and the wider community have had input into deciding on the values for our school.

OUR SCHOOL'S CURRICULUM PRINCIPLES

THE PRINCIPLES	
Curriculum practice throughout East Taieri School is underpinned by and consistent with the New Zealand Curriculum.	
NZ Curriculum	What this looks like at East Taieri
<p><u>HIGH EXPECTATIONS</u> The curriculum supports and empowers all students to learn and achieve personal excellence, regardless of their individual circumstances</p>	<ul style="list-style-type: none"> ▪ Collaborative teaching ▪ Positive relationships. Hauora - caring for the whole child ▪ Expectations suitably pitched and understood by learners ▪ Programmes stimulating, providing challenge and support ▪ Learners engaged, motivated and encouraged to achieve their personal best ▪ Learning intentions shared and understood by students ▪ Success criteria developed with learners ▪ Quality feedback helps increases learners' awareness of strengths and areas for development ▪ Reflective teachers ▪ Agentic learners ▪ Student voice evident ▪ Teachers empowering students to take responsibility for their learning, taking it further ▪ Passion projects, DIP Time, Daily 5, Super 6, ▪ Learning pathways with goals
<p><u>LEARNING TO LEARN</u> The curriculum encourages all students to reflect on their own learning processes and to learn how to learn.</p>	<ul style="list-style-type: none"> ▪ Learner Agency ▪ Children articulate process and progress of their learning ▪ Children are aware of their strengths and areas for development ▪ Children encouraged to reflect on their learning – eg: talk about being in the learning zone (Juniors) ▪ Learners refer to learning pathways ▪ Quality feedback helps learners understand next steps ▪ Visible success criteria ▪ Children reflect on Key Competencies and Values ▪ Teachers modelling reflective practice ▪ Learning pathways and goals
<p><u>TREATY OF WAITANGI</u> The curriculum acknowledges the principles of the Treaty of Waitangi and the bicultural foundations of Aotearoa New Zealand. All students have the opportunity to acquire knowledge of te reo Māori me ōna tikanga.</p>	<ul style="list-style-type: none"> ▪ Learners experience opportunities that help them understand, experience and appreciate the bicultural tikanga of Aotearoa New Zealand (performances, Marae visits, powhiri) ▪ Tikanga Maori and Te Reo are valued and integrated ▪ All learners participate in regular Whanau Hui sessions, performing mihi, waiata, etc ▪ Kapa Haka has high profile within the school ▪ Celebrating Maori as Maori
<p><u>CULTURAL DIVERSITY</u> The curriculum reflects New Zealand's cultural diversity and values the histories and traditions of all its people.</p>	<ul style="list-style-type: none"> ▪ Respect and consideration is shown for cultural diversity and differences ▪ Learners encouraged to respect and value other cultures/differences ▪ All cultures within school are visibly celebrated ▪ Values programme high profile across the school

<p style="text-align: center;"><u>INCLUSION</u></p> <p>The curriculum is non-sexist, non-racist, and non-discriminatory; it ensures that students' identities, languages, abilities, and talents are recognised and affirmed and that their learning needs are addressed.</p>	<ul style="list-style-type: none"> ▪ All children, whanau and staff valued and respected ▪ Variety of groupings ▪ Children encourage and support others' learning ▪ Individual strengths/talents recognised and valued ▪ Learning needs addressed in a variety of ways, both in school and externally - TA, RTLB, specialist teachers, resources ▪ Wide range of extra-curricula activities - Kiwiana, Sports Academy, Kapa Haka, Choir, ensemble, Buddy Classes, Tirohanga Days, camps, etc ▪ Teachers model Values
<p style="text-align: center;"><u>COHERENCE</u></p> <p>The curriculum offers all students a broad education that makes links within and across learning areas, provides for coherent transitions, and opens up pathways to further learning.</p>	<ul style="list-style-type: none"> ▪ Curriculum is integrated - planned and delivered in ways that make natural connections across values, key competencies, learning areas and knowledge ▪ Children develop the ability to recognise that skills, processes and knowledge can be used across a range of areas ▪ Programmes are developed that utilise community strengths ▪ Whole school inquiries undertaken ▪ Students provided with range of extra-curricula activities ▪ Enviroschools, Enviro club ▪ Student Council ▪ Experts - artists, scientists, dentist - links to community and real world
<p style="text-align: center;"><u>FUTURE FOCUS</u></p> <p>The curriculum encourages students to look to the future by exploring such significant future-focused issues as sustainability, citizenship, enterprise, and globalisation.</p>	<ul style="list-style-type: none"> ▪ Interpersonal skills, creativity, problem solving developed ▪ Where relevant, children consider the implications in the future for themselves, others and the world in which they live ▪ Our Inquiry Big Question is related to implications for the future ▪ Children are encouraged to make strong decisions and consider the implications of these ▪ Integration of IT seamless ▪ Leadership roles are fostered ▪ Global awareness
<p style="text-align: center;"><u>COMMUNITY ENGAGEMENT</u></p> <p>The curriculum has meaning for students, connects with their wider lives, and engages the support of their families, whānau, and communities.</p>	<ul style="list-style-type: none"> ▪ The school seeks relevant opportunities in which to involve families and our community ▪ Teachers encourage children to talk about their culture, families and outside interests ▪ There is a strong sense of the Home/School partnership ▪ Support for families ▪ Grandparents' Day ▪ Parent Tutor Reading ▪ Family BBQs ▪ Information evenings - maths evening, art exhibition etc ▪ Positive relationship between East Taieri Preschool and School ▪ Community consultation

GOALS

EMPOWER, INSPIRE, CARE

OUR SCHOOLS AIMS:

NAG 1: CURRICULUM

Foster student achievement through:

- The delivery of quality teaching and learning programmes which reflect school and community priorities while supporting the development of the Key Competencies and Values of the NZ Curriculum
- Quality assessment practices which enable the school to identify and respond to student needs
- Effective engagement with the school's community to improve the achievement of all.

NAG 2: STRATEGIC DIRECTION and SCHOOL SELF REVIEW

Develop and implement a strategic direction that:

- Documents the ways in which the National Administration Guidelines are being implemented
- Ensures that East Taieri Curriculum Expectations are used effectively and appropriately to enhance learning
- Provides a framework for effective Self Review
- Facilitates quality reporting to students (feedback), their parents, the Board and the wider Community.

NAG 3: PERSONNEL

Develop and implement personnel and industrial policies that promote high levels of staff performance and job satisfaction.

NAG 4: FINANCE

Allocate, monitor, and report on the use of funding that reflects school priorities as determined by the schools Charter and strategic plan.

NAG 4: PROPERTY

Comply with the conditions of current asset management agreements in regard to school buildings, assets and facilities.

NAG 5: HEALTH AND SAFETY

Provide a safe physical and emotional environment, and comply with legislative requirements in regard to the safety of students, employees and visitors.

NAG 6: LEGISLATIVE COMPLIANCE

Comply with all relevant legislation.

OBJECTIVES – 2018

EMPOWER, INSPIRE, CARE

NAG 1: CURRICULUM

The Board of Trustees will ensure that an Annual Plan, reflecting the school's Charter and Strategic Plan, sets out key objectives for curriculum delivery, assessment and student support.

NAG 1: MĀORI AND OTHER CULTURES

The Board of Trustees will ensure that annual planning details how the cultural diversity of New Zealand, with particular emphasis on Māori, will be reflected within the school. Annual planning will also detail the ways in which consultation will be undertaken to improve the achievement of Māori students, in-line with government policy.

NAG 2: STRATEGIC DIRECTION AND SCHOOL SELF-REVIEW

The Board of Trustees will ensure that annual planning details the way in which the school's planning, self-review and reporting processes (based on the NZ Curriculum and East Taieri Curriculum Expectations), will enhance teaching and learning.

NAG 3: PERSONNEL

The Board of Trustees will ensure that annual planning details the ways in which high levels of staff performance are promoted and job satisfaction enhanced.

NAG 4: FINANCE

The Board of Trustees will approve an annual budget that reflects priorities established within the Charter, as well as those outlined in the school's strategic and annual planning.

NAG 4: PROPERTY

The Board of Trustees will approve an annual plan based upon the school's ten-year property plan that ensures that school facilities and property assets are maintained at an appropriate standard for children, staff and the community.

NAG 5 & 6: HEALTH AND SAFETY & LEGISLATIVE COMPLIANCE

The Board of Trustees will ensure that annual planning details the ways in which the school will maintain a safe physical and emotional environment for students and employees, and comply with general legislative requirement

Strategic Plan 2018 – 2020

School Goals – Developed in consultation with the School Community

EMPOWER, INSPIRE, CARE

- Empower ourselves and others to create a pathway to personal success
- Inspire ourselves and others to be creative, learn collaboratively, problem solve and communicate effectively
- Care for ourselves, each other and the environment

GOAL 1 - LEARNER AGENCY

To develop learner agency across the school.

GOAL 2 - COLLABORATIVE TEACHING

To strengthen collaborative teaching across the school.

GOAL 3 - DIGITAL CURRICULUM

To implement the Digital Curriculum across the school.

<p>FOCUS 1: Literacy To develop high levels of achievement in literacy – essential for all forms of communication and learning, ensuring students can access the curriculum.</p>	<p>FOCUS 2: Numeracy To develop high levels of achievement in numeracy – in the development of both skills and understandings necessary for everyday life.</p>	<p>FOCUS 3: Inquiry To develop skills to enable students to be independent thinkers, problem solvers and researchers – thinking logically, critically and creatively within a rich and varied curriculum.</p>	<p>FOCUS 4: Key Competencies To develop the skills students need to be independent and confident, responsible for their own learning and actions, striving to reach their potential.</p>	<p>FOCUS 5: Values To develop skills and attitudes that uphold the values of living in a caring and supportive community.</p>
<p>FOCUS 6: Professional Development - Provide professional development programmes that have a positive impact on student learning. Focus on: -developing learner agency throughout the school -collaborative/team teaching, -personalised learning, learning pathways -innovative learning environments</p>	<p>FOCUS 7: Special Education Needs Continue to develop and maintain programmes and strategies to meet the needs of students with specific learning strengths/difficulties.</p>	<p>FOCUS 8: Physical Activity Continue to establish strategies to increase the levels of physical activity throughout the school.</p>	<p>FOCUS 9: Assessment and Reporting To continue to develop consistent school wide assessment and reporting systems – focus on literacy and numeracy in line with East Taieri Curriculum Expectations.</p>	<p>FOCUS 10: Achievement of Māori and Pasifika Raise achievement of Māori and Pasifika students and ensure their culture is highly valued and integrated into the curriculum.</p>

-upskilling staff as we implement the new Digital Curriculum.				
---	--	--	--	--

Values: Kindness, Respect, Responsibility, Resilience, Personal Best

Key Competencies: Thinking; Relating to Others; Managing Self; Participating and Contributing; Using Language, Symbols and Texts

STRATEGIC PLAN 2018 – 2020

EMPOWER, INSPIRE, CARE

NAG 1: Curriculum Delivery

The delivery of the curriculum, as determined by community consultation and staff investigations of educational research, will be based upon the needs, abilities and interests of students, and reflect Key Competencies and Learning Areas.

	Responsibility	Strategic Direction 2018 - 2020 CURRICULUM ~ Delivery
NAG 1.1 Curriculum. Delivery	Principal Leadership Team	<p>GOAL: To plan and implement programmes based upon the needs of our students, the priorities of our community and the requirements of the NZ Curriculum. Programmes will give priority to:</p> <ul style="list-style-type: none"> ● Achievement in Literacy ● Achievement in Numeracy ● Provision of regular quality physical activity ● The strands of the other Learning Areas, within an integrated approach ● Opportunities for children to develop the Key Competencies and explore the NZ Curriculum Values. ● Upskilling staff and implementation of the digital curriculum

NAG 1.2: Assessment and Student Progress

The Board recognizes that effective assessment is essential to quality learning. Assessment will not dominate teaching and learning but rather be an integral part of the process.

	Responsibility	Strategic Direction 2018 - 2020 CURRICULUM ~ Assessment
NAG 1.2 Assessment and Student Progress	Principal Leadership Team	<p>GOAL: To promote a consistent approach to summative and formative assessment, and link that assessment to East Taieri Curriculum Expectations, the school will make use of:</p> <ul style="list-style-type: none"> ● Current educational research ● Team and school-wide moderation of student work samples ● Nationally norm-referenced tools as deemed appropriate for the purpose - STAR,PAT, e-asTTle, 6 Yr Nets and other recognised resources as appropriate ● National and East Taieri exemplars ● Blue learning journals - Yr 3-6 ● Junior learning journals ● Learning pathways

NAG 1.3: Special Needs and Students At Risk

	Responsibility	Strategic Direction 2018 - 2020 CURRICULUM ~ Special Needs
NAG 1.3 Assessment and Student Progress	Principal SENCO G&T Lead Teacher	GOAL: To identify students and groups of students who are: <ul style="list-style-type: none"> ● Not achieving ● At risk of not achieving ● Who have special needs – including those who may be classified as gifted and/or talented.

NAG 1.4: Special Education Resourcing

School resources will be utilised positively to address the needs of students identified in NAG 1.3 above.

	Responsibility	Strategic Direction 2018 - 2020 CURRICULUM ~ Special Education
NAG 1.4 Special Education	Principal SENCO	GOAL: To address special education needs, the school will use resources drawn from the: <ul style="list-style-type: none"> ● Special Education Grant and Targeted Funding for Educational Achievement Grant ● Ongoing Resource Scheme and Transitional Resource Scheme funding ● Operation Grant ● These resources will be utilised as detailed in the school's Annual Plan.

NAG 1.5: Consultation and the Unique Position of Māori Culture

The Board recognises the uniqueness of Māori culture.

	Responsibility	Strategic Direction 2018 – 2020 CURRICULUM ~ Bi Cultural
NAG 1.5 Māori Culture	Principal Leadership Team Lead Teacher – Māori	GOAL: To recognise and promote cultural diversity, with particular emphasis on Māori: <ul style="list-style-type: none"> ● Consult the school's Māori community annually through meetings and/or surveys ● Develop and make known plans for improving the achievement of Māori students ● In the event of a request for Māori language instruction being received, consult and seek advice to facilitate programme provision – parents, whanau, RT Māori. ● Provide programmes and opportunities/experiences for all children in Māori culture

NAG 2.1: National Education Guideline Implementation and Strategic Planning

EMPOWER, INSPIRE, CARE

To ensure transparency of school practices and compliance with regulation, the Board of Trustees recognizes the importance of documenting how the National Education Guidelines are being implemented at East Taieri School. Key documents within this process include:

- The School Charter, Strategic Plan and Annual Plan
- East Taieri School Governance Manual, Policies and Procedures
- Curriculum delivery and reporting documentation
- Special education needs documentation
- School self-review practices and documentation
- Team and teacher planning
- Student records
- Community liaison, consultation practices and associated documentation.

NAG 2.2: School Self-Review

The Board recognizes that effective self-review is the key to improving school practices. Through a systematic review of the school's curriculum, personnel, finance, property and community obligations, the Board and staff will monitor current performance while establishing realistic goals for the future.

The Board believes that the analysis of data relating to student achievement is a valuable tool for enhancing learning opportunities for children.

Board Self Review 2018-2020

As part of the Self Review, the Board also examines its own processes in a systematic way. This table provides a broad overview of priorities over the next three years. Further detail is available in the Board's Governance Manual.

YEAR	2018	2019	2020
	<ul style="list-style-type: none"> • Charter / Strategic Plan • Finance • Personnel • Self-Review Programme 	<ul style="list-style-type: none"> • Charter / Strategic Plan • Property • Board Operations 	<ul style="list-style-type: none"> • Charter / Strategic Plan • Health & Safety • Curriculum Implementation • Legislative Requirements
	2019 Development Plan	2020 Development Plan	2021 Development Plan
Curriculum Reviews (Ongoing)	Key Competencies Values Health & PE English Maths Inquiry -Science/Social Sciences/Technology/Health/The Arts (Review after each Inquiry related to specific curriculum area)	Maori ICT Special Education Needs	

NAG 2.3 ~ Reporting

The Board recognises that it is required, through the Principal and staff, to:

- Provide written reports to parents (twice a year, in plain language)

NAG 3: USE OF RESOURCES ~ PERSONNEL MANAGEMENT

EMPOWER, INSPIRE, CARE

3° (ÚÚ@Zxynl | Zj`

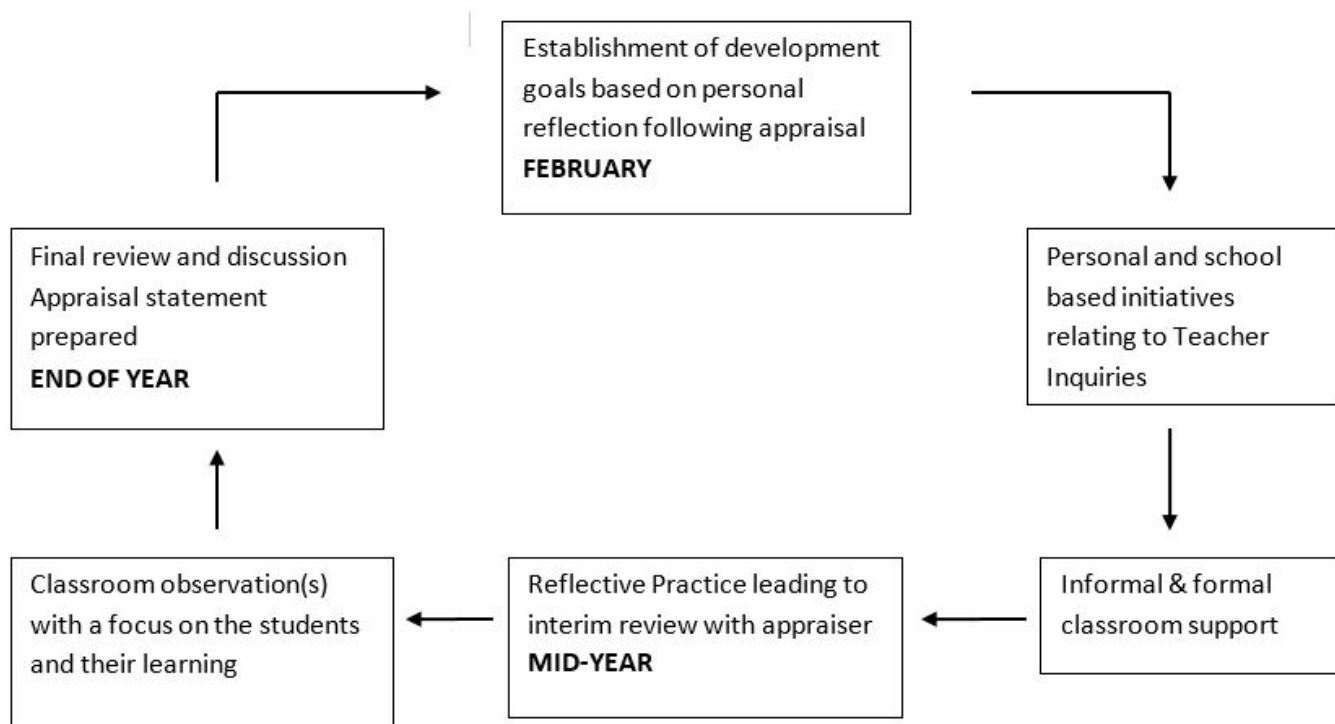
The Board values high levels of staff competence. The Board identifies both performance management and professional development to be of particular importance. In addition, the Board recognises the importance of staff gaining satisfaction and enjoyment from the work they undertake.

Performance Management and PROFESSIONAL LEARNING

Accountability for personal performance rests with individuals. It is recognized however that the school leadership team have a role in promoting personal development and professional learning through the use of performance appraisal processes.

The following diagram illustrates a typical performance management cycle at East Taieri School.

EMPOWER, INSPIRE, CARE



EMPOWER, INSPIRE, CARE

	Responsibility	Strategic Direction 2018 - 2020 PERSONNEL MANAGEMENT
NAG 3.1, 3.2 Performance Management Professional Development and EEO	Principal Individual staff & BOT members	GOAL: To support staff development. The school will: <ul style="list-style-type: none"> ● Annually review performance agreements ● Undertake an annual appraisal with all employees ● Support professional learning through <u>whole-school development</u> ● Support professional learning <u>needs of individual teachers</u> ● Support professional learning <u>needs of support staff</u> through the provision of courses and training opportunities ● Provide training opportunities for the Board of Trustees ● Establish and implement EEO objectives.

While the individual needs of teachers will vary from year to year, the professional needs of the staff as a whole are more predictable and will be linked strongly to the school’s curriculum implementation and development practices.

The following table illustrates the school's anticipated development priorities and timeline.

EMPOWER, INSPIRE, CARE

	2018	2019 (Projected)	2020 (Projected)
School Development Focus	<p>~Continue developing learner agency throughout the school</p> <p>~ Continue developing collaborative/team teaching, personalised learning, learning pathways and innovative learning environments.</p> <p>~Introduce the new Digital Curriculum as well as strengthening integration of IT (as a learning tool) within classroom programmes</p> <p>~Continue consolidation of East Taieri curriculum delivery of Literacy and Numeracy - focusing on consistency of OTJs</p> <p>~Review East Taieri Curriculum delivery of the Arts</p>	<p>~Continue developing learner agency throughout the school</p> <p>~ Continue development of collaborative/team teaching, personalised learning, learning pathways and innovative learning environments.</p> <p>~Continue introduction of the Digital Curriculum as well as strengthening integration of IT (as a learning tool) within classroom programmes</p> <p>~Continue consolidation of East Taieri curriculum delivery of Literacy and Numeracy - focusing on consistency of OTJs</p> <p>~Review East Taieri Curriculum delivery of Science</p>	<p>~Continue developing learner agency throughout the school</p> <p>~ Continue development of collaborative/team teaching, personalised learning, learning pathways and innovative learning environments.</p> <p>~Continue introduction of the Digital Curriculum as well as strengthening integration of IT (as a learning tool) within classroom programmes</p> <p>~Continue consolidation of East Taieri curriculum delivery of Literacy and Numeracy, focusing on consistency of OTJs</p> <p>~Review East Taieri Curriculum delivery of Social Sciences</p>

NAG 4: USE OF RESOURCES – FINANCIAL MANAGEMENT AND PROPERTY MANAGEMENT

EMPOWER, INSPIRE, CARE

3° (Y^aSY^aU^o b MIMZk ZI {

The Board of Trustees is required by legislation to allocate and control expenditure of funds as it sees fit, in the effective management of the school.

	Responsibility	Strategic Direction 2018 - 2020 FINANCIAL MANAGEMENT
NAG 4.1, 4.2 Financial Management	Board Chair Treasurer Principal	<p>GOAL: To ensure appropriate expenditure of finances, the Board will:</p> <ul style="list-style-type: none"> • Prepare and implement an annual budget in accordance with school policy, practice and priority • Monitor spending to ensure that provision is made for all elements contained within this document • Comply with all Ministry of Education and Audit Office requirements in terms of financial management and accountability

3° (Y^aU^E < xnuZx{t'2 MIMZk ZI {

The Board places importance upon the provision of a comfortable and safe environment for children, staff and visitors.

	Responsibility	Strategic Direction 2018 - 2020 PROPERTY MANAGEMENT
NAG 4.3 Property	Board Chair BOT Rep with property portfolio Principal	<p>GOAL: To ensure appropriate property management, the Board will:</p> <ul style="list-style-type: none"> • Maintain existing grounds and building facilities • Maintain existing capital asset items – including ICT resources • Develop and enhance grounds and buildings • Purchase new capital assets to facilitate the provision of quality learning

NAG 5: HEALTH AND SAFETY

EMPOWER, INSPIRE, CARE

3° (PUE <atybNIMIX" k n{btl NjH ZjjUZb ` `

In recognising the importance of a safe physical and emotional environment the Board of Trustees has established policy that provides clear guidelines to help ensure student and staff wellbeing.

	Responsibility	Strategic Direction 2018 – 2020	HEALTH AND SAFETY
NAG 4.3 Health Safety	BOT & Staff Rep with Health & Safety portfolio Principal Caretaker Teachers	GOAL: To promote a safe and healthy environment, the school will:	<ul style="list-style-type: none">• Undertake inspections in line with Health and Safety policy and supporting documents• Report on Health and Safety inspection outcomes• Take action to remove, reduce, and/or minimize all hazards identified.• Ensure the school is emotionally safe by using range of monitoring procedures – surveys, observations, feedback from Chat Bus, Student Council, etc.

NAG: 6 LEGISLATIVE COMPLIANCE

EMPOWER, INSPIRE, CARE

Nag 6 .1 ~ Legislative Compliance

The Board of Trustees recognises its obligation to comply with general legislation requirements concerning issues such as student attendance, the length of the school day and the length of the school year. Current school practices ensure that compliance with such requirements is undertaken.

Annual Plan 2018

EMPOWER, INSPIRE, CARE

NAG 1

STUDENT ACHIEVEMENT AND LEARNING

GOAL 1 - LEARNER AGENCY

To develop learner agency across the school.

GOAL 2 - COLLABORATIVE TEACHING

To strengthen collaborative teaching across the school.

GOAL 3 - DIGITAL CURRICULUM

To implement the Digital Curriculum across the school.

FOCUS 1 – LITERACY

- 1.1 Continue to focus on the development of reading and writing throughout the school, in-line with East Taieri Curriculum Expectations
- 1.2 Develop oral language skills
- 1.3 Maintain Spelling Under Scrutiny Programme - increased focus for 2018

FOCUS 2 – NUMERACY

- 1.4 Focus on strengthening the teaching and assessment of Mathematical knowledge and strategies in Years 0-6.

FOCUS 3 – INQUIRY

- 1.5 Develop creativity, collaborative and problem solving skills through the delivery of an Inquiry based integrated curriculum, with a focus on research skills.
- 1.6 Continue to develop students' ability to articulate their learning

FOCUS 4 – KEY COMPETENCIES

- 1.7 Develop the skills to be active and responsible members of the community
- 1.8 Children develop the skills to be at the centre of their learning

FOCUS 5 – VALUES

- 1.9 To develop skills and attitudes that uphold the values of living in a caring and supportive community

FOCUS 6 – PROFESSIONAL DEVELOPMENT

- 1.10 Provide professional development programmes that promote teaching approaches that have a positive impact on student learning, with a specific focus on investigating the concepts of learner agency, collaborative/team teaching, personalised learning, learning pathways, innovative learning environments and ICT skills
- 1.11 Provide professional development for staff on the new Digital Curriculum

FOCUS 7 – SPECIAL EDUCATION NEEDS

- 1.12 Continue to develop and maintain programmes and strategies to better meet the needs of students with specific learning strengths/difficulties

FOCUS 8 – PHYSICAL ACTIVITY

- 1.13 Continue to establish strategies to increase the levels of physical activity throughout the school.

FOCUS 9 – ASSESSMENT and REPORTING

- 1.14 Continue to develop consistent school wide assessment and reporting systems in line with East Taieri expectation, focusing on reading, writing and maths.

FOCUS 10 – MĀORI ACHIEVEMENT

- 1.15 Raise achievement of Maori students and ensure their culture is highly valued

NAG 2

PLANNING, REPORTING & SELF REVIEW

- 2.1 Present 2018 Annual Plan
- 2.2 Update Charter/Strategic Plan
- 2.3 Implement NAG Review programme

?ZfZ, ©

- Charter / Strategic Plan
- Finance
- Personnel
- Self-Review Programme

- 2.4 Implement Curriculum Review Programme

?ZfZ, ©

- Key Competencies, Values, English, Maths, ICT, Maori, Health & PE
- Inquiry -Science/Social Sciences/Technology/Health/The Arts (Review after each Inquiry related to specific curriculum area)

- 2.5 Review Special Education Needs
- 2.6 Continue to develop efficient SMS system for recording and managing assessment data and tracking student progress across the school
- 2.7 Consult with community
- 2.8 Evaluate 2018 Annual Plan
- 2.9 Prepare 2019 Annual Plan and Targets

NAG 3

PERSONNEL

- 3.1 Revise/reaffirm annual job descriptions for all staff
- 3.2 Implement and evaluate annual professional development programme
- 3.3 Implement and complete annual performance management programme
- 3.4 Implement EEO programme

NAG 4

FINANCE

- 4.1 Prepare Annual Budget/ Annual Accounts

NAG 4

PROPERTY

- 4.2 Maintain & implement 10 year maintenance programme
- 4.3 Implement 5 year property plan
- 4.4 Complete Senior Block Building project
- 4.5 Asset development

NAG 5
HEALTH AND SAFETY

- 5.1 Continue development of Health & Safety Portfolio
- 5.2 Complete term emergency evacuations
- 5.3 Complete monthly and annual safety audits

NAG 6
GENERAL AND LEGISLATIVE REQUIREMENTS

- 6.1 Legislative Compliance

NAG 1 - Student Achievement and Learning

Annual Plan 2018

EMPOWER, INSPIRE, CARE

Focus 1 – Literacy	<p>ÚÚł nl {b Z{n_n ynl {aZ XZfZjnuK Zl {n_xZNXb` MIX,, xq̄b` {axn ` an {`{aZ` yWannjS,, k̄a Z. uZV{Ml̄nl yNyb ZX{n" M̄{ ANZx̄d x̄d j k " . uZV{Ml̄nl y`</p>		
Action	Person Responsible	Budget	Timeframe
<ul style="list-style-type: none"> • Continue to develop learner agency • Maintain reading and writing practices developed over the previous years • Regular moderation and monitoring of reading and writing achievement to reinforce and support OTJ • Continue working on alignment with Literacy Progressions • Ensure that literacy is integrated, enabling the children to access and meet the demands of the curriculum • Focus on target children (accelerated learning) • Assess using a range of tools – aTTle, PAT, STAR, Probe, PM Benchmarks, exemplars, Literacy Progressions 	<p>Literacy Leader Deans All teachers</p>	<p>Refer to Team budgets</p>	<p>Dependent on Literacy and Team guidelines</p>
Focus 1 – Literacy	<p>ÚÚž ZfZjnu`5xNj1Ml` MZ`@ljy`</p>		
	Person Responsible	Budget	Timeframe
<ul style="list-style-type: none"> • Continue to develop learner agency • Using deliberate acts of teaching (modelling, prompting, questioning, giving feedback, telling, explaining and directing), children will develop their oral language skills • Provide regular opportunities for children to speak in front of an audience 	<p>Literacy Leader Deans All teachers</p>	<p>Refer to Team budgets</p>	<p>Dependent on Literacy and Team guidelines</p>

Focus 1 – Literacy	ÚÛ 2 Nö {Nö @zjib` BI XZx@M} {b t`		
	Person Responsible	Budget	Timeframe
<ul style="list-style-type: none"> Continue to develop learner agency Continue school wide spelling focus and development of phonological knowledge following SUS programme and assessments Regular professional development at staff meetings 	Rae Parker Team Deans All teachers	Refer to Team budgets	Dependent on Literacy and Team guidelines

Focus 2 – Numeracy	ÚÛ' nM ynl` y{xZl` {aZl b` {aZ{ZMab` MlXMyZyyk Zl {n_k MaZk MlMyl` i l n,, jZX Z MlXy{xMZ lzyl` JZMy` ÚBSMlyZyyb` MlNö y{` Mx` ANZxi xbl` j k` ". uZV{Mlml y`		
	Person Responsible	Budget	Timeframe
<ul style="list-style-type: none"> Continue to develop learner agency Continue to refine Numeracy planning, delivery and assessment Classroom observations Modelling of best practice Monitor teacher unit plans and programmes Implement targeted maths groups & associated PD for staff Ensure focus on problem solving Ensure daily maintenance covers strands, basic facts and number knowledge Assess using a range of tools – IKans, JAM, Snapshots, PAT, Knowledge tests, basic facts tests, Gloss, Strand progressions 	Numeracy Lead Teacher Deans All teachers	Refer to Team budgets	Dependent on Literacy and Team guidelines

Focus 3 – Inquiry	<p>ÚP ž ZfZjnu VxZMlqf t SvhjjMhnxMlgZ MIX'uxnUjZk ynifb` yi ljjy{axn ` a{aZ` XZjgZxt'n_Ml`i wjbt UNyZX b{Z` xMZXV xw j k S,, kã M_nV ynl` xZyZMva yi ljjy`</p>		
	Person Responsible	Budget	Timeframe
<ul style="list-style-type: none"> • Continue to develop learner agency • Ensure that Inquiry Learning underpins the delivery of the curriculum • School wide Inquiries planned reflecting an Integrated Curriculum • Inquiry sharing encouraged at staff and team meetings (walk and talk staff meetings – one per term) • Explicitly teach skills of a researcher (Middle/Senior) • Explicitly teach questioning skills (Juniors) 	<p>Inquiry Lead Teacher Deans All teachers</p>	<p>Refer to Team budgets</p>	<p>Dependent on Literacy and Team guidelines</p>
Focus 3 – Inquiry	<p>ÚP ž nl {b Z{n XZfZjnu`y XZl {y-Nlqf t{n Ml`b jMZ`aZbxjZMl b`</p>		
	Person Responsible	Budget	Timeframe
<ul style="list-style-type: none"> • Continue to develop learner agency • School-wide focus – consistency throughout the school of language used by children to articulate their learning • 3-way conferencing for Middle & Senior School (Yr 4-6), children identifying own goals for literacy, numeracy and Key Competencies • Junior children with individual writing goals and group/individual reading goals • Children encouraged to reflect on own learning through learning pathways 	<p>Inquiry Lead Teacher Deans All teachers</p>	<p>Refer to Team budgets</p>	<p>Ongoing</p>

Focus 4 – Key Competencies	<i>Úpá ž ZfZjnu {aZ yi ljjy {n UZ Ml bZ Ml X xZy unl y bJZ k Zk UZ xy n_ {aZ Vhk k I k t` Úpá t aljXzI XZfZjnu {aZ yi ljjy {n UZ Ml {aZ VZl {xZ n_ {aZ bJZ Ml b`</i>		
	Person Responsible	Budget	Timeframe
<ul style="list-style-type: none"> • Continue to develop learner agency • Teachers will support children to develop Key Competencies • Key Competencies are integrated into all planning • Key Competencies are modelled throughout all aspects of school life • Key Competencies certificates are presented at assemblies • Key Competencies form the basis of Discovery Time/Funky Friday • Provide opportunities conducive to children being at the centre of their learning (personalised learning, learning pathways, ILE) 	Principal Deans All teachers	Refer to Team budgets	Ongoing

Focus 5 – Values	<i>Úpá An XZfZjnu yi ljjy Ml X Ml k XZy {aM uanjX {aZ fMl Zyn_jbfb` b` Ml Ml b` Ml X` y/ uunx bZ Vhk k I k t`</i>		
	Person Responsible	Budget	Timeframe
<ul style="list-style-type: none"> • Continue to develop learner agency • Continue to ensure that values play an important role in life at East Taieri school • Values are integrated into all planning • Values are modelled throughout all aspects of school life • Value certificates are presented at assemblies • Values are important aspect of Discovery Time/Funky Friday 	Principal Deans All teachers	Refer to Team budgets	Ongoing

Focus 6 – Professional Development	<p>ÚÚÚ <nfbXZ'uxn_Zyybnl NjXZfZjnuk Zl {uxn`xNk k Zy{aM'uxnk n{Z{ZNVab`´ NúuxnMáZy{aM'aMfZ'MunyqgZ tk uNk'nl y{ XZl {jZNVl b` S,, ká'MyuzVobV_nM'ynl´ b'fZy{b'Ml b` {aZ'vhl VZufyn_jZNVl ZxMIZl VtSVhjjMhxMl b'Zp{ZNVl {ZNVab` S uZxynl NjyZXjZNVl b` sjZNVl b` uMa,, MtySk nXZx jZNVl b` Zl fbnl k Zl {yNIX'† A'j ljjy´</p>
---	--

	Person Responsible	Budget	Timeframe
<ul style="list-style-type: none"> Continue to develop learner agency Involvement in TLIF project. Involvement in targeted PD. Share ideas regularly at staff meetings Individual Teacher Inquiries to drive teachers' own professional development Refine appraisal system aligned with new Standards Development of new Digital Curriculum Opportunities for professional development in targeted areas of individual need/development Develop and maintain the pedagogy of learner agency, collaborative/team teaching, personalised learning, learning pathways and innovative learning environments. Continue to upskill teachers in the use of Edge for data collection and analysis 	Janine – Lead Teacher Principal Deans All teachers Garth Powell	Refer to Team budgets	As required

Focus 7 – Special Education Needs	<p>ÚÚÚ †nl {b Z{nXZfZjnuMIXk Nb {Nb ux n`xNk k ZyMIX'y{MIZ' bzy{nUZ{{Zxk ZZ{´aZ´ l ZZxyn_y{ XZl {y,, ká'yuZVobVjZNVl b` y{xZl´ {aypXb_bM'j{bzy´</p>
--	--

	Person Responsible	Budget	Timeframe
<ul style="list-style-type: none"> Continue to develop learner agency Deliver learning support to children identified as needing extra support, using ORS, SEG, TFEA and BG resources – examples: PMP, RTLB, RTLit, Specialist teacher, Targeted Maths, and Assistive Technologies Deliver Reading Recovery programme Implement programmes for Gifted & Talented Continue refining system for Special Needs Register – monitoring and tracking identified students using Edge Professionals involved in the ongoing development and assessment of individual programmes (IEP) Transition meetings Classroom teachers closely monitor the progress of target children 	SENCO N. King Principal Deans Specialist Teacher All teachers	Refer to Team budgets 0.2 FTTE allocated to Gifted & Talented Programme \$500 allocated for G&T resources	As required

<ul style="list-style-type: none"> Regular reviewing of target children by Deans and Leadership Team SENCO oversees the monitoring all children requiring on-going support programmes 			
---	--	--	--

Focus 8 – Physical Activity	<p>ŪŪŪ ūnl {b Z{n Zy{Mjba y{MZ lz{y{n b WZVZ {aZjZfZjyn_uatyMjIMkāt {axn `an {{aZyWannj^a</p>		
	Person Responsible	Budget	Timeframe
<ul style="list-style-type: none"> Continue to develop learner agency Specialist PE teacher working with all children Assess according to revised PE/PA continuum Continue daily PA programmes. Continue with lunchtime PA (run by PALs) Sports Academy Provide instructional swimming and aquatic skill development opportunities for senior, middle and junior classes (Jill Clark Swim School) Continue to provide EOTC opportunities and experiences 	P Thorn / L Agnew / J Casey Principal Deans All teachers	Refer to Team budgets	As required

Focus 9 – Assessment and reporting	<p>ŪŪŪ An Vhl {b Z{n XZfZjnu Vhl yb{Zl {yWannj,, bXZ MyZyyk Zl {MIXxZunx{b` yfy{Zk y`_nV ynl 1kZxWf MIX'3 k ZxWf b jtb Z,, kēa" My{ANZxi xWj k` ". uZV{Mlml y`</p>		
	Person Responsible	Budget	Timeframe
<ul style="list-style-type: none"> Continue to develop learner agency Regular professional reading for staff Regular discussion re assessment at staff meetings Involvement in PD Whole staff sessions developing school wide proficiency with OTJ Moderation – team and school wide Focus on analysis of assessment data with assistance from Edge Individual tracking of Maori and Pasifika students Targeted cohorts tracked 	Principal G. Powell Deans All teachers	Refer to Team budgets	As required

Focus 10 –Achievement of Māori and Pasifika	<p>ŪŪŪ ?NōZ'MāZ'fZk ZI {n_2 ānōMIX<MjōMj XZI {yMIX'ZI y xZ' {aZb' Vj{ xZ'by'ab ajt'fVj} ZX'MIX'b {Z' xMZX'b {n' {aZV' xMj k' a'</p>		
	Person Responsible	Budget	Timeframe
<ul style="list-style-type: none"> ● Continue to develop learner agency ● Continue to integrate aspects of Māori into wider school curriculum, including tikanga Māori, reflecting Ka Hikatia objectives ● Be aware of and celebrate the background knowledge that our Māori and Pasifika children bring with them (with Whanau support) ● Continue the highly valued fortnightly Whanau Hui sessions – including mihi, waiata across the school ● Maintain and extend Kapa Haka sessions and performances, ensuring that all Māori students are encouraged to participate ● In the event of a request for Māori language instruction being received, undertake detailed consultation and seek advice to facilitate programme provision – parents, whanau, RT Māori. ● Continue to implement options for integration of Māori into daily practices and inquiry units. ● Community consultation will be carried out regarding parental preference on reporting Maori Achievement ● System for tracking progress of Māori and Pasifika students to be set up on Edge 	Lisa Agnew - Lead Teacher of Maori Principal Deans All teachers	Refer to Team budgets \$500 Kapa Haka funding	Ongoing

The Arts	<i>Aaxn `a w N t jZM b`Z. uZxZI VZyb {aZ`° x{ySValpXxZI 'Mz' MijZ {n'Z. uxZyy' {aZk yZjfZy{axn `a ž MIVSž xNk N\$2 y VNIx'Gy N ° x{SXZfZjnub`yi ljjyb` {aZyZ'VZNY'</i>		
	Person Responsible	Budget	Timeframe
<ul style="list-style-type: none"> ● Continue to develop learner agency ● Specialist music teacher working with all children once a week ● Expand student appreciation of art forms through visits by and to performing artists- eg Māori & Pasifika cultural groups, dance, drama and music performances ● Provide support for the delivery of arts programmes - Art Gallery workshops, visiting artists, staff professional development ● Facilitate performing arts experiences for children – Ensemble, Choir, Kapa Haka, Talent Quest, Speech/Poetry competition, Dance Club ● Cultural Assembly to be held 2-3 times per year ● Purchase music equipment for school-wide use ● Provide consumable items for all classes, to facilitate Visual arts programmes 	Sarah O'Neill Alison Tay	\$4000 (Visual Arts materials)	As required

NAG 2

EMPOWER, INSPIRE, CARE

NAG 2: <jMI b` MIX@j_?ZfZ,,`

		Person Responsible	Budget	Timeframe
Complete 2018 Annual Plan	Develop and present to Board	Principal		February
Update Charter/Strategic Plan	Present to Board for ratification	Principal Board Chairperson		February
Implement NAG Review Programme	Follow Self Review Programme	Principal		Ongoing
Implement Curriculum Review Programme	Follow Self Review Programme	Principal		Ongoing
Further develop efficient SMS system for recording and managing assessment data and tracking student achievement across the school	Work with facilitator to further develop SMS system. Teachers to use Edge data analysis to monitor student achievement	Principal G. Powell	0.1 FTTE (Release)	Ongoing
Consult with community	Gather data in regard to Board and school performance through community survey Offer parent education sessions	Principal		As required
Evaluate 2018 – Annual Plan	Work with staff to evaluate Annual Plan	Principal		Dec 2018
Prepare 2019 Annual Plan and targets	Prepare draft for Board consideration Present to Board for ratification	Principal		February 2019

NAG 3

EMPOWER, INSPIRE, CARE

NAG 3: <Zxynl | Zj'

		Person Responsible	Budget	Timeframe
Revise/reaffirm annual job descriptions for all staff	Revise and sign job descriptions for all staff	Principal		March
Implement Annual Professional Development Programme	Develop Annual Professional Development Programme	Principal		As required
Implement and complete Annual Performance Management Programme	Implement Annual Performance Management Programme	Principal		As required
Implement EEO programme	Review EEO practices in relation to staff welfare provisions Update staff database	Principal Board Chairperson Admin Manager		As required

NAG 4

EMPOWER, INSPIRE, CARE

NAG 4: ' b MIVZ'MIX'<xnuZx{t'

		Person Responsible	Budget	Timeframe
Prepare Annual Budget/Annual Accounts	Prepare annual budget in line with policy and school priorities Monitor expenditure through regular reviews Comply with MOE and Audit Office requirements	Principal A. Shrimpton A. MacRae		As required
Maintain and implement the 10 year Maintenance Programme	Engage School Support to update 10 Year maintenance programme	J. Esplin		As required
Implement 5 year property plan	Complete senior block modification. (using 5YA funding)	Principal J. Esplin		As required

Complete Senior Block building project	Engage School Support to oversee project	J. Esplin School Support	5YPP	As required
Asset Development	Complete asset purchases as required ICT resources Update asset register	Principal G.Powell A MacRae	\$20,000	As required

NAG 5

EMPOWER, INSPIRE, CARE

NAG 5:) ZN(a MIX@MZ{t'

		Person Responsible	Budget	Timeframe
Continue development of Health and Safety Portfolio	Update Health & Safety portfolio	K. Hanna S. Lewis		As required
Complete term emergency evacuations	Schedule and implement term evacuation drills	P. Thorn		Each term
Complete monthly and annual safety audits	Complete monthly and annual safety audits and report to Board	K. Hanna R. Ballantyne		As required

NAG 6: (ZI ZxY1Z' byMlyZ?Zwlyzk ZI fy

EMPOWER, INSPIRE, CARE

		Person Responsible	Budget	Timeframe
Legislative Compliance	Complete Annual Report and Analysis of Variance Roll returns completed by required dates	Principal A. MacRae		As required

2018 TARGETS

Target 1 ~ To raise the reading achievement of a group of Year 2 students to be in line with East Taieri Curriculum Expectations

Baseline Data:

The school's self-review has confirmed that a group of Year 2 students have not made the progress expected and are working below expectations

000a XMM0

000x0y/ XZI (y' M6bzfb` UZjn,, Z. uZMMbl y_nxZMkb` `

Assessment and Intervention Strategies

- Feb 2018: Teachers confirm level of student achievement (using 2017 & 2018 achievement data.)
- Feb 2018: Selected group of students currently achieving below expectations will be targeted for in-class intervention programmes
- Comparative data collected at end of intervention using moderated data based on student reading assessments.

Action to achieve target

1. Teachers confirm level of achievement using reading achievement data.
2. Students achieving below expectations grouped for intervention
3. Individual goals and programme established
4. Target students monitored regularly for progress
5. Overall progress of individuals documented.

Acceleration led by:

Sarah O'Neill –
Literacy Leader &
Natalie King

Specific programme co-ordinated by:

**Sarah O'Neill –
Literacy Leader**
Jo Hackfath – to
work alongside
classroom
teachers of
target children

Budget

Parental Involvement

Parent support through home activities directly supporting school-based learning

Timeframe

February – participants confirmed
Classroom teachers develop appropriate intervention programmes with regular monitoring and monthly reporting to Deans
July – mid- year reporting to BoT
December – year end reporting to BoT

Outcomes

2018 TARGETS

Target 2 ~ To raise the writing achievement of a group of Year 2 students to be in line with East Taieri Curriculum Expectations

Baseline Data:

The school's self-review has confirmed that a group of Year 2 students have not made the progress expected and are working below expectations in writing.

ŪŪā XMMŪ

ŪŪJxŪy| XZI {yMabZfb` ŪZjn,, Z. uZVMlml y_nxH xqfb`

Assessment and Intervention Strategies

- Feb 2018: Teachers confirm level of student achievement (using 2017 achievement data and 2018 samples).
- Feb 2018: Selected group of students currently achieving below expectations will be involved in the MOE funded ALL Intervention programme. Remaining students will be targeted for in-class intervention programmes
- Comparative data collected at end of intervention using moderated data based on student writing samples, exemplars

Action to achieve target

1. Teachers confirm level of achievement using writing samples and 2017 data
2. Students achieving below expectations grouped for intervention
3. Individual goals and programme established
4. ALL guidelines followed for ALL group. Other students in target group within class
5. Target students monitored regularly for progress
6. Overall progress of individuals documented.

NS Acceleration

led by:
Sarah O'Neill –
Literacy Leader &
Jo Hackfath – ALL
participant 2017

Budget

\$7,300 – (MOE
Funded)

Timeframe

February – participants confirmed
ALL Guidelines/timeframe followed for
ALL group
Classroom teachers develop
appropriate intervention programmes
with regular monitoring and monthly
reporting to Deans
July – mid- year reporting to BoT
December – year end reporting to BoT

**Specific
programme
co-ordinated by:**
**Sarah O'Neill –
Literacy Leader**
Jo Hackfath – ALL
teacher to work
alongside
classroom
teachers of target
children

**Parental
Involvement**
Parent support
through home
activities
directly
supporting
school-based
learning

Outcomes

Target 3 ~ To raise the mathematics achievement of a group of Year 4 students to be in line with East Taieri Curriculum Expectations

Baseline Data:

The school's self-review has confirmed that a group of Year 4 students have not made the progress expected and are working below expectations in maths.

000 XMM

0B:Jx0y{/ XZI {yMabzfb` LZjn, 'Z.uZV(Mbnl yb` 2 May

Assessment and Intervention Strategies

- Feb 2018: Teachers confirm level of student achievement (using 2017 & 2018 achievement data and 2018 observations)
- Feb 2018: Selected group of students currently achieving below expectations will be involved in BOT funded short-term intervention programme to accelerate their learning. Remaining students will be targeted for in-class intervention programmes
- Comparative data collected at end of intervention

Action to achieve target	Acceleration led by	Budget	Timeframe
<p>1. Teachers confirm level of achievement using class achievement data and observations</p> <p>2. Students achieving below expectations grouped for intervention. Targeted students to work with Sarah Vink Terms 1 & 2</p> <p>3. Individual goals and programme established</p> <p>4. ALiM guidelines followed for target group. Target students monitored regularly for progress</p> <p>5. Overall progress of individuals documented.</p>	<p>Rachel Ovens – Maths Lead Teacher</p>	<p>BOT funded</p>	<p>February – participants confirmed</p> <p>Classroom teachers develop appropriate intervention programmes for target group with regular monitoring and monthly reporting to Deans</p> <p>July – mid-year reporting to BoT</p> <p>December – year end reporting to BoT</p>

Outcomes

Target 4~ To raise the literacy and numeracy achievement of all Māori students to be in line with East Taieri Curriculum Expectations

Baseline Data:

The school’s self-review has confirmed that the achievement of a cohort of Māori students across the school is below East Taieri Curriculum Expectations

ŌŪā XMIM

Yr 1 - 3 students below in Writing and Reading
 - 1 student below in Reading, Writing and Maths

Yr 2 - 2 students below in Reading and Writing
 - 1 student below in Maths

Yr 3 - 1 student below in Writing

Assessment and Intervention Strategies

- Feb 2018: Teachers confirm level of student achievement (using 2017 & 2018 achievement data and 2018 observations).
- Feb 2018: Students targeted for intervention
- Student achievement monitored monthly, children moving in and out of programme in response to progress / achievement – eg RTLB
- Comparative data collected at completion of intervention

Action to achieve target	Acceleration led by	Budget	Timeframe
1. Teachers confirm level of achievement using class achievement data and observations 2. Students achieving below expectations grouped for intervention 3. Individual goals and programme established 4. Target students monitored regularly for progress 5. Overall progress of individuals documented.	Specific programme co-ordinated by Teachers – overseen by Deans	Parental Involvement Parent support through home activities directly supporting school-based learning	February – participants confirmed and intervention programme underway From March 1: regular reviews of progress / achievement of all individuals in programme July – mid-year reporting to BoT December – year end reporting to BoT

Outcomes

