



Annual Management Plan

Direction for 2012

Tawhai School BIG Picture goals for 2012

Reviewing and refining all reporting and assessment systems and processes to ensure they are purposeful, reliable and they align. Developing:

- Teacher's knowledge and confidence in using assessment tools and with working with National Standards.
- School wide systems and process to support teachers to make valid OTJ's for every child in 2012.
- Improve practices for tracking targeted groups - including our Maori and Pacifica students.

Supporting staff to use NZC as a central document:

- Identifying the literacy and numeracy demands of NZC and the importance of key competencies
- Embedding literacy practices learnt through our involvement with the Literacy Cluster Professional Development Programme and transferring these practices in to the way we teach and assess Numeracy throughout all levels of the school.

Review the schools 'Learning and Behavioural Ecology' involving the development of a Tawhai School Curriculum in line with the NZC that:

- Prioritizes achievement in numeracy and literacy;
- Engages all children in relevant meaningful and personalised learning experiences within the context of the New Zealand Curriculum;
- Provides opportunities for children to develop life-long learning skills and engage in physical activity.

Develop a SENCO committee to review and refine how the school is meeting the needs of those students requiring learning support and/or extension/enrichment programmes

Recognizing and developing the leadership capacity within the school.

- Within the current senior staff and management unit holders
- With a 'student leadership' programme

NAG 1 : CURRICULUM ii) Assessment - Monitoring		RESOURCE REQUIREMENTS Refer also to Tawhai School – Syndicate Monitoring Schedules (Years 0-6)				
OBJECTIVES	DATES	ACTIVITIES	MEASURES OF SUCCESS		COMMENTS	
a) To record school wide Gloss levels (Diagnostic Interview levels in Year 1)	T4 (Gloss) on entry (Diagnostic)	<ul style="list-style-type: none"> Record in Ministry NZ Maths website 	<ul style="list-style-type: none"> All students results are entered onto maths website Evidence of student achievement including longitudinal data Tasks are completed Analysed data available to inform learning 		OTJ's made at anniversary for Y0-3 and end of year Y4-6 based on gloss, diagnostics, teacher observations and student work samples.	
b) Written Language Exemplars asTTle for analysis terms 4	Ongoing T4	<ul style="list-style-type: none"> All students complete a written example of work for analysis. Record on asTTle (Y4-6) and CM (Y0-3) 			Summary school-wide data presented to staff and will be presented to the Board	
c) To record student achievement in the following PAT tests: Listening Comprehension (Y3-6) Reading Comprehension (Y4-6) Reading Vocabulary (Y4-6) Mathematics (Y3-6) Study Skills (Y5-6)		<ul style="list-style-type: none"> Diagnostic and determining learning benchmark 			Y0-3 a writing sample was analysed at anniversary using exemplars. Y4-6 used asTTle term 3 in line with reporting timeline.	
d) To record student reading age @ 20 weeks of age using 'Ready to Read' colour levels / ages.	Ongoing	<ul style="list-style-type: none"> Running Records 			Managed by Karen Poole Senior Staff	
e) To assess New Entrant (5yr old) students in Literacy	Ongoing	<ul style="list-style-type: none"> Literacy Assessments and Numeracy Diagnostic Observations Class work 			Senior Staff	
f) To assess 6 Year old students' Literacy Learning using the Observation Survey	Ongoing	<ul style="list-style-type: none"> 6 Year Observation Survey 			Senior Staff	
SPECIAL NEEDS						
Assessment Tools	Year Levels	When	Recorded	Collected for	School-wide Data analysed	Outside Agencies
Special Needs Register	Y0-6	Term 1 and Term 3	TBA	Special Needs Register	Tawhai School Special Needs Teacher	
GIFTED AND TALENTED						
Assessment Tools	Year Levels	When	Recorded	Collected for	School-wide Data Analysed	Outside Agencies
GATE Register	Y0-1	Term 1 and Term 4	TBA	GATE Register	Tawhai School GATE	

				Senior staff / Principal	Teacher	
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Year 0-3 - 2012 Tawhai School Monitoring Timetable

	On-going	Term 1	Term 2	Term 3	Term 4
1	Refer to assessments required for Overall Teacher Judgments' Observation and anecdotal notes Running records (twice a term)- entered onto wedge graphs. Writing words- Years 1, "How many words can you write in 10 minutes?" entered onto writing wedge graphs. Spelling- Junior school spelling steps/ Essential List /Phonics stage Alphabet/ word recognition Maths- "I can...." Profile sheets/ Gloss/IKAN/JAM Maths basic facts				
2		Identify target students in 2011 data.			
3		Year 3 Peters spelling test	Moderation of OTJ's (Reading/ writing and maths)		Year 3 STAR
4					
5		Syndicate monitoring of target children- review of wedge graphs etc.			
		Year 3 PAT			
6		Year 3 STAR			
7					JAM/GLOSS, Basic Facts data collected
8		Portfolio's updated- refer to checklist			
					Manila folders completed- refer to checklist
9		Reporting to Parents- Interim and standard reports.			
				Writing sample for 2012 teacher	
10					
11			Data Analysis SEA Exemplar writing 20 week reading 6 Year Nets		

Year 4-6 – 2012 Tawhai School Monitoring Timetable

Week	On-going	Term 1	Term 2	Term 3	Term 4
1	Observation and Anecdotal notes				
2	Running records (minimum 1 at end of year for those reading 2 years above CA) Maths – Profile Sheets, GLoss, IKAN, Basic Facts Assessment of units of work	Identify target students in 2011 data	Basic Facts data collected		Basic Facts data collected
3		Peters Spelling Essential Lists 1-7 on needs basis			STAR (Oct.) Peters Spelling
4		PAT – Year 5-6 List Comp, Rdg Comp, Vocab, Maths STAR	IKAN test GLOSS		IKAN test GLOSS
5		Syndicate monitoring of target children			
		PAT – Year 4 STAR			
6			Moderation of OTJ's (Reading, Writing and Maths)	Moderation of OTJ's (Reading, Writing and Maths)	
7					
8		Portfolios updated – refer to checklist			
				asTTle writing sample	Manila folders completed – refer to checklist
9			Reporting to Parents – Interim report	Moderation of asTTle writing	Reporting to parents – standard report
10		Data Analysis Peters Spelling PAT STAR			
11			Data Analysis asTTle		

Reviewed: 3/2/12

NOTE: these are a guideline and could be subject to change

NAG 1: CURRICULUM
ii) Assessment

RESOURCE REQUIREMENTS

Monitoring and Assessment
Numeracy
Targets

Report on Numeracy Data- Gloss 2010
Tawhai School

Data sample

Data has been collected from Year 1-6 using the Gloss end of year results.

Last years targets were set using the old Numeracy expectations that had Stage 4 as "At" for Year 3 (the expectation is now early Stage 5) and Stage 5 as "At" for Year 5 (the expectation is now early Stage 6). The results given are for the new expectations for each year group. The terminology used is now more in line with National Standards ie. Well below, Below, At or Above the Standard.

Overall results

92% of the students in Year 1 are achieving 'At or Above' the National Standard.

At Year 2 88% of the students are achieving 'At or Above' the National Standard.

Year 3 results showed 60% were 'At or Above', Year 4 had 70%, Year 5 50% and Year 6 73% 'At or Above' the National Standard.

Results by Ethnicity

This data was investigated to see if there were any emerging patterns associated with Maori and Pacific Island students. The majority of students are New Zealand European/Other. Both Maori and Pacific Island groups are quite small in some year groups and this needs to be taken into account when making comparisons between these groups.

Of the 66 Maori students 70% are 'At or Above' expectation.

There were 21 Pacific Island students and 81% are 'At or Above'.

Areas of Concern

The new expectation for **Year 3** is that students will be at early Stage 5. 60% achieved this Standard so this will be a target area to increase the number of students 'At or Above'. 10% were in the 'Well Below' category.

70% of **Year 4** students were achieving 'At or Above' but 30% were in the 'Well below' category so this will need to be a target area to move those children on.

In **Year 5** 50% of students were working at early Stage 6, this is also a new expectation and we will need to improve this percentage.

Although 73% of students in **Year 6** were 'At or Above' the Standard there were 27% of students in the well below category.

Recommendations

To use the part time teacher to take at risk children in the middle school for small group maths teaching.

To look at having Target children for Maths to monitor their progress and have discussions on ways to move them.

To have meetings with Maths advisors to help move target groups of children.

Tawhai School Annual Numeracy Targets for 2011 - Variance Report

Cohort	Target	Progress	Variance
Year 0-1 (40 weeks)	90% at Stage 2-3	2010 - 92% At or Above 2011 - 86% At or Above	+ 2% - 6%
Year 2 (80 weeks)	80% at Stage 4	2010 - 88% At or Above 2011 - 84% At or Above	+ 8% - 4%
Year 3 (120 weeks)	85% at Stage 5	2010 - 60% At or Above (Stage 5) 2011 - 62% At or Above (Stage 5)	+ 4% + 2%
Year 4 (After 4 years at school)	70% at Stage 5	2010 - 70% At or Above 2011 - 65% At or Above	0% - 5%
Year 5 (After 5 years at school)	80% at Stage 6	2010 - 50% At or Above (Stage 6) 2011 - 56% At or Above (Stage 6)	+6% +6%
Year 6 (After 6 years at school)	70% at Stage 6	2010 - 73% At or Above 2011 - 76% At or Above	+ 3% + 3%

TAWHAI SCHOOL 2010/2011 NATIONAL STANDARDS DATA FOR NUMERACY

	Year (total students)	WELL BELOW	BELOW	AT	ABOVE
ALL STUDENTS	2011 (x249)	10 (5%)	61 (25%)	131 (54%)	37 (16%)
MALE STUDENTS	2011 (x249)	7 (6%)	27 (24%)	60 (55%)	17 (15%)
FEMALE STUDENTS	2011 (x249)	3 (2%)	34 (25%)	81 (59%)	20 (14%)
MAORI STUDENTS	2011 (x249)	6 (11%)	17 (30%)	26 (46%)	7 (13%)
PASIFIKA STUDENTS	2011 (x249)	1 (6%)	7 (43%)	6 (38%)	2 (13%)

Tawhai School Annual Numeracy Targets for 2012

Cohort	Target	Purpose/Background of target	Progress	Variance
Year 3 120 weeks at school	To increase the number of students achieving at the National Standard. Stage 5 or above	Why have this target? 2010 data showed that 60% of our students were at the National Standard. We need to have them achieving at early Stage 5 after 120 weeks at school.	2010 – 60% achieved at or above the expected level (stage 5) 2011 – 62% achieved at or above the expected level (stage 5).	+ 2 %
Year 5	To increase the number of students achieving at Stage 6 or above.	Why have this target? 2010 data showed that 50% of students were at or above the National Standard. They need to be achieving at early Stage 6 by the end of Year 5.	2010 – 50% achieved at or above the expected level (stage 6) 2011 – 56% achieved at or above the expected level (stage 6).	+ 6%

Annual Literacy Targets for 2011 Variance Report

Cohort	Target	Purpose/background of target	Progress	Variance
Y1 - 2 Reading	To increase the number of students achieving the reading standard after 20 and 40 weeks at school (yellow at 20 weeks, green at 40 weeks);	Why have this target? 2010 data showed after 20 week 58% of students reaching at or above yellow. After 40 weeks 55% students reaching at or above green. The rate of progress in their first year of school is crucial in setting the pace for their learning in following years	<p>2010:</p> <ul style="list-style-type: none"> ▪ After 20 weeks: – 73% of students at 20 weeks were achieving at or above Red 3 (Level 5). 58% were achieving at or above Yellow 1 (Level 6) ▪ After 40 weeks 55% of students were achieving at or above Green 1 (Level 12). <p>2011:</p> <ul style="list-style-type: none"> ▪ After 20 weeks - 78% of students at 20 weeks were achieving at or above Red 3 (Level 5). 69% were achieving at or above Yellow 1 (Level 6). ▪ After 40 weeks 60% of students were achieving at or above Green (Level 12). 	<p><u>After 20 weeks:</u> + 5% achieving Red (Level 5) + 11% achieving Yellow (Level 6)</p> <p><u>After 40 weeks:</u> + 5% achieving Green (Level 12)</p>
Y 2-3 Writing	Students will achieve level 1iii after 120 weeks at school, based on an OTJ.	<p>- Why have this target – 2010 data shows 76% of our Year 3 students are reaching 1iii exemplar. This has an impact on achievement in the following years with aSTTle. To date the school has collected this data at the end of the year – next year data will be collected at 120 weeks.</p> <p>- Teachers will identify all students achieving below expectation in their classes. Those 'well below' (2 sub levels or more behind expectation) will have targeted intervention, support and individualised writing targets/goals.</p>	<p>2010:</p> <ul style="list-style-type: none"> ▪ 76% were achieving at or above expected level - 1iii <p>2011:</p> <ul style="list-style-type: none"> ▪ 78% were achieving at or above expected level – 1iii ▪ 41% were achieving at or above expected level – 1iiiH (Level 1 high) ▪ 37% were achieving below new 1iiiH expected level ▪ 22% were achieving well below new 1iiiH expected level. 	<p>In 2010 the expected level was 1iii. After <u>120 weeks:</u> + 2% achieving this level or higher</p> <p>Level 1iii is now being defined as 3 separate stages of achievement (iiiL - low, iiiM - medium and iiiH -high). After 120 weeks it is expected student will achieve at or above 1iiiH. Of the 49% achieving below the expected level, 30% of these students will be identified as target students next year.</p>
Y 4-6 Reading	<p>Target students who achieved stanine 4 in STAR & shift to stanine 5.</p> <p>To target students who achieved stanine 1-3 in STAR (Years 3-4 Feb 2011 data, Year 5-6 Nov</p>	<p>Why have this target – 2010 STAR data clearly identifies a number of students achieving below expected stanines – who the staff believe with targeted, explicit teaching could lift stanines to expectation and / or accelerate their progress.</p> <p>Teachers will identify all students achieving below expectation in their classes. Those 'well below' (2 sub</p>	<ul style="list-style-type: none"> ▪ 3 of the 4 (75%) Year 4 target students shifted stanine level. [x2] shifted from st.4 to st. 5 and [x1] shifted from st. 4 to st.6. 1 student (25%) did not progress and remained on st. 4. ▪ 1 of the 4 (25%) Year 5 target students shifted from st.4 to st.5 and [x3] girls did not progress and remained on st. 4. ▪ 2 Year 5 students achieving st.1-3 at the beginning of the year did not progress [x1] dropped from st.2 to 1 and [x1] remained on st.1. ▪ Across the year 6 group 9 students (23%) improved their st. level, x14 (36%) dropped a stanine and x15 students (39%) remained on the same stanine. 14 (37%) students achieved between st.1-st.4 	<p>Timing of STAR test for Y3 (Oct instead of Nov) was a factor in stanine rating.</p> <p>There was no significant relationship in Maori or Pacifica data. Percentages for gender/ethnicity will be available in the report.</p> <p>Students still below expectation will be</p>

	2010 data) and shift them two stanine levels – accelerated progress.	levels or more behind expectation) will have targeted intervention, support and individualised writing targets/goals.			targeted in 2012.
Y 4-6 Writing	<p>To target the students achieving 'just below' expectation in asTTle and shift them to 'at expectation'.</p> <ul style="list-style-type: none"> - Year 4 n=7 (1ii to 2p). It is important to note there is a change of tools – exemplar to asTTle - Year 5 n=6 (2b to 2a) - Year 6 n=9 (2p to 3p) 	<p>Why have this target – 2010 asTTle data clearly identifies a cohort of students just below expectation – who the staff believe with targeted, explicit teaching could raise their rate of progress by two – three sublevels to expectation</p> <p>It is also important to note that the schools expectations have shifted to align with national standards and therefore any comparison with past data will need to take this 'shift' into account.</p>	<p>Year 4: 2010 Sublevel shift (target group only)</p> <p>0 n=1 +1 n=1 +2 n=1</p> <p>Year 5: 2010 Sublevel shift (target group only)</p> <p>+1 n=4 +2 n=4 +3 n=2 +4 n=2</p> <p>Year 6 2010 Sublevel shift: (target group only)</p> <p>0 n = 2 +1 n = 2 +2 n = 4 +3 n = 2</p>	<p>Year 4: 2011 Sublevel shift: (target group only)</p> <p>-1 n = 1 (7%) 0 n = 3 (20%) +1 n = 6 (40%) +2 n = 5 (33%) +3 n = 0 (%)</p> <p>63% achieved the expected level (35% girls / 28% boys). 36/40 students (90%) of the Year 4 group increased their sub level.</p> <p>Year 5: 2011 Sublevel shift (whole year group)</p> <p>-1 n = 1 (3%) 0 n = 11 (32%) +1 n = 15 (44%) +2 n = 5 (15%) +3 n = 2 (6%)</p> <p>25/34 (74%) achieved the expected level. 22/34 (65%) increased their sub level, 11/34 (32%) stayed the same, 1/34 (3%) dropped one sub level.</p> <p>Year 6 2011 Sublevel shift: (whole year group)</p> <p>-1 n = 2 (5%) 0 n = 9 (24%) +1 n = 22 (58%) +2 n = 2 (5%) +3 n = 3 (8%)</p> <p>71% increased their sub level and 28% stayed the same (5% of which dropped 1 sub level).</p>	<p>Of the 17 target students 6 (35%) shifted to the expected level.</p> <p>Overall 80 from the 112 students (72%) achieved at or above the expected level.</p> <p>Year break down of number and % of those achieving the expected standard:</p> <ul style="list-style-type: none"> - Year 4: 36/40 (90%) achieved expected level - Year 5: 25/34 (73%) - Year 6: 19/38 (50%)

Tawhai Annual Literacy Targets for 2012

▪ **Y 1-3 Reading (20 and 40 weeks)**

- To increase the number of students achieving the reading standard after 20 and 40 (yellow at 20 weeks, green at 40 weeks);
- *Why have this target – 2011 data shows 69% of our students achieving at or above Yellow after 20 weeks and 60% achieving at or above green after 40 weeks. The rate of progress in their first year of school is crucial in setting the pace for their learning in following years. Comparatively 90% are achieving at or above the expected level (Turquoise - Level 17) after 80 weeks and 93% are achieving at or above the expected level (Gold - Level 21) after 120 weeks.*
- *Teachers will identify all students achieving below expected levels in their classes. Those well below and below will be identified as targeted students requiring intervention, support and individualized reading targets/goals.*

▪ **Y 2-3 Writing**

- Students will achieve level 1iiiH after 120 weeks at school, based on an OTJ.
- *Why have this target – 2011 data shows 78% achieved the target of 1iii but only 41% achieved the revised expected level of 1iiiH. With this significant impact on students achieving at or below the expected level it is important we continue collecting data and closely monitor variances in 2012.*
- *Teachers will identify all students achieving below expectation in their classes. Those 'well below' (2 sub levels or more behind expectation) will have targeted intervention, support and individualised writing targets/goals.*

▪ **Y 4-6 Reading**

- To target students who achieved stanine 4 in STAR and to move them to stanine 5.
- To target students who achieved stanine 1-3 in STAR (Years 3-4 Feb 2012 data, Year 5-6 Nov 2011 data) and shift them two stanine levels – accelerated progress.
- *Why have this target – 2011 STAR data clearly identifies a number of students achieving below expected stanines – who the staff believe with targeted, explicit teaching could lift stanines to expectation and / or accelerate their progress.*
- *Teachers will identify all students achieving below expectation in their classes. Those 'well below' (2 sub levels or more behind expectation) will have targeted intervention, support and individualised writing targets/goals.*

▪ **Y 4-6 Writing**

- To increase the number of students achieving at or above the expected level at the end of Year 4 (62%), Year 5 (73%) and Year 6 (50%).
- To target the students achieving 'just below' expectation in asTTle and shift them to 'at expectation'.
- Year 4 (from 1ii – 2p). **NB: Using asTTle as the main assessment tool**
- Year 5 (from 2b - 2a)
- Year 6 (from 2p – 3p)
- *Why have this target – 2011 asTTle data clearly identifies a cohort of students just below expectation – who the staff believe with targeted, explicit teaching could raise their rate of progress by two – three sublevels to expectation*
- *Teachers will identify all students achieving below expectation in their classes. Those 'well below' (2 sub levels or more behind expectation) will have targeted intervention, support and individualised writing targets/goals.*

NAG 1 : CURRICULUM iii) Special Needs Programmes		Special Needs		
OBJECTIVES	DATES	ACTIVITIES	MEASURES OF SUCCESS	COMMENTS
a) Collate and analyse school wide special needs data	End of term 1	<ul style="list-style-type: none"> ▪ Class teachers complete forms for SN students and file in class folder ▪ Completed summary sheet to SN team leader ▪ Data collected in March and September. September data analysed and recommendations made ▪ Syndicate leaders issued with syndicate overview 	<ul style="list-style-type: none"> ▪ Class teachers have up-to-date records of students on Special Needs Register, and action taken to date ▪ School Special Needs records are accurately maintained by team co-ordinator (ie School-wide data spread sheet, class summary sheets and Special Needs Analysis) 	Special needs register discontinued .
b) Report to BOT on progress of special needs students	Term 2	<ul style="list-style-type: none"> ▪ SN data presented at BOT meeting 	<ul style="list-style-type: none"> ▪ BOT approve review, and additional funding provided if necessary 	Sharon B reported to the board re: health and behavioural needs. Not focused learning programmes
c) Purchase resources to support the Special Needs and class programmes	Ongoing	<ul style="list-style-type: none"> ▪ Consult with staff ▪ Purchases to be made in identified 'need' areas 	<ul style="list-style-type: none"> ▪ Appropriate resources purchased and in use ▪ Evidence (via data) that a positive shift has been made in the funded curriculum area 	
d) Keep staff informed of relevant courses and Special Needs correspondence	Ongoing	<ul style="list-style-type: none"> ▪ Share information with staff at Information Meetings ▪ Circulate relevant mail to staff ▪ Relevant correspondence on staff notice board 	<ul style="list-style-type: none"> ▪ Staff kept informed and up to date on courses, resources, and SES changes 	
e) Syndicate leaders to be responsible for ensuring students identified with special needs are receiving appropriate assistance	Ongoing	<ul style="list-style-type: none"> ▪ Syndicate leaders regularly monitor syndicate teachers' special needs folders ▪ Part Time Teacher / Teacher aide(s) to be employed if funding available 	<ul style="list-style-type: none"> ▪ Student IEPs show learning targets are met 	All requests for Special Needs teacher / teacher aide support to go through the Special Needs team
f) Organise Teacher Aide Timetables	Ongoing	<ul style="list-style-type: none"> ▪ Teacher Aides issued with individual timetables, and letters of confirmation of hours ▪ Management are consulted as to their Teacher Aide requirements each term 	<ul style="list-style-type: none"> ▪ Teacher Aides are allocated fairly to syndicates based on individual needs 	
g) Liaise with Support Agencies as required	Ongoing	<ul style="list-style-type: none"> ▪ Assistance requested from Support Agencies as required 	<ul style="list-style-type: none"> ▪ Staff kept informed of support provided by outside agencies and ongoing dialogue 	

		<ul style="list-style-type: none">▪ Read and circulate correspondence from Support Agencies to relevant people	maintained	
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NAG 2 : SCHOOL REVIEW ii) Reporting to Parents		Community Consultation		
OBJECTIVES	DATES	ACTIVITIES	MEASURES OF SUCCESS	COMMENTS
a) An opportunity for parents to meet teachers on an informal basis	T1,W3	Parents and staff meet informally at a barbecue tea	<ul style="list-style-type: none"> ▪ Attendance numbers ▪ Parent feedback 	Held on the 18 th February. Good turn out and opportunity for informal discussions.
b) To update and share curriculum developments with the community throughout the year	Ongoing	Meetings and open days as required	<ul style="list-style-type: none"> ▪ Parents are informed of the New Zealand Curriculum 	Managed through interview process. Discussions with parents round the process for making OTJ National Standards and implementation of NZ curriculum
c) Opportunities for parents to participate in BOT meetings	Ongoing	Parents attend monthly meetings	<ul style="list-style-type: none"> ▪ Parents in regular attendance at Board meetings 	Advertised in fortnightly newsletters.
d) To provide an opportunity for parents to meet with teachers and discuss children's progress toward the relevant National Standards. Setting next learning steps and home support will also be part of this meeting.	Y0-3 On going Y4-6 T2 W10	15 minute interview with supporting interim report	<ul style="list-style-type: none"> ▪ Parents are kept informed of children's progress against National Standards 	Interim reporting provided opportunities for parents to better understand current achievement and progress towards the standards.
e) To provide an opportunity for parents to meet and discuss children's report in regards to the relevant National Standards. Setting next learning steps and home support will also be part of this meeting.	Y0-3 On going Y4-6 T4 W5	15 minute interview with supporting standards report	<ul style="list-style-type: none"> ▪ Parents are kept informed of children's progress against National Standards 	Summative report to inform parents on how their child has achieved against each of the national standards.

Board Meeting Timeline 2012

Meeting	One	Two	Three	Four	Five	Six
Date	January 31	February 28	March 27	Term 2 April 24	May 29	June 26
Focus	Governance Governance and strategic structure for 2012	Governance Reflecting on self review and policy processes for 2012, include review annual accounts 2011	Student achievement report Reviewing student data from term 1 testing	Property Reviewing property processes and progress on building and grounds development	Personnel Reviewing personnel processes and progress on staff and student environments, , EEO data and community feedback	Finance Reviewing finance processes and progress on prudent financial management
Strategic Goal	3	4	1	5	3	4
Annual Goal	4	3	1,5,6,7	4	1,3,5,7	2
Operational Actions required	Elect chairperson Establish BoT work plan Community consultation process 2012 Charter 2012	Budget 2011 confirmed Principal appraisal confirmed Approve self-review plan	Teachers and management analyse and collate student achievement information.	Nag 4 Property policy reviews	Nag 3 Personnel policy reviews Community survey Health curriculum survey	Nag 4 Finance policy reviews Community survey issued Donations and activity fee review
Reports	Charter development plan for 2012	2011 Annual report, finance and variance report complete Policy review report	Student achievement report	Property report	EEO report Staff survey report 2010 survey results	Mid year finance report
Outcome	Charter and annual planning approved	Policy review schedule complete, key people aware of work required. MOE documentation complete and to the ministry	Student information informs Board that all Nag 1 requirements and charter goals are being addressed successfully.	All property goals are within budget and in line with charter goals and Ministry legislation	All personnel requirements in line with charter goals and legislation.	Reporting to parents Newsletter 2
Events	Report to community annual goals and strategic direction	Annual report to MOE Charter feedback to parents	Newsletter 1 Report to community on Student achievement	Report to community on finance and property	Report to community on personnel	
Notes						

Meeting	Seven	Eight	Nine	Ten	Eleven	Twelve
Date	Term 3 July 31	August 28	September 25	October 30	November 27	December 11
Focus	Heart of the School: Learning and Behavioural Ecology Report. Reviewing strategic goal 6 – school culture	Tawhai Curriculum review Special needs education Reviewing NAG 1 – curriculum delivery and student achievement environmental reports.	Catch up	2013 planning confirmation	Charter and annual goals 2012 Reviewing strategic goals and student achievement results for 2012.	Christmas and end of year wrap up
Strategic Goal	6	1		3,7	1,3	
Annual Goal	1,5	1,5,6,7		4	1,2,4,5,6,7	
Operational Actions required		NAG 1 curriculum policy reviews		2013 projections – Budget, roll, personnel, donation and activity fee,	SLT present analysis of variance in student achievement	
Reports	Heart of the School	Curriculum reports in all curriculum areas.		Annual plan review School Culture report School survey feedback 2013 planning report	Student achievement GATE and learning support data reports	
Outcome	Report informs board on progress against strategic goals and annual goals. Report to share progress against creation of school curriculum framework, behavioural ecology.	Reports inform board about progress against targets, annual goals and embedded process of self review.		Board informed re: school culture developments, survey feedback and future recommendations.	Strategic goals and target achievement reports shared with board. Board informed of differentiated learning programmes implemented in 2012	
Events		Report to community on curriculum delivery		2013 provisional staffing Report to community on 2013 planning	Reporting to parents End of year newsletter 3	
Notes						

NAG 3 : PERSONNEL I) Professional Development		Personal & Professional Development		
OBJECTIVES	DATES	ACTIVITIES	MEASURES OF SUCCESS	COMMENTS
a) To set Syndicate goals based on end of year Syndicate review.	Beginning of Year	Goals recorded in Syndicate minutes	Effectiveness evidenced in syndicate planning, evaluations and reviews	
b) Staff to set goals in consultation with syndicate leaders. Individual study goals may also be included in staff appraisals	Ongoing	Staff/syndicate leader meetings Observation of colleagues Observations at other schools Share information on courses Subsidise financial costs	Appraisal reviews	Unpacking the National Standards was goal for staff in each area of the school. Looking at key characteristics, moderating assessments and managing the OTJ assessment folders.
a) Maintain whole school professional development as identified in strategic plans, with compulsory appraisal goals for those areas	Ongoing	Literacy (Junior/Middle/Senior) As per attached TSV document and termly action plans	Staff upskilled in areas identified	Literacy was key area of focus with each staff member working towards school wide literacy goals.
b) Staff attendance at network groups and conferences	Ongoing	<ul style="list-style-type: none"> ▪ Attendance at DP/DP meetings 	Professional knowledge enhanced	

Professional Development and Meeting Schedule

Senior Staff Meetings	Fortnightly Friday mornings (8am).
Staff Meetings	Fortnightly on Mondays (3-5pm). Focus areas (selected from 2012 Big Picture Goals' and/or staff leadership area of responsibility) are discussed, prioritised and entered on the term planner before each term starts.
Syndicate Meetings	Weekly (3-5pm): focus on teaching and learning (reflection and open to learning conversations). Clear link and references to team and/or peer coaching goals, target students, teaching strategy developments, understanding and using assessment data.
Teacher Only Days	Our school (Charter, strategic direction, annual goals); Peer Coaching as Appraisal (Impact Education), Tawhai Curriculum; Numeracy, Behaviour Management Review, Bill Rogers workshop
Professional Development	Senior Leadership Development (Impact Education), Peer Coaching as Appraisal (Impact Education), Peer Mediation (Peace Foundation), ALiM (accelerated learning in numeracy), ICT (SMS)
Other meetings	SENCO- differentiated learning strategy (ORRS, Learning Support, Gifted and Talented) – Wednesday 3:15pm twice a term (weeks 4 and 9), Curriculum Meetings (once a term), Peer Coaching Groups (twice a term), IEP meetings, Meeting with Principal (x3 times yearly), Appraisal/Attestation Meeting (DP or Principal).

NAG 6 : STATUTORY COMPLIANCE		Annual Reports		
OBJECTIVES	DATES	ACTIVITIES	MEASURES OF SUCCESS	COMMENTS
a) To submit RS30 Annual Return of Students at Primary School at 1 March	1 March	Retrieve data from computer Management System Send completed forms to Ministry of Education	Returns submitted by due date Confirmed staffing entitlement for 2012 received from Ministry	
b) Submit to Ministry, a report on educational outcomes	May	ANOVA report and audited accounts sent to Ministry	Reports submitted by due date	
c) To submit RS31 Annual Return of Students on Roll of Primary Schools at 1 July	1 July	Retrieve data from Computer Management System Send completed forms to Ministry of Education	Returns submitted by due date Provisional staffing entitlement for 2012 received from Ministry	
d) To comply with all other statutory requirements	Ongoing	Immediate response to all requests for information from Ministry	All Ministry requests complied with by due date	