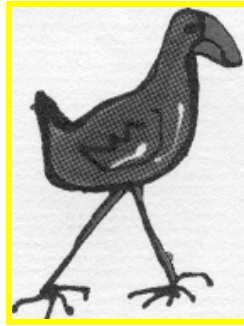


# TAUWHARE SCHOOL



2009

# CHARTER

## Contents

	page
<b>Mission Statement.....</b>	<b>3</b>
<b>Description of School.....</b>	<b>3</b>
<b>Description of Community.....</b>	<b>3</b>
<b>General Goals.....</b>	<b>4</b>
<b>Local Goals and Objectives.....</b>	<b>4</b>
<b>National Priorities.....</b>	<b>5</b>
<b>Charter Undertaking.....</b>	<b>7</b>
<b>Strategic Plan.....</b>	<b>8</b>
<b>Curriculum Review.....</b>	<b>11</b>
<b>School Development and Action Plan.....</b>	<b>12</b>
<b>Curriculum Targets 2009 – 2011.....</b>	<b>13</b>
<b>Analysis of Variance 2008.....</b>	<b>14</b>
<b>Three Year Programme of Self Review .....</b>	<b>15</b>
<b>Curriculum Targets 2009 –.....</b>	<b>16</b>
<b>Curriculum Targets 2009 – ... ..</b>	<b>17</b>

## Timeline

Staff and B.O.T. Consultation on Targets & Curriculum Focus.....	December 2008
Community Consultation.....	December 2008
Maori Consultation.....	December 2008
Ratification of Charter Minuted at B.O.T. Meeting.....	April 2009
Submitted to M.O.E. ....	April 2009
Charter & Targets Reviewed .....	November 2009
Community Consultation Strategic Plan & Proposed Targets.....	December 2009

### *Mission Statement*

To ensure that all children receive a high quality, broad based education equipping them with the skills and attitudes to succeed in life.

### *Values*

Tauwhare School's 3 Rs: Respect, Resilience and Responsibility

### *Description of School*

Tauwhare Primary is a rural state primary school catering for students from Years 0 – 6. It is a decile 7 school and employs, in addition to a principal, six full time teachers, one part-time teacher, teacher aides, a part-time secretary, cleaner and caretaker.

We are committed to putting in additional resources to ensure above staff/pupil ratios.

Due to growth from rural subdivision in the district the school is steadily growing with the ethnic composition of the school being approximately two thirds European and one third Maori.

One fifth of the students come from a farming background.

The school consists of a main block which contains six classrooms fully equipped with interactive whiteboards, sound field systems, an administration area, Principal's Office, Staff Room, withdrawal room and a Multi-Purpose Room with a library, kitchen, art room and storage rooms and meeting area.

The school grounds cover 1.9 hectares, which consists of a sports field, two swimming pools, 2 tennis courts and 3 adventure playgrounds. An active Board of Trustees and P.T.A support the ongoing beautification programme and landscaping of the grounds. We are an Enviro School

The Pukeko Pre-School is housed on our school grounds, and this makes the transition from pre-school to school seamless.

### *Description of Community*

Tauwhare School is centred in a mixed rural/lifestyle community situated 20km east of Hamilton City. Facilities include a pre-school, local hall, church, marae and several small businesses allied to the rural sector.

The community consists of a wide range of socio-economic groups involved in both rural and urban areas.

The school is extremely well supported by the community in all aspects of its operation.

## **BELIEFS and GOALS**

- All children have a right to learn and to have exposure to a high-quality, balanced curriculum.
- Learning is lifelong for students and teachers.
- The school will be a warm, caring and welcoming place for the whole community, especially children.
- The children and staff have a right to feel secure and confident in class and on school grounds. The environment will be aesthetically pleasing yet educationally functional.
- Community involvement and participation is essential to the value of our school: “It takes a village to raise a child”.
- Cultural diversity (differences) of our school community will be acknowledged, respected and valued.

### *Local Goals and Objectives*

*Promote Tauwhare 3 Rs – Respect, Resilience & Responsibility.*

#### **Goal 1**

**To continue to provide opportunities for students to be at the cutting edge of new technology and fully integrate learning across all curriculum.**

#### **Objectives:**

To clarify professional learning for effective teaching through ICT  
Incorporate ICT/Thinking skills into planning and teaching around the new curriculum.

#### **Goal 2**

**To enhance the benefits of being a rural and Enviro school.**

#### **Objective:**

Undertake a sustainability journey of learning and action.  
Reflect on, evaluate and share the journey with others within and outside the wider school community.  
Work collaboratively with other agencies  
Develop conservation minded children who will become conservation minded adults through their inclusion in the decision-making.  
Having an appreciation of the rural environment in which we live.

#### **Goal 3**

**Through sport, cultural and artistic activities engender pride in themselves and the school.**

#### **Objectives:**

- a) Support new and existing groups and projects within the school designed to enhance children’s appreciation of sport, culture and the arts.
- b) Encourage and promote participation of teachers, parents and members of the community in providing instruction for students in sport, culture and the arts.

## TAKIWHARE SCHOOL

### *National Priorities*

**The school will determine its priorities by focusing on national priorities.**

**National priorities are currently determined to be:**

- Providing a safe physical and emotional environment for students;
- Providing opportunity for success in all essential learning and essential skill areas of the New Zealand curriculum.
- Improving Numeracy and Literacy, especially in year 1 – 4;
- Developing a range of assessment and evidence gathering practices that provide sufficiently comprehensive data to evaluate the progress and achievement of students;
- Identify and provide opportunities for the enrichment and extension of gifted and talented children;
- Improve the achievement of Maori students in consultation with the Maori community;
- Reporting to students and parents on achievement of individual students and to the community on achievement of students as a whole and groups of students;
- Actively promoting 'healthy children' with emphasis on nutrition and physical activity.

**Local priorities will be identified through:**

- The school's programme of self review;
- Analysis of the school's assessment data

In the meeting the national and local priorities, the school undertakes to work within the National Administration Guidelines framework.

## ***NATIONAL EDUCATIONAL GUIDELINES***

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 solid foundation in the early years for future learning and achievement through programmes that 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 with high levels of competence in basic literacy and numeracy, science and technology.
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 acknowledgement of the unique place of Maori, and New Zealand's role in the Pacific and as a member of the international community of nations.
11. Parents have the choice of attending Tauwhare School which offers limited instruction in Te Reo or for parents wanting higher-level teaching in Maori there is the option of attending the neighbouring kura kaupapa which caters for Bi-lingual or Total immersion.

### *Charter Undertaking*

1. This charter is an undertaking by the Board of Trustees of Tauwhare School to the Minister of Education.
2. The Board of Trustees will take all reasonable steps to ensure that the school meets the goals and objectives of this charter within the resources and time available to it, in accordance with section 64 of the 1989 Education Act.
3. The Government's commitment to education is to provide funding for salaries and the operation of the school's out of money appropriated by Parliament, in accordance with section 79 of the 1989 Education Act.
4. The operation of the school and its progress in meeting its charter objectives will be reviewed regularly by the Education Review Office.
5. The partnership between this school and its community will play a vital part in achieving the goals of the charter.
6. This charter will remain in force until such time as it is amended in accordance with the provisions of the Education Act 1989, or it is withdrawn by the Minister of Education.
7. The Tauwhare School Board of Trustees agrees to administer the school so as to ensure that the school's operations take into account all the National educational Guidelines and reflect both the content and the spirit of this charter.
8. The Board of Trustees of this school accepts the obligation to adhere to all relevant Acts of Parliament, national guidelines for education, employment contracts, and regulations as they relate to the school.

Signed \_\_\_\_\_  
(Chairperson Board of Trustees)

Date: \_\_\_\_\_

Signed \_\_\_\_\_  
(Minister of Education)

Date: \_\_\_\_\_

**Strategic Plan 2009 -2011**

**NAG 1 – Curriculum**

**GOALS**

**ACTIONS**

<p>To have all children who begin and complete their schooling at Tauwhare School read with understanding equivalent to or beyond their chronological age by Yr 6. To have all children write and spell effectively. To have all children competent in basic mathematical processes at each level of the NZ Curriculum, and to progress through NUMPA Stages appropriately.</p>	<ul style="list-style-type: none"> <li>• Annual monitoring of Standardised testing.</li> <li>• Allocate 50% Yr 4 – 6, 60% Yrs 1 – 4 of Math teaching time to number strand.</li> <li>• Continue E.N.P. and A.N.P. teaching – new staff to participate in professional development.</li> <li>• To further explore all literacy techniques to raise the level of literacy for all children.</li> <li>• To sustain philosophies and beliefs formulated through the Literacy Project.</li> </ul>
<p>To provide programmes for children displaying special needs and/or abilities.</p> <p>To become a 'Dyslexic Friendly' school.</p>	<ul style="list-style-type: none"> <li>• Identify pupils for extension programmes.</li> <li>• Maintain an ongoing register of students who are not achieving; are at risk of not achieving; and/or have special educational needs.</li> <li>• Continue enhancement or support programmes. Liaise closely with support services eg. G.S.E., R.T.L.B.</li> <li>• Research and implement dyslexia screening and learning programmes.</li> <li>• Provide opportunities for drama, piano, tennis, softball and dance tuition.</li> </ul>
<p>To raise the achievement levels of Maori children</p>	<ul style="list-style-type: none"> <li>• Liaise closely with our Maori community</li> <li>• Principal to closely monitor attendance for Maori students.</li> <li>• Utilise skills and talents from the community.</li> <li>• Provide support and communication with Whanau and community.</li> <li>• Provide fortnightly lessons in Maori (Level 1)</li> <li>• Survey Maori parents for their input in raising achievement</li> </ul>
<p>To develop high self-esteem in each child.</p>	<ul style="list-style-type: none"> <li>• Continue to monitor and develop reward systems.</li> <li>• Have zero tolerance of bullying and swearing.</li> <li>• Promote caring and positive attitude through values programme.</li> <li>• Continue to maintain firm, fair boundaries and consequences.</li> </ul>
<p>To give priority to regular quality physical activity developing movement skills</p>	<ul style="list-style-type: none"> <li>• Have at least 1 hour of quality P.E. per week + 20 mins Fitness daily</li> <li>• Maintain weekend sports teams in Rugby, Soccer, Netball, Hockey and Softball</li> <li>• Provide for outside facilitators in Squash, Rock wall, Golf etc</li> </ul>

**NAG 2: Documentation and Self-Review/ Community Partnership** ..

<ol style="list-style-type: none"> <li>1. To begin the process of designing and implementing a curriculum for Tauwhare School children</li> <li>2. To document, review and maintain an ongoing programme of Self – Review.</li> <li>3. To promote co-operation between home, community and school for the educational benefit of each child.</li> <li>4. To have each Parent/Caregiver feel informed and involved with the school’s activities and aims.</li> <li>5. To implement full Charter and Strategic Plan for the next three years.</li> <li>6. To broaden home/school learning opportunities.</li> </ol>	<ul style="list-style-type: none"> <li>• Design and implement a curriculum for Tauwhare School children under the new curriculum document embracing key competencies, values and inquiry learning.</li> <li>• Continue programme of staff appraisals, self-review, curriculum review and assessments practices.</li> <li>• Continue to seek Parent/Caregiver feedback and input in planned area of review.</li> <li>• Consult with the Maori community, liaising through our Maori Representative, our Kaumatua, our Maori parents</li> <li>• Report regularly on individual student achievement to Parents/Caregivers through oral or written report.(NAG 2) three times per year.</li> <li>• Liaise with local sports clubs (NAG 1).</li> <li>• Parents to be Managers and Coaches of school teams. (NAG 2)</li> <li>• Liaise closely with the P.T.A. and Pre-School groups.- ( STEP IN programme for 4 – 5 yr olds.)</li> <li>• Continue to promote website to parents/caregivers.</li> <li>• To develop learning caves.</li> </ul>
---	--

**NAG 3 - Human Resource Management**

<ol style="list-style-type: none"> <li>1. To develop a school that has sound personnel practices, attracts, maintains– develops high quality staff.</li> <li>2. To enhance and challenge the pedagogy of all staff.</li> </ol>	<ul style="list-style-type: none"> <li>• Support staff supported appropriately with Professional development courses and Peer tutoring.</li> <li>• Initiate and promote staff development programmes.</li> <li>• Refine appraisal systems to recognise strengths and needs.</li> <li>• Ensure that all classrooms new or existing have sound field systems and interactive technologies.</li> <li>•</li> </ul>
--	--

**NAG 4 \_- Finance & Property**

<ol style="list-style-type: none"> <li>1. To govern a school where the property and plant is well maintained and which has attractive classroom and administration facilities alongside a pleasing outside environment for sport and recreational activities</li> <li>2. To have effective financial management practices which ensure adequate budgeting for resources, professional development, and extra staffing where necessary</li> </ol>	<ul style="list-style-type: none"> <li>• Annual developmental plan developed and budgeted.</li> <li>• Upgrade asset register annually.</li> <li>• Plan for new classroom for roll growth</li> <li>• Buy curtains/blinds for all classrooms</li> <li>• Paint Pool, replace wooden fence or build new complex</li> <li>• School grounds will reflect our Enviro School objectives and innovative play areas.</li> <li>• Review car parking facilities to allow for growth.</li> <li>• Evaluate resource spaces, meeting area spaces &amp; plan for growth</li> </ul>
--	--

**NAG 5 – Health & Safety**

1. To maintain a safe physical and emotional environment for students and staff.
2. To ensure a consistent, fair discipline system based on positive re-enforcement.
3. To promote a partnership or support base between school/home.
4. Fulfil requirements meeting health needs of our students.

- Review school pool safety requirements as required.
- Continue to monitor systems and programmes against requirements.
- Regularly identify hazards and report to B.O.T. for action.
- Regularly review Hazards book for Caretaker
- Maintain positive reward system for playground behaviour.
- Continue to promote the House System.
- Inform students and Parents/Caregivers of zero tolerance policy.
- Liaise with Parents/Caregivers over behavioural concerns.
- Review and update Health & Physical wellbeing Policy and Implementation Plan. Consultation with the community.
- Promote a healthy lifestyle among students and encourage Healthy Eating
- Maintain peer-support programmes.
- Produce and distribute Values/Discipline document.
- Promote Tauwhare School's 3 Rs – Respect, Resilience and Responsibility.

**NAG 6 – Administration**

1. To ensure that school governance, leadership and management is effective and efficient.
2. To ensure that the B.O.T. is fully informed on student achievement.
3. Manage roll growth.
4. B.O.T. and staff aware of the relevant legislative requirements and are complying with them.

- Evaluate managerial leadership through Principal's performance agreement (NAG 3)
- Provide training or support as appropriate for B.O.T. members.
- Effectively manage and communicate development and change (NAG 2)
- Review and formalise report on student achievement to B.O.T.
- Monitor roll growth.
- Ensure Parents/Caregivers are notified of dates, times of opening at the start of each year.
- B.O.T. to approve the reviewed policies.

**Strategic Plan  
Review,  
Implementation**

**Tauwhare School**

**Curriculum  
Development and**

	2009	2010	2011
<b>Review</b> <ul style="list-style-type: none"> <li>- School-Wide Review</li> <li>- Budget Resources</li> <li>- Identify Needs to be Developed</li> </ul>	<ul style="list-style-type: none"> <li>- The Arts – Visual Strand</li> <li>- Topic Studies (integrated learning) <i>in-line with the new curriculum requirements</i></li> </ul>	<ul style="list-style-type: none"> <li>- Special Needs</li> <li>- English (Reading)</li> </ul>	<ul style="list-style-type: none"> <li>English (Reading)</li> <li>Thinking Skills/Gifted &amp; Talented</li> </ul>
<b>Development Focus</b> <ul style="list-style-type: none"> <li>- Research</li> <li>- Professional Development</li> </ul>	<ul style="list-style-type: none"> <li>- Mathematics</li> <li>- Thinking Skills /Gifted &amp; Talented</li> <li>- <i>Deep learning/ integrated curriculum.</i></li> </ul>	<ul style="list-style-type: none"> <li>- Topic Studies (integrated learning) <i>in-line with the new curriculum requirements</i></li> </ul>	<ul style="list-style-type: none"> <li>- Mathematics</li> <li>- ICT Integration</li> </ul>
<b>Monitoring &amp; Implementation</b> <ul style="list-style-type: none"> <li>- Supporting Classroom Practices</li> <li>- Curriculum Documentation Up-Dates</li> <li>- Budget Resources</li> </ul>	<ul style="list-style-type: none"> <li>- I.C.T</li> <li>- <i>Integrating into the curriculum / questioning/ inquiry learning.</i></li> </ul>	<ul style="list-style-type: none"> <li>- The Arts</li> <li>- Mathematics</li> <li>- Spelling</li> </ul>	<ul style="list-style-type: none"> <li>- Topic Studies (integrated learning)</li> <li>- P.E/Health</li> </ul>
<b>On-Going</b> <ul style="list-style-type: none"> <li>- Reporting to the Board</li> <li>- Appraisals</li> <li>- Assessment Plan</li> <li>Data Collection e.g. P.A.T; Burt; S.E.A; Peters; 6 Yr. Nett. E.N.P. A.N.P; Probe; STAR; Exemplars; AsTTle</li> <li>- School-Wide Focus on Literacy and Numeracy</li> </ul>			

**SCHOOL DEVELOPMENT AND  
ACTION PLAN 2009**

TOPIC	GOAL	HOW	WHO	BUDGET	TARGET	COMMENT S
<p><b>Nag 1</b></p> <p><b>MATHS</b></p>	<p>To increase knowledge in basic facts</p> <p>To move target children through the stages at an accelerated level</p>	<ul style="list-style-type: none"> <li>• Reporting/Tracking via children's testing.</li> <li>• All staff to participate in Numpa catch up programme.</li> <li>• Teach with equal emphasis on knowledge and on strategies.</li> </ul>	<p>Classroom teachers Part time Teachers</p>	<p>\$ 3000</p>	<p>That basic facts knowledge will increase.</p> <p>That children will show appropriate movement through the stages.</p> <p>Teachers will increase pedagogy and embed new practices.</p>	<p>ANP &amp; ENP have been found to have a negative effect on the basic facts knowledge throughout the school.</p>
<p><b>ENGLISH</b></p>	<p>To increase the pace of improvement in writing</p> <p>To increase the level of oral language mastery</p> <p>To lift Maori boys reading attainment</p> <p>To screen for and find strategies to assist learning in dyslexic children</p>	<ul style="list-style-type: none"> <li>▪ Compare base-line data.</li> <li>▪ Review current teaching practices and teacher pedagogy.</li> <li>▪ Identify at-risk learners.</li> <li>▪ Resources and T/Aide time to be allocated to give extra support to these students.</li> <li>▪ Step In Programme</li> <li>▪ Maori parents encouraged into school during reading/literacy.</li> </ul> <ul style="list-style-type: none"> <li>• Working along side RTLb, trial effective Dyslexic programmes</li> <li>• Screen all children for Dyslexia</li> <li>• Apply for EPF</li> </ul>	<p>Classroom teachers Enhancement / Extension teachers</p> <p>RTLb GSE Principal Teachers T/Aides</p>	<p>\$12,000 Teacher Aide time.</p> <p>\$10,000 Support/Enhancement Teacher</p> <p>\$500 P/D</p>	<p>70% Spelling at expected levels at Yrs. 3&amp;4</p> <p>Maori chn. To be achieving at 70%.</p> <p>80% Spelling on or above expected levels at Yrs 5&amp;6</p> <p>All children who enter as Yr 1 and complete their schooling at Tauwhare School will be on/above their chronological age by Yr 6</p> <p>Children will be identified and provided for within our school system.</p> <p>T/Aides will be trained to use programme with small groups of children.</p>	

<b>I.C.T</b>	Incorporating ICT/Thinking skills into planning and teaching around the new curriculum	Continue development and hosting of school website Training in the use of advanced features of Classroom Manager (EdTech) Investigate Learning management systems- Ultranet, Spike, Knowledgenet Peruse EdTech's ICT 2007 audit investigate a possible mobile data projector for MPR/withdrawal room	Teachers able to input and retrieve data, create graphs and reports  Quotes for Server upgrade to be budgeted for 2009  New IWB	\$15,000	Chn will be using up-to-date technologies in an integrated, digital classroom programme.	
<b>The New Curriculum</b>	<ul style="list-style-type: none"> <li>▪ Embedding thinking skills, integrated inquiry learning and e-learning.</li> <li>▪ What will a year 6 Tauwhare child look like?</li> </ul>	<ul style="list-style-type: none"> <li>• Participation in final year of ICT contract; sustainability of the programmes and strategies beyond 2009.</li> <li>• Revisiting values programme, key competencies</li> </ul>	All staff  Board  Community  Facilitators/ Experts	\$2000	Children will be life-long connected learners who display the Tauwhare values.  All staff, parents and Board will be embracing the same vision.	
<b>Enviro Schools</b>	<ul style="list-style-type: none"> <li>▪ Continuing emphasis on environmental education.</li> </ul>	<ul style="list-style-type: none"> <li>• Naming native trees, plaques explaining historical uses of the trees.</li> <li>• Walk ways and paths through the native tree area.</li> </ul>	Environmental group Environment Waikato facilatators. Staff members	\$4000	Children will value our environment and learn ways to sustain it.	

### **CURRICULUM TARGETS 2009 - 2011**

#### Reading

All children who begin and complete their schooling at Tauwhare School will be reading on or above their chronological age by Year 6.

#### Mathematics

100% of children will be achieving at or above their expected levels (P.A.T. stanine 4+, 80% in Basic Facts, Stage 6/7 in Numpu) by Yr.6.

#### Spelling

100% of children will be spelling on or above their chronological age by Yr. 6.

**STUDENT ACHIEVEMENT TARGET 2008**

**ACTION PLAN**

<p><b>Strategic Goal</b>  <b>To become an Environmental School</b></p> <ul style="list-style-type: none"> <li>• improved physical surroundings – both inside and out</li> <li>• improved efficiency in the day-to-day running of our school</li> <li>• better relations between staff, students and our school's community</li> <li>• a more meaningful and 'living' curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>• reduced waste and the creation of ways to reuse and recycle waste</li> <li>• reduced use of energy, water and other resources</li> <li>• use of environmentally friendly products</li> <li>• improved health of staff, students and nature</li> <li>• classrooms are healthy and environmentally friendly</li> <li>• waste is recycled and composted as much as possible</li> <li>• the school incorporates and is in harmony with local ecosystems and wildlife</li> <li>• the school's environment recognises and preserves significant landmarks.</li> </ul>	<p><b>Historical Position:</b></p> <p>There is a huge amount of lost property left lying around the school grounds.</p> <p>The rubbish bins are usually full although children have begun to take home their lunch left-overs.</p> <p>Lunch break is reduced by 10 minutes so that children can do a rubbish 'pick up' daily.</p>	
<p><i>What will the school do to meet the target?</i></p>	<p><i>What resources will be allocated to meet target?</i></p>	<p><i>Who is involved/responsible?</i></p>	<p><i>When will it be done by?</i></p>
<p>Provide Professional Development and adequate resources</p>	<p>Participating in the EnviroSchools project.</p>	<p>All classroom teachers                  Fiona Rhodes (BOT REP)</p>	<p>Budget to be agreed upon</p>
<p>Carry out self auditing and monitoring</p>	<p>All Year – reviewed each term.</p>	<p>B.O.T (funding)                  Lead teachers</p>	
<p>Increase teacher pedagogy</p>	<p>All year</p>	<p>Enviro School facilitator</p>	
<p><b>Final Data:</b>  <b>After consistent explicit teaching and setting high expectations of zero lost property and zero rubbish there has been a definite and very noticeable improvement in the behaviour of the children.</b></p> <ul style="list-style-type: none"> <li>■ <b>We became an Enviro School.</b></li> <li>■ <b>Enviro Group did an audit of the school grounds and from that set the direction for the year.</b></li> <li>■ <b>An Enviro group was set up consisting of 8 – 10 children and one teacher.</b></li> <li>■ <b>All rubbish bins were removed from the grounds so children had to take their scraps home.</b></li> <li>■ <b>Any named clothing worn by children earned them House points.</b></li> <li>■ <b>Slogans were composed by the Enviro Group: Pack it in / Pack it out; Wear it in / Wear it out.</b></li> <li>■ <b>Reminders and encouragement were given out regularly during assemblies.</b></li> <li>■ <b>Photos of litter collected each week were displayed so the children could see their own rate of progress.</b></li> </ul>			

<b>TERM</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>
-------------	-------------	-------------	-------------

**A Three Year Programme of Self-Review**

<b>ONE</b>	<b>I.C.T. Requirements</b>	<b>Curriculum:</b> Resources Professional Development	
<b>Policy Reviews</b> - Review one policy each Board Meeting throughout the year. <b>Health &amp; Safety Programme</b> - Accident Register <b>E.E.O.</b> <b>Annual Report</b>			
<b>TWO</b>	<b>Curriculum:</b> An integrated approach	<b>Curriculum:</b> Mathematics Special Needs <b>Board Delegations and Training</b> Community Consultation	
<b>THREE</b>	<ul style="list-style-type: none"> <li>- School Donations</li> <li>- Audit Procedures</li> </ul> <b>Finance</b> - S.E.G. <ul style="list-style-type: none"> <li>- Budget Reports</li> </ul>	<ul style="list-style-type: none"> <li>- Building Fitness</li> <li>- Property Development</li> <li>- Vandalism, damage</li> <li>- School Pool</li> <li>- Playground Equipment</li> </ul> <b>Property</b>	<ul style="list-style-type: none"> <li>- Job Description</li> <li>- Appraisal Procedures</li> <li>- E.E.O. Programme</li> <li>- Staff Development</li> </ul> <b>Personnel</b>
<b>FOUR</b>	<b>Budget/Asset Register</b> –Preparation for Annual Report <b>Performance Agreement,</b> <b>Staff Appraisal, School Action Plans – Staff Development,</b> <b>Property/Maintenance Plan</b>		

**STUDENT ACHIEVEMENT TARGET 2009**

***ACTION PLAN***

**Strategic Goal:**

To have all children improve in basic facts.

**Target Area:**

MATHEMATICS

<b>Annual Target:</b> That 100% of Yr 2, 4, 6 children will be on or above expected levels (80% pass rate) in their basic facts tests by the end of the year.		<b>Student Group:</b> <b>Gender:</b> All <b>Ethnicity:</b> All <b>Student Yr:</b> Yr 2, 4, 6	
<b>Historical Position:</b> Basic facts was a core part of our teaching practice until we went into Numpa where the focus shifted to strategy teaching. All teachers have reintroduced basic facts into teaching practice.			
<b>Action Plan:</b>			
<i>What will the school do to meet the target?</i>	<i>When will it be done by?</i>	<i>Who is involved/responsible</i>	<i>What resources will be allocated to meet target?</i>
Basic facts to be incorporated into mathematics in the ENP/ANP strategies & knowledge teaching in the classroom. Basic facts component in homework. Equal focus on knowledge and on strategy teaching.	Throughout school year.	All staff. Teacher Aides Withdrawal teacher	\$2000 for P.D. and resources.
Provide adequate and useful learning resources. All staff to participate in Numpa Catch Up programme for 1 year.	Throughout year.	Principal Lead Teacher Staff B.O.T.	Funding from Curriculum Budget
Teacher Aide and support teacher provided to support small groups of children.	All Year	Principal Staff Board funded teacher Teacher Aides	
Mathematics implementation plan to be reviewed to reflect current practices.	Term 3&4	Principal Staff	Staff Meeting time.
Basic facts Bee	Term 3	All students	This will be a fundraising initiative.
<b>Final Results:</b>			

**STUDENT ACHIEVEMENT TARGET**

***ACTION PLAN***

<b>Strategic Goal:</b>  To have all children demonstrate strategies in Managing Self. This competency is associated with self-motivation, a “can-do” attitude, and with students seeing themselves	<b>Target Area:</b>  <p align="center"><b>Key Competency – Managing Self</b></p>
--	--

as capable learners. It is integral to self-assessment.			
Students who manage themselves are enterprising, resourceful, reliable, and resilient. They establish personal goals, make plans, manage projects, and set high standards. They have strategies for meeting challenges. They know when to lead, when to follow, and when and how to act independently.			
<b>Annual Target:</b> <b>Historical Position:</b> Managing self is a key competency and has been identified as the one most of our rural students do not embrace. Parents are seen to be carrying bags, bringing in permission slips and money for school events. Children who forget to bring these simply shrug as they are confident mum or dad will do it for them. The children and the parents are not being prepared for when they move on to middle and high schools.		<b>Student Group:</b> <b>Gender:</b> All <b>Ethnicity:</b> All <b>Student Yr:</b> All year groups	
<b>Action Plan:</b>			
<i>What will the school do to meet the target?</i>	<i>When will it be done by?</i>	<i>Who is involved/responsible</i>	<i>What resources will be allocated to meet target?</i>
Explicitly teach and identify the strategies for managing self at each level.	Huge emphasis in Terms 1&2 Embedded practice by term 3 or 4	All staff. Teacher Aides Parents/caregivers	\$1000 for resources
Moderate expectations throughout the year levels	Term 1	Principal Staff B.O.T.	
Devise checklist or poster for children to self assess and for children to see the next step to extend themselves.	Term 1	Principal Staff Teacher Aides	
Encourage parents to support their children in their quest to become self managing.	All year	Teacher Aides Principal Staff	Through newsletters, community news sheets.
<b>Final Data:</b>			