# WAIKANAE SCHOOL

(MoE No 3056)

Charter
Strategic Plan 2016 to 2018
Annual Plan 2016
Student Achievement Targets and Interventions 2016

Nga mokopuna o te ra nei
Nga rangatira o apopo

The children of today are the leaders of tomorrow

WAIKANAE SCHOOL (MoE No 3056) Charter Strategic Plan 2016 to 2018. Annual Plan 2016. Student Achievement Targets and Interventions 2016
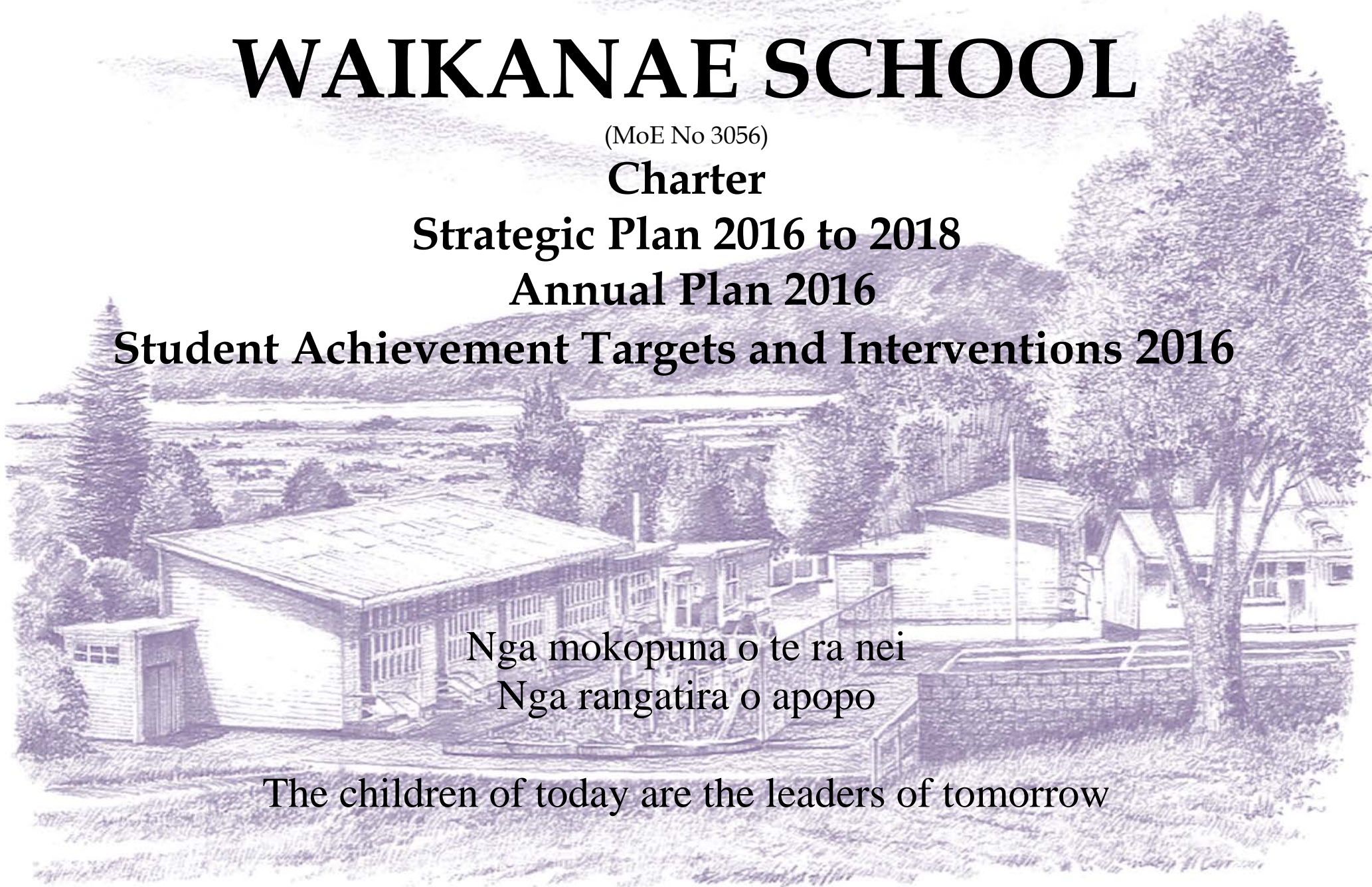
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Vision Statements

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 To N.A.G. 8 Strategic Plans, Goals And Objectives.

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.

	2016 STRATEGIC OBJECTIVES	2017 STRATEGIC OBJECTIVES	2018 STRATEGIC OBJECTIVES
1.1	To *raise student engagement and achievement* for priority learners including individuals and targeted cohorts including Maori and ELLS by providing *targeted interventions* both remedial and extension.	To *raise student engagement and achievement* for priority learners including individuals and targeted cohorts including Maori and ELLS by providing *targeted interventions* both remedial and extension.	To *raise student engagement and achievement* for priority learners including individuals and targeted cohorts including Maori and ELLS by providing *targeted interventions* both remedial and extension.
1.2	To *raise student achievement* and to improve the quality of learning programmes *in reading writing and mathematics for all students (specifically priority learners)* by effectively reviewing and improving 'Teaching as Inquiry' practices across the school.	To *raise student achievement* and to improve the quality of learning programmes *in reading writing and mathematics for all students (specifically priority learners)* by effectively reviewing and improving 'Teaching as Inquiry' practices across the school.	To *raise student achievement* and to improve the quality of learning programmes *in reading writing and mathematics for all students (specifically priority learners)* by effectively reviewing and improving 'Teaching as Inquiry' practices across the school.
1.3	To *raise student engagement and achievement* by *extending e-learning/teaching* practices throughout the school.	To *raise student engagement and achievement* by *extending e-learning/teaching* practices throughout the school.	To *raise student engagement and achievement* by *extending e-learning/teaching* practices throughout the school
1.4	To *raise student engagement and achievement* by *developing Modern Learning Environment (ILE) pedagogy* amongst staff.	To *raise student engagement and achievement* by *developing Modern Learning Environment (ILE) pedagogy* amongst staff.	To *raise student engagement and achievement* by *developing Modern Learning Environment (ILE) pedagogy* amongst staff.
1.5	To *raise student achievement* and to improve the quality of learning programmes *in science* by effectively reviewing and improving teaching and learning practices across the school.	To *raise student achievement* and to improve the quality of learning programmes *in science* by effectively reviewing and improving teaching and learning practices across the school.	To *raise student achievement* and to improve the quality of learning programmes *in social studies* by effectively reviewing and improving teaching and learning practices across the school.
1.6	To *raise Maori student engagement and achievement* **by** implementing *Ka Hikitia* (The Maori Education Strategy 2013 to 2017) and *Tataiako* Cultural Competencies for Teachers and Learners 2013.	To *raise Maori student engagement and achievement* **by** implementing *Ka Hikitia* (The Maori Education Strategy 2013 to 2017) and *Tataiako* Cultural Competencies for Teachers and Learners 2013	To *raise Maori student engagement and achievement* **by** implementing *Ka Hikitia* (The Maori Education Strategy 2013 to 2017) and *Tataiako* Cultural Competencies for Teachers and Learners 2013
1.7	To *raise student engagement and achievement* by enhancing the *physical and emotional safety* of our students	To *raise student engagement and achievement* by enhancing the *physical and emotional safety* of our students	To *raise student engagement and achievement* by enhancing the *physical and emotional safety* of our students
1.8	To raise student engagement and achievement by *reviewing the provision of Technology for Year 7/8 students*		

N.A.G. 2 And N.A.G. 2A
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.

NAG 2A

As Waikanae School has students enrolled in Years 1-8, the board of trustees, with the principal and teaching staff, is required to, in alignment with requirements set in NAG 1, 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 occur at least twice a year;*

b) *report to the Secretary for Education by 1 March school-level data on National Standards under four headings:*
   i. *school strengths and identified areas for improvement;*
   ii. *the basis for identifying areas for improvement;*
   iii. *planned actions for lifting achievement; and*
   iv. *how students are progressing in relation to National Standards.*

c) *report to the Secretary for Education by 1 March on the numbers and proportions of students achieving to at, above, below or well below National Standards, including by Māori, Pasifika, European/Pākehā, Asian, gender, and by year level.*

report the NAG 2A (b) and NAG 2A (c) National Standards information in the format prescribed by the Secretary for Education from time to time

	2016 STRATEGIC OBJECTIVES	2017 STRATEGIC OBJECTIVES	2018 STRATEGIC OBJECTIVES
2.1	To *raise student achievement* and to improve the quality of learning programmes *in reading writing and mathematics for all students (specifically priority learners)* by effectively reviewing and improving 'Teaching as Inquiry' practices across the school.	To *raise student achievement* and to improve the quality of learning programmes *in reading writing and mathematics for all students (specifically priority learners)* by effectively reviewing and improving 'Teaching as Inquiry' practices across the school.	To *raise student achievement* and to improve the quality of learning programmes *in reading writing and mathematics for all students (specifically priority learners)* by effectively reviewing and improving 'Teaching as Inquiry' practices across the school.

2.2	To *raise student achievement* by *formulating and implementing Annual Achievement Targets* for cohorts of under achieving students *(priority learners)* using both National Norms and National Standards to show progress.	To *raise student achievement* by *formulating and implementing Annual Achievement Targets* for cohorts of under achieving students *(priority learners)* using both National Norms and National Standards to show progress.	To *raise student achievement* by *formulating and implementing Annual Achievement Targets* for cohorts of under achieving students *(priority learners)* using both National Norms and National Standards to show progress.
2.3	To *raise student achievement* and to improve the quality of learning programmes *in reading writing and mathematics for all students (specifically priority learners)* by teachers developing and implementing in class interventions	To *raise student achievement* and to improve the quality of learning programmes *in reading writing and mathematics for all students (specifically priority learners)* by teachers developing and implementing in class interventions	To *raise student achievement* and to improve the quality of learning programmes *in reading writing and mathematics for all students (specifically priority learners)* by teachers developing and implementing in class interventions
2.4	To *report school wide student achievement* to the BoT, staff and wider community using both National Norms and National Standards to show progress	To *report school wide student achievement* to the BoT, staff and wider community using both National Norms and National Standards to show progress	To *report school wide student achievement* to the BoT, staff and wider community using both National Norms and National Standards to show progress
2.5	To *report* to parents on *individual student achievement* levels in 'Plain *Language'*.	To *report* to parents on *individual student achievement* levels in *'Plain Language'*	To *report* to parents on *individual student achievement* levels in *'Plain Language'*
2.6	To *report Maori achievement* to the BoT and wider community using both National Norms and National Standards to show progress.	To *report Maori achievement* to the BoT and wider community using both National Norms and National Standards to show progress.	To *report Maori achievement* to the BoT and wider community using both National Norms and National Standards to show progress.
2.7	To *consult our school community on* the quality and content of learning and teaching programmes in *Health and Physical Well Being*		To *consult our school community on* the quality and content of learning and teaching programmes in *Health and Physical Well Being*
2.8	To *review the current Strategic Plan* for the next 3 years 2016 to 2018	To *review the current Strategic Plan* for the next 3 years 2017 to 2018	To *review the current Strategic Plan* for the next 3 years 2018 to 2018
2.9	To raise student engagement and achievement by *reviewing the provision of Technology for Year 7/8 students*		

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.

	2016 STRATEGIC OBJECTIVES	2017 STRATEGIC OBJECTIVES	2018 STRATEGIC OBJECTIVES
3.1	To *raise student achievement and improving teaching practices specifically in writings and reading for our priority learners* by further developing and implementing the PMS so that appraisal processes focus on the *craft of teaching, effective /deliberate acts of teaching and Teaching as Inquiry*	To *raise student achievement and improving teaching practices specifically in writings and reading for our priority learners* by further developing and implementing the PMS so that appraisal processes focus on the *craft of teaching, effective /deliberate acts of teaching and Teaching as Inquiry*	To *raise student achievement and improving teaching practices specifically in writings and reading for our priority learners* by further developing and implementing the PMS so that appraisal processes focus on the *craft of teaching, effective /deliberate acts of teaching and Teaching as Inquiry*
3.2	To *raise student achievement* and to improve the quality of learning and teaching programmes (*specifically in Teaching as Inquiry, Science, ILE and ICT)* by providing *professional development opportunities* for teachers.	To *raise student achievement* and to improve the quality of learning and teaching programmes (*specifically in Teaching as Inquiry, Science, ILE and ICT)* by providing *professional development opportunities* for teachers	To *raise student achievement* and to improve the quality of learning and teaching programmes (*specifically in Teaching as Inquiry, Science, ILE and ICT)* by providing *professional development opportunities* for teachers

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.

	2016 STRATEGIC OBJECTIVES	2017 STRATEGIC OBJECTIVES	2018 STRATEGIC OBJECTIVES
4.1	To *develop* then annual *budget for 2017* that reflects school needs and targeted Government funding.	To *develop* then annual *budget for 2018* that reflects school needs and targeted Government funding.	To *develop* then annual *budget for 2019* that reflects school needs and targeted Government funding.
4.2	To *prepare* the *2015 Annual Accounts* for audit as required by the Public Finance Act 1989	*To prepare* the *2016 Annual Accounts* for audit as required by the Public Finance Act 1989	*To prepare* the *2017 Annual Accounts* for audit as required by the Public Finance Act 1989
4.3	To *Control and monitor* the school's finances for 2016 through the Audit and Finance Sub-committee.	To *Control and monitor* the school's finances for 2017 through the Audit and Finance Sub-committee	To *Control and monitor* the school's finances for 2018 through the Audit and Finance Sub-committee.
4.4	To Implement the *10-Year Maintenance Plan* and revising plan in December for 2017 and beyond	To Implement the *10-Year Maintenance Plan and* revising plan in December for 2018 and beyond	To Implement the *10-Year Maintenance Plan* and revising plan in December for 2019 and beyond
4.5	To implement the *fifth and final year* of the approved (MoE) *5 Year Property Plan* (July 2011- July 2016) and to develop in conjunction with the MoE the next Plan for July 2016 to July 2021	To implement the *first and second year* of the approved (MoE) *5 Year Property Plan* (July 2016- July 2021)	To implement the *second and third year* of the approved (MoE) *5 Year Property Plan* (July 2016- July 2021)
4.6	To *rationalise Rooms 10 and 11,* and replace with a 2 classroom ILE block.	To gain consent and *build 2 Roll Growth ILE Classrooms* Rooms 12 and 13.	
4.7	To further *enhance the quality of our school grounds* with the continued development of gardens and plantings	To further *enhance the quality of our school grounds* with the continued development of gardens and plantings	To further *enhance the quality of our school grounds* with the continued development of gardens and plantings
4.8	To *review the Enrolment Scheme* as MoE requirements in light of roll growth/decline and available space	To *review the Enrolment Scheme* as MoE requirements in light of roll growth/decline and available space	To *review the Enrolment Scheme* as MoE requirements in light of roll growth/decline and available space

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.

	2016 STRATEGIC OBJECTIVES	2018 STRATEGIC OBJECTIVES	2018 STRATEGIC OBJECTIVES
5.1	To *raise student engagement and achievement* by enhancing the *physical and emotional safety* of our students	To *raise student engagement and achievement* by enhancing the *physical and emotional safety* of our students	To *raise student engagement and achievement* by enhancing the *physical and emotional safety* of our students

N.A.G.6
Legislative Requirements

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.

	2016 STRATEGIC OBJECTIVES	2017 STRATEGIC OBJECTIVES	2018 STRATEGIC OBJECTIVES
6.1	To ensure a successful round of *BoT Elections* as per legislative requirements for *3 parent and 1 staff* representative.		To ensure a successful round of *BoT Bi-Elections* as per legislative requirements for *2 parent* 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

N.A.G. 7
Legislative Requirements

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.

	2016 STRATEGIC OBJECTIVES	2017 STRATEGIC OBJECTIVES	2018 STRATEGIC OBJECTIVES
7.1	To ***update the school Charter, Strategic Plan and Annual Plans*** and supply to the Secretary of Education by 1 March 2016	To ***update the school Charter, Strategic Plan and Annual Plans*** and supply to the Secretary of Education by 1 March 2017	To ***update the school Charter, Strategic Plan and Annual Plans*** and supply to the Secretary of Education by 1 March 2018

N.A.G. 8
Legislative Requirements

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.

	2016 STRATEGIC OBJECTIVES	2017 STRATEGIC OBJECTIVES	2018 STRATEGIC OBJECTIVES
8.1	***Provide to the Secretary of Education an analysis of any variance*** 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.	***Provide to the Secretary of Education an analysis of any variance*** 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.	***Provide to the Secretary of Education an analysis of any variance*** 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.

Annual Plan 2016

1. Refine Waikanae School **Key Competency Statements** and imbed in everyday practices. Add to Waikanae Curriculum.
2. Review **Behaviour Management Processes** with staff and pupils. Add to Waikanae Curriculum.
3. Develop a simple and clear **Values Statements** for for all stakeholders students, staff, whanau/parents. Add to Waikanae Curriculum.
4. Continue the Development of the **Waikanae Curriculum** as per ERO recommendations

Tech Review. Begin a Review of the provision of Technology for Year 7/8 students consulting all stakeholders. Examine alternative options.

Tech Review Continued. Including the options of developing our own in school or a Kapanui/Waikanae collaboration for a MoE Approved Technology Programme by Feb 2018

Achievement Targets 2016. Priority Learners Identified using 2015 National Stds results. School wide Targets set for Priority Learners as per MoE and Charter requirements. Year Group and ethnic cohorts. Actions, Interventions and Reporting focussing on progress of selected cohorts. Use of a variety of assessment tools. In addition teachers will identify additional Priority Learners from new students.

Raising Student Achievement for All (Priority Learners)

Teaching as Inquiry
Formative Assessment in Action (using data to inform teaching and learning)

Performance Management

Imbed **'New Teaching Teams"**. Use as discussion groups for Priority Learners and Professional Learning. Based on. weekly meetings and as part of Staff Meeting Timetable. SLT to implement process and framework. Focused on sharing good practice, reflective thinking, critical friends. Staffing allocated for peer to peer observations. Time allocated in meetings for PLP entries. Use **Goal Setting** for Teachers as part of appraisal process. Goals to focus on Priority Learners. Can be direct/indirect. (Maths Reading Writing) These goals are to incorporated in their PLPs/Journals/Blogs if teachers choose to keep them. Advertise the 3-4 permanent vacancies in August September and appoint.

Imbed use of google docs **RTC Evidence Log** to record appraisal/ against RTC/PTC NZPS and Tataiako Cultural Competencies for Teachers and SLT. Develop other appraisal google docs to link into Log e.g. Walk Through Notes, Formal Observation Notes and feedback sheets etc.

Improving for **outcomes for Maori learners**. Second round of unpacking **Tataiako**. Utilise this knowledge to Improve teaching and learning. Gaining a deeper understanding of the implications of Tataiako on teaching/learning. Meeting RTC's. ToD Term 2 Lynette Bradnam. Use of evidence log and RTC resources. Introduce Powhiri into school culture. Develop a L.T.P. for Marae visits. Whakarongotai or Kapiti College. New Purchases for Kapa Haka uniforms.

Continue to develop and strengthen our **Senior Leadership Team.** Maintain and strengthen the focus of Leading Learning as opposed to day to day management of syndicate. Enrol 1-2 SLT members into NAPP. Use of Consultant Chris Rowan in Strategic planning. Continue slow thinking days. New leadership roles embedded. Clarify Job Descriptions and delegation of duties. New part time SENCO employed. Refine google doc 360 Survey based on RTCs and Professional Standards for DPs and APs. Completed Term 3 2016. New Appraiser for Principal Mark Sweeney. Principal to attend Leadership Summit. Singapore

Professional Learning and Development

Main focus for 2016 remains **Teaching as Inquiry**. Priority Learner Plans. Inquiry Learning, Priority Learners SLT to lead . TOD with ...Term 2 -3 on Learning Intentions Success Criteria

Information and Communication Technology. Use of Google Docs, Dashboard, Blogging. Use of Gdocs for Evidence Logs , converting hard copy to electronics files. 2x TOD attendance at GAFESummit. Amesbury School April, Experiment with various of education apps for Home-School links e.g. See Saw and Facebook. Roll out BYOD options for parents. Join Kapiti Trust. Purchase 2 x new sets of chromebooks as replacements. All classes Year 3 up using Hapara Dashboard.

Science. Further PD with Callaghan Institute in Term 2. Extend Science Champions to 8 People . Replacement personnel for Science committee selected. Review Team implementing an updated action plan Action Plan. $2k budget

ILE. Continue to examine the ILE/MLE pedagogy and adapt our practice. (evolution not revolution). Develop 2 x staff as ILE Champions. Devise Action Plan. Develop Furniture budgets. Assist with design of New Room 10/11 into an ILE/MLE space. School visits e.t.c

ALLiS. Mandarin. Join the OK ALLiS Contract. Establish a group of teacher volunteers to teach Mandarin in their classes. Undertake PD as Part of ALLiS. Contract led by Elizabeth Couchman and employed by Waikanae School.

Targeted Interventions

Teachers **identify all priority learners** in their class. This being those students who were classified as being Well Below or Below in Dec 2015 for Reading Writing and Maths **as well as additional students** who the teacher feels should be included. (Social/emotional as well as academic) Teachers must be able to clearly /visually show who these learners are. Use PLPs by teachers to record interventions and reflections.

Teachers develop and implement a minimum of 2 x **'priority learner plans** (PLPS) to lift achievement for their priority learners. Differentiated Learning. Effective use of grouping. Learning Intentions and Success Criteria etc. 2 types in class and across class

Continue in **tracking progress** and identify shifts in achievement in PATs, Stanine 1,2,3, and 4. priority learners progress tracked and recorded (scaled score) as part of Achievement Target setting and Variance Reporting for BoT and MoE

A wide range of **external interventions** are actioned for those relevant priority learners. Reading Recovery = 6 students. Davis Programme, Rainbow Reading, RTLBs and IEPs etc.

Student Voice. Using identified Priority Learners. Implement Health Wellbeing and Engagement Survey, Term 1 with view to implementing remedial programmes for identified students. Re interview the highly at Risk Students. Elizabeth Couchman. John McClellan. Process as per 2014.

Student Achievement Targets and Interventions

READING

Notes

1. A variety of assessment tools have been selected for each target so has to more accurately gauge progress
2. The Maori Cohort contains all students enrolled as Maori at 19 December 2015. We track this group without adding new enrolments.
3. The Pacific Island Cohort contains all students enrolled as Pacific Islanders at 19 December 2015. We track this group without adding new enrolments.
4. The Year Group Cohorts are all the students in each year group that were judged as being Well Below or Below the National Standard in Reading on 19 December 2015. We track this group without adding new enrolments.
5. Students who belong to these cohorts and who leave during the year are still included in the baseline data but not in the performance data.

Cohort Targets

		Assessment Tool and Description of Target	Base line	Performance	Met or Not Met
Maori Containing 59 Students	1	**Running Record**: The 'Readability' median baseline plus 12 months progress.	Years March 2016	Years March 2017	
	2	**STAR:** Progress that is at or above the average progress of the majority ethnic cohort (NZ European/Pakeha) as measured by scale score.	Maori Feb 2016	Maori Feb 2017.	
			NZ Euro/Pakeha Feb 2016	NZ Euro/Pakeha Feb 2017	
	3	**PAT Reading Vocabulary:** Progress that is at or above the average progress of the majority ethnic cohort (NZ European/Pakeha) as measured by patv.	Maori Feb 2016	Maori Feb 2017	
			NZ Euro/Pakeha Feb 2016	NZ Euro/Pakeha Feb 2017	
	4	**PAT Reading Comprehension:** Progress that is at or above the average progress of the majority ethnic cohort (NZ European/Pakeha) as measured by patc.	Maori Feb 2016	Maori Feb 2017	
			NZ Euro/Pakeha Feb 2016	NZ Euro/Pakeha Feb 2017	
	5	**OTJs:** End of Year OTJs. The same % of students above the baseline in 2015. Note that Maori Achievement is at/above the levels NZ European and the All i.e.87%	87% Dec 2015	% Dec 2016	

		Assessment Tool	Base line	Performance	Met or Not Met
Pacific Peoples Containing 13 Students	1	**Running Record**: The 'Readability' median baseline plus 12 months progress (1)	Years March 2015	Years March 2016	
	2	**STAR:** Progress that is at or above the average progress of the majority ethnic cohort (NZ European/Pakeha) as measured by scale score.	Pacific Peoples Feb 2016	Pacific Peoples Feb 2017.	
			NZ Euro/Pakeha Feb 2016	NZ Euro/Pakeha Feb 2017	
	3	**PAT Reading Vocabulary:** Progress that is at or above the average progress of the majority ethnic cohort (NZ European/Pakeha) as measured by patv.	Pacific Peoples Feb 2016	Pacific Peoples Feb 2017	
			NZ Euro/Pakeha Feb 2016	NZ Euro/Pakeha Feb 2017	
	4	**PAT Reading Comprehension:** Progress that is at or above the average progress of the majority ethnic cohort (NZ European/Pakeha) as measured by patc.	Pacific Peoples Feb 2016	Pacific Peoples Feb 2017	
			NZ Euro/Pakeha Feb 2016	NZ Euro/Pakeha Feb 2017	
	5	**OTJs:** End of Year OTJs. % of students above whole school Performance for December 2015 i.e. 87%	57% Dec 2015	% Dec 2016	

		Assessment Tool	Base line	Performance	Met or Not Met
Year 2 Containing 13 Students	1	**Running Record:** The 'Readability' Average baseline plus 18 months progress (1.5)	Years March 2016	Years March 2017	
	2	**OTJs:** End of Year OTJs. % At and Above. Base line plus 25 %	0 % Dec 2015	Dec 2016	

		Assessment Tool	Base line	Performance	Met or Not Met
Year 4 Containing 5 Students	1	**Running Record**: The 'Readability' Average baseline plus 18 months progress (1.5)	Years March 2016	Years March 2017	
	2	**STAR:** Average baseline plus 18 months progress (24.3 Points)	Feb 2016	Feb 2017	
	3	**PAT Reading Vocab:** Average baseline plus 18 months progress (12.75 patv)	Feb 2016	Feb 2017	
	4	**PAT Reading Com:** Average baseline plus 18 months progress (10.5 patc)	Feb 2016	Feb 2017	
	5	**OTJs:** End of Year OTJs. % At and Above. Base line plus 25 %	0 % Dec 2015	Dec 2016	

Year 5 Containing 8 Students		Assessment Tool	Base line	Performance	Met or Not Met
	1	**Running Record**: The 'Readability' Average baseline plus 18 months progress (1.5)	Years March 2016	Years March 2017	
	2	**STAR:** Average baseline plus 18 months progress (17.11 Points)	Feb 2016	Feb 2017	
	3	**PAT Reading Vocab:** Average baseline plus 18 months progress (11.7 patv)	Feb 2016	Feb 2017	
	4	**PAT Reading Com:** Average baseline plus 18 months progress (13.8 patc)	Feb 2016	Feb 2017	
	5	**OTJs:** End of Year OTJs. % At and Above. Base line plus 25 %	0 % Dec 2015	Dec 2016	

Year 6 Containing 15 Students		Assessment Tool	Base line	Performance	Met or Not Met
	1	**Running Record**: The 'Readability' Average baseline plus 18 months progress (1.5)	Years March 2016	Years March 2017	
	2	**STAR:** Average baseline plus 18 months progress (13.35 Points)	Feb 2016	Feb 2017	
	3	**PAT Reading Vocab:** Average baseline plus 18 months progress (9.45 patv)	Feb 2016	Feb 2017	
	4	**PAT Reading Com:** Average baseline plus 18 months progress (12.3 patc)	Feb 2016	Feb 2017	
	5	**OTJs:** End of Year OTJs. % At and Above. Base line plus 25 %	0 % Dec 2015	Dec 2016	

Year 7 Containing 9 Students		Assessment Tool	Base line	Performance	Met or Not Met
	1	**Running Record**: The 'Readability' Average baseline plus 18 months progress (1.5)	Years March 2016	Years March 2017	
	2	**STAR**: Average baseline plus 18 months progress (10.15 Points)	Feb 2016	Feb 2017	
	3	**PAT Reading Vocab:** Average baseline plus 18 months progress (7.65 patv)	Feb 2016	Feb 2017	
	4	**PAT Reading Com:** Average baseline plus 18 months progress (10.8 patc)	Feb 2016	Feb 2017	
	5	**OTJs:** End of Year OTJs. % At and Above. Base line plus 25 %	0 % Dec 2015	Dec 2016	

Year 8 Containing 9 Students		Assessment Tool	Base line	Performance	Met or Not Met
	1	**OTJs:** End of Year OTJs. % At and Above. Base line plus 25 %	0 % Dec 2015	Dec 2016	

WRITING TARGETS

Notes

1. The Maori Cohort contains all students enrolled as Maori at 19 December 2015. We track this group without adding new enrolments.
2. The Pacific Island Cohort contains all students enrolled as Pacific Islanders at 19 December 2015. We track this group without adding new enrolments.
3. The Year Group Cohorts are all the students in each year group that were judged as being Well Below or Below the National Standard in Writing on 19 December 2015. We track this group without adding new enrolments
4. Students who belong to these cohorts and who leave during the year are still included in the baseline data but not in the performance data.

Cohort Targets

Maori Containing 59 Students		Assessment Tool	Base line	Performance	Met or Not Met
	1	**e-asTTle:** Average e-asTTle score plus 8 months progress (32 aWs)	aWs April 2016	aWs Oct 2016	
	2	**Writing Exemplars :**Median Curric level plus 8 months progress (1 sublevels)	April 2016	Oct 2016	
	3	**OTJs:** End of Year OTJs. % At and Above Whole School Performance 80% Dec 2015	78% Dec 2015	% Dec 2016	

Pacific Peoples Containing 13 Students		Assessment Tool	Base line	Performance	Met or Not Met
	1	**e-asTTle:** Average e-asTTle score plus 8 months progress (32 aWs)	aWs April 2016	aWs Oct 2016	
	2	**Writing Exemplars :**Median Curric level plus 8 months progress (1 sublevels)	April 2016	Oct 2016	
	3	**OTJs:** End of Year OTJs. % At and Above Whole School Performance 80% Dec 2015	43 % Dec 2015	% Dec 2016	

Year 2 Containing 6 Students		Assessment Tool	Base line	Performance	Met or Not Met
	1	**Writing Exemplars :**Median Curric level plus 8 months progress (1 sublevels)	April 2016	Oct 2016	
	2	OTJs: End of Year OTJs. % At and Above. Base line plus 25 %	0 % Dec 2015	% Dec 2016	

Year 4 Containing 4 Students		Assessment Tool	Base line	Performance	Met or Not Met
	1	**e-asTTle:** Base average e-asTTle score for cohort plus 8 months progress (26 aWs)	aWs April 2016	aWs Oct 2016	
	2	**OTJs:** End of Year OTJs. % At and Above. Base line plus 25 %	0 % Dec 2015	% Dec 2016	

Year 5 Containing 5 Students		Assessment Tool	Base line	Performance	Met or Not Met
	1	**e-asTTle:** Base average e-asTTle score for cohort plus 8 months progress (26 aWs)	aWs April 2016	aWs Oct 2016	
	2	**OTJs:** End of Year OTJs. % At and Above. Base line plus 25 %	0 % Dec 2015	% Dec 2016	

Year 6 Containing 10 Students		Assessment Tool	Base line	Performance	Met or Not Met
	1	**e-asTTle:** Base average e-asTTle score for cohort plus 8 months progress (26 aWs)	aWs April 2016	aWs Oct 2016	
	2	**OTJs:** End of Year OTJs. % At and Above. Base line plus 25 %	0 % Dec 2015	% Dec 2016	

Year 7 Containing 6 Students		Assessment Tool	Base line	Performance	Met or Not Met
	1	**e-asTTle:** Base average e-asTTle score for cohort plus 8 months progress (29 aWs)	aWs April 2016	aWs Oct 2016	
	2	**OTJs:** End of Year OTJs. % At and Above. Base line plus 25 %	0 % Dec 2015	% Dec 2016	

Year 8 Containing 8 Students		Assessment Tool	Base line	Performance	Met or Not Met
	1	**e-asTTle:** Base average e-asTTle score for cohort plus 8 months progress (29 aWs)	aWs April 2016	aWs Oct 2016	
	2	**OTJs:** End of Year OTJs. % At and Above. Base line plus 25 %	0 % Dec 2015	% Dec 2016	

MATHEMATICS TARGETS

Notes

1. The Maori Cohort contains all students enrolled as Maori at 19 December 2015. We track this group without adding new enrolments.
2. The Pacific Island Cohort contains all students enrolled as Pacific Islanders at 19 December 2015. We track this group without adding new enrolments.
3. The Year Group Cohorts are all the students in each year group that were judged as being Well Below or Below the National Standard in Mathematics at 19 December 2015. We track this group without adding new enrolments.
4. Students who belong to these cohorts and who leave during the year are still included in the baseline data but not in the performance data

Cohort Targets

		Assessment Tool	Base line	Performance	Met or Not Met
Maori Containing 59 Students	1	**PAT Maths:** Progress that is at or above the average progress of the majority ethnic cohort (NZ European/Pakeha) as measured by patm	Maori Feb 2016 / NZ Euro/Pakeha Feb 2016	Maori Feb 2017 / NZ Euro/Pakeha Feb 2017	
	2	**NUMPA Best Fit Stage:** Average baseline plus 12 months progress (0.75 Stages)	Stage Oct 2015	Stage Oct 2016	
	3	**OTJs:** End of Year OTJs. Note that Maori Achievement is at/above the levels NZ European and the All i.e.84%.	84% Dec 2015	% Dec 2016	

		Assessment Tool	Base line	Performance	Met or Not Met
Pacific Peoples Containing 13 Students	1	**PAT Maths**: Progress that is at or above the average progress of the majority ethnic cohort (NZ European/Pakeha) as measured by patm	Pacific Peoples 40.5 Feb 2016 / NZ Euro/Pakeha 45 Feb 2016	Pacific Peoples Feb 2017 / NZ Euro/Pakeha Feb 2017	
	2	**NUMPA Best Fit Stage:** Average baseline plus 12 months progress (0.75 Stages)	Stage 4 Oct 2015	Stage Oct 2016	
	3	**OTJs:** End of Year OTJs. % At and Above Whole School Performance 80% Dec 2015	57% Dec 2015	% Dec 2016	

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Year 3 Containing 4 Students		Assessment Tool	Base line	Performance	Met or Not Met
	1	**NUMPA Best Fit Stage:** The average baseline plus18 months progress (0.75 Stages)	Stage Oct 2015	Stage Oct 2016	
	2	**OTJs:** End of Year OTJs. % At and Above. Base line plus 25 %.	0% Dec 2015	0% Dec 2016	

Year 4 Containing 9 Students		Assessment Tool	Base line	Performance	Met or Not Met
	1	**PAT Maths**: Average baseline plus 18 months progress (12.45 patm)	Feb 2016	Feb 2016	
	2	**NUMPA Best Fit Stage:** The average baseline plus 18 months progress (0.75 Stages)	Stage Oct 2015	Stage Oct 2016	
	3	**OTJs:** End of Year OTJs. % At and Above. Base line plus 25 %.	0% Dec 2015	% Dec 2016	

Year 5 Containing 9 Student		Assessment Tool	Base line	Performance	Met or Not Met
	1	**PAT Maths**: Average baseline plus 18 months progress (9.3 patm)	Feb 2016	Feb 2016	
	2	**NUMPA Best Fit Stage:** The average baseline plus18 months progress(0.75 Stages)	Stage 4 Oct 2015	Stage Oct 2016	
	3	**OTJs:** End of Year OTJs. % At and Above. Base line plus 25 %.	0% Dec 2015	% Dec 2016	

Year 6 Containing 19 Students		Assessment Tool	Base line	Performance	Met or Not Met
	1	**PAT Maths**: Average baseline plus 18 months progress (6.75 patm)	Feb 2016	Feb 2016	
	2	**NUMPA Best Fit Stage:** The average baseline plus 18 months progress (0.75 Stages)	Stage 4 Oct 2015	Stage Oct 2016	
	3	**OTJs:** End of Year OTJs. % At and Above. Base line plus 25%.	0% Dec 2015	% Dec 2016	

		Assessment Tool	Base line	Performance	Met or Not Met
Year 7 Containing 14 Students	1	**PAT Maths**: Average baseline plus 18 months progress (8.1 patm)	Feb 2016	Feb 2016	
	2	**NUMPA Best Fit Stage:** The average baseline plus18 months progress (0.75 Stages)	Stage 5 Oct 2015	Stage Oct 2016	
	3	**OTJs:** End of Year OTJs. % At and Above. Base line plus 25 %.	0% Dec 2015	% Dec 2016	

		Assessment Tool	Base line	Performance	Met or Not Met
Year 8 Containing 18 Students	1	**NUMPA Best Fit Stage:** The average baseline plus18 months progress (0.75 Stages)	Stage 4 Oct 2015	Stage Oct 2016	
	2	**OTJs:** End of Year OTJs. % At and Above. Base line plus 25%.	0% Dec 2015	% Dec 2016	

Actions and Interventions

		Responsibility	$	Dates	Expected Outcomes
Targeted Interventions	Target groups of Priority Learners performing at well below/below identified by 2015 end of year OTJs	Management Team	Free	Start of Term 1	Groups will be identified and inputted into the SMS and information passed onto syndicate leaders and classroom teachers
	Class teachers identify any other Priority Learners in their class who are below/well below from the assessments and observations	Syndicate Leaders Class teachers	Free	Beginning Term 2	Class teachers will know the children who are in their class that are well below or below in their achievement.
	Create an intervention plan	Syndicate Leaders Class teachers	Staff Meeting s	Beginning of Term 2	Teachers work in groups (probably syndicate or aged bracketed) using assessment data to identify trends and gaps. They select an area to focus on as a group and develop an intervention plan to target these specific needs.
	Implement plan	Class teachers	Free	Term 2&3	Teachers will plan appropriate classroom programmes that target the student needs as identified in the intervention plan. Documentation will clearly show adaptation or programmes specifically designed for the Priority Learner's needs. Interventions will be discussed through syndicate meeting, staff meetings in "Chit Chat" sessions.
	Monitor plan	Class teachers	Syndicate Meetings and staff meetings	On going	Regular syndicate meetings to share progress and discuss any issues or concerns, and to share successful practice. Re-assess using the same assessment tool to measure progress made.
	Revise plan	Class teachers	Syndicate Meetings	Mid-way through	Groups will re-visit their assessment data to identify a new focus and to cater for changing student needs or newly identified students. Syndicates or groups will share successes with the rest of the staff during staff meetings.

			Responsibility	**$**	**Dates**	**Expected Outcomes**
Professional Development	**Revisit**	Establishing a focus on values school-wide.	DP/AP/Senior Leaders, Class Teachers	Syndicate and Staff Meetings	Term 1 2016 and on-going	A programme of work will be set for students to establish what they believe are the most important values. This will be collated across syndicates, the whole school and with the wider community. These will then be displayed, used and embedded throughout the year.
		Key Competencies	DP/AP/Senior Leaders, Class Teachers	Staff meetings	On-going	Review what we have previously done, make adjustments in consultation with staff and students and then embed these school-wide.
		Tataiako – Cultural Competencies	DP/AP/Senior Leaders, Class Teachers	Staff meetings	On-going	Develop an understanding of all of the cultural competencies, and continue to develop our awareness and capability to apply this knowledge in the classroom and beyond.
		Behaviour Management	DP/AP/Senior Leaders, Class teachers	Staff Meetings	On-going	Review what we have previously done, make adjustments in consultation with staff and students and then embed these school wide.
	New focus	New Teaching Teams and using Team Goal Action Plans.	DP/AP/Senior Leaders, Class teachers	Syndicate Meetings	On-going	Using "The Hat" syndicates will develop an action plan targeting specific focus areas to work on throughout the year.
	ICT	GAFE summit	Principal, DP/AP/Senior Leaders, Class Teachers	$6000	April holidays	Staff will have increased capabilities when using Google Suite themselves, and transfer this into the classroom.

Glossary

AP	Assistant Principal	A senior member of the school's management team, 3rd 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, 2nd 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.
ELLS	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.

WAIKANAE SCHOOL (MoE No 3056) Charter Strategic Plan 2016 to 2018. Annual Plan 2016. Student Achievement Targets and Interventions 2016

Board of Trustees Charter Undertaking

The Waikanae School Board of Trustees accepts this as the school's guiding document for the 2016 school year.

Signed: .... Date: ....

Trish Bolger Chairperson
Waikanae School Board Of Trustees

Signed: .... Date: ....

Bevan Campbell
Principal
Waikanae School