



# ***Maungaraki School*** **Charter**

including Strategic Plan to 2012

***We aspire to excellence!***

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## Welcome to the **Maungaraki School Strategic Plan to 2012!**

In late 2008 the school community was surveyed, and we, the staff and the Board, got together to work on a vision, mission and values for Maungaraki School. This was something that had not been done for a while and it was time to reassess. A great group of people came up with an excellent result that we are proud to put down in the Maungaraki School Strategic Plan. Let us share it with you ...

### **Our Vision ...**

**We aspire to excellence!**

### **Our Mission ...**

**Maungaraki School provides a quality learning experience for each individual enabling them to seize life's opportunities and meet future challenges with confidence.**

### **Our Values**

Maungaraki School and its community identified a set of six values that are really important. We believe that everyone in and around our school should demonstrate these values. They are:

#### **Integrity**

Behaving honestly and doing the right thing

#### **Persistence**

Not giving up even when it is hard

#### **Independence**

Taking responsibility for your own learning and behaviour

#### **Creativity**

Thinking imaginatively, and applying your ideas

#### **Cooperation**

Working together towards a common goal

#### **Respect**

Showing consideration, courtesy and empathy towards each other

## **The purpose behind the process**

By undertaking this process and setting a clear direction for the longer term we are able to enhance the school's ability to think and act strategically. It will benefit us through:

- Increased effectiveness – the school's performance is enhanced and it is able to respond effectively to changing circumstances.
- Increased efficiency – better results are achieved with the same resources.
- Improved understanding – we understand the environment in which we operate far more clearly.
- Better decision making – coherent and focussed direction is established providing a sound basis for decisions.
- Enhanced organisational capability – school leadership is improved and the capacity for strategic thought and action is enhanced.
- Improved communication – mission, values, goals, strategies, and action programs are all clearly set out and able to be communicated effectively to stakeholders.
- Better outcomes - meeting the expectations of our community and the Ministry of Education.

## Environmental Scan

We, the staff and Board of Trustees of Maungaraki School, undertook a scan of the environment in which Maungaraki School operates looking at a number of different facets. There are some interesting factors that impact on our ability to operate effectively, some of which we have no influence over and others that we can do something about.

### **Political**

We recognise that National Standards for numeracy and literacy are likely to be introduced in the near future and that there will be reporting requirements linked to this. There is the potential for us to gauge our results against comparable schools and therefore satisfy our community's expectations. We are also conscious of the impact of political decisions which may influence pay, special programme funding, ICT and other areas. We are pleased to have the funding support from the MoE for class size reduction in the junior area of the school.

### **Economic**

We recognise that the current recession presents fundraising challenges that have a tangible impact on our ability to secure locally raised funds and additional grants from the range of organisations that offer those opportunities. We have also noted that it is increasingly difficult to get GSE or RTLB support for children with special needs.

### **Sociological**

We recognise that we have a school with a diverse ethnic makeup. We note that being a decile 10, full primary in a community made up of a high percentage of academically qualified people, with well above average income and living in two-parent families, increases the expectations of the community and places additional demands on the school. Maungaraki School is in a localised community where local businesses and community groups provide support to the school. However activities that take place in school hours (unless significant advance notice is given to allow planning) receive less support due to the high percentage of families with both parents working. It also makes it difficult to establish timetables that are going to meet parent needs, particularly for regular events such as school assemblies.

### **Technological**

We recognise that the school is 40 years old and that there will be ongoing challenges associated with aging infrastructure (including wiring, alarms etc) over the next 5-10 years. A concerted effort will be required to plan for future proofing and allocate significant funds for implementation. Our asset replacement plan and our ICT resource replacement plan will help us manage this over the coming years.

### **Environmental**

We recognise that Maungaraki School is part of a community with a close community hub. Reflecting this, Maungaraki School is zoned to match the boundaries of the suburb of Maungaraki. This leaves little room for flexibility in zoning changes. Although the close community hub benefits the school in a number of ways (e.g. tennis courts are handy enough to be used by the school and the club provides lessons) challenges also result from the isolation. Unless there is a specific effort to go off the hill, fundraising is limited to the local community meaning a lower

percentage of locally raised funds than is the norm for schools of the same Decile rating and similar size.

We recognise that there are also environmental challenges presented by the age of the school. The school is built in the style in vogue 40 years ago and consequently the buildings and environment now look somewhat dated. This, together with the significant roll growth being experienced, has meant constant refurbishment and new building projects over the last three years. These developments put pressure on the people in the school as space is at a premium and additional hazards are constantly on site. A large chunk of what is regarded as 'the school' is actually Hutt City Council reserve land and so development work cannot be ours alone. Conversely this does present an opportunity as an alternate source of assistance both funding wise and hands on.

### **Legal**

We recognise that consistency in employment contracts across the school and good employer conditions are critical to the school's reputation. Contracts must be in accordance with NZEI guidelines and standard employment processes, taking into consideration any changes that occur in legislation and policy.

### **Operational**

We recognise that we are firmly entrenched in the 10<sup>th</sup> Decile and to expect a change to this rating is unrealistic. Working within operational budget levels will be an ongoing challenge particularly while balancing the inconsistency of special needs funding, regular pay increases for staff and the aging IT infrastructure against our locally raised fund levels.

There has been a perception of high staff turnover at Maungaraki School, albeit caused by a range of different reasons, and this perception is something we are actively managing.

An ongoing commitment is required to continue to upskill teachers, supply quality classroom resources, and to improve the school environment.

We recognise that the role of the teacher outside the classroom is a place where work and private lives collide and we need to be conscious of this.

### **Management**

We recognise that Maungaraki School has a new management team in place with varying levels of experience in their roles. The syndicate structure aims to maximise the potential for staff in these roles to be learning from each other and to develop as a team.

We recognise the importance of self-review at all levels and in all aspects of school life. The engagement of all staff and their buy-in to the vision, mission and values of the school is critical to its success. It is especially important to focus on achieving and maintaining high morale and to create open and effective lines of communication between the three parties being teachers, students and parents in the wider community.

## Our Opportunities

We have considered some of the opportunities that we see ahead for the school and we plan to maximise the value we can gain from them by making them fundamental considerations within our annual planning process.

### Strengths

The strengths identified are internal to the school environment and are the things that the school can truly make the most of as we have some control over them.

#### Quality staff

The attributes and skills of the staff at Maungaraki School provide rich and varied opportunities. The staff are passionate and committed to our children and our school.

#### Kind and caring students

Our student community are a great bunch of children who are kind and caring to each other, their teachers and any visitors to the school. This was a significant and unique feature in the results of the School and Community survey undertaken in 2008, and is a real point of difference for Maungaraki School.

#### Refurbished interiors

The school is gradually being upgraded, with over half of the classes having been refurbished internally. This has meant much improved classroom environments for many students and teachers.

#### Multiculturalism

The school has a good mix of cultures. There are students who identify with the following ethnic groups:

- NZ European/Pakeha            60%
- Māori                                10%
- Other European                 9%
- Asian                                8%
- Indian                                7%
- Pacific                               3%
- Other ethnic groups            3%

It is of interest to note that this mix is surprisingly representative of the New Zealand population as a whole.

#### Home & School

Maungaraki School has a fantastic Home & School Committee made up of half a dozen "hardcore" members with *ad hoc* support from a number of others. This group works hard throughout the year to make the most of all fundraising opportunities and undertake a multitude of other projects. They intend to actively participate in the schools Beautification Project.

#### Management team

In support of the formal leadership of the school, the Principal and Deputy Principal, the school is structured into four syndicates – Junior (Kowhai), Middle (Rata and Nikau) and Senior (Totara). This provides a good management structure for the school.

### **Classroom atmosphere – student engagement**

When entering classrooms in Maungaraki School teachers, parents and visitors observe a positive atmosphere and note a high level of engagement from our students who so clearly enjoy being at school.

### **Extra curricular activities**

The students of Maungaraki School have a wide range of extra curricular activities that they can be involved with both during and after school hours across sporting and cultural areas e.g. chess club, tennis coaching, music lessons, netball, choir, touch rugby, swimming, soccer, rock band. The intent is to enable all students to find an activity in which they can excel.

### **Top spec IT cabling**

In 2008 the school took the opportunity through an MoE initiative to upgrade its IT cabling. This is now of top specification with high speed capability.

### **Quality of professional development**

Professional development is an integral part of what Maungaraki School offers, and all staff have opportunities to participate and upskill. The professional development of the staff is high quality and is sourced from various subject matter experts, both internal and external. The range and effectiveness of this development and its application in the classroom is constantly being monitored and reviewed. Professional development also extends to the Board and non-teaching staff.

### **Committed Board of Trustees**

The current BoT is made up of five parent trustees, a staff trustee and the Principal. Four of the parent trustees have been in place since voting took place in 2007 and the fifth was co-opted early in 2008 when one member resigned to go overseas. Our staff trustee has just recently changed. The Board are committed to making a difference to the school. In the past two years they have surveyed the community and used this information to work with the staff to revisit the Vision, Mission and Values as well as establish a new set of strategic goals. The Board undertakes regular self review to ensure the school is working to meet its strategic goals and to review the general well-being of the school environment.

## **Opportunities**

Opportunities are external factors that may affect the school in favourably.

### **Community**

Our local retailers and community organisations are very supportive of the school whether it is donations of prizes or the offering of services. The local retailers and services are in return supported by the school wherever possible. Our parents are supportive of school activities.

The school has a very good relationship with the local Baptist Church. Recently the church had a working bee at the school for the day to help out tidying up the grounds and it is not uncommon for them to bring in morning tea for the staff.

### **Turnover of staff**

Recently the school has undergone a reasonable turnover of staff with a number of long term members leaving to take up other positions or retirement. This has provided the opportunity to bring some new people with fresh ideas onto the staff.

### **Instruction in tikanga and te reo Māori**

The Māori implementation plan for all levels across the school (recently co-developed with a Māori advisor) can now be put into practice by staff. Specific development for teachers aims to improve both knowledge and pronunciation.

It is envisaged that every inquiry topic will have an element of te reo Māori and New Zealand's unique heritage incorporated into it enabling children to learn vocabulary, cultural protocols and Māori perspectives.

### **A good school**

The school is known to have a good reputation which means Maungaraki is often sought out as a place to live by newcomers to the region.

### **Links with pre-school**

Being a close community and having the Kindergarten and Playcentre nearby provides the school with an opportunity to link into parents and children prior to them arriving at school. The school looks to create opportunities to talk to parents regarding ways to prepare their children for school.

### **Links with community activities**

Any broader Maungaraki community activities are well attended by the school and its representatives. They provide the school with the opportunity to fundraise and increase its profile.

### **Funding – alternate sources or grants**

We must consider other sources of funds and fundraising opportunities outside of the direct Maungaraki community, so that the same people are not always being asked to contribute. The school seeks to maximise the value gained from charitable organisations for identified priority items. We have the opportunity to involve the local council in the proposed Beautification Project as the playing fields and driveways are Council property.

### **Alternative ways to get things done**

The school should consider how we can involve Hutt Valley groups to get assistance for specific projects around the school. The Beautification Project would seem like a perfect opportunity for looking for alternative ways to get things done.

**Ministry of Social Development funding high speed broadband**

The availability of this 80% funding opportunity to Maungaraki School is to be further explored.

## Our Challenges

We have considered some of the challenges that we see ahead for the school and we shall consider these as part of our annual planning process.

### Weaknesses

The weaknesses identified are deficiencies in resources and capabilities internal to the school environment that hinder our ability to accomplish our mandate or mission.

#### External environment

The school's external environment is dated and requires work to make it more attractive and a more welcoming place to visit. We have additional challenges with the school field being owned by the local council which impedes our ability to manage this environment. The school buildings are aging and require work to get them looking smarter. Our budget constraints impact our ability to do this quickly.

#### Isolation

Being on the Western Hills means that Maungaraki School has limited through traffic and visitors. When fundraising events are held at the school the catchment for these is our own community; as a rule we do not get people passing through.

#### Student achievement

Recent reporting and assessment data has identified that a continued focus is required in numeracy and written language to achieve results more in line with comparative schools and our goals.

#### School access and parking

The school has limited ability to improve the current parking arrangements or the size of the car park as this is either Council land or surrounded by Council land. The driveway has limitations for large vehicles getting onto school grounds.

#### High ratio of special needs

The school has a comparatively high ratio of special needs children. This places extra pressure on teachers and resources within the school. It is difficult to attain and maintain funding for special needs children. The resulting requirement to provide teacher aide or other support funding at the school's cost impacts on the ability to budget effectively and manage operational funds received.

#### Assessment processes

A review of the existing assessment schedule will ensure the most effective use of the available tools and processes. There is a requirement for further professional development in this area and a school-wide focus on choosing and committing to the key tools that will be used for assessment and reporting.

#### Design of school

The overall school design is being impacted by the growth in the roll with classrooms having been added in *ad hoc* positions relative to other classrooms. The layout offers no cover between blocks, which is not very helpful in bad weather as teachers and

students cannot get around the school without getting wet. There is also the lack of a central hub with the entry points of rooms 1, 2 and 3 facing away from the core.

### **Aging IT infrastructure**

In order for the school to maintain an effective IT infrastructure it requires continual upgrading. This is a significant on-going cost. With the recent update of the Asset Register and the completion of the Asset Replacement Schedule this budgeting can now be considered with more authority, and a solid way forward can be planned.

### **Class size**

The current class sizes across the school are a concern. We attempt to keep class sizes at an optimal level, but there is considerable impact from larger year groups moving through the school and larger groups of new entrants. Based on 2006 census information this growth is expected to continue for the foreseeable future. The need for additional teaching space has been identified and communicated to the MoE. The inflexibility of MoE policies and guidelines makes it difficult for the school to proactively manage this situation.

### **Families with two working parents**

Due to the high proportion of working parents the school finds that it is difficult to get the additional parental support commonly relied upon in primary schools – in classrooms, for sports events, etc. In addition the school community tends to be slow to commit to events. It also means that it is a challenge to find a time for assemblies that suits the majority of parents, particularly during school hours.

### **Staff turnover**

Recent turnover of staff is higher than what it has been in the past. Part of this challenge is that parents prefer their children to have the stability of a single teacher throughout the year.

### **Leadership**

We have a new leadership team in the school. Professional development in this area is a high priority as is supporting the team.

### **Analysis**

Consistent and accurate data collection and the communication of the analysis of this data has not always met with stakeholders' needs.

### **Playground**

The playground located at the school is located on Council owned ground and is the Council's playground. Based on the number of playgrounds in the Maungaraki catchment it is unlikely to be a priority for replacement. The school ideally requires two playgrounds, one for the junior school and one for the balance. This is something that needs to be addressed with the Council and as part of the Beautification Project.

### **Events**

Parental involvement in school activities and events is challenging due to the high number of working parents. School events, particularly sports events, need to be well planned and well managed with parents advised well in advance of proposed timings whenever possible.

## **Threats**

Threats are external factors that have the potential to negatively impact (or continue to impact) but are things that we can do little about other than to plan appropriately.

### **Continued growth of suburb**

With the new Dowse to Petone flyover improving access, reasonably priced housing, relatively close proximity to both Lower Hutt and Wellington city and new housing opportunities, Maungaraki is becoming increasingly popular. The continued growth of the area affects the school roll and in turn class sizes.

The changing demographic of the neighbourhood also impacts this as older couples and retirees are replaced with young families with pre-school or primary age children, an on-going cycle.

### **Council owned playground and grounds**

Having Council owned or designated reserve playing fields and a playground means the school has limited ability to maintain and improve these facilities.

### **Maungaraki Community Hall**

As the school grows the risk of exceeding the maximum capacity of the Maungaraki Community Hall (which doubles as the school hall) becomes very real. This has already resulted in the need to split certain events and may lead to having to hold two assemblies. We are looking at options.

## Strategic Goal 1

### All students to have numeracy level at or above chronological age for Decile 10.

We, along with the community, firmly believe that we have to aim high. Our community is highly educated and greatly interested in knowing that their child is performing well against national norms.

#### Key Features

To achieve our goals, we will:

- Review and manage class sizes as effectively as we can.
- Review the student assessment schedule annually.
- Ensure consistency of student data analysis.
- Provide regular and effective reporting to all stakeholders – children, teachers, parents and Board.
- Establish an improved format for recording Numeracy data on e-Tap.
- Apply reflective teaching practices.
- Identify students who are 'at risk' and provide special programmes for them which includes monitoring their progress.
- Identify gifted students and provide enrichment programmes for them.
- Provide opportunities for parents and prospective parents to extend their awareness of Numeracy in the classroom and how to assist their children at home.

#### Key Performance and Success Indicators

We have achieved our goal when:

- Maungaraki School has students performing highly in the numeracy area.
- The school's results compare favourably to other decile 10 schools.
- The new curriculum is fully embedded in school practise.
- Reporting to the Board reflects student trends thus enabling planning decisions to be made.
- There is regular reporting to parents and students on student progress and next learning steps.
- An "At Risk Students" programme is in place to support learning.
- A "Gifted Students" programme is in place to provide appropriate challenges.
- E-tap is being used to its maximum potential by all teachers in support of data analysis.
- All classes are adequately resourced.

- Teachers are enquiring into their own practice, reflecting on this and proactively implementing change.
- Parents, both current and prospective, are applying the knowledge to assist their children at home.

## Strategic Goal 2

### **All students to have a reading age and a writing level at or above chronological age for Decile 10.**

We, along with the community, firmly believe that we have to aim high. Our community is highly educated and greatly interested in knowing that their child is performing well against national norms.

#### **Key Features**

To achieve our goals, we will:

- Review and manage class sizes as effectively as we can.
- Review the student assessment schedule annually.
- Ensure consistency of student data analysis.
- Provide regular and effective reporting to all stakeholders – children, teachers, parents and Board.
- Apply reflective teaching practices.
- Identify students who are 'at risk' and provide special programmes for them which includes monitoring their progress.
- Identify gifted students and provide enrichment programmes for them.
- Provide opportunities for parents and prospective parents to extend their awareness of Reading and Writing in the classroom and how to assist their children at home.

#### **Key Performance and Success Indicators**

We have achieved our goal when:

- Maungaraki School has students performing highly in Reading and Writing.
- The schools results compare favourably to other decile 10 schools.
- The new curriculum is fully embedded in school practise.
- Reporting to the Board reflects student trends enabling planning decisions to be made.
- There is regular reporting to parents and students on student progress and next learning steps.
- An "At Risk Students" programme is in place to support learning.
- A "Gifted Students" programme is in place to provide appropriate challenges.
- All classes are adequately resourced.
- E-tap is being used to its maximum potential by all teachers in support of data analysis.

- Teachers are enquiring into their own practice, reflecting on this and proactively implementing change.
- Parents, both current and prospective, are applying the knowledge to assist their children at home.

## Strategic Goal 3

### **All students to have skills and knowledge to enable a balanced lifestyle.**

As a diverse community we aim to equip our children with an understanding of what a balanced lifestyle encompasses to help develop a healthy and well-balanced individual.

#### **Key Features**

To achieve this goal we will:

- Provide a range of opportunities for children to become environmentally aware.
- Provide a well balanced health program.
- Provide daily physical activities.
- Provide a wide variety of opportunities and challenges for students.
- Encourage students to know themselves, their strengths and their weaknesses.
- Encourage safe "risk taking".
- Help students to identify a strength which they can develop.

#### **Key Performance and Success Indicators**

We have achieved our goal when:

- All children have had the opportunity to find an area in which they can excel.
- Ongoing commitment is made to experiential learning offered by such events as the school camp and EOTC (Education Outside the Classroom) activities.
- Children are aware of what a healthy lifestyle is.
- Children are encouraged to participate in a range of activities that are provided by the school.
- The inquiry learning model is regularly used with children so that they can direct their own learning.
- Fitness and/or physical educational programmes take place daily.
- Children are encouraged to set and realise personal goals.
- Children's fitness levels continue to improve.
- Children's physical skills continue to improve.
- Children are aware of the environmental effects upon their lifestyle and take action to improve their local surroundings.

## Strategic Goal 4

### **Our school is inviting and aesthetically pleasing (inside and out) and provides an effective learning and teaching environment.**

Our community believes that given our school is the place where our children are based for a large part of their days and that it provides the centre of the learning and teaching opportunities, surroundings and atmosphere are important.

#### **Key Features**

To achieve this goal we will:

- Develop, clarify and agree priorities.
- Have a professional assist us in preparing the design, costings and plan.
- Have a 5 year implementation plan.
- Consult with the school community.
- Integrate with the Enviroschools ideal and commitments.
- Seek outside assistance and opportunities for external contribution.
- Use the skills and energy of the community to help keep costs down.

#### **Key Performance and Success Indicators**

We have achieved our goal when:

- Children's work features prominently around the school.
- There is ample shelter from sun and wind.
- The school looks modern and cared for.
- The entrance to the school is obvious and inviting.
- The inside and outside working environments suit full primary school education.
- There are play areas suitable for all age groups from new entrants to intermediate.
- Children and other school users take action to improve and care for their school surroundings.
- The school grounds are easy care and enhance the local environment.

## Guidelines

### Alternative ways of doing things

Reflective practice is a key foundation of an effective school and it applies not only to teaching. By exploring, analysing and examining the way things are currently done and how our resources are managed we can maximise the value we get from our finances, time and energy. It is essential that we examine what is important alongside our strategic goals and the school vision and explore alternative ways to achieve these goals.

There is a need to seek out and seize fundraising opportunities as they arise.

We need to identify who else might be able to help us to get something done or achieve a specific goal.

### Transparency of process

Decisions are made using a variety of methods and it is important that everyone (students, teachers, community) knows how decisions are made and why. It is also understood and accepted that not everyone is involved in every decision but that whenever possible there is communication with the appropriate people.

### Monitoring and review

The Board is committed to self review both in terms of its own performance and as a general gauge of the well-being of the school, but particularly as it relates to the impact of teaching and learning on student achievement. Clear guidelines will be established to effectively manage review processes.

At a minimum the Board will receive regular reports on how curriculum goals are being met in the school. It is expected that these will include:

- The application of professional development;
- The assessment tools being applied and the timing of assessments;
- Analysis of assessments undertaken including issues identified and how these are being addressed.

The Board will also receive feedback on how the commitment to leadership and management development is translating into enhanced skills in that area of the school.

## Curriculum Development 2009 – 2012

2009	2010	2011	2012
<p>School-wide major curriculum focus area:</p> <ul style="list-style-type: none"> <li>○ Work with the Literacy Facilitator in Reading to prepare for LPDP in 2010</li> </ul>	<p>School-wide major curriculum focus area:</p> <ul style="list-style-type: none"> <li>○ Writing with close links to Reading</li> <li>○ Numeracy</li> </ul>	<p>School-wide major curriculum focus area:</p> <ul style="list-style-type: none"> <li>○ Reading and Writing</li> <li>○ Numeracy</li> </ul>	<p>School-wide major curriculum focus area:</p> <ul style="list-style-type: none"> <li>○ Mathematics – the other strands</li> </ul>
<p>School-wide minor curriculum focus areas:</p> <ul style="list-style-type: none"> <li>○ Te Reo Māori</li> <li>○ Inquiry Learning (Terms 3 &amp; 4)</li> <li>○ Handwriting (Jnr school)</li> <li>○ The New Curriculum</li> </ul>	<p>School-wide minor curriculum focus areas:</p> <ul style="list-style-type: none"> <li>○ Inquiry Learning</li> <li>○ Te Reo Māori</li> </ul>	<p>School-wide minor curriculum focus areas:</p> <ul style="list-style-type: none"> <li>○ Oral / Visual Language</li> <li>○ The Arts</li> </ul>	<p>School-wide minor curriculum focus areas:</p> <ul style="list-style-type: none"> <li>○ Health and PE</li> <li>○ The Arts</li> </ul>
<p>Other areas:</p> <p>Close analysing of data to establish trends school wide and to identify individual children who are causing concern or who require extension</p> <p>Ensure that the new Vision, Mission and Values statements are implemented and “lived” in all areas of the school life</p> <p>Review our assessment process and tools</p>	<p>Other areas:</p> <p>National Standards implementation</p> <p>Review our reporting methods including our written report and three way interviews to reflect National Standards</p> <p>Work with staff to set success criteria with students and to include self and peer assessment into their programmes to encourage greater self responsibility from our students</p>	<p>Other areas:</p> <p>Reporting on the National Standards</p> <p>Consultation with our Māori community to look at Māori achievement</p> <p>Further develop Enviroschools to ensure our students take responsibility for their surroundings and environment</p> <p>Continue to work with staff to set success criteria with students and to include self and</p>	<p>Other areas:</p> <p>Consultation with our Pasifika community to look at Pasifika achievement</p> <p>Consult with the community regarding our Health programmes</p> <p>Consult with the community regarding our Health programmes</p>

2009	2010	2011	2012
<p>Align Key Competencies with the school values</p> <p>Consultation with our Māori community to look at Māori achievement, inform them of what we are doing and to hear their advice to the school</p> <p>Begin literacy observations to encourage our teachers to inquire into their own practice in Reading.</p> <p>Improve the systems on e-Tap to create a more tailor made system – also develop an accumulated record</p> <p>Implement ideas from the 2008 Health Consultation Process</p>	<p>Consultation with minority ethnic groups in our school community (including Pasifika) to look at achievement and to hear the voice from these groups in our school</p> <p>Extend literacy observations to also cover the teaching of writing and to begin observations of teachers in maths to encourage our staff to inquire into their own practice in numeracy as we have previously introduced in literacy</p> <p>At syndicate level all staff enter data onto e-Tap together to ensure consistency</p> <p>Develop Discovery Time (developmental programmes) in our junior school</p> <p>Continue to refine our direction in use of the NZC</p> <p>Consult with the community regarding our Health programmes</p> <p>Investigate becoming an EnviroSchool</p>	<p>peer assessment into their programmes to encourage greater self responsibility from our students</p> <p>Continue to emphasise the importance of the Inquiry cycle for students. Also encouraging teachers to inquire into their own teaching through reflection</p> <p>Continue to refine our direction in use of the NZC</p> <p>Continue to focus on being an EnviroSchool</p>	
<p>Review curriculum</p>	<p>Ensure that curriculum</p>	<p>Ensure that curriculum</p>	

2009	2010	2011	2012
implementation plans	resources for professional development focus are sufficient to meet curriculum and student needs	resources for professional development focus (Science, Oral and Visual Language, Inquiry Learning and The Arts) are sufficient to meet curriculum and student needs	
Ensure that curriculum resources for professional development focus (Literacy, Te Reo Māori, Inquiry Learning, Handwriting and Personalised Learning) are sufficient to meet curriculum and student needs	<p>Special programmes offered in line with what our data is telling us</p> <p>To effectively use teacher aide support in class with targeted students</p> <p>To ensure EPF funding is used effectively to enhance literacy, numeracy, PMP and social skills programmes especially in the Junior School</p> <p>To extend the length PMP sessions are offered to our juniors and other children requiring this programme</p>		
To ensure EPF funding is used effectively to enhance literacy, numeracy, PMP and social skills programmes especially in the Junior School	Review the school behaviour management plan		
Review the staff appraisal system and	Host a school wide Wearable Arts	Host a school wide event based around	Host a school wide event based around a

2009	2010	2011	2012
<p>implement changes</p>	<p>Show in Term 3 with every child participating</p> <p>Host a Māori Language Week with cultural activities</p> <p>Host a Career evening for our senior students</p>	<p>a curriculum area as yet to be decided, e.g. Art Show, music week, Technology Show, etc. where students work with their House groups</p> <p>Host a Māori Language Week with cultural activities</p> <p>Involve all students in a school production</p> <p>Involve our students in Artsplash</p>	<p>curriculum area as yet to be decided, e.g. Art Show. music week, technology week, etc. where students work with their House groups</p> <p>Host a Māori Language Week with cultural activities</p> <p>Host a Career evening for our senior students</p>
<p>Involve students in Science investigations culminating in a Science Fair open to the community</p> <p>Involve all students school wide in a school production</p> <p>Provide a range of sporting events for students to take part in competitively</p> <p>Ensure our senior students experience Leadership opportunities both in and out of the school</p> <p>Host a Māori Language Week with cultural activities</p> <p>Review our leavers function</p>	<p>ICT hardware is updated especially in the office area</p>	<p>Make the provision to purchase a portable trolley containing laptops for multiple class use</p>	

## Glossary of Terms

BoT	Board of Trustees
EOTC	Education outside the Classroom
e-Tap	The electronic program for managing student data
EPF	Enhanced Programme Fund
GSE	Group Special Education
IT / ICT	Information (and Communication) Technology
LPDP	Literacy Professional Development Project
MoE	Ministry of Education
NZC	New Zealand Curriculum
NZEI	New Zealand Educational Institute
PMP	Perceptual Motor Programme
RTLB	Resource Teacher: Learning and Behaviour