



WAIKANAE SCHOOL

(MoE No 3056)

CHARTER

STRATEGIC PLAN 2013 to 2015

ANNUAL PLAN 2013

Nga mokopuna o te ra nei
Nga rangatira o apopo

The children of today are the leaders of tomorrow

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Vision Statements

Essential Characteristics: The essential characteristics that define our school can be divided into three areas. Firstly, our school fosters diversity where children flourish under a broad curriculum, are encouraged to love learning and be curious about the world in which they live. Secondly, we have high expectations of our students who are empowered to work consistently to their potential. Thirdly, our staff and teachers are friendly, professional, committed, innovative and passionate about their work as educators.

Environment: At Waikanae School we provide a nurturing and child-friendly environment. There is a feeling of safety and security in which learning risks can be taken by all learners. Teachers are passionate about their work, providing stimulating and exciting programmes so that our students can be the very best they can be. All students take pride and ownership in their learning environment and feel a sense of belonging within our school and community. Students understand the contribution that we all need to make in order to build a better world and ensure a sustainable future. We actively promote justice and fairness to all with both high standards of behaviour and achievement expected while providing the necessary support to those that need assistance.

Love of Learning: Developing and enhancing a love of learning in our students is fundamental to our purpose. Teachers provide authentic and engaging learning contexts that make the learning relevant, meaningful and fun for the student. Students own their learning, are self-reflective, they know where they are and the next steps for improvement.

Outstanding Learning: Waikanae School is where outstanding learning occurs all the time. We have high levels of student engagement, happy pupils who are enthusiastic, curious, creative and reflective in their daily learning. This highly engaged learning environment is facilitated by vibrant teachers with programmes that cater for diverse learning needs and talents, enriching our outstanding learning environment.

Meaningful Progress: All students at Waikanae School make meaningful progress within and across years through the effective use of assessment to target learning and teaching. There is regular tracking and consistent monitoring of achievement. Next learning steps are clearly identified and communicated. This effective use of assessment is underpinned by differentiated teaching and learning techniques within classes, syndicates and across the school. We provide a wide variety of learning opportunities that are based on the needs of each child and these learning opportunities are at the same time challenging and achievable.

Innovations and Raising Achievement: Waikanae School supports and encourages innovation in order to raise student achievement. Students and teachers are viewed as lifelong learners, they are encouraged to be reflective, inquiring and to embrace new ideas. Teachers provide programmes that inspire and enthuse their students allowing them to be creative and enterprising. Use of ICTs is integral in all classrooms as we move our students forward into the 21st Century.

Cultural Diversity: Catering for the cultural diversity of our students and ensuring that all make meaningful progress in a safe and supportive environment is another cornerstone of our school. Students are encouraged to express their cultural diversity and enlighten and inform other staff and students on their culture. We promote awareness of and celebrate our differences while acknowledging the role of Maori and The Treaty of Waitangi in New Zealand society. All members of the school community are respectful of our varied cultures. We actively promote the use of our three official languages (NZ Sign Language, Maori and English) and develop links within our community that make the most of resources, skills and people.

Leadership: In Waikanae School leadership is developed as a shared responsibility. We strive to utilise fully the personal strengths of both students and teachers. Our leaders are visible, available and consistently involved in daily school activities. They lead by example and model desired behaviours constructively throughout the whole being of our school. We emphasise ‘student voice’ providing many and varied opportunities for leadership. We actively seek the opportunity to give students roles and responsibilities that let them shine.

Staff: We empower our staff so that they are creative, energised and reflective. Valuing teachers as the school’s greatest resource we provide extensive professional development and our appraisal processes give quality feedback and next learning steps for professional growth. Teachers are encouraged to make the most of their passions and strengths while striving to improve their practice in a professionally safe environment. We value what each individual brings to the team and see all teachers as lifelong learners. Our teaching teams are highly collaborative and teachers are encouraged to plan, work and assess together. The sharing of ideas within a culture of openness and honesty is something that defines our staff.

Communication and Collaboration: High quality collaboration and communication are cornerstones of our practice. We work together as a whole as well as in teams within school and between school, home and the wider community. We communicate openly and strive to ensure all parents receive clear and explicit information regarding learning intentions, strategies and assessment for both individual and school wide achievement. Creating an environment of best practice, teaching staff are readily available and accessible offering support, encouragement and mentoring.

NATIONAL EDUCATION GOALS

The National Education Goals establish a common direction for education within New Zealand. Waikanae School Board of Trustees and teachers will consider how they can best contribute to each of these goals given our local circumstances - for example, the size of the school, the needs of students and the aspirations of the school community.

Education is at the core of our nation's effort to achieve economic and social progress. In recognition of the fundamental importance of education, the Government sets the following goals for the education system of New Zealand.

1. The highest standards of achievement, through programmes which enable all students to realise their full potential as individuals, and to develop the values needed to become full members of New Zealand's society.
2. Equality of educational opportunity for all New Zealanders, by identifying and removing barriers to achievement.
3. Development of the knowledge, understanding and skills needed by New Zealanders to compete successfully in the modern, ever-changing world.
4. A sound foundation in the early years for future learning and achievement through programmes which include support for parents in their vital role as their children's first teachers.
5. A broad education through a balanced curriculum covering essential learning areas. Priority should be given to the development of high levels of competence (knowledge and skills) in literacy and numeracy, science and technology and physical activity.
6. Excellence achieved through the establishment of clear learning objectives, monitoring student performance against those objectives, and programmes to meet individual need.
7. Success in their learning for those with special needs by ensuring that they are identified and receive appropriate support.
8. Access for students to a nationally and internationally recognised qualifications system to encourage a high level of participation in post-school education in New Zealand.
9. Increased participation and success by Maori through the advancement of Maori education initiatives, including education in Te Reo Maori, consistent with the principles of the Treaty of Waitangi.
10. Respect for the diverse ethnic and cultural heritage of New Zealand people, with acknowledgment of the unique place of Maori, and New Zealand's role in the Pacific and as a member of the international community of nations.

N.A.G. 1
TEACHING AND LEARNING PROGRAMMES, ASSESSMENT, SPECIAL NEEDS,
CONSULTATION WITH MAORI and CAREER EDUCATION

Waikanae School Board of Trustees is required to foster student achievement by providing teaching and learning programmes which incorporate The National Curriculum as expressed in *The New Zealand Curriculum 2007* or *Te Marautanga o Aotearoa*.

The Waikanae School Board of Trustees, through the principal and staff, is required to:

(a) develop and implement teaching and learning programmes:

- i. to provide all students in Years 1-10 with opportunities to achieve for success in all areas of the National Curriculum
- ii. giving priority to student achievement in literacy and numeracy, especially in Years 1-8
- iii. giving priority to regular quality physical activity that develops movement skills for all students, especially in Years 1-6.

(b) through a range of assessment practices, gather information that is sufficiently comprehensive to enable the progress and achievement of students to be evaluated; giving priority first to:

- i. student achievement in literacy and numeracy, especially in Years 1-8, and then to
- ii. breadth and depth of learning related to the needs, abilities and interests of students, the nature of the school's curriculum, and the scope of The National Curriculum as expressed in *The New Zealand Curriculum* or *Te Marautanga o Aotearoa*.

(c) on the basis of good quality assessment information, identify students and groups of students:

- i. who are not achieving
- ii. who are at risk of not achieving
- iii. who have special needs (including gifted and talented students) and
- iv. aspects of the curriculum which require particular attention.

(d) develop and implement teaching and learning strategies to address the needs of students and aspects of the curriculum identified in (c) above.

(e) in consultation with the school's Māori community, develop and make known to the school's community policies, plans and targets for improving the achievement of Māori students, and

(f) provide appropriate career education and guidance for all students in Year 7 and above, with a particular emphasis on specific career guidance for those students who have been identified by the school as being at risk of leaving school unprepared for the transition to the workplace or further education/training.

	2013 STRATEGIC OBJECTIVES	2014 STRATEGIC OBJECTIVES	2015 STRATEGIC OBJECTIVES
1.1	To <i>raise student engagement and achievement</i> for identified individuals and targeted cohorts including Maori and ESOL by providing <i>targeted special needs programmes</i> both remedial and extension.	To <i>raise student engagement and achievement</i> for identified individuals and targeted cohorts including Maori and ESOL by providing <i>targeted special needs programmes</i> both remedial and extension.	To <i>raise student engagement and achievement</i> for identified individuals and targeted cohorts including Maori and ESOL by providing <i>targeted special needs programmes</i> both remedial and extension.
1.2		To <i>raise student achievement</i> and to improve the quality of learning programmes <i>in maths</i> by effectively reviewing and improving teaching and learning practices across the school.	To <i>raise student achievement</i> and to improve the quality of learning programmes <i>in maths</i> by effectively reviewing and improving teaching and learning practices across the school.
1.3	To <i>raise student achievement</i> and to improve the quality of learning programmes <i>in reading</i> by effectively reviewing and improving teaching and learning practices across the school.		To <i>raise student achievement</i> and to improve the quality of learning programmes <i>in reading</i> by effectively reviewing and improving teaching and learning practices across the school.
1.4	To <i>raise student achievement</i> and to improve the quality of learning programmes <i>in writing</i> by effectively reviewing and improving teaching and learning practices across the school.	To <i>raise student achievement</i> and to improve the quality of learning programmes <i>in writing</i> by effectively reviewing and improving teaching and learning practices across the school.	
1.5	To <i>raise student engagement and achievement</i> by <i>extending e-learning/teaching</i> practices throughout the school.	To <i>raise student engagement and achievement</i> by <i>extending e-learning/teaching</i> practices throughout the school.	To <i>raise student engagement and achievement</i> by <i>extending e-learning/teaching</i> practices throughout the school
1.6			To <i>raise student achievement</i> and to improve the quality of learning programmes <i>in Technology</i> by reviewing provision of Year 7/8 Technology (Raumati Technology Centre V On Site).
1.7	To <i>raise student achievement</i> and to improve the quality of learning programmes <i>in science</i> by effectively reviewing and improving teaching and learning practices across the school.	To <i>raise student achievement</i> and to improve the quality of learning programmes <i>in science</i> by effectively reviewing and improving teaching and learning practices across the school.	To <i>raise student achievement</i> and to improve the quality of learning programmes <i>in social studies</i> by effectively reviewing and improving teaching and learning practices across the school.
1.8	To <i>raise Maori student engagement and achievement</i> by implementing <i>Ka Hikitia</i> (The Maori Education Strategy 2008 to 2013) and <i>Tataiako</i> Cultural Competencies for Teachers and Learners 2012.	To <i>raise Maori student engagement and achievement</i> by implementing <i>Ka Hikitia</i> (The Maori Education Strategy 2008 to 2013) and <i>Tataiako</i> Cultural Competencies for Teachers and Learners 2012.	To <i>raise Maori student engagement and achievement</i> by implementing <i>Ka Hikitia</i> (The Maori Education Strategy 2008 to 2013) and <i>Tataiako</i> Cultural Competencies for Teachers and Learners 2012.
1.9	To <i>raise student engagement and achievement</i> by enhancing the <i>physical and emotional safety</i> of our students	To <i>raise student engagement and achievement</i> by enhancing the <i>physical and emotional safety</i> of our students	To <i>raise student engagement and achievement</i> by enhancing the <i>physical and emotional safety</i> of our students

1.1		To <i>raise student engagement and achievement</i> for identified individuals and targeted cohorts including Maori and ESOL by providing <i>targeted special needs programmes</i> both remedial and extension				
What		Responsibility	\$	Target Date	Actions and Expected Outcomes	Variance Analysis
a.	Lexia Programme	DP SENCO Syndicate leaders	\$1000 per licence	On going On going On going June On going Reported in May 2014	Students who are possibly dyslexic identified and selected for Lexia intervention ESOL students identified and selected for Lexia intervention Groups of students using Lexia as per licence. 2 additional Lexia licences purchased Targeted teaching for student need within classes and in withdrawal sessions Lift in student achievement for targeted students	
b.	Mathletics	Principal DP Syndicate Leaders	\$20 per student per year via Activity Fees	On going On going On going From May Reported in May 2013	Teachers and students using Mathletics as per licence Years 1 to 6 Targeted e- teaching for student need Use of ability groupings within classes and across syndicates Staff appraisal and classroom observations reflect effective use of Mathletics in maths programmes Lift in student achievement for targeted students (See targets)	
c.	School Bands	Boon	Some cost for equipment \$3k	March April On Going On going On going	Students selected for bands Hall sound system used Regular practices Student performances	
d.	Teacher Aide Tutoring	SENCO Syndicate Leaders Teacher Aides	\$12000 T Aide Salary	March On going On going On going Reported in May 2014	Support Staff employed and hours allocated. Students identified and selected via Syndicate meetings for specific tutoring Programmes designed for both small group and individual / in class and withdrawal Programmes to include Rainbow Reading, ESOL, Lexia, Writing, Maths etc. Lift in student achievement for targeted students	

				On going	necessary e.g. Rotary, GWRC, Waikanae Estuary Care Group	
				On going	Integrated use of outside agencies (RTLB GSE KSSC etc.)	
				Reported in May 2014	IEPs developed, written, implemented and reviewed where relevant	
				December	Lift in student achievement for targeted students (See targets)	
k.	Reporting:	DP SENCO	\$0	February 2014	Special Needs Report to BoT written	
					Special Needs Report to BoT accepted and published as part of Annual Reporting for 2013	
l.	Careers	R Green	\$	August	At risk Year 8 Learners who may not transition as easily into college life identified	
				Term 4	Visits to businesses. They are taken by a member of staff in small groups to find out about the business what is involved in working there.	
m.	Davis Dyslexia Programme	SENCO Teacher Aides	Parents to funded	March	Students identified and selected for participation programme	
				March	Parents agree to conditions of participation	
				April	Programme implemented for children over 35 weeks	
				On going	Professional Development 1X Teacher Aide	
				September	Professional Development for 1X Teacher	
				May 2014	Lift in student achievement for targeted students (See targets)	
Commentary (if applicable)						

1.3		To <i>raise student achievement</i> and to improve the quality of learning programmes <i>in reading</i> by effectively reviewing and improving teaching and learning practices across the school.				
What		Responsibility	\$	Target Date	Actions and Expected Outcomes	Variance Analysis
a.	Appraisal Cycle and Classroom Observations	See 3.1	See 3.1	See 3.1	See 3.1	
b.	Reading Review:	Principal DP/AP/AP Senior Team Reading Team		Beginning February From May From February On going On going December Reported May 2014	Professional development sessions held for staff. Staffing Meetings (See Meeting Schedule for related topics) Reading becomes the focus for the 2013 round of Classroom Observations and Appraisals Actions and Interventions as per Achievement Targets 2013 completed Quality of teaching and learning improves throughout the school Documentation of steps pertaining to the review filed Literacy Report written and tabled with BoT published on school website Lift in student achievement for targeted students (See targets)	
c.	Reading Achievement Targets (Under performing cohorts)	Principal DP APs Syndicate Leaders		December 2012 November 2012 to March 2013 Feb March On going As and when needed Feb March 2014 1 March 2014	Senior Staff consulted and cohorts identified through EOY OTJs. Targets will be set that are based around cohorts of 'interest' rather than the assessment tool. Base line data collected that enables achievement levels of identified cohorts to be compared to National Norms and National Standards Targets written with interventions and actions. See 'Achievement Targets 2013' Planned actions implemented. See 'Achievement Targets 2013' Recommendations from Review Implemented Performance results will be recorded and then reported showing variance to base line compared to National Norms and National Standards Reported to BoT and MoE In the Analysis of Variance as part of 1 March Reporting requirements	
Commentary (if applicable)						

1.4		To <i>raise student achievement</i> and to improve the quality of learning programmes <i>in writing</i> by effectively reviewing and improving teaching and learning practices across the school				
What		Responsibility	\$	Target Date	Actions and Expected Outcomes	Variance Analysis
a.	E-asTTle	Principal DP Syndicate Leaders All Teachers	\$3k	April onwards On going On going On going May September From Mid-Year From Mid-Year From May Reported in May 2014	Use of pre/post-test to assess gains in student achievement when using the writing units that were designed 'teach to gaps' Teachers beginning to use e-asTTle micro testing/small group situations in day to day writing lessons. Targeted e- teaching for student need Use of ability groupings within classes and across syndicates 2 X Moderation Sessions using new rubric with Kapanui Staff Students/Teachers using Individual Reports to identify 'Next Steps' Integrate e-asTTle reports into parent and BoT reporting mechanisms Staff appraisal and classroom observations reflect effective use of e-asTTle Lift in student achievement for targeted students (See targets)	
b.	Appraisal Cycle and Classroom Observations	See 3.1	See 3.1	See 3.1	See 3.1	
c.	3 Class Google Trial	Principal, DP AP, N Williams, P Corlett =Google Class Team	\$50k	October 2012 October 2012 November2012 On going April TBC On going April	Achievement Statement for Google Classes Developed Google Classes identified. Three staff members selected to be Google Classes Action Plan Developed PD Programme developed for Google Teams as required. ULearn Oct 2012 and 13, Norrcom, Google Docs Blogging etc. Philosophy on Publishing student writing online developed Parent Education Undertaken via meeting Collaboration with other schools. Including visits to other school for staff Target setting and Collection of Achievement data	

				May	Digi-Citizenship and Cyber Safety protocols developed.	
				March	Hardware purchases made to ensure 1:1 device to student in select classes	
				March 2014	Reported to BoT of Annual Reporting	
d.	Writing Review	Principal DP/AP/AP Senior Team Maths Team		Beginning February	Professional Development Programme implemented Use of 4 T.O.D. and staffing Meetings (See Meeting Schedule for related topics)	
				On going	Writing becomes the focus for the 2013 round of Classroom Observations and Appraisals	
				From February	Actions and Interventions as per Achievement Targets 2013 implemented	
				On Going	Quality of teaching and learning improves throughout the school	
				On going	Documentation of steps pertaining to the review filed	
				December	Literacy Curriculum Report written and tabled with BoT published on school website	
				As and when evident	Recommendations from Review Implemented	
				May 2014	Lift in student achievement for targeted students (See targets)	
e.	Writing Achievement Targets (Under performing cohorts)	Principal DP APs Syndicate Leaders		December 2012	Senior Staff consulted and cohorts identified through EOY OTJs. Targets will be set that are based around cohorts of 'interest' rather than the assessment tool.	
				November 2012 to March 2013	Base line data collected that enables achievement levels of identified cohorts to be compared to National Norms and National Standards.	
				Feb March	Targets written with interventions and actions. See 'Achievement Targets 2013'	
				On going	Planned actions implemented	
				Feb March 2014	Performance results will be recorded and then reported showing variance to base line compared to National Norms and National Standards	
				1 March 2014	Reported to BoT and MoE In the Analysis of Variance as part of 1 March Reporting requirements	
Commentary (if applicable)						

1.5		To <i>raise student engagement and achievement</i> by <i>extending e-learning/teaching</i> practices throughout the school.				
What		Responsibility	\$	Target Date	Actions and Expected Outcomes	Variance Analysis
a.	E-asTTle	See 1.4.a	See 1.4.a	See 1.4.a	See 1.4.a	
b.	3 Class Google Trial	See 1.4.c	See 1.4.c	See 1.4.c	See 1.4.c	
c.	Investigate BYOD	Principal	\$2000	Ongoing	Research and develop Phase 1 introduction of BYOD programme for Waikanae School.(See Principals Performance Agreement)	
Commentary (if applicable)						

1.7		To <i>raise student achievement</i> and to improve the quality of learning programmes <i>in science</i> by effectively reviewing and improving teaching and learning practices across the school				
What		Responsibility	\$	Target Date	Actions and Expected Outcomes	Variance Analysis
a.	Science Review	M Fearon R Green	As required	On going On going December	Professional development sessions held for staff. Staffing Meetings (See Meeting Schedule for related topics) Documentation of steps pertaining to the review filed Science Report written and tabled with BoT published on school website	
Commentary (if applicable)						

1.8		To <i>raise Maori student engagement and achievement</i> by implementing <i>Ka Hikitia</i> (The Maori Education Strategy 2008 to 2013) and <i>Tataiako</i> Cultural Competencies for Teachers and Learners 2012.				
What		Responsibility	\$	Target Date	Actions and Expected Outcomes	Variance Analysis
a.	Whanau Support	BoT Principal	\$1000	June On going	Whole School Participation in Matariki Celebration Regular Whanau/Roopu Meetings Held	
b.	Kapa Haka	D Lake Principal A Boon		May On going June On going August Weekly from Term 3 On going November	30-50 students selected and participating regularly Whanau Support involvement Tutor Employed Staff released as necessary. D Lake A Boon. Unit allocated Extra Uniforms purchased Regular practices Students performances at various School functions including Interschool exchange with Kenakena Participation in District Kapa Haka Festival	
c.	Achievement Targets	Principal DP APs Syndicate Leaders		Dec 2012 Nov 2012 to March 2013 February 2013 On going Feb Mar 2014 1 March 2014	Reading Writing and Maths Cohorts identified through EOY OTJs in 2012. Base line data collected that enables achievement levels to be compared to National Norms and National Standards Targets written with interventions and actions. See 'Achievement Targets 2013' Planned actions implemented Performance results will be analysed showing variance to base line with both National Standards and National Norms Reported to BoT and MoE In the Analysis of Variance as part of 1 March Reporting requirements	
d.	Instruction in Maori Language	Senior Staff	As required	As required	Where parents request that students be provided with opportunity to be taught in the Maori Language we will provide opportunities at the appropriate level by linking with the Correspondence School and other schools.	
Commentary (if applicable)						

1.9		To <i>raise student engagement and achievement</i> by enhancing the <i>physical and emotional safety</i> of our students				
What		Responsibility	\$	Target Date	Actions and Expected Outcomes	Variance Analysis
a.	Cool Schools	DP and R Green		On going March March March	Implement the Cools Schools Peer Mediation Programme Lead Staff member selected Staff PD via Staffing Meeting Student Mediators in action	
b.	Specific Programmes	SENCO NZ Police Education Officer		May February On going	I am OK Programme for selected students with full family involvement Keeping Ourselves Safe Programme implemented for all students Social Coaching	
c.	Traffic and Road Safety	Principal KCDC Personnel N. Williams	Nil	By July April and November 3X Days in Terms 1,3 and 4 On going	Implement the Traffic and Road Safety Plan for Waikanae School incorporating the following features <ul style="list-style-type: none"> Road Markings Kiss and Drop on Seddon Street Kea Crossing on Winara. School Zone Signage New footpath and 'Pram Crossing on Utauta Street 2X Implementation of Cycle Safety Programme for Year 6 -8 Students 3X Traffic Safety Promotion Events (Wheels Days, Cycle to School Day and walking Bus etc.) Improved driver behaviour, student safety and traffic flows at 9.00am and 3.00pm	
Commentary (if applicable)						

N.A.G. 2

STRATEGIC PLANNING, SELF REVIEW, REPORTING and NATIONAL STANDARDS

Waikanae School Board of Trustees, with the principal and teaching staff, is required to:

- (a) develop a strategic plan which documents how they are giving effect to the National Education Guidelines through their policies, plans and programmes, including those for curriculum, National Standards, assessment and staff professional development
- (b) maintain an on-going programme of self- review in relation to the above policies, plans and programmes, including evaluation of information on student achievement
- (c) report to students and their parents on the achievement of individual students, and to the school's community on the achievement of students as a whole and of groups (identified through NAG 1(c) above) including the achievement of Māori students against the plans and targets referred to in 1(e) above.

As Waikanae School has students enrolled in Years 1-8, the board of trustees, with the principal and teaching staff, is required to use National Standards to:

- (a) report to students and their parents on the student's progress and achievement in relation to National Standards. Reporting to parents in plain language in writing must be at least twice a year
- (b) report school-level data in the board's annual report on National Standards under three headings:
 - i. school strengths and identified areas for improvement
 - ii. the basis for identifying areas for improvement, and
 - iii. planned actions for lifting achievement.
- (c) report in the board's annual report on:
 - i. the numbers and proportions of students at, above, below or well below the standards, including by Māori, Pasifika and by gender (where this does not breach an individual's privacy), and
 - ii. how students are progressing against the standards as well as how they are achieving.
- (d) report the NAG 2A (c) information in the format prescribed by the Secretary for Education from time to time.

	2013 STRATEGIC OBJECTIVES	2014 STRATEGIC OBJECTIVES	2015 STRATEGIC OBJECTIVES
2.1	.	To <i>raise student achievement</i> and to improve the quality of learning programmes <i>in maths</i> by effectively <i>reviewing and improving teaching and learning</i> practices across the school	To <i>raise student achievement</i> and to improve the quality of learning programmes <i>in maths</i> by effectively <i>reviewing and improving teaching and learning</i> practices across the school
2.2	To <i>raise student achievement</i> and to improve the quality of learning programmes <i>in reading</i> by effectively reviewing and improving teaching and learning practices across the school.	.	To <i>raise student achievement</i> and to improve the quality of learning programmes <i>in reading</i> by effectively reviewing and improving teaching and learning practices across the school.
2.3	To <i>raise student achievement</i> and to improve the quality of learning programmes <i>in writing</i> by <i>effectively reviewing and improving teaching and learning</i> practices across the school.	To <i>raise student achievement</i> and to improve the quality of learning programmes <i>in writing</i> by <i>effectively reviewing and improving teaching and learning</i> practices across the school.	
2.4	To <i>report school wide student achievement</i> to the BoT, staff and wider community using both National Norms and National Standards to show progress.	To <i>report school wide student achievement</i> to the BoT, staff and wider community using both National Norms and National Standards to show progress.	To <i>report school wide student achievement</i> to the BoT, staff and wider community using both National Norms and National Standards to show progress.
2.5	To <i>report</i> to parents on <i>individual student achievement</i> levels in 'Plain <i>Language</i> '.	To <i>report</i> to parents on <i>individual student achievement</i> levels in 'Plain <i>Language</i> '	To <i>report</i> to parents on <i>individual student achievement</i> levels in 'Plain <i>Language</i> '
2.6	To <i>raise student achievement</i> by <i>formulating and implementing Annual Achievement Targets</i> for cohorts of under achieving students using both National Norms and National Standards to show progress.	To <i>raise student achievement</i> by <i>formulating and implementing Annual Achievement Targets</i> for cohorts of under achieving students using both National Norms and National Standards to show progress.	To <i>raise student achievement</i> by <i>formulating and implementing Annual Achievement Targets</i> for cohorts of under achieving students using both National Norms and National Standards to show progress.
2.7	To <i>report Maori achievement</i> to the BoT and wider community using both National Norms and National Standards to show progress.	To <i>report Maori achievement</i> to the BoT and wider community using both National Norms and National Standards to show progress.	To <i>report Maori achievement</i> to the BoT and wider community using both National Norms and National Standards to show progress.
2.8		To <i>consult our school community on</i> the quality and content of learning and teaching programmes <i>in Health and Physical Well Being</i>	
2.9	To <i>review the current Strategic Plan</i> for the next 3 years 2013 to 2015	To <i>review the current Strategic Plan</i> for the next 3 years 2014 to 2016	To <i>review the current Strategic Plan</i> for the next 3 years 2015 to 2017

2.2		To <i>raise student achievement</i> and to improve the quality of learning programmes <i>in reading</i> by effectively reviewing and improving teaching and learning practices across the school.				
What		Responsibility	\$	Target Date	Actions and Expected Outcomes	Variance Analysis
a.	Reading Review:	See 1.3	See 1.3	See 1.3	See 1.3	
Commentary (if applicable)						

2.3		To <i>raise student achievement</i> and to improve the quality of learning programmes <i>in writing</i> by effectively <i>reviewing and improving teaching and learning</i> practices across the school				
What		Responsibility	\$	Target Date	Actions and Expected Outcomes	Variance Analysis
a.	Writing Review	See 1.4	See 1.4	See 1.4	See 1.4	
Commentary (if applicable)						

2.4		To <i>report school wide student achievement</i> to the BoT, staff and wider community using both National Norms and National Standards to show progress				
What		Responsibility	\$	Target Date	Actions and Expected Outcomes	Variance Analysis
a.	Student Achievement Reporting	Principal	Nil	On going March October November December	School wide achievement reports will be produced for Board and community. All reports to be posted on web PAT Analysis AsTTle Writing Numeracy Best Fit STAR Re Test Me and My school Reading Age via Running Record Six Year net OTJs for Reading Writing and Writing	
Commentary (if applicable)						

2.5		To <i>report</i> to parents on <i>individual student achievement</i> levels in <i>‘Plain Language’</i>				
What		Responsibility	\$	Target Date	Actions and Expected Outcomes	Variance Analysis
a.	Reporting to Parents	Principal DP Syndicate Leaders	\$2k	May March May June June November Feb 2014	Parent Information Evenings held Report formats revised for Term 1, Mid-Year and End of Year Reports Reporting features deleted where necessary Mechanisms for moderation of OTJs refined Development of Moderation Spread sheet with 2 X Moderation days Parent feedback sought via survey	
Commentary (if applicable)						

2.6		To <i>raise student achievement</i> by <i>formulating and implementing Annual Achievement Targets</i> for cohorts of under achieving students using both National Norms and National Standards to show progress				
What		Responsibility	\$	Target Date	Actions and Expected Outcomes	Variance Analysis
a.	Achievement Targets Reading Writing and Maths	Principal DP Syndicate Leaders		December 2012	Senior Staff consulted and cohorts identified through EOY OTJs. Targets will be set that are based around cohorts of ‘interest’ rather than the assessment tool.	
				November 2012 to March 2013	Base line data collected that enables achievement levels of identified cohorts to be compared to National Norms and National Standards	
				Feb March	Targets written with interventions and actions. See ‘Achievement Targets 2013’	
				On going	Planned actions implemented	
				Feb March 2014	Performance results will be recorded and then reported showing variance to base line compared to National Norms and National Standards	
				1 March 2014	Reported to BoT and MoE In the Analysis of Variance as part of 1 March Reporting requirements. See Analysis of Variance Achievement Targets 2013’ Report	
Commentary (if applicable)						

2.7		To <i>report Maori achievement</i> to the BoT and wider community using both National Norms and National Standards to show progress.				
What		Responsibility	\$	Target Date	Actions and Expected Outcomes	Variance Analysis
a.	Maori Achievement Reporting	See 2.4 2.5 and 2.6	See 2.4 2.5 and 2.6	See 2.4 2.5 and 2.6	See 2.4 2.5 and 2.6	
Commentary (if applicable)						

2.9		To <i>review the current Strategic Plan</i> for the next 3 years 2013 to 2015				
What		Responsibility	\$	Target Date	Actions and Expected Outcomes	Variance Analysis
a.	Strategic Plan	Principal	\$2k	From May November March 2014 March 2014	Consultation of Staff, BoT and Community via meetings and surveys etc as necessary Plan updated and alterations made where necessary BoT approval and adoption Supplied to MoE as part of 1 March Compliance Schedule.	
Commentary (if applicable)						

N.A.G. 3

EMPLOYMENT, PROFESSIONAL DEVELOPMENT and PERSONNEL

According to the legislation on employment and personnel matters, Waikanae School Board of Trustees is required in particular to:

- (a) develop and implement personnel and industrial policies, within policy and procedural frameworks set by the Government from time to time, which promote high levels of staff performance, use educational resources effectively and recognise the needs of students
- (b) be a good employer as defined in the State Sector Act 1988 and comply with the conditions contained in employment contracts applying to teaching and non-teaching staff.

	2013 STRATEGIC OBJECTIVES	2014 STRATEGIC OBJECTIVES	2015 STRATEGIC OBJECTIVES
3.1	To <i>raise student achievement and improving teaching practices (specifically in writings and reading)</i> by further developing and implementing the PMS so that appraisal processes focus on the <i>craft of teaching and the effective /deliberate acts of teaching</i>		
3.2	To <i>improve leadership</i> within the six member management team by refining our appraisal processes to give <i>quality feedback on leadership components</i>		
3.3	To <i>raise student achievement</i> and to improve the quality of learning and teaching programmes (<i>specifically writing and reading</i>) by providing <i>professional development opportunities</i> for teachers.	To <i>raise student achievement</i> and to improve the quality of learning and teaching programmes (<i>specifically writing and writing</i>) by providing <i>professional development opportunities</i> for teachers.	To <i>raise student achievement</i> and to improve the quality of learning and teaching programmes (<i>specifically in reading and writing</i>) by providing <i>professional development opportunities</i> for teachers.

3.1		To <i>raise student achievement and improving teaching practices (specifically in writing and reading)</i> by further developing and implementing the PMS so that appraisal processes focus on the <i>craft of teaching and the effective /deliberate acts of teaching</i>				
What		Responsibility	\$	Target Date	Actions and Expected Outcomes	Variance Analysis
a.	<i>Appraisal Cycle and Classroom Observations</i>	Principal DP/ AP and Senior Staff	16 days relief teacher @ \$292 per day from Banked Staffing Nil	February April On going On going April onwards On going February From April June except for those needing additional support Reported May 2014	Timeline developed and implemented for 2013 Review documentation for Classroom Observations and Appraisal further reviewed with new documentation developed where necessary. Use of Appraisal Connector reviewed (Its use in 2013 dependent upon modifications to the system by the provider modifications to include greater control over release date, the ability to modify final report, use of PD, changes to some terminology) Increased frequency of informal observation visits by Syndicate leader possibly 1-2 per term Appraisers will have an increased focus on targeted students within the observed lesson Improved quality of feedback for staff with next steps for improvement in practice provided Quality of teaching and learning improves throughout the school Staffing allocated to enable new process to succeed Observations/Feedback/Documentation completed as per requirements for attestation Follow up support and PD provided for staff where necessary Lift in student achievement for targeted students (See targets)	
Commentary (if applicable)						

3.2		To <i>improve leadership</i> within the six member management team by refining our appraisal processes to give <i>quality feedback on leadership components</i>				
What		Responsibility	\$	Target Date	Actions and Expected Outcomes	Variance Analysis
a.	Senior Team Appraisal	Principal and Senior Team	\$5k	August September November December December	Agreement reached on outside provider Appraisal of Senior Team with focus on Leadership undertaken Feedback provided with goal setting for 2013 Appraisal Cycle complete for Senior Team Relevant documentation stored	
Commentary (if applicable)						

3.3		To <i>raise student achievement</i> and to improve the quality of learning and teaching programmes specifically <i>writing and reading</i> by providing <i>professional development opportunities</i> for teachers.				
What		Responsibility	\$	Target Date	Actions and Expected Outcomes	Variance Analysis
a.	Professional Development	See 1.2.c, e, n See 1.3 See 1.5.a See page	\$31,500.	On going See Page Reported May 2014 Reported May 2014	See 1.2.c, e, n See 1.3 See 1.5.a See Achievement Targets Actions and Interventions pages 5 and 6 Lift in student achievement for targeted students (See 2012 Achievement Targets) Professional Development Report written, tabled and accepted	
Commentary (if applicable)						

N.A.G. 4 FINANCE and PROPERTY

According to legislation on financial and property matters, the Waikanae School Board of Trustees is also required in particular to:

- (a) allocate funds to reflect the school's priorities as stated in the charter
- (b) monitor and control school expenditure, and ensure that annual accounts are prepared and audited as required by the Public Finance Act 1989 and the Education Act 1989
- (c) comply with the negotiated conditions of any current asset management agreement, and implement a maintenance programme to ensure that the school's buildings and facilities provide a safe, healthy learning environment for students.

	2013 STRATEGIC OBJECTIVES	2014 STRATEGIC OBJECTIVES	2015 STRATEGIC OBJECTIVES
4.1	To <i>develop</i> then annual <i>budget for 2014</i> that reflects school needs and targeted Government funding.	To <i>develop</i> then annual <i>budget for 2015</i> that reflects school needs and targeted Government funding.	To <i>develop</i> then annual <i>budget for 2016</i> that reflects school needs and targeted Government funding.
4.2	To <i>prepare</i> the <i>2012 Annual Accounts</i> for audit as required by the Public Finance Act 1989	To <i>prepare</i> the <i>2013 Annual Accounts</i> for audit as required by the Public Finance Act 1989	To <i>prepare</i> the <i>2014 Annual Accounts</i> for audit as required by the Public Finance Act 1989
4.3	To <i>Control and monitor</i> the school's finances for 2013 through the Audit and Finance Sub-committee.	To <i>Control and monitor</i> the school's finances for 2014 through the Audit and Finance Sub-committee	To <i>Control and monitor</i> the school's finances for 2015 through the Audit and Finance Sub-committee.
4.4	To Implement the <i>10-Year Maintenance Plan</i> and revising plan in December for 2014 and beyond	To Implement the <i>10-Year Maintenance Plan</i> and revising plan in December for 2015 and beyond	To Implement the <i>10-Year Maintenance Plan</i> and revising plan in December for 2016 and beyond
4.5	To develop and implement the <i>first and second year</i> of the approved (MoE) <i>5 Year Property Plan</i> (July 2012- July 2016)	To revise and implement the <i>third and fourth year</i> of the approved (MoE) <i>5 Year Property Plan</i> (July 2012- July 2016)	To revise and implement the <i>fifth year</i> of the approved (MoE) <i>5 Year Property Plan</i> (July 2012- July 2016)
4.6	To further <i>enhance the quality of our school grounds</i> with the continued development of gardens and plantings		
4.7	To <i>review the Enrolment Scheme</i> as MoE requirements in light of roll growth/decline and available space	To <i>review the Enrolment Scheme</i> as MoE requirements in light of roll growth/decline and available space	To <i>review the Enrolment Scheme</i> as MoE requirements in light of roll growth/decline and available space

4.1		To <i>develop</i> then annual <i>budget for 2014</i> that reflects school needs and targeted Government funding.				
What		Responsibility	\$	Target Date	Actions and Expected Outcomes	Variance Analysis
a.	2014 Budget Development	Principal	Nil	September	Expenditure to equate to income Monthly reports to AFC and BOT	
		Principal		September	Any alteration in priorities allowed for and recorded appropriately	
		Principal Senior Staff and BoT		October	Fundraising target identified, interest groups consulted, target adopted	
		Principal AFC		November	Draft Budget devised All budget holders consulted Income equates to expenditure & provisions for LT Asset/Maintenance	
		BoT		December	Budget approved (subject to audit) by AFC and BoT	
Commentary (if applicable)						

4.2		To <i>prepare</i> the <i>2012 Annual Accounts</i> for audit as required by the Public Finance Act 1989				
What		Responsibility	\$	Target Date	Actions and Expected Outcomes	Variance Analysis
a.	2012 Annual Accounts	Principal AFC	Nil	March	Draft 2012 Accounts and Reports prepared	
		Principal AFC		31 March	Draft 2012 Accounts and Reports accepted by BoT and forwarded to Auditor. This includes the Analysis of Variance for the Annual Plan and Achievement Targets for 2012	
		BoT		Late May		
				Final 2012 Accounts and Reports accepted by BoT and forwarded to MoE		
Commentary (if applicable)						

4.3		To <i>Control and monitor</i> the school's finances for 2013 through the Audit and Finance Sub-committee.				
What		Responsibility	\$	Target Date	Actions and Expected Outcomes	Variance Analysis
a.	AFC	Principal DP Treasurer		Monthly	Monthly reports prepared and balanced. Financial controls in place Monthly meetings held with AFC Reports verified by AFC Reports accepted by BoT	
Commentary (if applicable)						

4.4		To Implement the <i>10-Year Maintenance Plan</i> and revising plan in December for 2014 and beyond				
What		Responsibility	\$	Target Date	Actions and Expected Outcomes	Variance Analysis
a.	10 Year Maintenance Plan	Principal and BoT Property Rep	\$22k per year with initial reserves of \$151k	From July October November On going	Identified works completed Plan revised in light of MoE allocations in 2013 Funding allocated in budget to meet plan in 2014 Buildings well maintained as per plan.	
Commentary (if applicable)						

4.5		To develop and implement the <i>first and second year</i> of the approved (MoE) <i>5 Year Property Plan</i> (July 2012- July 2016)				
What		Responsibility	\$	Target Date	Actions and Expected Outcomes	Variance Analysis
a.	Building Programme	Principal Property Sub Committee and Project Manager	5YP (Total budget 5YP budget = \$1148k. Funds in 2013 for Classroom 5,6,7 and Roof Replacements Room Upgrades = \$400k	May 2012 March 2012 August 2012 February 2013 March 2013 May 2013	Project manager Appointed Design and Concept completed Tendering Phase Completed. Final tender analysis and documentation sent to Central South MoE for Approval We wait patiently...Projects finally approved in an amended state after nearly 5 months of procrastination and stalling by MoE Property. Works begin Programme of works under taken and completed within budget	
Commentary (if applicable)						
It is worth noting that we will partially complete the 1 st Year of our '5 Year Plan' three years after it was approved thereby making the whole plan a nonsense. The new management regime by the MoE is inept, bungling and an inefficient use of tax payers money!						

4.6		To enhance the quality of our school grounds with the development of new gardens and plantings				
What		Responsibility	\$	Target Date	Actions and Expected Outcomes	Variance Analysis
a.	Gardens	Principal and BoT Whanau Support	As part of building work above	May September September	Continue Planting of the gardens bordering the upgraded playgrounds Planting replacement hedge on Utauta with a non-allergenic hedge Removal and replacement of remaining Pittosporums with a suitable evergreen (native species) Continue upgrading of the Enviro-Centre and Enviro-Schools	

Commentary (if applicable)

4.7	To <i>review the Enrolment Scheme</i> as MoE requirements in light of roll growth/decline and available space				
What	Responsibility	\$	Target Date	Actions and Expected Outcomes	Variance Analysis
a. Enrolment Scheme	BoT	Nil	May	Review completed as per MoE requirements	
Commentary (if applicable)					

N.A.G. 5
STUDENT and EMPLOYEE SAFETY, HEALTHY FOOD and LEGISLATIVE REQUIREMENTS

Waikanae School Board of Trustees is also required to:

- (a) provide a safe physical and emotional environment for students
- (b) promote healthy food and nutrition for all students
- (c) comply in full with any legislation currently in force or that may be developed to ensure the safety of students and employees.

	2013 STRATEGIC OBJECTIVES	2015 STRATEGIC OBJECTIVES	2015 STRATEGIC OBJECTIVES
5.1	To <i>complete development</i> and begin implementation of our Traffic and Road Safety Plan for Waikanae School		
5.2	To <i>raise student engagement and achievement</i> by enhancing the <i>physical and emotional safety</i> of our students	To <i>raise student engagement and achievement</i> by enhancing the <i>physical and emotional safety</i> of our students	To <i>raise student engagement and achievement</i> by enhancing the <i>physical and emotional safety</i> of our students

5.1		To <i>complete development</i> and begin implementation of our Traffic and Road Safety Plan for Waikanae School				
What		Responsibility	\$	Target Date	Actions and Expected Outcomes	Variance Analysis
a.	Traffic and Road Safety	See 1.9 c	See 1.9 c	See 1.9 c	See 1.9 c	
Commentary (if applicable)						

5.2		To <i>raise student engagement and achievement</i> by enhancing the <i>physical and emotional safety</i> of our students				
What		Responsibility	\$	Target Date	Actions and Expected Outcomes	Variance Analysis
a.	Student Safety	See 1.9 a 1.9.b	See 1.9 a 1.9.b	See 1.9 a 1.9.b	See 1.9 a 1.9.b	
Commentary (if applicable)						

LEGISLATIVE REQUIREMENTS N.A.G. 6

The Waikanae School Board of Trustees is also expected to comply with all general legislation concerning requirements such as attendance, the length of the school day, and the length of the school year.

	2013 STRATEGIC OBJECTIVES	2014 STRATEGIC OBJECTIVES	2015 STRATEGIC OBJECTIVES
6.1	To ensure a successful round of <i>BoT Elections</i> as per legislative requirements for <i>3 parent and 1 staff</i> representative.	To ensure a successful round of <i>BoT Elections</i> as per legislative requirements for <i>2 parent</i> representatives.	
6.2	To monitor and control all records of student attendance as per MoE requirements	To monitor and control all records of student attendance as per MoE requirements	To monitor and control all records of student attendance as per MoE requirements

6.1		To ensure a successful round of <i>BoT Elections</i> as per legislative requirements for <i>3 parent and 1 staff</i> representatives and providing BoT training opportunities as necessary				
What		Responsibility	\$	Target Date	Actions and Expected Outcomes	Variance Analysis
a.	BoT Elections	Principal and Returning Officer	\$2k	March May	Elections completed as per MoE requirements	
b.	BoT PD	BoT Chair	As required	On going	PD provided as deemed necessary by both chair and new members	
Commentary (if applicable)						

6.2		To monitor and control all records of student attendance as per MoE requirements.				
What		Responsibility	\$	Target Date	Actions and Expected Outcomes	Variance Analysis
a.	Student Attendance	Principal	Nil	February 2013	Staff implementing electronic attendance recording and monitoring as per MoE requirements	
				On going	Regular monitoring of at risk students	
				On going	Reporting of Trend Data to BoT	
Commentary (if applicable)						

LEGISLATIVE REQUIREMENTS N.A.G. 7

The Waikanae School Board of Trustees is required to complete an annual update of the school charter for each school it administers, and provide the Secretary for Education with a copy of the updated school charter before 1 March of the relevant year.

	2013 STRATEGIC OBJECTIVES	2014 STRATEGIC OBJECTIVES	2015 STRATEGIC OBJECTIVES
7.1	To <i>update the school Charter, Strategic Plan and Annual Plans</i> and supply to the Secretary of Education by 1 March 2013	To <i>update the school Charter, Strategic Plan and Annual Plans</i> and supply to the Secretary of Education by 1 March 2014	To <i>update the school Charter, Strategic Plan and Annual Plans</i> and supply to the Secretary of Education by 1 March 2015

7.1		To <i>update the school Charter, Strategic Plan and Annual Plans</i> and supply to the Secretary of Education by 1 March 2013				
What		Responsibility	\$	Target Date	Actions and Expected Outcomes	Variance Analysis
a.	2012 Charter, Strategic Plan and Annual Plans	BoT, Principal, Senior Staff		1 March 2013	Variance Analysis of Achievement Targets for 2012 to MoE	
				June 2014	Variance Analysis of Annual Plans including Achievement Targets included in Annual Reports to MoE	
b.	2013 Charter, Strategic Plan and Annual Plans	BoT, Principal, Senior Staff		July 2013 – Feb 2014	Documents developed and adopted	
				1 March 2014	Document supplied to MoE by 1 March Deadline	
				June 2014	Variance Analysis of Annual Plans including Achievement Targets included in Annual Reports to MoE	
Commentary (if applicable)						

7.2		To <i>update the school Charter, Strategic Plan and Annual Plans</i> and supply to the Secretary of Education by 1 March 2014				
What		Responsibility	\$	Target Date	Actions and Expected Outcomes	Variance Analysis
a.	Formulation of 2014 Charter, Strategic Plan and Annual Plans	BoT, Principal, Senior Staff		July 2013 - Jan 2014	Consultation with Staff and Bot and Parents as needed for preparation of 2014 Charter, Strategic Plan 2014 to 16 and Annual Plan2014	
				Feb 2014	Draft documents formulated and distributed for further consultation	
				March 2014	Documents adopted	
				1 March 2014	Document supplied to MoE by 1 March Deadline	
				June 2014	Variance Analysis of Annual Plans including Achievement Targets included in Annual Reports to MoE	
Commentary (if applicable)						

LEGISLATIVE REQUIREMENTS N.A.G. 8

The Waikanae School Board of Trustees is required to provide a statement providing an analysis of any variance between the school's performance and the relevant aims, objectives, directions, priorities, or targets set out in the school charter at the same time as the updated school charter provided to the Secretary for Education under NAG 7.

	2013 STRATEGIC OBJECTIVES	2014 STRATEGIC OBJECTIVES	2015 STRATEGIC OBJECTIVES
8.1	<i>Provide to the Secretary of Education an analysis of any variance</i> between the school's performance and the relevant aims, objectives, directions, priorities, and targets set out in the school charter at the same time as the updated school charter is provided to the Secretary for Education.	<i>Provide to the Secretary of Education an analysis of any variance</i> between the school's performance and the relevant aims, objectives, directions, priorities, and targets set out in the school charter at the same time as the updated school charter is provided to the Secretary for Education.	<i>Provide to the Secretary of Education an analysis of any variance</i> between the school's performance and the relevant aims, objectives, directions, priorities, and targets set out in the school charter at the same time as the updated school charter is provided to the Secretary for Education.

8.1	<i>Provide to the Secretary of Education an analysis of any variance</i> between the school's performance and the relevant aims, objectives, directions, priorities, and targets set out in the school charter at the same time as the updated school charter is provided to the Secretary for Education.				
What	Responsibility	\$	Target Date	Actions and Expected Outcomes	Variance Analysis
a.	Variance Reporting	See 1.3.c 1.4.e 1.8..c 2.6.a	See 1.3.c 1.4.e 1.8..c 2.6.a	See 1.3.c 1.4.e 1.8..c 2.6.a	
Commentary (if applicable)					

GLOSSARY

AP	Assistant Principal	A senior member of the school's management team, 3 rd in charge.
AOs	Achievement Objectives	Achievement Objectives in this instance relate specifically to the curriculum level and targets in each area of the NZC.
BOT	Board of Trustees	The school's governing body.
BYOD	Bring Your Own Device	Terminology for students bring their own Laptop Netbook etc. to school and hooking into the Network in contrast to all devices being school owned
DP	Deputy Principal	A senior member of the school's management team, 2 nd in charge. .
EEO	Equal Employment Opportunities	Being a good employer, not discriminating against anyone due to gender, ethnicity age etc., ensure all get a fair go.
EOTC	Education outside the Classroom	School trips, camps and excursions etc.
ESOL	English for Speakers of Other Languages	Usually refers to programmes implemented to help migrant students whose first language is not English.
ICT	Information and Communication Technology	Computer technology and its applied uses usually within a school context.
KCDC	Kapiti Coast District Council	
KOS	Keeping Ourselves Safe	A personnel safety programme developed by the NZ Police. Run in most Primary and Intermediate Schools, usually with the assistance of NZ Police personnel and after parent consultation. Aims to give students strategies for dealing with unsafe situations ranging from Fire Safety to Sexual Abuse.
	Lexia	A web based package that helps teachers provide specific programmes of work for dyslexia students. Currently costing the school \$3k one off cost and \$325 per year for 5 simultaneous sign ons.

LMS	Learning Management System	Cloud Technology that allows for an electronic interface between home school and the world. Manages student learning on the web. Our current system is called ‘Spike’ and is in fact the software upon which our school website is based.
	Mathletics	Cloud Technology that allows for an electronic interface between home school and the world. Manages student learning in writing. An invaluable tool that should have direct spin offs in raising student achievement in writing. Costs are parent funded at \$30k over three years.
NAG	National Administration Guidelines	NZ’s overarching guidelines for school administration. There a six sections which are the basis for this Charter.
NEG	National Education Goals	The NZ’s overarching goals for school administration. See page seven.
NEN	National Education Network	An ultra-high speed fibre network that will ultimately connect all Schools. Sits outside the commercial Internet and connects directly to KAREN and the WWW at super-fast speeds and band widths.
NZC	New Zealand Curriculum	Our guiding document, National Standards aside.
MoE	Ministry of Education	
NZCER	New Zealand Council for Education Research	The self-funding organisation that is responsible for the development of the PATS.
ORS	On-Going Resourcing Scheme	The MoE scheme which supports the High and Very High Special Needs Students. This is supposed to be the neediest one percent of the population. It is extraordinarily hard to qualify. We have had four student in fourteen years qualify for this scheme.
PATS	Progress and Achievement Tests	Tests designed by NZCER, usually administered to Year 4s and above in the fourth week of February. Tests include Reading Comprehension, Vocabulary, Mathematics and Listening Comprehension.
SEG	Special Education Grant	A ring fenced component of our School’s Operational Funding that we receive from the MoE for the purpose of assisting ‘moderate special needs’ students with their learning. We currently receive \$22k annually.
SPG	School Property Guidelines	The MoE Guidelines for dividing up all the property dollars amongst all the schools. A formulaic system for allocating cash to schools and property projects.

SMS	School Management System	Cloud Technology or Server based software that manages our student database. Our current SMS is a server based system called School Master.
STAR	Supplementary Tests in Reading	Another NZCER reading test.
TFEA	Targeted Funding For Educational Achievement	A ring fenced component of our School's Operational Funding, received from the MoE for the purpose of improving student achievement outcomes. Due to the paucity of funding in the Special Education sector, this funding is often used to supplement the SEG. We currently receive \$22k annually.

CHARTER UNDERTAKING

**THE WAIKANAЕ SCHOOL BOARD OF TRUSTEES ACCEPTED THIS AS THE SCHOOL’S GUIDING DOCUMENT
FOR THE 2013 SCHOOL YEAR ON THE 1 MARCH 2013.**

Signed: Date:

Elizabeth Couchman Chairperson
Waikanae School Board Of Trustees

Signed: Date:

Bevan Campbell
Principal
Waikanae School

