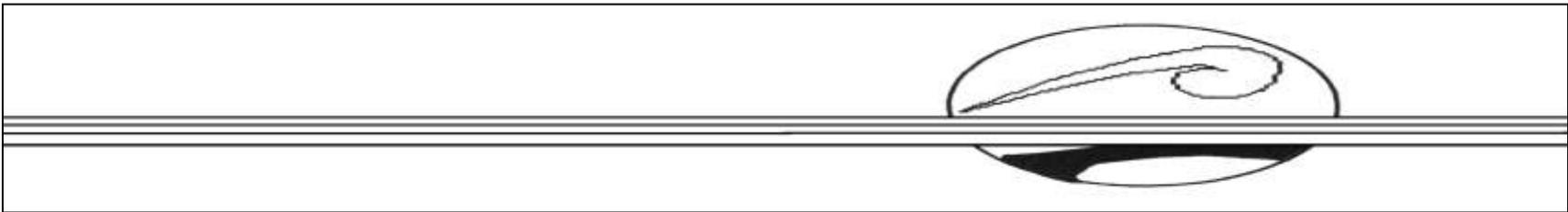


Te Tii School
Charter 2012 - 2014



Happy children growing towards independence.

Developing children who will thrive in the emerging global village.

(School Board is reviewing its Charter: Community Consultation Early March 2012)

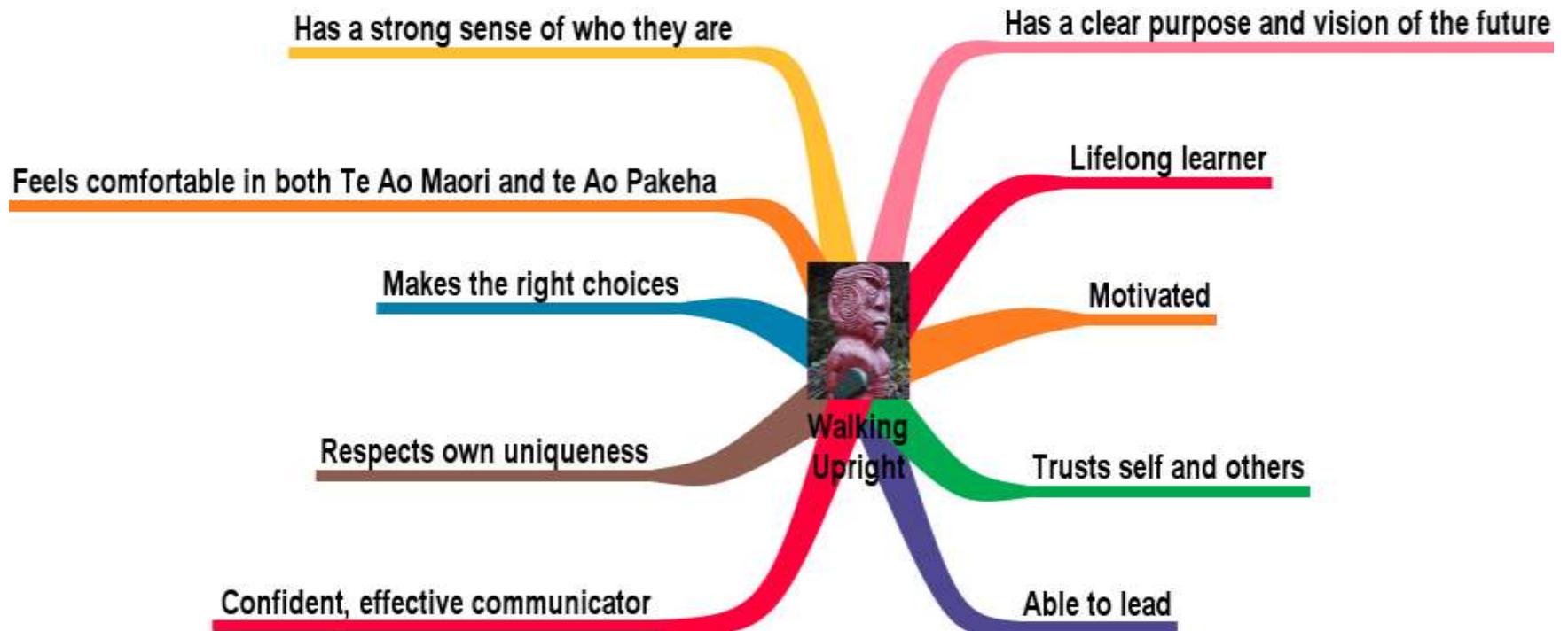
Our Vision

Is the art of walking upright.

This is the art of using both feet,

**One for holding on
and one for letting go.**

Walking Upright



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Chapter 1 Mission Statement

Kia Tu Rangatira I Roto I Te Ao Hurihuri

Happy children growing towards independence who will thrive in the emerging

global village through:

- *Competent and effective teaching team;*
- *Relevant and engaging learning programmes;*
 - *Highly performing leaders;*
- *Engaged whanau and community: and*
 - *A strong school ethos.*

Chapter 2 - School History, Environment & Structure

- **Who are we?**

Te Tii School is a unique little school, enriched in history, culture and values. Te Tii has many meanings, the most significant being the bailer off the tribal waka “Mataatua”. The first school in Te Tii was built in 1903, for the early European and Maori families of Purerua. In 1925 another school was established in an old meeting house for the children of Te Tii, known as Te Tii Native School. In 1936 a school for both Te Tii and Purerua children was built, but with the roll growing rapidly and lack of adequate amenities, land for a new school site was proposed in 1957, and in 1959 the official opening of Te Tii School was held, making this school site officially 52 years old. The school motto is “The Art of Walking Upright” This is the art of using both feet, one for holding on and one for letting go. The school is predominately Maori, and currently has 14 students, 4 staff. Quality co-education for Y0-8 aged children is delivered in a mainstream system, providing ample opportunities for cultural learning of all ethnicities, Maori being the main vehicle of what this looks and feels like.

Te Ao Maori is highly valued and embedded within all aspects of the schools operation. The richness of Maori culture is evident through the school and the values (Tika, Pono & Aroha) and practises (maanakitanga, ako, koha...etc) are seen as an important method of enriching both students and staff learning.

Physical Environment

We have great space and playing areas, with so much potential to do much more. We are actively promoting care for our school environment, as some areas need revamping and a lot of love injected back into it. Some key features are:

- Plentiful kai gardens
- Ample fruit trees (Apples / peaches / feijoas)
- Great shade areas
- Adventure playground
- Multipurpose room & School Library
- Swimming pool
- Ornamental trees and plants (landscaped areas)

School Ethos

Work hard to ensure we have a:

- ❖ High trust and low conflict environment, with
- ❖ Open, explicit and transparent communications; and a
- ❖ Collaborative and collegial staff.

This set of underpinning values dictates how we interact with everyone on a daily basis. There is an expectation that all behave and interact modelling these underpinning values and everyone has a responsibility to hold others accountable to them.

Learning Ethos

A learner at Te Tii will be characterised by having:

- Dreams, goals and aspirations and be supported and equipped to achieve them,
- Access and opportunity to achieve at the highest levels in our curriculum,
- Develop a sense of community. service and social justice; and
- Be nurtured within an ethos that supports healthy, happy, safe, confident lifelong learners.

Connected Learning through the Curriculum - Our Point of Difference

This is based on the strong belief that “experience drives learning”, the world is our classroom and Te Tii learners will not be limited by the physical walls of a classroom. Learners at Te Tii will get to experience and interact with the world around them through the design of purposeful learning experiences (Marae / Moana / Pa sites / Historic Places / etc). These experiences are authentic, relevant and timely. The learning experience provides powerful learning through acknowledging prior knowledge and through the experience creating new knowledge.

With the richness of their Maori culture, tikanga, whakawhanaungatanga, students will experience powerful educational learning using their strongest tool, “identity and sense of belonging”. Students will be able to make links with their learning across the New Zealand curriculum as they learn more about themselves and where they belong in the world – Te Ao Hurihuri. This is strongly supported by their whanau and community.

Strategic Plan Development: 2012-2014

The process for Te Tii School Strategic Plan started in 2010. Its goal was to provide a school wide focus and approach improving student achievement, and honouring community and staff identified goal areas. The Board of Trustees, school parents and staff, identified needs and objectives through a process of:

- brainstorming ideas about the future direction of Te Tii School
- prioritising these ideas
- formulating *new* outcomes for the school

The purpose of the plan was to ensure and guide ongoing development of Te Tii School, support the educational programmes and outline goals and objectives necessary to achieve the vision for the school and to include a plan of action and evaluation. Extensive data was collected and collated by a management team, findings to be shared back to the community, students and whanau. (2010 – 2011)

2012 – New Board chair has reviewed 2012-2014 charter. This now needs to go to full board and community for feedback and feed forward.

2011 – Strategic Plans and annual goals shared back to the community, students and whanau for feedback and future direction.

2012- With the election of a new Board 2011 end of term 2, School charter has been identified as a priority. The Board has worked on it last year but still needs to be shared to the community for feedback and consultation. This will take place early March 2012.

What will success at Te Tii School look like

- *Competent and effective teaching;*
- *Effective experiential based learning programmes;*
- *Highly performing leaders and students;*
- *Engaged whanau and community: and*
- *A strong school ethos.*

1. Curriculum - Academic Achievement: No Exception No Excuses

1.1 Seeking to improve achievement for all students

- To empower students to learn and achieve to the best of their ability and to seek personal excellence
- Use student achievement data to identify key priority learning areas
- Keep pace with national norms achievement benchmarks, best practise and educational research

2011 - Investigate financial literacy programmes.

2012 School wide PD on interpreting data & NS

2012 Literacy & Numeracy PD

2011- School wide targets in relation to NS & NZC

2012 Implementation of National Standards and links to New Zealand Curriculum

1.2 Development of exciting and engaging teaching & learning programme.

- Providing a curriculum that enables students to become active, confident, creative, and innovative learners and thinkers
- Provide a curriculum that allows students to make connections with their lives and engages the support of their family and community
- Professional Development is targeted to support staff in delivering effective teaching & learning programmes
- Resources will match the requirement of this curriculum area

2011–2012 Develop curriculum

2012 – Build curriculum expertise with staff.

2012 – Implement, test & evaluate the impact of this curriculum on student's outcomes.

2012 – Implement changes from 2011.

2013 – Review

1.3 Students receiving regular assessment for learning with constructive feedback and feed forward

- Improve methods of recording cumulative learning
- Formal and Informal Teacher / Student / Parent Conferencing of student achievement
- Student assessments provide advice for future learning, teaching and development.
- Feedback and feed forward to all students on their learning is regular and formalised and relates to “must know” and “ways forward”.

2012 - Improve use of formative practise
2012- Use a range of assessment tools to assess student's progress & achievement in relation to NS
2012 - NZCER Registration
2011 - Development of Portfolios

2. Employment:

2.1 Employing who is best for us and actively and explicitly monitor performance

- Appointments are made based on Te Tii competencies and ability to uphold the school ethos expectations
- Robust and mutually productive performance management systems are implemented and monitored
- All policies, procedures and practises are to be aligned to the expectations, with regular review

2012–2014 Continue to grow highly performing leaders (see ERO 2009) in identified areas.

2011 – Develop Te Tii competencies to keep pace with change.

2012-2014 Policies and procedures actively reviewed

2.2 Valuing and investing in staff

- Grow a cultural norm where all staff and BoT express appreciation and acknowledgement of both the collective and individual
- Nurture an atmosphere of regular social events for staff, BoT and their families to develop strong relationships
- Be a school that supports trainee / student teachers

2012 Board & management to build strong relationships and be a united front

2012 – Board PD and Training

2012-2014 Home School for trainee teachers

2.3 Growing effective & quality staff

- Commitment to the practises of Professional Learning Groups and Reflective Practise
- Professional development is targeted for school and individual improvement
- Provide opportunities for staff to take on leadership roles and actively mentor them
- Openly welcome and nurture training & beginning teachers supported by quality programmes and mentors

2012 - Focus on prioritising PD needs for individuals

2012 – Continue Staff Professional Appraisal Process

2014 – Review PD priorities and Budget

3 Collective Responsibility

3.1 To be actively responsible in educating and implementing preventative Health & Safety measures.

- Actively implement a STOP, GO & STAY plans of actions
- Actively promote and implement a REDUCE, ISOLATE & ELIMANATE Hazards programme
- Implement all Health & Safety procedures
- Regular development sessions on Best Practise for LEOTC

2012 Focus on self-review programme across the school

2012 – Safety Information displayed across the school

2013 – Review and update

3.2 To increase all staff and student awareness of how their behaviour impacts on others

- Provide regular development in the areas of Restorative Justice, Choices and Virtues which we have begun to deliver through the school system of Success through Effort Reinforcement Programmes (our BEEZ), the School BEEZ and School Ethos Values.
- Through open and honest forums and reviews enable staff to be self aware of how adult behaviours and perceptions impact on students.
- Expect all staff and students to be independent problem solvers whom take ownership and responsibilities for their own actions.
- Always provide avenues where all staff & students can RIGHT their WRONGS
- Actively and openly challenge deficit and destructive discourses

2011 - School wide development of a Behaviour Management System

2012 - HERO Programme revised and suited for both junior and senior students

2013 – Review Behaviour Management Programme

4. Property

4.1 To foster the love of learning by improving our learning environment

- To develop and review the 10 year Property Plan every year ensuring the plan reflects the current / future curriculum, maintenance, buildings and grounds.
- Be genuine in a consultation process to capture views of our student and parent communities
- Create purposeful and engaging environments that are conducive to teaching & learning

4.2 To preserve our school site inclusive of bush and gardens

- Ensure natural environment is taken into consideration prior to any development or changes are made to it

2011 – 5 YA Completed

2012-2014 Develop 10YPP

4.3 To develop a strategic but focused budget

- Key learning priority areas are based on sound evidence and are resourced appropriately to maximise both a current and strategic outcome.
- Implement a sound process of decision making when allocating funds to other areas
- Engage in regular monitoring of the budget and implementation of all financial policies and procedures
- Socialise the budget before ratification by the BoT and consider feedback

2012 - Investigate funding strategy for extra resources.

4.4 To uphold all the National Administrative & Legal Requirements for schools.

- Ensure we keep ourselves updated with all Administrative & Legal Requirements through all regular channels and make changes to school systems only when and where necessary.

2012-2014 Principal & BoT to keep up to date

2012 –Review 2 Policies per month

5: To be a community centred school through

5.1: Helping our children achieve, and be proud of who they are and where they are from:

- Everyone has a responsibility for Taonga me ona Tikanga Maori.
- Create meaningful opportunities to deepen our understanding & appreciation of Taonga Maori and Protocols.
- Actively seek out solutions for Maori, with Maori. (Powerful Partnerships)

2012 – Continue positive relationships with whanau and community

2012- Build Relationship with wider community – Tapuaetahi / Purerua /Mataka Peninsula

2011- Re-establish school & school community relationship

5.2: Listening and interacting with the community

- Promote partnership between the school and its communities
- **Actively seek community feedback and giving feedback**
- **Report to parents on student progress throughout the year**
- **Provide effective feedback to parents on student success through community events that are specific to the needs of student learning and development (formal & informal meetings)**
- Regular and informative newsletters each fortnight
- Develop and maintain a community calendar throughout the year

2011 – Restore school & community relationship

2011 - Focus on re- election of a new BoT

2012-2014 Termly Community Events (Formal & Informal).

2012-2014 Reporting to parents twice a year on student progress & achievement in relation to NS

2012-2014 Mid-year student led conferences/end of year reports

Te Tii School 2011 Annual Review & Actual Outcomes

Annual Goal from strategic plan	Actions required in 2011	Actioned By	Desired Outcomes	Actual Outcomes
<p>1.1 Seeking to continuously improve achievement for all students</p> <ul style="list-style-type: none"> ▪ There is a robust process of using student achievement data to identify key priority learning areas. ▪ Invest in staff, to develop best practice throughout the school. ▪ Keep pace with national norms achievement benchmarks, best practise and educational research. 	<p>Nominated person/s to investigate Financial Literacy Programme</p> <p>Keep staff informed and updated with NS / NZC</p> <p>Systematically improve teaching of Literacy through a literacy facilitator / provider</p> <p>Provide professional development & mentoring to staff</p> <p>Teacher development based on identified areas of need and achievement data</p> <p>Understanding the reading & writing standards, & mathematics standards</p> <p>Principal to identify appropriate Literacy Cluster that supports school wide focus & goals</p>	<p>RW / ASB</p> <p>RW</p> <p>RW / ME</p> <p>RW</p> <p>RW / ME</p> <p>BoT / Principal / Staff</p>	<p>Participate in FLP term 4</p> <p>An improvement of student's outcomes</p> <p>Changes in staff own practice in order to ensure sustainability</p> <p>Report to BoT outcomes in literacy</p> <p>A growth of leadership within teachers own practice</p> <p>Deeper understanding of the links between the National Standards and the New Zealand Curriculum document.</p> <p>Understanding and implementing reading / writing & mathematics standards</p> <p>National Standards</p>	<p>ASB Financial Literacy Programme – Term 4</p> <p>End of Year data showed movement in students writing and reading standards</p> <p>Literacy PD by Principal. No outside facilitator or PD programme.</p> <p>Staff mentoring of Running Record and Probe testing</p> <p>Reporting to board and whanau on National standards and new report templates – midyear & end of year</p>
<p>1.2 Ongoing development of exciting and engaging teaching & learning programme.</p> <ul style="list-style-type: none"> ▪ Explore and design the guiding framework for the Connected Curriculum, ▪ Professional Development targeted to support staffing effectively delivering this curriculum. ▪ Resources to match the requirement of this curriculum area 	<p>Te Tii "Test" Criteria designed and used as a tool for planning, delivering and assessing Connected Curriculum.</p> <p>Facilitation of the inquiry cycle for staff</p> <p>New CC programme to provide staff with creative design of teaching & learning direction</p> <p>Provide identified professional learning needs & opportunities for staff</p>	<p>Principal / Staff</p> <p>RW / ME</p> <p>RW</p> <p>RW</p>	<p>Quality teacher feedback at the process and self-regulation levels</p> <p>Stronger pedagogical knowledge of curriculum areas, methods and processes</p> <p>Ensure all staff are informed and are part of the creative design team</p> <p>PD for new CC programme</p>	<p>Te Tii Educational plans designed and implemented</p> <p>On-going teacher support with inquiry cycle of teaching and learning</p> <p>All staff PD supported within school. No outside PD given.</p> <p>New Connected Curriculum Programme planning and support given to staff</p>

<p>1.4 Students receiving regular assessment for learning with constructive feedback and feed forward</p> <ul style="list-style-type: none"> Refine our methods of recording cumulative learning Student assessment provides advice for future learning, teaching and development. Feedback and feed forward to all students on their learning is regular and formalised and relates to “must know” and “ways forward”. 	<p>Formative assessment identified as professional learning priorities – in relation to national standards</p> <p>Professional development on effective feedback & feed forward processes</p> <p>Improved use of formative practise at the class level Feedback/forward at the task, process & self-regulation levels</p> <p>Teachers understanding and appropriate use of OTJs</p> <p>Continuous monitoring through planning checks, and classroom observations</p>	<p>RW</p> <p>RW</p> <p>RW / ME</p> <p>RW / ME</p>	<p>Through Performance Management, identified PD & regular feedback / feed forward from key lead staff;</p> <p>Teachers understanding & deepened knowledge of formative practice is further developed to ensure students are fully informed of their progress achievement & next steps in their learning (Informed choices linked to National standards)</p>	<p><i>Team Solutions support with Assessment practices</i></p> <p><i>Use of data to inform planning</i></p> <p><i>Regular Teacher / Student Conferencing on learning progress</i></p>
<p>2.1 Employing who is best for us and actively and explicitly monitor performance</p> <ul style="list-style-type: none"> Appointments are made based on Te Tii competencies and ability to uphold the school ethos expectations Robust and mutually productive performance management systems are implemented and monitored All policies, procedures and practises are to be aligned to the expectations, with regular review 	<p>Clear communications are provided in application packs and processes. Appointment panels clearly understand the competencies we are seeking and design the interview questions to suit.</p> <p>Governance Policy updated Delegation renewed annually Management procedures updated.</p>	<p>RW / PA</p> <p>RW / Commissioner / BoT</p> <p>RW/ Commissioner / BoT</p>	<p>Through clearly identified competencies quality appointments are made.</p> <p>Through the mentoring and supervision of appraisers PMS will be implemented to a high standard and practises that cause risk to student learning or welfare will be dealt with swiftly in order to eliminate or reduce risk to students.</p> <p>Fully review policies and procedures and construction of new BoT manuals will clearly define areas of responsibility and accountability between governance and management.</p>	<p><i>Appointment of relief teachers / support teachers made</i></p> <p><i>Staff Performance Management System implemented</i></p> <p><i>New Board elected</i></p> <p><i>Roles & Responsibilities clearly identified</i></p> <p><i>Board Training – Governance</i></p> <p><i>Monthly Board Meetings</i></p> <p><i>Review of Policies and Procedures</i></p>

<p>2.2 Valuing and investing in all staff</p> <ul style="list-style-type: none"> • Grow a cultural norm where all staff and BoT express appreciation and acknowledgement of both the collective and individual • Nurture an atmosphere of regular social events for staff, BoT and their families to develop strong relationships • Be a school that supports trainee students 	<p>Acknowledgment system. Regular appearances by BoT members at school /staff events, to be more visible and known by staff & community. Regular feedback to community and staff via written and verbal communications.</p>	<p>BoT BoT / RW</p>	<p>BoT provides a positive, nurturing & purposeful work environment that creates high productivity and collaborative relationships. BoT are well known by staff, students & community. All staff feels valued and believe that they contribute to the success of the organisation.</p>	<p><i>Board members active and visual at school and school community</i></p> <p><i>Board actively engaged in school community events during the year.</i></p> <p><i>Board and staff building professional relationship</i></p> <p><i>School supported trainee student from Waikato University</i></p>
<p>2.3 Growing effective & quality staff</p> <ul style="list-style-type: none"> • Commitment to the practises of Professional Learning Groups and Reflective Practise • Professional development is targeted for school and individual improvement • Provide opportunities for all staff to take on leadership roles and actively mentor them • Openly welcome and nurture training & beginning teachers supported by quality programmes and mentors 	<p>Grow highly performing leaders in identified areas / specialist fields. Focus on prioritising PD needs for individuals Invest in time & resources to growing effective staff. Action planning career goals through PAAPs</p>	<p>Principal Principal</p>	<p>Mentoring sessions validates and increases teacher performance. Career planning and realisation is part of PMS.</p>	<p><i>Quality support staff and teacher performance management system in place</i></p> <p><i>Mentoring of teacher with understanding National Standards and reporting to parents process</i></p> <p><i>Supporting trainee teacher with classroom programmes and management</i></p> <p><i>Observation of classroom teaching and giving critical feedback / feed forward</i></p>
<p>3.1 To be actively responsible in educating and implementing preventative Health & Safety measures.</p> <ul style="list-style-type: none"> ▪ Actively implement STOP, GO & STAY plans of actions ▪ Actively promote and implement the REDUCE, ISOLATE & ELIMANATE Hazards programme ▪ Implement all Health & Safety procedures 	<p>Self-review programme across the school (students & whanau)set up and implemented Actively participate in health and safety procedures to stay informed Keep emergency plans up to date Professional development on LEOTC</p>	<p>Principal RW / All Staff RW</p>	<p>There is collective responsibility with Health & Safety in the workplace(staff) classroom (students) and trips (all participants) All possible actions and precautions have been taken and checked to ensure people’s health & safety. Feedback & feed forward is given on</p>	<p><i>Staff / students review and implement safety plans and procedures</i></p> <p><i>Emergency drills practiced once per term And time recorded for fire services information</i></p> <p><i>Student health centre still to be set up (sick bay area)</i></p>

<ul style="list-style-type: none"> Regular development sessions on Best Practise for LEOTC 	<p>to inform staff of new processes & procedures</p>		<p>best practise and areas for improvements</p>	<p><i>LEOTC processes and procedures shared with staff and whanau prior to trips</i></p> <p><i>LEOTC policy & procedure booklet to be reviewed 2012</i></p>
<p>3.2 To increase all staff and student awareness of how their behaviour impacts on others</p> <ul style="list-style-type: none"> Provide regular development in the areas of Restorative Justice, Choices and Virtues which are beginning to be delivered through the school wide system of Success through Effort Programmes, the School BEEZ and School Ethos Values. Through open and honest forums and reviews enable staff to be self aware of how adult behaviours and perceptions impact on students. Expect all staff and students to be independent problem solvers whom take ownership and responsibilities for their own actions. Always provide avenues where all staff & students can RIGHT their WRONGS Actively and openly challenge deficit and destructive discourses. 	<p>Development of school wide behaviour management (Te Tii HERO Programme (helping everyone respect others)</p> <p>Professional Development to develop understanding & skills of Restorative Practises.</p>	<p>RW</p> <p>RW</p>	<p>Staff are enabled with a variety of best practice strategies to apply to different situations.</p> <p>Staff independent of the Principal identifies areas where behaviours are impacting negatively on students or other staff and actively apply problem solving strategies to this with support & review.</p>	<p>Staff / students actively engaged with new behaviour management programme</p> <p>Staff / students proactive with values and virtues that supports behaviour management programme</p> <p>Staff / students positively use restorative practices to solve problems</p> <p>Students feel safe when sharing of their feelings both positive and negative</p> <p>Staff also have opportunity to be open and transparent, ensuring that their mana will be restored</p> <p>Staff /students had same opportunity to right their wrongs in an open of confidential forum</p>

<p>4.1 To develop the “10 Year Property Plan” beyond 2013</p> <ul style="list-style-type: none"> ▪ To develop and review the 10 year Property Plan every year ensuring the plan reflects the current / future curriculum, maintenance, buildings and grounds. ▪ Be genuine in a consultation process to capture views of our student and parent communities ▪ Create purposeful and engaging environments that are conducive to teaching & learning. 	<p>Follow Property Plans PD to staff and students on any new programs such as use of research tools, ICT, etc.</p> <p>Library PD provided for staff and possibility for community use</p>	<p>Principal / Commissioner / BoT</p> <p>Principal / PA / All Staff</p>	<p>Staff , students & community are informed and up to date with any new systems and its full use</p> <p>PD / Training of how to operate library management systems.</p>	<p><i>Meet with Mike Glover to review our 5YA and 10YPP.</i></p> <p><i>Implemented 5YA project with staff / student / whanau voice</i></p> <p><i>Use of school library for community still to be implemented</i></p> <p><i>Review of library management system to be implemented</i></p>
<p>4.2 To develop a strategic but focused budget</p> <ul style="list-style-type: none"> ▪ Key learning priority areas are based on sound evidence and are resourced appropriately to maximise both a current and strategic outcome. Implement a sound process of decision making when allocating funds to others areas ▪ Engage in regular monitoring of the budget and implementation of all financial policies and procedures ▪ Socialise the budget before ratification by the BoT and consider feedback 	<p>Work to an accurate budget (small surplus)</p> <p>Conduct focused BoT meetings on spending for current students, and strategic thinking for spending. Actively take advice from our service provider.</p> <p>Keep abreast of the current financial practises.</p> <p>Report an analysis of spending for outcomes 2011 – 2013.</p> <p>Conduct an open review for wider input for 2011 budget design.</p>	<p>Principal / Commissioner / BoT</p>	<p>Regular monitoring of the budget will ensure the implementation of all financial policies and procedures are kept to.</p> <p>More stakeholders become aware of budgeting processes.</p>	<p><i>2011 budget carefully monitored with support from service provider and commissioner</i></p> <p><i>Regular updates and financial reports at board meetings</i></p> <p><i>Learning areas identified as low priority, this needed to be relooked at and more funds put into resourcing and PD</i></p>

<p>4.3 To uphold all the National Administrative & Legal Requirements for schools.</p> <ul style="list-style-type: none"> Ensure we keep ourselves updated with all Administrative & Legal Requirements through all regular channels and make changes to school systems where necessary. 	<p>File all gazettes, NZSTA & NZPF notices for reference. Ensure office manager is keeping abreast of any new developments – to inform SMT</p>	<p>BoT / Principal</p>	<p>Keep ourselves updated with all Administrative & Legal Requirements through all regular channels and make changes to school systems where necessary.</p>	<p><i>All legal requirements and information appropriately administered and updated</i></p> <p><i>Educational booklets and notices well displayed for all staff to view</i></p> <p><i>All legal requirements acknowledged and dealt with at board level where applicable</i></p>
<p>5.1 Helping our children achieve, be proud and acknowledge Taonga Maori</p> <ul style="list-style-type: none"> Everyone has a responsibility for Taonga Maori and through the commitment to Taonga Maori all other ethnicities are validated. Create meaningful opportunities to deepen our understanding & appreciation of Taonga Maori Actively seek out solutions for Maori, with Maori. (Powerful Partnerships) 	<p>Ensure learning of tikanga is applied to manuhiri, tangihanga, hui etc.</p> <p>Build on Whanau support to raise achievement of all our Maori students</p> <p>Whanau Kapa haka Roopu opportunities (students and whanau)</p>	<p>Principal / All staff / Whanau</p> <p>Staff / Whanau</p> <p>All stakeholders</p>	<p>Openly express our commitment to Tikanga Maori involving the whole school through understanding and participation.</p> <p>Actively seek and support hui that provides Whanau with information about achievement and achieves collaboration to increase achievement for all our Maori students.</p> <p>Whanau & students having sense of belonging & identity to the school</p> <p>Establish Te Reo Maori throughout the school</p>	<p><i>Termly visits to local marae for te reo me ona tikanga learning</i></p> <p><i>A school culture built through identity and sense of belonging for all ethnicity</i></p> <p><i>Community hui of student achievement-formal and informal</i></p> <p><i>Te Reo Maori opportunities for students</i></p> <p><i>Whanau kapa haka roopu</i></p>

<p>5.2 Listening and interacting with the community Promote partnership between the school and its communities Actively seek community feedback and feed forward.</p> <ul style="list-style-type: none"> ▪ Provide effective feedback to parents on student success through community event that are specific to the needs of student learning and development (formal & informal meetings ▪ Regular and informative newsletters ▪ Develop and maintain a community calendar throughout the year 	<p>Re-establish strong community relationships</p> <p>Seek specific feedback on reporting and Inform community of national changes to reports</p> <p>Twice a year reporting to parents on student progress & achievement in relation to National standards – Mid Year and End of Year.</p> <p>Report in plain language about their child’s progress and achievement, and how they can support their child’s learning.</p> <p>Continue to build on community calendar with a focus on the BoT role and responsibilities</p>	<p>Principal / Commissioner / BoT</p> <p>Principal / Staff</p> <p>Principal /BoT</p>	<p>Through planned and focused community events, rebuilding of community and school relationship.</p> <p>Community having deeper understanding for and of their child’s progress and achievement in relation to National Standards.</p> <p>Build on our community calendar to engage all groups who are tied into the schooling community.</p>	<p><i>Stronger school and community relationship</i></p> <p><i>Building of a powerful educational partnership</i></p> <p><i>X2 Community Events each term, one formal and one informal</i></p> <p><i>School website for community</i></p> <p><i>Whanau conference evening for students and their whanau</i></p> <p><i>Designed new reporting formats for whanau and students – written in plain language (interim and end of year reports)</i></p> <p><i>Weekly School &Community newsletter</i></p> <p><i>End of year prize giving and school ball</i></p>
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2011 Student Achievement Targets and Outcomes

Group	2011 Literacy Targets	2011 Te Tii School	Actions	Actual Outcomes
After 1 - 2 years at school	<ul style="list-style-type: none"> ● To move students from the critical category into the at risk category (or greater) in one year. ● To move students from the at risk category into the of concern category (or greater) in one year. ● To move students from the of concern category into the typical category (or greater) in one year. <p><i>After 40 weeks at school all year 1 students are at that National Standard.</i></p> <p><i>After 80 weeks at school all year 2 students are at that National Standard.</i></p>	<p>At the end of term 1, out of 1 year 1 student:</p> <ul style="list-style-type: none"> 1 is in the “of concern” band - WORD VOCAB / WORD REC as their weakest area. <p>At the end of term 1 out of 4 year 2 students :</p> <ul style="list-style-type: none"> ● 1 is in the “at risk” band, across all areas. ● 2 is in the “of concern” band. WVOCAB/HEARING/WORD REC as the common weaker areas. ● 1 is in the “at” band. The student is “at” in all 5 categories – there is no common weak area. 	<p>Timely conferencing with teachers after testing has been completed – co-construction of IEP (Individual Education Plans) to ensure teachers’ are responding to need.</p> <p>Monitoring through RR as well to ensure improved SEA data is also resulting in improved reading levels.</p> <p>Support for teacher through experts to support the pre-readers and pre-communicative students.</p> <p>Quality new-entrant learning programme.</p> <p>Target students from the “of concern” band, to be tested every two weeks.</p>	<p>Reading: <i>After one year at school one student is below National Standard for Reading</i></p> <p><i>After two years at school two students are well below National Standards for Reading and one student is above National Standards for Reading</i></p> <p>Writing: <i>After one year at school one student is below National Standard for Writing</i></p> <p><i>After two years at school one student is below National Standards for Writing two students are at National Standards for Writing and one student is above National Standards for Writing</i></p> <p>Target group of concern for 2012 <i>Year 2&3 Reading & Writing</i></p>

<p style="text-align: center;">By the end of year 3</p>	<ul style="list-style-type: none"> ● To move students from the critical category into the at risk category (or greater) in one year. ● To move students from the at risk category into the of concern category (or greater) in one year. ● To move students from the of concern category into the typical category (or greater) in one year. <p><i>By the end of year 3, all year 3 students are at that National Standard.</i></p>	<p>At the end of term 1 out of 2 year 3 students :</p> <ul style="list-style-type: none"> ● 1 is in the “at risk” band – at risk across all sub tests – generally stronger in sub test one. Working in stanine 2 ● 1 is in the “of concern” band – of concern across 3 out 4 sub tests with one at risk or critical. Working in stanine 4 ● 1 student is in the “at” band – working in stanine 6. 	<p>Students sitting in stanines 1 -3 – teachers will work with experts to design an intervention for this group. Monitored by Literacy leaders every four weeks.</p> <p>Student sitting on stanine 4 shows paragraph comprehension as their weakest sub- test. Teacher will respond with learning tasks that involve more text, variety of text and comprehension and critically thinking across the entire text.</p> <p>Students in stanine 6 shows language vocabulary as the weakest sub test.</p> <p>Teacher will respond with learning tasks that will extend language vocabulary and comprehension strategies.</p>	<p>Reading: <i>After three years at school one student is below National Standard for Reading, one is at National Standard for Reading and two are above National Standard for Reading</i></p> <p>Writing: <i>After three years at school two students are at National Standard for Writing, and two are above National Standard for Writing</i></p> <p>Target Group of concern for 2012 <i>Y4 Reading Only</i></p>
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<p>By the end of years 4/5/6</p>	<ul style="list-style-type: none"> To move all at risk and of concern students into the typical range for both Reading and Vocabulary. To move all critical students into the at risk band by the end of the year. <p><i>By the end of year 4, 5 & 6, all students are at that National Standard.</i></p>	<p>At the end of term 1 out of 2 year 4 students :</p> <ul style="list-style-type: none"> Comp = 1 Vocab = 1 in the “at risk” band. Comp = 1 Vocab = 1 in the “at” band <p>At the end of term 1 out of 1 year 5 student:</p> <ul style="list-style-type: none"> Comp = 1 Vocab = 1 in the “above” band <p>At the end of term 1 out of 1 year 6 student:</p> <ul style="list-style-type: none"> Comp = 1 Vocab = 1 student in the “at” band 	<p>Systematically eliminating students in the at risk band.</p> <p>Teachers will need to respond to a cross curriculum focus on <i>literacy as the interactive tool</i>. Demand on teachers to ensure the provision of a variety of opportunities for students to practice and apply the skills and knowledge they need to progress – across multiple learning areas. This must include a variety of text (written, oral, visual) and questions that scaffold students’ critical thinking and metacognitive skills.</p> <p>Growing need to cater for higher performing students. Teachers will work with experts to design, implement and monitor a programme for these groups.</p>	<p>Reading <i>At the end of Year 4 two students are at National standard for Reading</i> <i>At the end of Year 5 one student is above National Standard for Reading</i> <i>At the end of year 6 one students is at National Standard for Reading</i></p> <p>Writing: <i>At the end of Year 4 one student is at National standard for Writing, one student is above National standards for Writing</i> <i>At the end of Year 5 one student is at National Standard for Writing</i> <i>At the end of year 6 one students is at National Standard for Writing</i></p> <p>Target Group for 2012: <i>Year 5 / 6 / 7 students to be achieve at or above National Standards for Reading and Writing</i></p>
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<p style="text-align: center;">By the end of years 7/8</p>	<ul style="list-style-type: none"> To move of concern student into the typical range for both Reading and Vocabulary. To progress student within the at risk band and beyond by the end of the year. <p><i>By the end of year 7/8, all students are at their National Standard.</i></p>	<p>At the end of term 1 out of 1 year 7 student :</p> <ul style="list-style-type: none"> Comp = 1 Vocab = 1 in the “of concern” band <p>At the end of term 1 out of 1 year 8 student:</p> <ul style="list-style-type: none"> Comp = 1 Vocab = 1 student in the “at” band 	<p>Expectations for teachers to provide a variety of opportunities for students to practice and apply the skills and knowledge they need to progress – across multiple learning areas. This must include a variety of text (written, oral, visual) and questions that scaffold students’ critical thinking and metacognitive skills.</p>	<p>Reading <i>At the end of year 7 two students are above National Standards for Reading</i></p> <p><i>At the end of year 8 one student is at National Standards for Reading</i></p> <p>Writing: <i>At the end of year 7 two students are at National Standards for Writing</i></p> <p><i>At the end of year 8 one student is at National Standards for Writing</i></p> <p>Target Group for 2012 <i>Year 8 students achieving at or above National Standards for Reading and Writing</i></p>
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Group	2011 Expectations for mathematics Targets	2011 Te Tii School	Actions	Outcomes
After 1 - 3 years at school	<ul style="list-style-type: none"> ● To move students from the critical category into the at risk category (or greater) in one year. ● To move students from the at risk category into the of concern category (or greater) in one year. ● To move students from the of concern category into the typical category (or greater) in one year. <p><i>After 40 weeks at school all year 1 students are at that National Standard.</i></p> <p><i>After 80 weeks at school all year 2 students are working towards or at that National Standard.</i></p>	<p>At the end of term 1, out of 1 year 1 student:</p> <ul style="list-style-type: none"> ● 1 is in the “of concern” band – Working below Level 1 NZC One to One Counting. New entrant Student needs support with materials (Stage 0). To be working towards Early NZC Level 1 Stages 2 or 3 Counting From One after 1 year at school. <p>At the end of term 1 out of 3 year 2 students :</p> <ul style="list-style-type: none"> ● 2 are in the “at risk” band. – Working at Early Level 1 NZC Counting from One On, (Stage 2). To be working at NZC Level 1 Stage 4, Advanced Counting after 2 years at school. ● 1 is in the “of concern” band. – Working at Early Level 1 NZC Counting from One On, (Stage 3). To be working at or greater NZC Level 1 Stage 4, Advanced Counting after 2 years at school. 	<p>Timely conferencing with teachers after testing has been completed – co-construction of IEP (Individual Education Plans) to ensure teachers’ are responding to need.</p> <p>Monitoring through IKAN / GLOSS Testing</p> <p>Support for teacher through experts to support the Numeracy Project</p> <p>Quality new-entrant learning programme.</p> <p>Target students from the “of concern” band, to be tested every two weeks.</p>	<p><i>After one year at school one student is at National Standard for Mathematics</i></p> <p><i>After two years at school three students are below National Standards for Mathematics and one student is at National Standards for Mathematics</i></p> <p>Target group of concern for 2012 Year 3</p>

<p style="text-align: center;">By the end of year 3</p>	<ul style="list-style-type: none"> ● To move students from the critical category into the at risk category (or greater) in one year. ● To move students from the at risk category into the of concern category (or greater) in one year. ● To move students from the of concern category into the typical category (or greater) in one year. <p><i>By the end of year 3, all year 3 students are working towards or at that National Standard.</i></p>	<p>At the end of term 1 out of 3 year 3 students :</p> <ul style="list-style-type: none"> ● 2 are in the “at risk” band – Working at Early Level 1 NZC Counting From One By, (Stage 3). To be working towards Early NZC Level 2, Stage 5 – Early Additive PW after 3 years at school. ● 1 is in the “of concern” band — Working At NZC Level 1 Advanced Counting, (Stage 4). To be working towards the Early NZC Level 2, Stage 5 – Early Additive PW after 3 years at school. 	<p>Student “at risk” band: co-construction of IEP (Individual Education Plans) to ensure teachers’ are responding to need.</p> <p>Students in the “of concern” band– teachers will work with experts to design an intervention for this group. Monitored by Numeracy leader every four weeks.</p> <p>Teacher will respond with learning tasks that will extend their number knowledge and understanding to allow them to move forward. Involve a variety of strategies and tools to challenge thinking.</p>	<p><i>After three years at school one student is below National Standard for Mathematics, two are at National Standard for Mathematics and one is above National Standard for Mathematics</i></p> <p>Target Group of concern for 2012 <i>Year 4 Girls</i></p>
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<p style="text-align: center;">By the end of years 4/5/6</p>	<ul style="list-style-type: none"> ● To move students from the critical category into the at risk category (or greater) in one year. ● To move all at risk and of concern students into the typical range for Numeracy. ● To move all critical students into the at risk band by the end of the year. <p><i>By the end of year 4, 5 & 6, all students are working towards or at that National Standard.</i></p>	<p>At the end of term 1 out of 2 year 4 students :</p> <ul style="list-style-type: none"> ● 1 is in the “critical” band– Working at Early Level 1 NZC Counting from One By, (Stage 3). To be working towards At NZC Level 2, Stage 5 Early Additive PW by the end of Year 4. ● 1 in the “at risk” band - Working at Level 1 NZC Advanced Counting (Stage 4). To be working At NZC Level 2 Stage 5, Early Additive PW by the end of Year 4 <p>At the end of term 1 out of 1 year 5 student:</p> <ul style="list-style-type: none"> ● 1 is in the “at” band – Working at Early NZC Level 3, Stages 5&6 Advanced Additive EM. To be working towards AT NZC Level 3 Stage 6 or greater by the end of Year 5. <p>At the end of term 1 out of 1 year 6 student:</p> <ul style="list-style-type: none"> ● 1 student in the “at risk” band - Working at early NZC Level 2 Stage 5, Early Additive PW. To be working towards, At NZC Level 3 Stage 6, Advanced Additive EM by the end of Year 6. 	<p>Move students towards the “at” band or higher. Teachers will need to respond to a variety of strategies and tools and resources to support students learning and understanding.</p> <p>Demand on teachers to ensure the provision of a variety of opportunities for students to practice and apply the skills and knowledge they need to progress – across multiple Mathematical/ Numeracy areas. This must include a variety of resources, tools and support people. (Use of data detective)</p> <p>Growing need to cater for higher performing student.</p>	<p><i>At the end of Year 4 two students are at National standards for Mathematics</i></p> <p><i>At the end of Year 5 one student is above National Standard for Mathematics</i></p> <p><i>At the end of year 6 one students is at National Standard for Mathematics</i></p> <p>Target Group for 2012: <i>Year 5 / 6 / 7 students to be achieve at or above National Standards for Mathematics</i></p>
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<p style="text-align: center;">By the end of years 7/8</p>	<ul style="list-style-type: none"> To move “critical” student into the “at risk” or greater by the end of the year. To progress student within the “at risk: band and beyond by the end of the year. <p><i>By the end of year 7/8, all students are working towards or at their National Standard.</i></p>	<p>At the end of term 1 out of 1 year 7 student :</p> <ul style="list-style-type: none"> 1 is in the “critical” band – Working at NZC Level 2 Stage 5 Early Additive PW. To be working at Early NZC Level 4 Stage 7 Advanced Multiplicative EP by the end of Year 7. <p>At the end of term 1 out of 1 year 8 student:</p> <ul style="list-style-type: none"> 1 student is in the “critical” band - Working at NZC Level 2 Stage 5 Early Additive PW. To be working At NZC Level 4 Stage 7 Advanced Multiplicative EP by the end of Year 8. 	<p>Expectations for teachers to provide a variety of opportunities for students to practice and apply the skills and knowledge they need to progress – This must include a variety of strategies, tools, and questions that scaffold students’ critical thinking and metacognitive skills. (Use of data detective)</p>	<p><i>At the end of year 7 two students are at National Standards for Mathematics</i></p> <p><i>At the end of year 8 one student is at National Standards for Mathematics</i></p> <p>Target Group for 2012 <i>Year 8 students achieving at or above National Standards for Mathematics</i></p>
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2012 Annual Goals

<i>Annual Goal from strategic plan</i>	<i>Actions required in 2012</i>	<i>Desired Outcomes</i>
<p>1.2 Seeking to continuously improve achievement for all students</p> <ul style="list-style-type: none"> ▪ There is a robust process of using student achievement data to identify key priority learning areas. ▪ Invest in staff, to develop best practice throughout the school. ▪ Keep pace with national norms achievement benchmarks, best practise and educational research. 	<p>Staff to unpack Reading & Writing National Standards and Mathematics National standards and become familiar with its contents.</p> <p>Teacher Development with ELP to provide appropriate literacy programmes</p> <p>Systematically improve teaching of Literacy through a literacy facilitator / provider</p> <p>Teacher development based on identified areas of need and achievement data</p> <p>Work with Cluster Schools on Curriculum issues and development</p>	<ul style="list-style-type: none"> • An improvement of student’s outcomes • Confidence in staff own practice in order to ensure sustainability • Grow teachers of best practice • Ongoing knowledge and understanding of the links between the National Standards and the New Zealand Curriculum document. • Growing Leaders
<p>1.2 Ongoing development of exciting and engaging teaching & learning programme.</p> <ul style="list-style-type: none"> ▪ Explore and design the guiding framework for the Connected Curriculum, ▪ Professional Development targeted to support staffing effectively delivering this curriculum. ▪ Resources to match the requirement of this curriculum area 	<p>Te Tii “Test” Criteria further developed and used as a tool for planning, delivering and assessing Connected Curriculum.</p> <p>Facilitation of the inquiry cycle for staff & students</p> <p>New CC programme to provide staff with creative design of teaching & learning direction</p> <p>Provide identified professional learning needs & opportunities for staff</p> <p>Implementation of NCEA level for higher learning students (part of new leadership & management programme – aligned with CC & LEOTC)</p>	<ul style="list-style-type: none"> • Quality teacher feedback and ways forward • Stronger pedagogical knowledge of curriculum areas, methods and processes • Ensure all staff are kept informed • Review of Connected Curriculum Programme

<p>1.4 Students receiving regular assessment for learning with constructive feedback and feed forward</p> <ul style="list-style-type: none"> ▪ Refine our methods of recording cumulative learning ▪ Student assessment provides advice for future learning, teaching and development. ▪ Feedback and feed forward to all students on their learning is regular and formalised and relates to “must know” and “ways forward”. 	<p>Formative assessment identified as professional learning priorities – in relation to national standards</p> <p>Appropriate and accurate use of formative practise at the class level</p> <p>Feedback/forward at the task, process & self-regulation levels</p> <p>Teachers understanding and appropriate use of OTJs</p> <p>Continuous monitoring through planning checks, and classroom observations</p>	<ul style="list-style-type: none"> • Deeper knowledge and understanding of formative practice is further developed • Students are fully informed of their progress achievement & next steps in their learning (Informed choices linked to National standards) • Teacher progress and monitoring of pedagogical knowledge is recorded on their Performance Management • Plans are appropriate to students learning abilities and needs
<p>2.1 Employing who is best for us and actively and explicitly monitor performance</p> <ul style="list-style-type: none"> ▪ Appointments are made based on Te Tii competencies and ability to uphold the school ethos expectations ▪ Robust and mutually productive performance management systems are implemented and monitored ▪ All policies, procedures and practises are to be aligned to the expectations, with regular review 	<p>Clear communications are provided in application packs and processes.</p> <p>Appointment panels clearly understand the competencies we are seeking and design the interview questions to suit.</p> <p>Governance Policy updated Delegation renewed annually Management procedures updated.</p>	<ul style="list-style-type: none"> • Clearly identified competencies and quality appointments are made. • Mentoring and supervision of appraisers PMS will be implemented to a high standard and practises that cause risk to student learning or welfare will be dealt with swiftly in order to eliminate or reduce risk to students. • Fully review policies and procedures and construction of new board manuals will clearly define areas of responsibility and accountability between governance and management.

<p>2.2 Valuing and investing in all staff</p> <ul style="list-style-type: none"> • Grow a cultural norm where all staff and BoT express appreciation and acknowledgement of both the collective and individual • Nurture an atmosphere of respect for staff, BoT to develop stronger relationships • Be a school that supports trainee students 	<p>Acknowledgment system – Mindful of what others do for our school, our students, our staff.</p> <p>Regular appearances by board members at school /staff events, to be visible and known by staff & community.</p> <p>Regular feedback to community and staff via written and verbal communications.</p>	<ul style="list-style-type: none"> • Board provides a positive, nurturing & purposeful work environment that creates high productivity and collaborative relationships. • Board are well known by staff, students & community. • All staff to feel valued and believe that they contribute to the success of the school
<p>2.3 Growing effective & quality staff</p> <ul style="list-style-type: none"> • Commitment to the practises of Professional Learning Groups and Reflective Practise • Professional development is targeted for school and individual improvement • Provide opportunities for all staff to take on leadership roles and actively mentor them • Openly welcome and nurture training & beginning teachers supported by quality programmes and mentorship 	<p>Grow highly performing leaders in identified areas / specialist fields.</p> <p>Focus on prioritising PD needs for individuals</p> <p>Invest in time & resources to growing effective staff.</p> <p>PMS used to support leadership roles and possible career moves</p>	<ul style="list-style-type: none"> • Teachers / staff take on leadership roles to build school profile • Maia to develop practical knowledge of RR assessment tool • PD identified for needs based teaching and learning
<p>3.1 To be actively responsible in educating and implementing preventative Health & Safety measures.</p> <ul style="list-style-type: none"> ▪ Actively implement STOP, GO & STAY plans of actions ▪ Actively promote and implement the REDUCE, ISOLATE & ELIMANATE Hazards programme ▪ Implement all Health & Safety procedures ▪ Regular development sessions on Best Practise for LEOTC 	<p>Self-review programme across the school (students & whanau)set up and implemented</p> <p>Actively participate in health and safety procedures to stay informed</p> <p>Keep emergency plans up to date</p> <p>Professional development on LEOTC to inform staff of new processes & procedures</p>	<ul style="list-style-type: none"> • Collective responsibility with Health & Safety in the workplace(staff) classroom (students) and trips (all participants) • All possible actions and precautions have been taken and checked to ensure people’s health & safety. • Feedback & feed forward is given on best practise and areas for improvements • Student health centre (sickbay) set up

<p>3.2 To increase all staff and student awareness of how their behaviour impacts on others</p> <ul style="list-style-type: none"> ▪ Provide regular development in the areas of Restorative Justice, Choices and Virtues which are beginning to be delivered through the school wide system of Success through Effort Programmes, the School Super HERO BEEZ and School Ethos Values. ▪ Through open and honest forums and reviews enable staff to be self-aware of how adult behaviours and perceptions impact on students. ▪ Expect all staff and students to be independent problem solvers whom take ownership and responsibilities for their own actions. ▪ Always provide avenues where all staff & students can RIGHT their WRONGS ▪ Actively and openly challenge deficit and destructive discourses. 	<p>Development of school wide behaviour management (Te Tii SUPER HERO Programme (helping everyone respect others)</p> <p>Senior and Junior students to develop own values to add to HERO programme giving ownership and student voice</p> <p>Professional Development for understanding & implementing skills of Restorative Practises.</p> <p>Having a “Can Do” and “Just Do it” attitude</p> <p>Finding solutions to problems taking ownership of actions</p> <p>Staff and students to listen to understand and be understood</p>	<ul style="list-style-type: none"> • Staff to be proactive with behaviour management programme • Staff develop understanding for behaviour programme and become familiar with its processes in order for students to have a “buy in” attitude • Identify areas where behaviours are impacting negatively on students or other staff and actively apply problem solving strategies to this with support & review.
<p>4.1 To develop the “10 Year Property Plan” beyond 2014</p> <ul style="list-style-type: none"> ▪ To develop and review the 10 year Property Plan every year ensuring the plan reflects the current / future curriculum, maintenance, buildings and grounds. ▪ Be genuine in a consultation process to capture views of our student and parent communities ▪ Create purposeful and engaging environments that are conducive to teaching & learning. 	<p>Follow Property Plans appropriately seeking feedback and feed forward</p> <p>Possible community library established this year through community support and voluntary</p>	<ul style="list-style-type: none"> • Staff , students & community are informed and up to date with property changes and /or future building development • Possible use of unused buildings by outside agencies (Playgroup / NorthTec / etc) • Community up and running supported by board member/s

<p>4.2 To develop a strategic but focused budget</p> <ul style="list-style-type: none"> ▪ Key learning priority areas are based on sound evidence and are resourced appropriately to maximise both a current and strategic outcome. Implement a sound process of decision making when allocating funds to others areas ▪ Engage in regular monitoring of the budget and implementation of all financial policies and procedures ▪ Socialise the budget before ratification by the BoT and consider feedback 	<p>Work to an accurate budget (small surplus) Conduct focused Board meetings on spending for current students, and strategic thinking for spending. Actively take advice from our service provider. Keep abreast of the current financial practises. Report an analysis of spending for outcomes 2011 – 2013. Conduct an open review for wider input for 2012 budget design.</p> <p>Ensure budget supports student learning and achievements</p>	<ul style="list-style-type: none"> • Regular monitoring of the budget to ensure the implementation of all financial policies and procedures are kept to. • More stakeholders become aware of budgeting processes. • Budget reflects students’ learning needs
<p>4.4 To uphold all the National Administrative & Legal Requirements for schools.</p> <ul style="list-style-type: none"> ▪ Ensure we keep ourselves updated with all Administrative & Legal Requirements through all regular channels and make changes to school systems where necessary. 	<p>File all gazettes, NZSTA & NZPF notices for reference. Ensure office manager is keeping abreast of any new developments – to inform Principal & Board</p>	<ul style="list-style-type: none"> • Keep ourselves updated with all Administrative & Legal Requirements through all regular channels • Make changes to school systems where necessary to ensure smooth running of the school.
<p>5.1 Helping our children achieve, be proud and acknowledge Taonga Maori</p> <ul style="list-style-type: none"> ▪ Everyone has a responsibility for Taonga Maori and through the commitment to Taonga Maori all other ethnicities are validated. ▪ Create meaningful opportunities to deepen our understanding & appreciation of Taonga Maori ▪ Actively seek out solutions for Maori, with Maori. (Powerful Partnerships) 	<p>Ensure learning of tikanga is applied to manuhiri, tangihanga, hui etc.</p> <p>Build on Whanau support to raise achievement of all our Maori students</p> <p>Whanau Kapa haka Roopu opportunities (students and whanau)</p>	<ul style="list-style-type: none"> • Openly express our commitment to Tikanga Maori involving the whole school through understanding and participation. • Actively seek and support hui that provides Whanau with information about achievement and achieves collaboration to increase achievement for all our Maori students.

	<p>Students receive te reo me ona tikanga learning during class time at least 3 hours per week</p>	<ul style="list-style-type: none"> • Whanau & students having sense of belonging & identity to the school • Establish Te Reo Maori throughout the school
<p>5.2 Listening and interacting with the community Promote partnership between the school and its communities Actively seek community feedback and feed forward.</p> <ul style="list-style-type: none"> ▪ Provide effective feedback to parents on student success through community event that are specific to the needs of student learning and development (formal & informal meetings) ▪ Regular and informative newsletters ▪ Develop and maintain a community calendar throughout the year 	<p>Continue building strong community and wider community relationships</p> <p>Feedback on reporting and Inform community of national changes to reports</p> <p>Twice a year reporting to parents on student progress & achievement in relation to National standards – Mid Year and End of Year.</p> <p>Report in plain language about their child’s progress and achievement, and how they can support their child’s learning.</p> <p>Continue to build on community calendar with a focus on the Board role and responsibilities</p> <p>Student designed school & community weekly newsletters</p>	<ul style="list-style-type: none"> • Through planned and focused community events, continue to establish strong community and school relationship. • Provide community with deeper understanding of their child’s progress and achievement in relation to National Standards. • Build on our community calendar to engage all groups who are tied into the schooling community. • Students take ownership of school community newsletter as part of their IT Literacy development