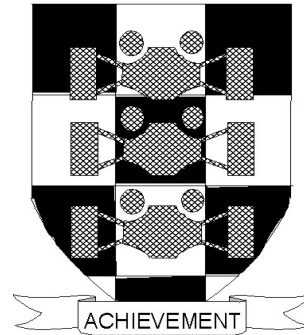


Bruce McLaren Intermediate School



Annual Action Plan 2010

Mission Statement *Achievement through Teamwork*

NAG 1 CURRICULUM - STRATEGIC DIRECTIONS

- 1.1 To review and implement curriculum delivery across the school to ensure all children have the opportunity for success in all the Learning Areas of the NZ Curriculum
- 1.2 To develop, improve, and sustain school-wide Literacy and Numeracy programmes so every child meets and/or exceeds the National Standards.
- 1.3 Assessment practices to review effectiveness of programmes delivered and monitor the progress and achievement of students
- 1.4 To identify Students at Risk and put in place special programmes to improve children's learning outcomes
- 1.5 Put in place programmes/activities to cater for children with Special Abilities
- 1.6 Consult Maori on programmes and targets for student achievement
- 1.7 To provide a safe emotional learning environment for all
- 1.8 To provide career guidance for year 7 students and above
- 1.9 Continued development of the ICT programme so it becomes an integrated and integral part of the school programme
- 1.10 To review and continue to develop the school scheme to meet the requirements of the new National Curriculum

NAG 2 and 2A DOCUMENTATION & SELF-REVIEW

- 2.1 To develop and monitor the school's strategic and annual action plans in all areas of the school operations
- 2.2 To ensure ongoing programmes of:
 - self review
 - policy review
- 2.3 To report to parents on the achievement of individual students using plain language:
 - the achievement of their child
 - the achievement of their child in relation to the National Standards
 - where their child needs to improve
 - how their child can be helped at home to assist this improvement
- 2.4 To report to the BOT on the achievement of students, and of Maori students
 - the achievement of students, and of Maori and Pasifika students the achievement by gender
 - the achievement of children in relation the National Standards
 - the school strengths and identified areas for improvement
- 2.5 To communicate and consult effectively and appropriately with the community
- 2.6 To undertake BoT training and development to improve understanding of documentation and self review.

NAG 3 PERSONNEL

- 3.1 To develop and further refine procedural frameworks which promote high levels of staff performance (appraisal and Professional Standards)
- 3.2 To staff the school to reflect the priorities stated in the school's curriculum planning
- 3.3 To ensure a professional development plan which will equip staff to deliver quality teaching and learning and reflect the schools annual priorities and individual needs
- 3.4 To ensure the BOT fulfils its role as a "Good Employer"

NAG 4 FINANCE & PROPERTY

- 4.1 To allocate funds to reflect and support the school's strategic and operational plans (Charter)
- 4.2 To develop or further refine internal procedures to monitor finance and expenditure
- 4.3 Implement an efficient programme of maintenance for school buildings and facilities
- 4.4 Develop school facilities to reflect priorities as stated in the school's Charter and Strategic Plan. (5/15 year property plan).

NAG 5 HEALTH & SAFETY

- 5.1 Provide a safe physical environment for students and adults
- 5.2 Provide a safe emotional (mental) environment for students and adults
- 5.3 Develop or review, as appropriate Health and Safety legislation, policy and procedures.

NAG 6 LEGISLATION

- 6.1 Develop systems to comply with all current legislation through policies and procedures
- 6.2 The school will take all reasonable steps to ensure that policies and procedures will be implemented in ways sensitive to the different cultural background and values of our community.

COMMUNITY CONSULTATION

- 7.1 To promote the school positively in the eyes of the parents and of the wider community
- 7.2 To encourage greater parental involvement and participation in school activities.
- 7.3 To survey the community annually to receive feedback upon the school's performance
- 7.4 To survey the community biennially on the Health programme
- 7.5 To engage in community consultation annually upon the development of the School Charter, Strategic and Annual Plans and their objectives for the year

School Objectives for 2010

CURRICULUM

<u>Date</u>	<u>Objective</u>
Term 1 Wk 1	<ul style="list-style-type: none"> ★ Rubrics drawn up for written language and other curriculum areas. ★ All teachers actively engaged in utilising the skills taught to them through the Written Language Contract. ★ The WISH Programme is incorporated throughout the school and into all teaching programmes together with school-wide anti-bullying procedures. ★ Formative Assessment skills incorporated into teaching practice in all classrooms and specialist rooms. ★ Classroom Manager set up and being used by all classroom and specialist teachers.
Term 1 Wk 2	<ul style="list-style-type: none"> ★ Written Language undertaken in each class with at least 3 pieces of published written work (3 paragraphs +) each term. This programme is to include: the skills of paragraph development, the skills of essay construction, formal setting out of letters, and basic grammar. ★ ICT integrated into the classroom programme, COWS in use, the Internet being used for both research and communication.
Term 1 Wk 3	<ul style="list-style-type: none"> ★ A Regular Planned Reading Programme established by every classroom teacher where students are grouped to meet their needs. This to take place as part of the six specific literacy lessons a week. This programme is to develop word attack, comprehension, and reading research skills, and meet the individual reading needs of the children. A clear focus is to be identified for each lesson.

STAFF

Term 1 Wk 3	<ul style="list-style-type: none"> ★ Job Descriptions are finalised and signed. ★ Personal Professional Development Objectives for 2010 set for each member of staff.
Term 1 Wk 4	<ul style="list-style-type: none"> ★ Professional Development Programme established for the year.

REPORTING

Term 1 Wk 3	<ul style="list-style-type: none"> ★ School Planning 2010, Reviews 2009 presented to the Board of Trustees ★ Curriculum Action Plans developed for 2010.
Term 1 Wk 9	<ul style="list-style-type: none"> ★ Student Effort Reports completed and given to the Principal.
Term 2 Wk 9	<ul style="list-style-type: none"> ★ Mid-Year Student Reports to the Principal. ★ Action Plans/Charter/Strategic Plan 2010 sent to the Ministry
Term 2 Wk 10	<ul style="list-style-type: none"> ★ Mid-Year Curriculum Statements of Variance to the Principal
Term 3 Wk 2	<ul style="list-style-type: none"> ★ AP (Curriculum) Mid-Year Curriculum Progress Report to the Principal ★ Mid-Year Dean Reports on syndicates completed and given to the Principal
Term 3 Wk 3	<ul style="list-style-type: none"> ★ Specialist Teachers Mid-Year Curriculum Reports to the Principal
Term 4 Wk 8	<ul style="list-style-type: none"> ★ End of Year Student Reports completed and given to the Principal.
Term 4 Wk 10	<ul style="list-style-type: none"> ★ End of Year Curriculum Statements of Variance completed. ★ End of Year Dean Reports on syndicates completed and given to the Principal.

BUILDINGS

On-going	<ul style="list-style-type: none"> ★ Building and Property Maintenance undertaken according to the Property Plan
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Academic Goals for Year 8 Students

By the end of Year 8, each child will, as minimal requirements, have reached the following standards:

Literacy (Reading and Written Language)

1. **Read and comprehend** texts at their chronological age level
2. Possess and apply a sound knowledge of **reading skills**:
 - a. Basic phonics, word attack skills and the use of context
 - b. Critical thinking rather than merely literal comprehension
 - c. Use of a dictionary and thesaurus
 - d. Knowledge and use of reference materials including maps, graphs and tables (eg bus and rail timetable)
 - e. Information skills (eg note taking)
3. Use the school library for **research** utilising the search computers, encyclopaedias and other resource materials
4. **Write** logical and sequential factual accounts (essays) with each having:
 - a. An introduction, sequential body, and conclusion
 - b. The correct use of syntax
 - c. Demonstration of the use of resource materials
 - d. Demonstration of a spelling conscience and the use of the dictionary
 - e. A clear cursive script
5. Define and be able to identify nouns, adjectives, verbs, adverbs, conjunctions, the subject and object of a sentence
6. Write a well presented and correctly formatted formal letter.

Mathematics (Basic Facts, Tables, Number, Measurement, Statistics)

1. Have passed the Bruce McLaren Tables and Basic Facts Tests
2. Have understanding of, and be able to compute accurately in, the four rules of **number** (addition, subtraction, multiplication and division)
3. Have understanding of **measurement**, and be able to measure and compute in, the main units of measurements; length, weight, time and temperature.
4. Use **Statistics**: collect and display data using a bar, line or pie graph and interpret these graphs
5. Know and apply two or more methods of **problem solving** in mathematics.

Information and Communication Technology

6. ICT used as an integrated communication tool and the Internet used for research and communication. This to include understanding the need to verify/authenticate any information gained from the Internet.
7. A typing speed of 20 words per minute.

Science

Record scientific experiments in a logical way: making a hypothesis, testing it and drawing logical conclusion(s) from the observed data

Have a basic understanding of:

Light and lenses

Air and air pressure (including sound)

Geology

Astronomy and the Solar System

How plants grow

The human circulatory and digestive systems.

Our Values and Our Vision are contained in the School Charter.

NAG 1 CURRICULUM ACTION PLAN

(The Action Plans for each Curriculum area are appended to this Annual Plan)

Prime Focus: to raise level of student achievement especially in literacy and numeracy

Strategic Goals	Action (how it will be achieved)	Responsibility	Timeline	Success Indicators
1.1 To review and implement the curriculum delivery across the school to ensure all children have the opportunity for success in all the Learning Areas of the NZ Curriculum	<ul style="list-style-type: none"> • The Learning Areas,, Key Competencies and Values contained in the National Curriculum integrated with ICT • On-going review of: <ul style="list-style-type: none"> ○ curriculum delivery and the coverage of the integrated curriculum units • Strong leadership in all curriculum areas through the curriculum groups <ul style="list-style-type: none"> ○ Doing less, better (avoiding 'skimming the surface') • Continue to develop the School Scheme to reflect the objectives and aims of the National Curriculum 	AP (Curriculum) <ul style="list-style-type: none"> • Syndicate Leaders • Curric Grp Ldrs 	End of T4	<ul style="list-style-type: none"> • Students have advanced in the levels in each of the Learning Areas • Students have gained confidence and experience in the Key Competencies • ICT used as a tool by the students and is fully integrated into the curriculum • All students are succeeding at their level and making steady progress • The units of work have been reviewed with the teachers so that they are: <ul style="list-style-type: none"> ○ relevant ○ interesting ○ succinct ○ cover all the Learning Areas and the Key Competencies • The implementation of the New Curriculum is modified as the year develops in the light of experience as to what works and what does not
1.2 To develop, improve, and sustain school-wide Literacy and Numeracy programmes	<ul style="list-style-type: none"> • Literacy and Numeracy form the basis for the whole school programme and are the prime focus of the school. • All teachers to be skilled in helping children apply their literacy and numeracy skills across the curriculum and assisting children to reach and/or exceed the National Standards • Written Language teaching skills sustained through Prof. Dev. • The Four Minute Reading Programme, Parent Programme and the Rainbow Readers to be part of the remedial programme to assist children who are reading below their expected level • Structured programmes in 	<ul style="list-style-type: none"> • Syndicate Leaders • Classroom tchrs • English Curric Gp • Maths Curric Grp • English Curriculum Group • Reading Programme team • Syndicate Leaders • Classroom tchs 	On-going	<ul style="list-style-type: none"> • Literacy and Numeracy underpin all areas of the curriculum • Students improve markedly in their literacy and numeracy skills and reach and/or exceed the National Standards • An increased interest in reading, written language, and mathematics is achieved as gauged by asTTle • All classroom teachers involved in professional development • IPIs are taken for below average readers at least 3 x a year • Reading takes place at least 4 times a week • At least three published item of written language are

	<ul style="list-style-type: none"> literacy and numeracy to be part of every school day Continuation of the development of the reading programmes and the continuing use of IPIs, asTTle, and STAR The 'Basic Facts and Operations' of Maths taught and learnt by all children Cross-grouping for Maths with splinter grouping 	<ul style="list-style-type: none"> English Curric Gp Classroom tchs Classroom tchs Syndicate Leaders Classroom tchs 	On-going from T1	<p>produced by each child each term</p> <ul style="list-style-type: none"> Maths takes place at least 4 times a week The basic facts are mastered by all students with the Principal providing on-going fortnightly tests Cross-grouping and splinter grouping take place
1.3 Assessment practices to review effectiveness of programmes delivered and monitor the progress and achievement of students	<ul style="list-style-type: none"> All teachers using: <ul style="list-style-type: none"> Embedded Formative Assessment techniques Rubrics / Success Criteria Classroom Manager On-going review of all assessment practices Quality Learning Circles for teachers based upon syndicates Assessment to: <ul style="list-style-type: none"> be the basis of future planning and teaching provide the means of assisting children with special needs Use of normed national tests to help determine those below, at, above or well above the National Standards 	<ul style="list-style-type: none"> Lead teachers Curric Gps AP(C)/AP(S) Curric Gps Classroom tchs 	T1 T1	<ul style="list-style-type: none"> Formative Assessment practices are embedded in all rooms Rubrics are used by all teachers Children develop and use Success Criteria with their tchr Teachers use Classroom Manger Assessment practices assessed Assessment techniques are effective and practical Use of STAR, PAT, asTTle etc to gauge progress against the National Standards
1.4 To identify Students at Risk and put in place special programmes to improve children's learning outcomes	<ul style="list-style-type: none"> Early identification of children with learning needs in literacy and numeracy who become 'targeted children' Provision for individual learning needs through group work and individual attention Raising the achievement levels of Maori and Pacific Island children through: <ul style="list-style-type: none"> respect for their culture encouraging their families to take part in the education of their child Robust ESOL programme Use of on-going assessment of 	<ul style="list-style-type: none"> Classroom tchs Syndicate Ldrs Classroom tchs Maori Curric Gp Principal ST resp ESOL Principal and AP(c) AP(s) 	T1 On-going Start T1 On-going	<ul style="list-style-type: none"> The 'target' children rapidly identified. The progress of these children is recorded n the Statements of Variance Individual needs are met in each class Y8 Maori and Pacific Island children reach and/or exceed the National Standards More families are involved in the school ESOL children improve in their English Needs of gifted, average, and slow learners met

	children with special needs			<ul style="list-style-type: none"> • Special needs children are assessed and their needs met
1.5 Put in place programmes / activities to cater children with Special Abilities	<ul style="list-style-type: none"> • Independent Workers' Class (Y7, Y8) • Extension activities within each class • On-going assessment to assist children with special abilities 	<ul style="list-style-type: none"> • Class tchs • Principal and AP(C) • Class tchs • AP(S) 	<p>Start of year</p> <p>Start of year</p>	<ul style="list-style-type: none"> • IWC children extended • Needs of gifted, average, and slow learners met • Bright children in each class extended • Special needs children are assessed and their needs met • The needs of Gifted Children are met
1.6 Consult Maori on programmes and targets for student achievement	<ul style="list-style-type: none"> • Endeavour to acquire a kaumatua • Consultation process initiated and set up with involvement of kaumatua • Provision of extra assistance for the students when required • Form a consultancy parental gp 	<ul style="list-style-type: none"> • Principal • AP(S)/AP(C) • Teacher with resp. for Maori 	Start T1	<ul style="list-style-type: none"> • Community meeting(s) for consultation purposes • Consultancy group formed with interested parents • Maori children report being more involved in the school • Maori children more settled and making progress
1.7 To provide a safe emotional learning environment for all	<ul style="list-style-type: none"> • Maintenance of WISH Programme within school • Parents informed of WISH and its aims • No tolerance of violence (physical, verbal or mental) or bullying • Provision of a Counsellor to cater for those children with emotional needs and/or who have been abused 	<ul style="list-style-type: none"> • WISH subcommittee • Class Teachers 	Start T1	<ul style="list-style-type: none"> • WISH implemented throughout the school and supported by staff, students and community • Children report that they feel safe at school • Very few, if any, stand downs/suspensions for violence • Children more confident and those who have been abused are being assisted by the correct agency(s)
1.8 To provide career guidance for year 7 students and above	<ul style="list-style-type: none"> • Intensive programme once a year focussing on career choices • Guests at assemblies from a range of occupations as role models. 	<ul style="list-style-type: none"> • AP(Curriculum) • Teachers 	T3	<ul style="list-style-type: none"> • Children have a greater knowledge of the opportunities available for them
1.9 To sustain the development of the ICT programme so it continues as an integrated part of the school programme	<ul style="list-style-type: none"> • Continuation of the ICT skills which have been developed • Renew the ICT network which includes Henderson, Avondale, and Blockhouse Bay Ints 	<ul style="list-style-type: none"> • ICT Team led by AP(C) 	Start T1	<ul style="list-style-type: none"> • ICT integrated throughout the curriculum • Increased skill and knowledge on the part of the teachers together with an increased confidence • Continued co-operation between the four schools
1.10 To review and continue to develop the school scheme to meet the requirements of the new National Curriculum	<ul style="list-style-type: none"> • The Curriculum Groups and staff working on 'tweaking' the implementation of the National Curriculum and reporting upon the National Standards 	<ul style="list-style-type: none"> • Principal and AP(C) 	Start T1	<ul style="list-style-type: none"> • Curriculum Groups developing their Learning Area and modifying the approach to teaching this programme • Reporting to parents upon their child's achievement in relation to the National Standards • Finding ways of reporting the 'difference made' over the year for individuals and discrete groups.

NAG 2 DOCUMENTATION AND SELF REVIEW

Prime Focus: to raise level of student achievement especially in literacy and numeracy

Strategic Goals	Action (how it will be achieved)	Responsibility	Timeline	Success Indicators
2.1 To develop and monitor the school's strategic and annual action plans in all areas of the school operations	<ul style="list-style-type: none"> • Annual Charter review • Review of Curriculum Action Plans to keep the standards of expectation high yet realistic • Review of Strategic Plan • Development of Annual Action and Curriculum Action Plans 	<ul style="list-style-type: none"> • Principal + APs • Principal + APs • Principal / Board 	End of year	<ul style="list-style-type: none"> • Charter reviewed and amended • Actions Plans reviewed and amended • Strategic Plan reviewed and amended • Curriculum Goals reviewed and amended
2.2 To ensure ongoing programmes of: <ul style="list-style-type: none"> • self review □ policy review 	<ul style="list-style-type: none"> • Implementation of school annual on-going Self-Review Programme • Review of policies and school on-going Self-Review Programme 	<ul style="list-style-type: none"> • Principal • Principal / Board 	End of year	<ul style="list-style-type: none"> • School keeping to the self-review plan • Policies up to date and current
2.3 To report to parents on the achievement of individual students using plain language: <ul style="list-style-type: none"> • the achievement of their child • the achievement of their child in relation to the National Standards • there their child needs to improve • how their child can be helped at home to assist this improvement 	<ul style="list-style-type: none"> • Full Reports twice a year (posted) T2, T4 • Effort Report T1 • Parent/Teacher meetings three times a year T1, T2, T3 • Teachers available to meet parents at any other time provided an appointment made • Staff meetings on the use of plain language in reports and providing information to the parents in a user-friendly way 	<ul style="list-style-type: none"> • Principal • Tchs • Class tchs • Class tchs • Tchs 	T2 and T4 T1 T1, T2, T3 On-going	<ul style="list-style-type: none"> • Parents informed of their child's progress <ul style="list-style-type: none"> ○ achievement against the National Standards (well below, below, at, above, well above) ○ plain language used so the progress can be appreciated and the suggestions made can be understood • Parents readily make appointments to meet with their child's teacher • Community indicates in the community survey that the teachers are approachable and that the school has good communications
2.4 To report to the BOT on the achievement of students, and of Maori and Pasifika students <ul style="list-style-type: none"> • the achievement by gender • the achievement of children in relation the National Standards • the school strengths and identified areas for 	<ul style="list-style-type: none"> • Annual cycle of: <ul style="list-style-type: none"> ○ asTTle test analysis ○ reporting against the targets set in the annual Curriculum Action Plans mid year and end of year ○ planned actions for lifting achievement reporting on the numbers and 	<ul style="list-style-type: none"> • Principal • Principal + AP(C) • Principal + AP(C) 	On-going	<ul style="list-style-type: none"> • BoT informed of achievement of students against: <ul style="list-style-type: none"> ○ the Curriculum Action Plans ○ the National Standards • BoT kept up to date with developments in the school curriculum

improvement	proportion of students well below, below, at, above, and well above the National Standards• Information against the National Standards on the achievement of <ul style="list-style-type: none"> ○ Maori and Pasifika students ○ by gender 			<ul style="list-style-type: none"> • BoT informed of progress of Maori and Pasifika children so able to provide any necessary resources to assist in the education of these children • Board informed of the progress made by males and females
2.5 To communicate and consult effectively and appropriately with the community	<ul style="list-style-type: none"> • Weekly newsletter • Board newsletter each month • Community Annual Survey • Biennial Health Programme survey • Consultation regarding the Charter and objectives for the year • Annual consultation on Health Curriculum components especially: <ul style="list-style-type: none"> ○ Pubertal Change (Y7) ○ Keeping Ourselves Safe (Y8) 	<ul style="list-style-type: none"> • Principal • Board members • AP(s) 	On-going	<ul style="list-style-type: none"> • Community informed and able to become involved • Maori Community Group meeting during the year • Positive feedback from the Community Survey • Constructive consultation regarding the Charter and objectives for the year • Informed decisions made by the community regarding Pubertal Change lessons and Keeping Ourselves Safe
2.6 To undertake BoT training and development to improve understanding of documentation and self review	<ul style="list-style-type: none"> • BoT training for the new Board • BoT training as required 	<ul style="list-style-type: none"> • Board 	On-going	<ul style="list-style-type: none"> • BoT understands documentation and self-review

NAG 3 PERSONNEL

(The Action Plans for each Curriculum area are appended to this Annual Plan)

Prime Focus: to raise level of student achievement especially in literacy and numeracy

Strategic Goals	Action (how it will be achieved)	Responsibility	Timeline	Success Indicators
3.1 To develop and further refine procedural frameworks which promote high levels of staff performance (appraisal and professional standards)	<ul style="list-style-type: none"> • Review the appraisal and attestation process for all staff • Setting of personal/professional goals • Quality Learning Circles extended to other areas (mentoring?) 	Principal	T1 T1 T2	<ul style="list-style-type: none"> • Satisfactory appraisal system for all staff - teaching and support • Focussed professional development • Staff performing at a high level
3.2 To staff the school to reflect the priorities stated in the school's curriculum planning	<ul style="list-style-type: none"> • All teachers are professional, highly skilled and of the highest quality <ul style="list-style-type: none"> ○ They support the aims and objectives of Bruce McLaren Intermediate ○ Are supportive of each other professionally and are active team members • All support staff are highly skilled in their area • Everyone associated with the school 'Walks the talk' and is committed to the school and the students 	Principal and Board	On-going	<ul style="list-style-type: none"> • Staff reflect the priorities of the school in their teaching. • Success for the children indicated by progress against the Curriculum Levels and the National Standards • WISH programme carried out consistently by all teachers • School 'Code of Conduct' followed by all • No complaints made against other staff members during the year • Everyone 'walks the talk'
3.3 To ensure a professional development plan which will equip staff to deliver quality teaching and learning and reflect the schools annual priorities and individual needs	<ul style="list-style-type: none"> • Formative Assessment reinforcement • On-going trng in the use of: <ul style="list-style-type: none"> ○ Classroom Manager ○ Interactive white boards ○ 'ClickView' ○ ENROL • Teachers skilled in use of IPIs and PROBE • Individual needs of teachers met as determined by their appraisals and personal development objectives • Sustaining Literacy development (see I.2) 	Principal <ul style="list-style-type: none"> • AP(S) • ICT Curric Gp • AP(C) • Principal English Curric Group	On-going On-going T1 T1 T1 T1 onwards T1 onwards	<ul style="list-style-type: none"> • Staff deliver high quality programmes which reflect the school's priorities • Classroom Manager used with confidence • Teachers use computers as part of their daily work • Teachers proficient in use of IPIs and PROBE • Professional Development is related to the needs of the individual

	<ul style="list-style-type: none"> • ICT collaboration with Avondale, Blockhouse Bay, and Henderson Int. (see 1.9) 	ICT Curric Group		
<p>3.4 To establish systems to ensure the BoT fulfils its role as a “Good Employer”</p>	<ul style="list-style-type: none"> • Ensure policies and procedures are correctly and fully implemented • On-going review of policies/procedures • EEO committee in action <ul style="list-style-type: none"> ○ Regular meetings ○ Employee database • Performance Management System • Clear complaints/grievance procedures • Anti-harassment committee continues 	<ul style="list-style-type: none"> • Principal • Staff Rep and EEO sub-committee • Principal 	On-going	<ul style="list-style-type: none"> • Policies and procedures up to date • EEO obligations carried out • Successful Performance Management System • Complaints/grievances procedures known and applied by all • No reported harassment by any member of staff

NAG 4 FINANCE & PROPERTY

Prime Focus: to raise level of student achievement especially in literacy and numeracy

Strategic Goals	Action (how it will be achieved)	Responsibility	Timeline	Success Indicators
4.1 To allocate funds to reflect and support the school's strategic and operational plans (Charter)	<ul style="list-style-type: none"> • Annual Budget • Use of SEG grant <ul style="list-style-type: none"> ○ Reading Programme ○ Student support • Additional personnel to meet the needs of the students <ul style="list-style-type: none"> ○ Counsellor ○ Teacher Aides 	<ul style="list-style-type: none"> • Principal and Finance committee • Principal 	End of T4 for 2007	<ul style="list-style-type: none"> • The funding in the Budget reflects and supports the school's strategic and operational plans
4.2 To develop or further refine internal procedures to monitor finance and expenditure	<ul style="list-style-type: none"> • On-going review of financial management and procedures • Annual audit 	<ul style="list-style-type: none"> • Principal and Treasurer • EdTech 	End of T4 April	<ul style="list-style-type: none"> • Internal procedures are robust and well monitored • Annual audit is completed in time and is satisfactory to the auditors
4.3 Implement an efficient programme of maintenance for school buildings and facilities	<ul style="list-style-type: none"> • Refer 5/15 year Property Plan • Employment of Property Officer (Ray Draycott) to advise on buildings 	<ul style="list-style-type: none"> • Property Officer • Board 	On-going	<ul style="list-style-type: none"> • School plant is in good condition and well maintained. Painting schedules are up to date as are replacements
4.4 Develop school facilities to reflect priorities as stated in the schools charter and strategic plan. (5/15 year property plan)	<ul style="list-style-type: none"> • Refer 5/15 year Property Plan • Building Specifics <ul style="list-style-type: none"> ○ Refurbish HTC ○ Refurbish Rms 1, 2,3 	<ul style="list-style-type: none"> • Board • Principal 	On-going	<ul style="list-style-type: none"> • Up to date and reflecting the developing needs of the school

NAG 5 HEALTH & SAFETY

Prime Focus: to raise level of student achievement especially in literacy and numeracy

Strategic Goals	Action (how it will be achieved)	Responsibility	Timeline	Success Indicators
5.1 Provide a safe physical environment for students and adults	<ul style="list-style-type: none"> • Key Staff Training in First Aid • Risk Management Procedures <ul style="list-style-type: none"> ○ Hazard identification • Use of National Compliance Centre to assist with: <ul style="list-style-type: none"> ○ hazard identification ○ International Student Code of Conduct 	Health and Safety Committee	On-going T1 and on-going T4 T1 and T3	<ul style="list-style-type: none"> • Safe physical environment for staff, students and visitors • International students safe at home
5.2 Provide a safe emotional (mental) environment for students and adults	<ul style="list-style-type: none"> • On-going review and development of WISH • Anti-harassment team • Staff Code of Conduct reinforced 	WISH committee Organisational Teams	On-going On-going	<ul style="list-style-type: none"> • School is a safe mental environment for the students and staff
5.3 Develop or review, as appropriate Health and Safety legislation, policy and procedures	<ul style="list-style-type: none"> • Annual Review of Health and Safety Manual, policies and associated procedures • Review OSH reporting forms • Review of legislation requirements • Review of Emergency Procedures • Crisis situation reviewed • On-going Hazard identification • Pandemic procedures reviewed 	Health and Safety Committee	T2	<ul style="list-style-type: none"> • All policies, procedures, forms and manuals reflect the latest requirements of OSH

NAG 6 LEGISLATION

Prime Focus: to raise level of student achievement especially in literacy and numeracy

Strategic Goals	Action (how it will be achieved)	Responsibility	Timeline	Success Indicators
6.1 Develop systems to comply with all current legislation through policy and procedure	<ul style="list-style-type: none"> • Review Planning and Reporting requirements • Implementation of any new legislation for International Students • Use of National Compliance Centre to assist with International Student Code of Compliance • EEO programme and report • Truancy prevention programme 	Principal	T1	<ul style="list-style-type: none"> • Classroom Manager to reflect the current planning and reporting requirements • Embedded • EEO report completed • NETS part of the school team
		Principal and AP(s)	T1	
6.2 The school will take all reasonable steps to ensure that policies and procedures will be implemented in ways sensitive to the different cultural background and values of our community	<ul style="list-style-type: none"> • Consult with the local ethnic groups and seek their input into the formulation and execution of policies and procedures • Support the formation of cultural groups so those involved can explore and enjoy their culture in a safe environment. 	Principal	T1 & T3 June Feb	<ul style="list-style-type: none"> • All children taking some elementary instruction in taha Maori
		EEO committee AP(s)	End of Year	

COMMUNITY PARTNERSHIP

Prime Focus: to raise level of student achievement especially in literacy and numeracy

Strategic Goals	Action (how it will be achieved)	Responsibility	Timeline	Success Indicators
7.1 To promote the school positively in the eyes of the parents and of the wider community	<ul style="list-style-type: none"> • Regular weekly newsletter also distributed to other schools • School website • WISH programme • Regular school exposure in the Western Leader • Bruce McLaren Trust • Involvement of PTA • In association with the PTA, evening lessons for parents in: <ul style="list-style-type: none"> ○ ICT ○ Maths ○ Language ○ teenagers ○ homework ○ behaviour • Visual impact of the school environment and buildings 	Principal All staff	Each week	<ul style="list-style-type: none"> • School promoted positively
		ICT curric gp WISH committee Principal and others	On-going On-going On-going	
7.2 To encourage greater parental involvement and participation in school activities	<ul style="list-style-type: none"> • Music Festival • PTA involvement actively sought • Parent helpers <ul style="list-style-type: none"> ○ the Reading Programme ○ cultural groups ○ classrooms ○ sports teams • Consultation: <ul style="list-style-type: none"> ○ in groups ○ via newsletter ○ individually ○ School Survey • Active recognition of the cultural diversity of the school • Cultural activities 	Principal All staff	On-going	<ul style="list-style-type: none"> • Successful School Production • PTA actively involved in the school • Parents help out at the school • Community making its views heard • Students are proud of their heritage
		Principal and all staff	On-going	
		Principal	On-going	
		Property Manager	On-going	
7.3 To survey the community	<ul style="list-style-type: none"> • Community Survey 	Community	T2	<ul style="list-style-type: none"> • Feedback obtained and acted upon

<p>annually to obtain feedback upon the school's performance</p>	<ul style="list-style-type: none"> • Consultation on Health Curriculum components especially 	<p>Survey T2</p>		
<p>7.4 To survey the community biennially on the Health programme</p>	<ul style="list-style-type: none"> ○ Pubertal Change (Y7) ○ Keeping Ourselves Safe (Y8) 	<ul style="list-style-type: none"> • Consultation on Health Curriculum components especially: <ul style="list-style-type: none"> ○ Pubertal Change meeting (Y7) ○ Keeping Ourselves Safe meeting (Y8) 	<p>T2</p>	<ul style="list-style-type: none"> • Feedback obtained and acted upon
<p>7.5 To engage in community consultation annually upon the development of the School Charter, Strategic and Annual Action Plans and their objectives for the year</p>	<ul style="list-style-type: none"> • Consultation regarding the Charter and objectives for the year • Involvement of BoT in the consultation process • Submitting the School Charter, Strategic Plan, and Annual Action Plan to the Ministry of Education by the due date. 	<p>T1 End of T1</p>		<ul style="list-style-type: none"> • Community input gained for the Charter so that it reflects the needs/requirements of the community • Board input incorporated into the documentation • Receipt of the Charter, Strategic Plan, and Annual Action Plan by the Ministry