

# tahuna intermediate

**the adventure begins**



## Strategic Plan 2019 - 2021

***Confident, Connected and Actively  
Engaged Learners***

***This document sets out the goals, priorities and objectives for 2019 - 2021. It constitutes the school's Strategic Plan and sets targets for improved student learning outcomes.***

# **Tahuna Normal Intermediate School School Charter**

## **Mission Statement**

**The aim of Tahuna Normal Intermediate School is to develop independent learners through the provision of high quality learning programmes.**

## **School and Community Description**

Tahuna Normal Intermediate is a state funded co-educational Intermediate School catering for children in the 10 – 13 year age range.

Physically, we have 19 permanent teaching spaces, 7 micro teaching spaces, an art room, 4 technology rooms, library, hall, staffroom and administration block.

Our school community extends over a number of small communities and suburbs in the South East Dunedin area. Most of our pupils come from families of European descent. Maori, Pacific Island, and Asian students also contribute their culture to our school roll. A strong link has been developed with the Otakou Marae and the Kai Tahu people of the district.

## **Special Character**

### **Normal School**

**Aim:** The Normal School role provides sound modelling and practice for teacher trainees.

**Objectives:** As a Normal School, Tahuna provides a sound learning environment for pupils, and College teacher trainees. A competent teaching staff supported by College teacher trainees work to provide quality learning situations for children.

### **RTL B Lead School**

**Aim:** As the Lead School for RTL B Cluster 39 is to ensure the Cluster is well lead and the leadership of the cluster provides an overall governance and management structure which facilitates a high standard of service to the students who meet the criteria for additional learning and behaviour support from the RTL B service.

**Objectives:** The overall governance and management coordination of services in accordance with the RTL B Toolkit to students in the cluster who meet the RTL B criteria for service. This includes the responsibility to put in place and manage all the processes and systems to provide a high quality service in the cluster.

## **Curriculum**

**Aim:** To design high quality programmes across the curriculum in accordance with the National Education Goals, which ensure that all students achieve significant success.

**Objectives:** The Board of Trustees will approve a plan which sets out objectives for curriculum delivery. Assessment procedures will provide on-going monitoring of the child's progress for parents and assist with future learning. We will encourage in children a healthy attitude to themselves, learning and to others.

Tikanga Maori and te reo Maori is part of the programme for all students. The extension programme, Te Roopu, also adds to programme opportunities.

## **Community Consultation, Support and Involvement**

**Aim:** To provide a variety of opportunities for parents and community to consult and participate in the life of the school.

**Objectives:** Consultation opportunity ensures that all adults in the school community are

considered in order to best meet the needs of the pupils of our school. It is intended that information about the school, its plans for forthcoming decisions, be made known where possible, to groups in the community. It is recognised that a wide variety of consultation modes will be necessary to make purposeful contact with the community.

### **Finance**

Aim : To reflect the school's aims and practices in use of funds.

Objectives : During term four of each year, the Principal and Board of Trustees Finance person will gather data and consult with staff and appropriate persons to draw up a draft budget for the following year. The Board of Trustees will then formally adopt the budget. Administration of various budget codes will be delegated to staff members with particular responsibility. All purchases made must clearly identify the purchaser and be assigned to a budget area. The Principal shall ensure that budget limits are respected. Each Board meeting shall receive a financial report detailing accounts authorised for payment, income received and statements of balance for all accounts held by the school. The Principal and Board Finance person are empowered to make payments on accounts received that are within budget code limits.

### **Health and Safety**

Aim : To maintain a school environment which is both safe and healthy for its pupils and employees.

Objectives : The school will comply with the requirements of the relevant Acts and Regulations governing the areas of Health and Safety, especially the Health and Safety Employment Act 1992.

### **Maori and Other Cultures**

Aim : To develop policies and practices that reflect New Zealand's cultural diversity and the unique position of Maori culture.

Objectives : The school's plan and policies will be implemented in ways that are sensitive to cultural backgrounds and values of individual children and their families, and will recognise expressed needs. The school continues to recognise and foster its relationship with Runanga O Otakau.

### **Personnel**

Aim : To implement positive personnel and industrial policies which recognise the value of staff and promote staff performance through equitable professional development and staff appraisal.

Objectives : The Board of Trustees will prepare plans and policies which reflect its commitment to being a good employer.

### **Property**

Aim : To manage and develop the Board's property and resources to the highest standards for meeting the school's current and future requirements and community uses.

### **School Self Review**

Aim : To seek school improvement through on-going self review of the school's performance in meeting present and future needs.

Objectives : Each year on-going staff review of identified learning programmes will be conducted and regular revision of policies will be undertaken.

## **Codes of Conduct**

**Effective governance and management is a successful blend of community involvement and professional competence.**

### **Board of Trustees**

The Board of Trustees agrees to adhere to the following code of conduct:

1. Ensure that the needs of the children and their learning are given full consideration when planning resourcing and implementing the school's curriculum.
2. Ensure that all students are provided with an education which respects their individuality and which challenges them to reach the highest standards of personal achievement.
3. Serve the school and their community to the best of their ability and be honest, reliable, loyal and fair.
4. Respect the integrity of staff, the Principal, parents and students.
5. Maintain the confidentiality and trust vested in them.
6. Ensure strict confidentiality of papers and information related to the Board's position as employer.
7. Ensure that individual Trustees do not act independently of the Board and its decisions.
8. Accept that the Principal is the professional leader of the school who is responsible to the Board.

### **The Principal**

In carrying out his or her duties, the Principal will:

1. Ensure that the needs of the children and their learning are given full consideration in planning, resourcing and implementing the school's curriculum.
2. Show a commitment to the belief that each student is of equal value and is entitled to an education which respects their individuality and challenges them to reach their highest standards of personal achievement.
3. Be loyal to the Charter and fully committed to achieving its purpose, aims and objectives.
4. Respect the integrity of staff, members of the Board of Trustees, parents and students, and show a commitment to the continuing development of the staff's professional skills.
5. Work co-operatively with the school staff, but take final responsibility for decisions within the Principal's authority as delegated by the Board.
6. Provide all information on a student to any person with legal rights to the information who requests it, and respect confidentiality by keeping information on students from people who have no right to it.
7. Not vote in Board of Trustees' decisions in relation to the Principal's employment.

### **Charter Undertaking**

In accordance with Section 64 of the Education Act, the Tahuna Normal Intermediate School Board of Trustees undertakes to take all reasonable steps to achieve the purpose, aims and objectives in this Charter which have been approved by the Board following consultation with the community in terms of Section 61 and 63 of the Education Act, and to take full account of the National Education Guidelines and all statutory obligations.

## **SCHOOL STATEMENT MAORI ACHIEVEMENT**

**Tahuna Normal Intermediate School will reflect New Zealand's cultural diversity by;**

- recognising and valuing the cultures within the school and wider community;

**Tahuna Normal Intermediate school will reflect the unique position of the Māori culture by;**

- honouring and following the principles of The Treaty of Waitangi;

**Tahuna Normal Intermediate school will;**

- recognise the memorandum between Ngai Tahu and the Ministry of Education;
- undertake to identify and consult with the schools Māori community;
- keep the schools Board of Trustees informed of issues Māori;
- if requested by parents/caregivers of full time Maori students to provide Te Reo programmes the school will refer to the local kura for assistance and request resources from the Resource Teachers of Maori.
- provide extension opportunities for students through Te Roopu Māori, (Te Reo, Tikanga, Taha Māori), the Multi cultural group and other medium when ever possible;
- include Tikanga Māori into class room programmes when appropriate:

**Tahuna Normal Intermediates Goals for Māori students are;**

- to ensure that Maori students have the opportunity to realise their full potential both academically and socially;
- to ensure that Māori students have the opportunity and feel comfortable with Taha Māori in the Tahuna environment.





**Strategic Plan**  
**Tahuna Normal Intermediate School**

**Mission Statement**

The aim of Tahuna Normal Intermediate School is to develop independent learners through the provision of high quality programmes.

**Vision**

**A student who is a confident. connected. actively engaged learner.**

**Confident**

- A positive, respectful, confident learner
- An energetic learner who communicates confidently
- Confident in their abilities and skills
- Able to confidently apply skills with initiative and independence to challenges

**Connected**

- Actively seeking opportunities
- A co-operative, thoughtful and considerate worker
- Curious about their world and keen to take/play their part in their community
- Able to apply previous learning to new learning situations

**Actively engaged**

- A happy learner who is actively involved in their learning
- A committed learner who actively builds their skills and understandings
- A risk taker, who perseveres, makes informed decisions and reflects on learning
- Using technology competently
- 

**Learner**

- Skilled and able in literacy and numeracy
- A creative and critical thinker
- Making well thought out choices and decisions
- Curious, with disciplined work habits
- Able to work Collaboratively and independently



***Confident, Connected and Actively  
Engaged Learners***

## Values

### Success

- achievement
- excellence
- doing best
- perseverance
- competition

### Respect

- respect for self, others, differences, human rights and property
- equity ( fairness, social justice)
- diversity, ( respect for others views, beliefs, cultures)
- tolerance and inclusion

### Responsibility

- belonging
- citizenship
- co-operation
- commitment
- honesty
- Community & Participation
- Caring
- environment, conservation, guardianship, ecological sustainability

### Creativity

- inquiry
- curiosity
- innovation
- critical & creative thinking
- open-mindedness



## **Strategic and Operational Plan 2019– 2021**

### **Strategic Goals**

#### **NAG 1 – Curriculum**

- To have clear direction for implementing the curriculum in the School Plan
- To enhance the quality of delivery of each curriculum area through using the strengths of the staff team, and through addressing each curriculum area over a time frame that is open to the needs of children, and helps build a positive, skilled teaching team.
- To ensure assessment gives information on what the child can do, and is useful for future teaching.
- To continue developing teaching practice that best meets individual needs and the needs of specific groups.

#### **NAG 2 – Self Review / Strategic Plan / Policies / Reporting**

- To have a Strategic Plan that gives vision and direction for each years operational goals / development plan.
- To continue to review the policies, procedures, systems and programmes of all areas of the school's operation.
- To ensure reports are prepared and presented as required in NAG 2 (iii).

#### **NAG 3 – Personnel**

- To ensure the Board meets Good Employer obligations.
- To ensure staff have clear job descriptions and performance agreements.
- To promote high levels of staff development, performance and pride in the school

#### **NAG 4 – Finance / Property**

- To ensure the school's finances are allocated to reflect priorities, and are monitored and controlled as required.
- To continue to develop facilities to meet the demands of delivering quality programmes.
- To update and maintain resources that enhances teaching and learning.

#### **NAG 5 – Health & Safety**

- To provide a healthy and safe environment for children and staff.
- To promote safe practices

#### **NAG 6 – Legislative Requirements**

- To meet the legislative requirements as outlined in relevant acts  
- attendance, enrolment, open / closing
- To ensure privacy of information.

#### **Special Character**

- To specialize in quality, innovative teaching practice, with a whole school culture of excellence.
- To support the development of Trainees teaching skills and understandings.
- To continue to work in partnership with the Dunedin College of Education to develop and research teaching and learning programmes reflective of national curriculum.



## **Tahuna Normal Intermediate School**

### **Development Plan 2019**

#### **NAG 1 - Curriculum**

- To continue to fully implement the Tahuna Normal Intermediate Curriculum Plan in accordance with the revised NZ Curriculum.
- To continue to fully implement the regulations as outlined in NAG 2a.
- To continue to identify and plan appropriate learning activities and opportunities for our Gifted and Talented students.
- To identify students with special needs and provide appropriate support for these students.
- To continue the process of students being fully informed of learning outcomes and involved in assessment and goal setting.
- To continue the development of the inquiry learning model.
- To review the learning and progress of groups of students, including our Maori students, ensuring programmes in place to meet their needs.
- To continue to deliver the Mandarin language learning to all Tahuna students and students from our contributing schools through the Otakou Peninsula Mandarin programme.
- To implement the following Professional Development foci to support teaching programmes within the school-
  - Mathematics (delivered by David Owen & Kristy McBride supported by University of Otago Mathematics department)
  - Literacy (delivered by Pip Rhodes)
  - Learning languages - Mandarin and Te Reo
  - Otakou Cluster Learning Impact Fund STEAM Project – facilitated by Iain Cook-Bonney and Lead teachers at TNIS and across the Otakou Cluster
  - Appraisal Connector.

#### **NAG 2 - Self Review / Strategic Plan / Policies / Reporting**

- To review policies as part of our self review cycle.
- To review Strategic Plan, Development Plan and the effectiveness of the current Self Review Process
- To review the following curriculum areas in accordance with Tahuna Normal Intermediate School triennial review procedures - Health & PE, English and Science
- Achievement data in Literacy / Numeracy collected, analysed & presented to BOT with recommendations
- To implement and report on any changes to the above.
- The BOT will report on Student Achievement in the School's Annual Report.
- The School will continue to report twice a year in writing to parents and school community on the progress and achievement of students in relation to the New Zealand Curriculum.

#### **NAG 3 - Personnel**

- To support staff within our schoolwide professional development goals in Literacy, Numeracy, STEAM programmes, Digital Technology (Digitech) Maori Pasifika Achievement and Learning Languages - Te Reo & mandarin
- To keep the focus on Inquiry Learning using ICT skills and tools to enhance teaching and learning.
- To ensure that staff Professional development goals are identified and appropriate

support is provided for them to achieve their goals.

- To continue to monitor student engagement in their learning in light of the changes to teaching and learning programmes.
- To ensure we use the interests and skills of all the staff team, providing support and acknowledging achievements.

#### **NAG 4 - Finance / Property**

- To complete the development of an EOTC Resource area, a Tech design / ICT / Robotics. Teaching space.
- To complete Special Needs property work to support ORRS students within our school.
- To develop new 5YA and 10YPP in accordance with MOE guidelines
- To complete Innovative Learning Environment development in Main Teaching Block.

#### **NAG 5 - Health & Safety**

- To completely review our Health and Safety policies and procedures to ensure that they are all up to the highest possible standard and met the requirements of the new Health and Safety legislation.
- To review the system and practice of identifying hazards and having these hazards addressed.
- To review health & safety policies and practices within the focus areas of the years self review programme.

#### **NAG 6 - Legislative Requirements**

- To continue using the new electronic attendance register
- To follow-up on student absences with the Youth Wellness Centre.





## **Goals & Targets 2019 Tahuna Normal Intermediate School**

**Strategic Aim** – all students are able to access *The New Zealand Curriculum* as evidenced by achievement information gathered using a range of assessment practices, that is sufficiently comprehensive to enable the progress and achievement of students to be evaluated. The assessment tools will be aligned to National Standards and norms.

### **Goal 1 To raise the achievement of identified students who are scoring Well Below and Below in in Writing**

**Target 1** - A target of 85% of all students (including year, gender and ethnicity cohorts) achieving At or Above the appropriate curriculum level in Writing by the end of the year. Students will be selected for additional instruction to reinforce and learn writing skills required to achieve the appropriate level for writing. The Support Teacher of Literacy will teach those scoring below or well below their appropriate level in writing, based on writing samples completed at the end of year 2017 (this year's Year 8 students) and beginning of the year (This year's Year 7 students).

#### **Actions**

- Staff meetings on writing skills
- Fortnightly Team Writing Professional Development meetings with Literacy Development Teacher
- Teachers moderate surface features and deeper features for Level 4 writing skills and develop consistent assessment matrix
- Teaching sessions on using good examples of writing, teachers modelling writing skills and providing positive targeted feedback and next steps to students regarding their writing.
- Revising, editing and proofreading writing skills will be modelled, reinforced and developed over the year within classroom English programmes
- Levels assessed at the start of the year, and again in November

### **Goal 2: To continue improvement in Mathematics outcomes across the school**

**Target:** By the end of 2019 demonstrate a significant improvement in the recall of Basic Facts

Year 7 starting point:

As at the beginning of 2019, 85% of Year 7 students are at or above Stage 4 Step 2 for their Basic Facts.

Year 7 goal: At the end of 2019, 85% of Year 7 students will be at or above Stage 6 Step 1 for their Basic Facts.

Year 8 starting point: As at the beginning of 2019, 85% of Year 8 students are at or above Stage 5 Step 2 for their Basic Facts.

Year 8 goal: At the end of 2019, 85% of Year 8 students will be at or above Stage 7 Step 1 for their Basic Facts.

#### **Actions**

- Based on data collected at the end of 2018, the need was identified to make improvements to the teaching and learning of Basic Facts at Tahuna
- With the support of the University of Otago Maths department, a schoolwide Basic Facts programme has been designed and is being implemented from the start of 2018 onwards
- Entry point data has been collected and analysed for all Year 7 and 8 students at the start of 2019
- All teachers are being provided with ongoing p.d. focused on the effective implementation of the Basic Facts programme
- Resources have been made and purchased to support the delivery of the programme
- Tracking sheets have been set up so that student progress can be monitored
- End point data will be collected and analysed at the end of 2019 - the programme will be subject to ongoing review in order to maximise its effectiveness

### **Goal 3: To continue improvement in Mandarin and Te Reo language across the school**

- Targets**
- 1. By the end of 2019 demonstrate a significant improvement in Te Reo Maori and Tikanga**
  - 2. By the end of 2019 demonstrate a significant improvement in Mandarin**

### **Actions**

- Collect baseline data in Term 1 and re-evaluate against end of year data
- Entry point data will be collected and analysed for all Year 7 and 8 students at the start of 2019
- All teachers are being provided with ongoing PD focused on the effective implementation of our Learning Languages programmes
- Resources have been made and purchased to support the delivery of the programme
- Tracking sheets have been set up so that student progress can be monitored
- End point data will be collected and analysed at the end of 2019 - the programme will be subject to ongoing review in order to maximise its effectiveness

### **Goal 4: To evaluate the progress of students in the acquisition of Digital Technology skills throughout the Tahuna Normal Intermediate Curriculum**

- Targets**
- 1. 80% of Year 7 & 8 students will be at or above for programming based on Digital Curriculum Progress 4 Outcome**

*Progress Outcome 4 Students can decompose a problem to create an algorithm using three building blocks of programming: sequencing (putting instructions one after the other), selection (choosing which part of the algorithm to execute based on some values), and iteration (repeating part of the algorithm with a loop). They can implement the algorithm by creating a program that uses inputs, outputs, sequencing, loops and basic selection using comparative operators. They can debug simple algorithms and programs by identifying if things have gone wrong with their instructions, correcting them, and are able to explain why it went wrong and how they fixed it. Students understand that computers can represent data with binary digits, and that computers have a way to detect errors that have occurred in data storage and transmission. Students evaluate different algorithms in terms of their efficiency as they recognise that computers need to search and sort a lot of data*



## Teaching opportunities

- All year 7 students will participate in a programming unit with NXT robots (Design Tech)
- All year 7 students will use NXT robots in conjunction with Mathematics programmes (either position and orientation or angles) Beebots and spheros can be also used
- All year 7 students will participate in programming a scratch game
- All Year 8 students will programme their own pixaxe microprocessor(Design Tech)
- Included into the Sustainability unit Year 8's
- Included into the Year 8 Mathematics statistics unit Mindcraft (Year 8 classrooms)
- Webdesign (ICT)
- Maths angles unit (classroom teachers) NXT, sphero, Beebots, drones

## Steps to Achieve

- Collect data from Year Digital Technology (intro to programming) and establish baseline data
- Integrated curriculum classroom programme seeking to address an improvement of baseline data through increased use and application of programming
- Ongoing monitoring of target goals based on classroom integration through maths and science
- Retest at beginning of Term 4 using programming to show improvement towards target (maths revision of angles and coordinates)
- Data collected from the pixaxe unit and compared to 2017 baseline data to show improvement against the target



Tahuna Normal Intermediate School  
Self Review 2019

It is a requirement specified in National Administration Guideline 2 (ii) that each school operate a programme of self review. The programme will demonstrate to the Board that all facets of school operation are carried out effectively and efficiently. It will acknowledge those areas operating and provided for well, and those needing improvement and development.

1. The Board's programme of self review will cover all operational areas over a period of three years.
2. Each year the Board will approve a programme for the year.
3. All areas of the NAG's will be reviewed over the programme cycle.
  - Curriculum
  - Personnel
  - Assets
  - Documentation
  - Health and Safety
  - Legal compliance
4. A final report will be presented to the Principal or Board including details of the review and recommendations for change. Generally the Principal will present a summary of reviews to the Board.
5. Recommendations calling for change, if accepted, will be incorporated in the school's operational/management plan for the following year, or immediately if required.
6. The Board will accept responsibility for reviewing, within the programme, its own operations.

### The Self Review Programme

The School Self Review will have two parts. Firstly there will be the reviews of each area of the National Administration Goals following the outlined three year review cycle. Secondly there will be reviews of each curriculum area over the 3 year cycle.

For these reviews, data will be collated on how the children have achieved goals and specific learning outcomes of the programme. This will give a picture of the achievements of the children, of strengths and needs in our teaching programme.

The review will enable the school to assess its performance, to address needs, and to plan change and improvements.

Tahuna Normal Intermediate School  
Self Review Programme Three Year Plan

CURRICULUM REVIEW	Year
Curriculum Management Systems and Documentation	1
Barriers to Learning	1
Student Progress & Assessment	2
Special Needs	2
Reporting	3

PERSONNEL MANAGEMENT REVIEW	Year
Performance Management System	1
Equal Employment Opportunity	2
Professional Development	2
Equity	3
Privacy	3

ASSET MANAGEMENT and CONTROL REVIEW	Year
FINANCE	
Policies, Procedures & Administration	1
Preparation of Budget & Annual Accounts	2
Asset Register	3
PROPERTY	Year
Day to day maintenance, cleaning, caretaking	1
Long Term Maintenance Plan	2
Insurance	3

DOCUMENTATION and SELF REVIEW	Year
Charter	1
Self Review Programme	2
School Operational & Strategic plans	3

HEALTH and SAFETY REVIEW	Year
Hazards	1
Discipline & Behaviour	1
Evacuation drills	2
First Aid	3
Civil Defence	3

MEETING LEGISLATIVE REQUIREMENTS	Year
Attendance	1
Enrolment	2
Open / Closing	3



## **Tahuna Normal Intermediate School**

### **Self Review 2019 - Year 3 of Review Programme**

## **Curriculum Review - Reporting**

### **Performance Indicators**

#### **Reports to parents**

- School systems & procedures are clear
- Describe individual achievements
- Are consistent with requirements of National Curriculum Statements
- Provide helpful advice on ways to improve the students' learning
- Are constructive and fair
- Are supported by opportunities for interview and discussion
- Annual Report prepared and presented as required

#### **Reports on Achievements of Maori**

- Summarize achievements of Maori children referenced to goals
- Are useful for future programme planning & resource purchasing
- Are presented in an appropriate manner

#### **Reports to Principal**

- Outline effectiveness of programmes
- Identify children at risk and requiring extra assistance
- Outline future directions for resource purchase and curriculum implementation

#### **Reports to Board of Trustees**

- Outline systems and procedures in curriculum implementation, assessment & reporting
- Outline effectiveness of programmes
- Financial position referenced to budget and spending for current month presented
- Summarise groups of learners progress and needs
- Inform Trustees on issues relating to all areas of managing the school
- Enable Trustees to set future direction and govern with confidence

## **Personnel Management Review**

- a) **Equity**
- b) **Privacy**

### **a) Equity**

#### **Performance Indicators**

- Policies are implemented and reviewed
- All learners rights and learning needs are considered when implementing programmes and giving access to resources



- Equal employment opportunities programme is developed, complied with and reported on annually
- There is no discrimination in employment practices

**b) Privacy**

**Performance Indicators**

- There is a privacy policy
- Policy is implemented & reviewed
- There is a privacy officer

**Asset Management and Control Review**

**a) Finance - Asset Register**

**b) Property - Insurance**

**a) Finance- Asset Register**

**Performance Indicators**

- An up to date asset register is maintained
- The register is updated for all purchases over \$500

**Property- Insurance**

**Performance Indicators**

- Appropriate insurance cover is in place for all school assets.

**Documentation and Self Review**

**School Strategic and Development Plans**

**School Strategic & Development Plans**

**Performance Indicators**

- Strategic plan documents how the NAG's will be implemented
- Development plan sets out the specific goals for the year under each area of the Strategic Plan
- There are links between the charter, the Strategic Plan, the Development plan and the Principal's Performance Agreement.
- The Development Plan reflects the vision of the Strategic Plan
- The Development Plan is both proactive and reactive

## **Health and Safety Review**

- a) **First Aid**
- b) **Civil Defence**

### **a) First Aid**

#### **Performance Indicators**

- Staff training is kept regular
- First Aid supplies are stored in an orderly manner
- Supplies are regularly updated and replaced
- Workplace accident register is completed for accidents treated and referred on.
- Medical records on children are updated regularly
- Childrens records include emergency and doctor's numbers
- Teachers are made aware of relevant medical information on children

### **b) Civil Defence**

#### **Performance Indicators**

- The Board has an emergency response plan that is consistent with local defence plans.
- Up to date assistance register for people requiring assistance available
- This register kept in set location
- Emergency response plan includes all phone numbers, and information required.
- Staff aware of emergency response plan.

## **Meeting Legislative Requirements review**

### **Open / Closing**

### **Open / Closing**

#### **Performance Indicators**

- School is open for 390 half days
- The school is open for the prescribed term dates unless otherwise approved by the Secretary of Education
- Parents are informed of school year dates, including holidays
- Instruction is given every morning and afternoon the school is open
- The Board has closed the school in case of epidemic, flood, fire or other emergency
- The Ministry of Education has had written notice of this closure
- The Ministry of Education has approved reducing the number of half days open

## **Curriculum Review**

- (a) Student Progress and Achievement
- (b) Special Needs

### **a) Student Progress & Achievement**

## **Performance Indicators**

- Teachers have clear understanding of national achievement objectives
- Teachers have a clear understanding of National Standards.
- Teachers know how to assess students against the National Standards using a variety of assessment tools to inform their OTJs (Overall Teacher Judgement)
- Assessment policy and procedures in place incorporating National Standards.
- Assessment is against progress towards the specific learning outcomes derived from key achievement objectives
- Assessment is completed as part of the programme, without creating an inappropriate emphasis on assessment
- A range of formal and informal assessment techniques is used
- School-wide developments and professional development in assessment are undertaken
- Students receive feedback on progress and achievement
- Information from assessments is used for future teaching
- Assessment data recorded in an efficient and useful manner
- Self assessment is used where appropriate
- Principal reports to Board on effectiveness of programmes in dealing with identified barriers to learning.
- Principal reports to Board annually on achievement and progress of all students in Literacy and Numeracy in relation to National norms and standards.

To increase the Educational Achievement of Maori Students:

- There has been consultation with the Maori Community over Educational issues
- Maori perspectives are included in learning programmes
- All staff are aware of students who identify themselves as Maori
- The achievement of Maori students is monitored
- The Board is informed of the progress of Maori students as a group

## **b) Special Needs**

### **Performance Indicators**

- Procedures to identify students with special needs implemented
- Policies acknowledge and support the rights, abilities, and equal worth of all individuals
- Equality of access to resources
- Special needs students learning is integrated into classes programme
- Staffing resource used to meet individuals needs and to support learning
- Further resourcing applied for when appropriate
- Learning programmes have challenge for all
- Achievement of Maori students (& other appropriate groupings) monitored
- Individual Education Plans developed with specialists, parents and teachers when appropriate
- Support and extension opportunities are available

## **Personnel Management Review**

- (a) Equal Employment Opportunity
- (b) Professional Development

## **a) Equal Employment Opportunity**

### **Performance Indicators**

- There is an annual Equal Employment Opportunities Programme
- An report on the EEO Programme is forwarded to ERO annually
- Policy for staff appointment ensures impartiality in selection of staff
- There is a will to enhance the abilities of staff
- Staff Development programme reflects needs of whole school and also individual needs

## **(b) Professional Development**

### **Performance Indicators**

- School wide developments responding to Ministry initiatives and school needs
- Staff Professional Development is part of the Staff Appraisal Process
- Staff encouraged to set own development goals that will enhance their teaching ability, needs, and fit school wide initiatives
- Staff committed and enthusiastic in managing sustainable changes and keeping up with new initiatives and curriculum revisions
- Staff have a positive attitude to seeking improvement
- Staff are open to change for improvement

### **Asset Management and Control Review**

Finance - Preparation of annual budget & Annual Accounts

Property - Long Term Maintenance Plan

## **Finance          Preparation of Annual Budget & Annual Accounts**

### **Performance Indicators**

- The Budget is prepared and presented to the Board on an annual basis
- Consultation is held with Staff and Board in early stages of drafting budget
- The Board has approved policies and procedures for financial management
- Regular monitoring on a monthly basis is maintained by reporting expenditure against budget
- Staff kept informed of curriculum spending regularly
- Over budget spending and asset purchases are minuted by the Board
- All financial information delivered to the auditor in January or early February
- Draft statements and supporting documentation delivered to auditor in one package
- Delegated approval of draft financial statements to finance subcommittee, to be ratified at next full board meeting
- Management statement is signed by the chairperson and principal
- Auditor queries and adjustments are responded to promptly

## **Property          Long Term Maintenance Plan**

### **Performance Indicators**

- The school has a current 5YA and 10 Year Property maintenance plan
- The plan is regularly reviewed and modified to account for changing and completed maintenance requirements
- The plan is reviewed in terms of minor electrical and plumbing repairs, and in terms of vandalism patterns

- Minor capital works projects require the plan to be reviewed
- The maintenance is linked to the school's annual budget
- Indicates where large items of expenditure will require the building up of reserve funds over several years
- Is progressively extended to cover a ten year period

## **Documentation and Self Review**

### **Self Review Programme**

#### **Performance Indicators**

- A programme of self review is in place
- This programme review all major areas of operation over a three year rotation
- How the Board implements the National Education Guidelines is documented
- The review programme covers all areas of the NEG's and NAG's, with performance indicators for assessing how well the school is doing
- The self review programme acknowledges the agreed local goals for the school as written in the School's Curriculum Plan.
- Data is collected from all relevant sources, including Board, Teachers, Parents and Students where applicable.
- Interim reports and a final report are tabled for the Board
- A report on the Board's and School's progress is given to the parents

## **Health and Safety Review**

### **Evacuation Drills**

#### **Performance Indicators**

- There is a clear evacuation policy and procedures
- Information on evacuation drills is given to students on the first day of school
- Staff are given clear guidance on evacuation drill requirements
- Evacuation drills are trialled each term
- An assistance register for people with disabilities requiring assistance in evacuations is kept in the school's foyer
- Fire exits are clearly and correctly labelled

## **Meeting Legislative Requirements**

### **Enrolment**

#### **Performance Indicators**

- The school maintains an accurate admission register and register of daily attendance
- Registers are retained in the school until destruction is authorised by the Ministry of Education
- The enrolment scheme is implemented if required
- No more pupils are refused enrolment than is necessary to ensure no overcrowding



### **Curriculum Self Review Procedure:**

#### 1. Programmes and Planning

Curriculum Team collates information:

- Long Term planning
- Unit Plans
- Check against TNI School Curriculum Plan guidelines

#### 2. Assessment

Collect and analyse data, including relevant key competencies

#### 3. Programme Effectiveness

Monitor success in reaching Curriculum Plan goals and identify any barriers to learning:

- Questionnaire to staff
- Questionnaire to a sample of Students, Parents & BOT

#### 4. Recommendations and Conclusion

Analyse information collected, make any recommendations and provide a concluding statement.

#### 5. Reporting

- Staff – distribute and discuss findings
- Board – report presented with recommendations
- Parents – newsletter summary

### **TRIENNIAL REVIEW TIMETABLE**

	2018	2019	2020
TERM 1	← Planning and Reporting achievement variance report, new goals set →		
TERM 2	THE ARTS	LEARNING LANGUAGES	HEALTH & PE
TERM 3	SOCIAL SCIENCES	MATHEMATICS	ENGLISH
TERM 4	TECHNOLOGY	MAORI	SCIENCE
	← Literacy / Numeracy achievement data gathered, analysed & presented to BOT →		