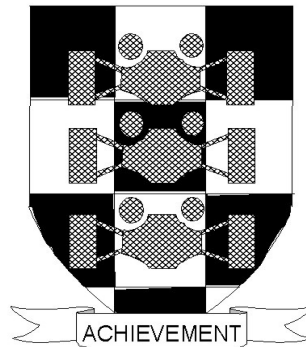


Bruce McLaren Intermediate School



Annual Action Plan 2009

Mission Statement
Achievement through Teamwork

Strategic Goals

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 essential learning and skill areas of the NZ curriculum
- 1.2 To develop, improve and sustain school-wide Literacy and Numeracy programmes
- 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 gifted children
- 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 develop the school scheme to meet the requirements of the new National Curriculum (to be implemented by 2010)

NAG 2 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
- 2.4 To report to the BOT on the achievement of students, and of Maori students
- 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 against the 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" with an on-going review of the structures put in place.

NAG 4 FINANCE & PROPERTY

- 4.1 To allocate funds to reflect and support the school's strategic and operational plans as encapsulated in the school 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 provide instruction in tikanga Maori and te reo Maori for full time students who parents request this provided that the school has the skills necessary to provide deliver this instruction.

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 2009

CURRICULUM

<u>Date</u>	<u>Objective</u>
Term 1 Wk 1	<ul style="list-style-type: none"> ★ <i>Rubrics</i> drawn up for written language and other curriculum areas. ★ All teachers actively engaged in utilising the skills taught to them through the <i>Written Language Contract</i>. ★ <i>The WISH Programme</i> is incorporated throughout the school and into all teaching programmes together with school-wide anti-bullying procedures. ★ <i>Formative Assessment</i> skills incorporated into teaching practice in all classrooms and specialist rooms. ★ <i>Classroom Manager</i> set up and being used by all classroom and specialist teachers.
Term 1 Wk 2	<ul style="list-style-type: none"> ★ <i>Written Language</i> undertaken in each class with at least 3 pieces of <i>published</i> 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. ★ <i>ICT</i> 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"> ★ <i>A Regular Planned Reading Programme</i> 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"> ★ <i>Job Descriptions</i> are finalised and signed. ★ <i>Personal Professional Development Objectives</i> for 2009 set for each member of staff.
Term 1 Wk 4	<ul style="list-style-type: none"> ★ <i>Professional Development Programme</i> established for the year.

REPORTING

Term 1 Wk 8	<ul style="list-style-type: none"> ★ <i>Action Plans/Charter/Strategic Plan</i> 2009 sent to the Ministry.
Term 1 Wk 10	<ul style="list-style-type: none"> ★ <i>Student Effort Reports</i> completed and given to the Principal.
Term 2 Wk 9	<ul style="list-style-type: none"> ★ <i>Mid-Year Student Reports</i> completed and given to the Principal.
Term 2 Wk 10	<ul style="list-style-type: none"> ★ <i>Mid-Year Curriculum Statements of Variance</i> completed.
Term 3 Wk 2	<ul style="list-style-type: none"> ★ <i>Curriculum Leaders Mid-Year Curriculum Reports to Board</i>
Term 3 Wk 2	<ul style="list-style-type: none"> ★ <i>AP (Support) Mid-Year Report on Support</i> to the Principal
Term 3 Wk 2	<ul style="list-style-type: none"> ★ <i>Mid-Year Dean Reports on syndicates</i> completed and given to the Principal
Term 3 Wk 2	<ul style="list-style-type: none"> ★ <i>Specialist Teachers Mid-Year Curriculum Reports to Board</i>
Term 4 Wk 8	<ul style="list-style-type: none"> ★ <i>End of Year Student Reports</i> completed and given to the Principal.
Term 4 Wk 10	<ul style="list-style-type: none"> ★ <i>End of Year Curriculum Statements of Variance</i> completed. ★ <i>Y8 Action Plans for 2010</i> completed and passed onto the Principal. ★ <i>End of Year Dean Reports on syndicates</i> 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

1. 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.
2. A typing speed of 20 words per minute.

Science

1. Record scientific experiments in a logical way: making a hypothesis, testing it and drawing logical conclusion(s) from the observed data
2. Have a basic understanding of:
 - a. Solutions, mixtures, emulsions
 - b. Light and lenses
 - c. Air and air pressure (including sound)
 - d. Geology
 - e. Astronomy and the Solar System
 - f. How plants grow
 - g. The main systems of the body (respiratory, digestive, circulatory, nervous)

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 essential learning and skill areas of the NZ curriculum	<ul style="list-style-type: none"> ● Essential Skills, Essential Learning Areas and ICT integrated in all work units ● On-going review of: <ul style="list-style-type: none"> ○ curriculum delivery and the integrated curriculum units coverage ● Strong leadership in all curriculum areas through the curriculum groups <ul style="list-style-type: none"> ○ Doing less, better (avoiding 'skimming the surface') ● Develop the school scheme to reflect the objectives and aims of the new curriculum for implementation in 2010 	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 Essential Learning Areas ● Students have gained confidence and experience in the Essential Skills ● ICT used as a tool by the students and is fully integrated in 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 the Essential Skills and the Essential Learning Areas ● The school is ready to implement the new curriculum in 2010
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 ● 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 chronological age ● Structured programmes in literacy and numeracy to be part of every school day ● Continuation of the development of the reading programmes and the continuing use of IPIs, 	<ul style="list-style-type: none"> ● Syndicate Leaders ● Classroom tchrs ● English Curric Gp ● Maths Curric Gp ● English Curriculum Group ● Reading Programme team ● Syndicate Leaders ● Classroom tchrs ● English Curric Gp ● Classroom tchrs 	On-going	<ul style="list-style-type: none"> ● Children achieve to at least their chronological age ● Students improve markedly in their literacy and numeracy skills and show an increased interest in written language as gauged by asTTle ● Reading takes place at least 3 times a week ● At least three published item of written language are produced by each child each week ● Maths takes place at least 4 times a week ● IPIs are taken for below average readers at least 3 x a year ● The basic facts are mastered by all students ● Cross-grouping and splinter grouping take place around the

Strategic Goals	Action (how it will be achieved)	Responsibility	Timeline	Success Indicators
	<ul style="list-style-type: none"> Establishment of a Gifted Children's Class for local schools 			
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 Establishment of a kakano group of parents 	<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 to establish the kakano group. Maori 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 and community No tolerance of violence (physical, verbal or mental) or bullying Provision of a Guidance Counsellor utilising staffing and external financial assistance. 	<ul style="list-style-type: none"> WISH subcommittee Class Teachers 	Start T1	<ul style="list-style-type: none"> WISH implemented throughout the school and support by staff, students and community
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 Continued development of the ICT programme so it becomes an integrated and integral part of the school programme	<ul style="list-style-type: none"> Continuation of the ICT skills developed using the network of the four intermediate schools involved in the ICT Contract Renew the ICT network between Bruce McLaren, Henderson, Avondale, and Blockhouse Bay intermediate schools 	<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.
1.10 To develop the school scheme to meet the requirements of the new National Curriculum (to be implemented by 2010)	<ul style="list-style-type: none"> The Curriculum Groups and staff working towards adapting the School Scheme to implement the new curriculum in 2010. 	<ul style="list-style-type: none"> Principal and AP(C) 	Start T1	<ul style="list-style-type: none"> Utilisation of the skills and support of Team Solutions

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: self review policy review	<ul style="list-style-type: none"> ● Implementation of school annual on-going Self-Review Programme ● On-going 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	<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 	<ul style="list-style-type: none"> ● Principal ● Tch's ● Class tchs ● Class tchs ● Tch's 	T2 and T4 T1 T1, T2, T3 On-going	<ul style="list-style-type: none"> ● Parents informed of their child's progress
2.4 To report to the BOT on the achievement of students, and of Maori students	<ul style="list-style-type: none"> ● Annual cycle of: <ul style="list-style-type: none"> ○ asTTle Test analysis in the 'Basics' ○ Reporting against the targets set in the annual Curriculum Action Plan mid year & end of the year ● Information on Maori students extrapolated from the above 	<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 and kept up to date of developments in school curriculum ● BoT informed of progress of Maori and PI children so able to provide any necessary resources to assist in the education of these children
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 Survey T2 ● Consultation regarding the Charter and objectives for the year ● Consultation on Health Curriculum components: <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 ● Kakano Group keeps meeting during the year

Strategic Goals	Action (how it will be achieved)	Responsibility	Timeline	Success Indicators
2.6 To undertake BoT training and development to improve understanding of documentation and self review	<ul style="list-style-type: none"> ● 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 ● 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 training in the use of: <ul style="list-style-type: none"> ○ Classroom Manager ○ Interactive white boards ○ 'ClickView' ● 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 1.2) ● ICT collaboration with Avondale, Blockhouse Bay, and Henderson Int. (see 1.9) 	Principal <ul style="list-style-type: none"> ● AP(S) ● ICT Curric Gp ● AP(C) ● Principal English Curric Group ICT 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

Strategic Goals	Action (how it will be achieved)	Responsibility	Timeline	Success Indicators
3.4 To establish systems to ensure the BoT fulfils its role as a “Good Employer”	<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

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 ● Additional personnel to meet the needs of the students <ul style="list-style-type: none"> ○ Guidance Counsellor 	<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"> ○ Covered ways between classrooms and by the side of the hall ○ Refurbish Hall 	<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: <ul style="list-style-type: none"> ○ assist with hazard identification ○ vetting accommodation for international students 	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 	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 Students ● EEO programme and report ● Truancy prevention programme ● Review of school enrolment zone 	<p>Principal</p> <p>Principal and Mrs Earnshaw</p> <p>Principal</p> <p>EEO committee</p> <p>Principal</p>	<p>T1</p> <p>T1</p> <p>T1 & T3 June Feb</p>	<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
6.2 The school will take all reasonable steps to provide instruction in tikanga Maori and te reo Maori for full time students who parents request this and for whom the school has the skills to provide these to them.	<ul style="list-style-type: none"> ● Provide elementary Maori instruction for all students ● Provide more advanced instruction if a teacher or LAT can be employed with these skills 	Principal	End of Year	<ul style="list-style-type: none"> ● All children taking some elementary instruction in taha Maori

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
<p>7.1 To promote the school positively in the eyes of the parents and of the wider community</p>	<ul style="list-style-type: none"> ● On-going consultation with Visionz Marketing ● 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 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 	<p>Principal All staff ICT curric gp WISH committee Principal and others</p> <p>Principal Principal and PTA members</p> <p>Staff members</p> <p>Property Manager</p>	<p>Each week</p> <p>On-going On-going On-going</p> <p>On-going On-going</p> <p>March</p> <p>On-going</p>	<ul style="list-style-type: none"> ● School promoted positively ● Community involved in evening classes ● School looks attractive at all times
<p>7.2 To encourage greater parental involvement and participation in school activities - development of the Home / School Partnership - School Production(replacing Music Festival every odd year)</p>	<ul style="list-style-type: none"> ● School Production ● 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 <ul style="list-style-type: none"> ○ Production and Cultural Festivals ● Home/School Partnership Project revisited ● Kakano group established 	<p>All staff All staff</p> <p>Principal and all staff</p> <p>Principal</p> <p>Principal and all staff</p> <p>Music specialist Cultural organiser Production organiser</p>	<p>On-going</p> <p>On-going</p> <p>On-going</p> <p>On-going</p>	<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

7.3 To survey the community annually to receive feedback upon the school's performance	<ul style="list-style-type: none"> ● Community Survey T2 	<ul style="list-style-type: none"> ● Community Survey T2 	T2	<ul style="list-style-type: none"> ● Feedback obtained and acted upon
7.4 To survey the community biennially on the Health programme	<ul style="list-style-type: none"> ● 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"> ● Consultation on Health Curriculum components especially: <ul style="list-style-type: none"> ○ Pubertal Change meeting (Y7) ○ Keeping Ourselves Safe meeting (Y8) 	T2	
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	<ul style="list-style-type: none"> ● Consultation regarding the Charter and objectives for the year ● Submitting the School Charter, Strategic Plan, and Annual Plan to the Ministry of Education by the due date. 	<ul style="list-style-type: none"> ● Involvement of BoT in the consultation process 	T1 End of T1	