



Kaurilands School

Charter 2011 - 2013

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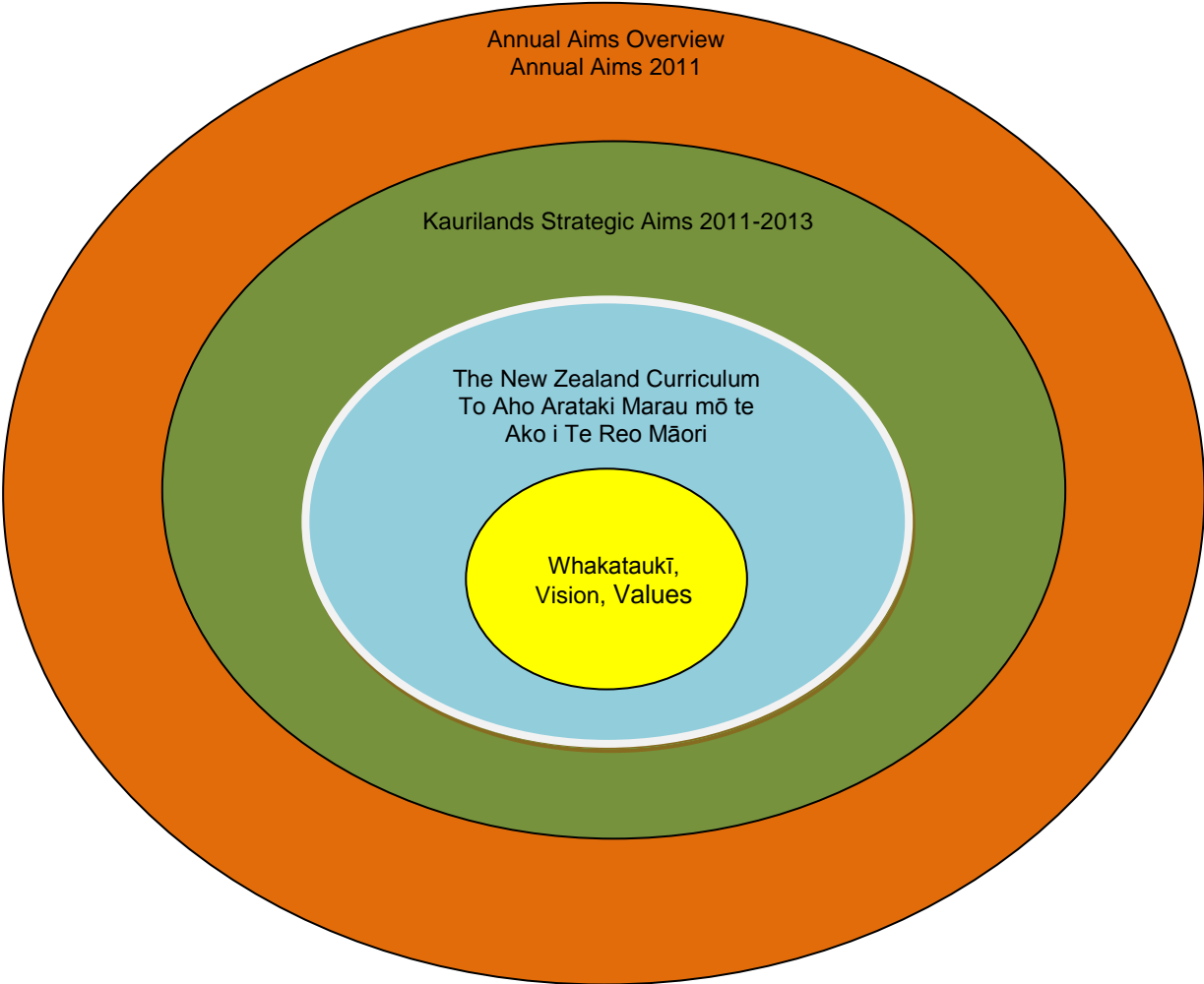
Charter Overview

Introduction

Kaurilands School charter reflects the school’s cycle of continuous improvement, is focused on improving student progress and achievement and outlines the reporting and review process to support this.

The Board of Trustees ensure the charter reflects the National Education Guidelines and gives effect to the National Standards.

The following diagram sets out Kaurilands School Charter framework. Each step of the diagram should flow in logical sequence to the next tier and all information should relate back to the Mission and Vision statements, the goals and values of Kaurilands School.



Kaurilands School Charter 2011

Whakataukī, Vision, Values and Goals

**Whakataukī/
Motto**

“Whaia te Mātauranga”
Pursuing knowledge

“E tū pakari ana
E totoro teitei ana”
Standing strong
reaching high

Vision

Continually improve the high quality education the children of Kaurilands School receive, to enable each child to reach their full potential and be confident, connected, actively involved, life long learners.

Values

The New Zealand curriculum values that will be evident in the school’s philosophy, structures, curriculum, classrooms and relationships are:

- **Excellence = hiranga** – by aiming high and persevering in the face of difficulties
 - **Innovation = rerekētanga, inquiry = pakirehua and curiosity = whakamatemate** – by thinking critically, creatively and reflectively
 - **Diversity = rerenga kētanga** – as found in our different cultures, languages and heritages
 - **Equity = tika** – through fairness and social justice
 - **Community = iwi whānui and participation = whai wāhitanga** – for the common good
 - **Ecological sustainability = whakapumautanga rauropi** – which includes care for the environment
 - **Integrity = ngakau tapatahi** – which involves being honest, responsible, accountable and acting ethically
 - **Respect = whakaute** – for themselves, others and human rights
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Whakataukī, Vision, Values and Goals, Continued

Goals

- Embedding and sustaining effective teaching practices through the National Standards, so that each child will attain and exceed targets across the curriculum
 - To have in place effective data collection, analysis and measurement systems to accurately monitor performance against targets
 - In conjunction with our core curriculum, provide resources and teaching programmes for extra curricular learning needs
 - To recruit, develop and retain the highest quality personnel and provide relevant, challenging and ongoing professional learning opportunities for them
 - Through a partnership with students, staff, parents and community, build a sense of belonging
 - Māori students are engaged in their learning and are achieving educational success with pride in their unique identity, language and culture as Māori
 - To create, sustain and develop an environment, both physical and emotional, that encourages high standards of achievement and a love of learning
 - Provide a safe physical and emotional environment where everyone is aware of their rights and responsibilities
 - To continually move forward, through innovation, creativity and endeavour
-

Aims for our Children

As a community, our aims for our children are that they will be:

- Happy, with positive self esteem and confidence
 - Responsible and respectful of people, their cultures and their environments
 - Skilled writers, readers and mathematicians
 - Motivated life long learners who take pride in their achievements
 - Risk takers and problem solvers
 - Effective communicators
 - Compassionate and accepting of others
 - Critical and creative thinkers
 - Striving towards standards of personal excellence
 - Equipped with a sound knowledge base
 - Capable of persevering
 - Understanding of and have knowledge of Te Reo Māori and Tikanga Māori
 - Able participants in a range of physical activities
-

Cultural Diversity & Māori Dimension

New Zealand's Cultural Diversity

Our school shall reflect New Zealand's cultural diversity by:

- Encouraging students to share elements of their cultural heritage to celebrate New Zealand's cultural diversity
- All staff treating students as individuals with unique differences, talents and cultural values and perspectives that will be respected

The school comprises NZ European 74%, Māori 15%, Pasifika 5%, Asian 4%, Other 2%.

Steps to Incorporate Tikanga Māori

Kaurilands takes the following steps to incorporate Tikanga Māori (Māori culture and protocol) into the school's curriculum:

- Te Reo Māori and Tikanga Māori will be incorporated and promoted in classroom practices at every opportunity
 - Te Aho Arataki Marau mō te Ako i Te Reo Māori/Curriculum guidelines for Teaching and Learning Te Reo Māori, and Ka Hikitia/Managing for Success (raising Māori achievement) are the guiding documents which are used to prepare programmes for Kaurilands School
 - The Māori curriculum team will assist in keeping all staff aware of significant dates and events, e.g. Treaty of Waitangi; Matariki; Māori Language Week, Whānau Hui
 - Continue to promote the use of and celebrate the school motto, pepeha and waiata to enhance a feeling of belonging in the school
 - Staff meetings will incorporate Te Reo and Tikanga Māori
 - The school will foster the continuation of the Kapa Haka groups
-

Provision for Instruction in Te Reo Māori

As a school we are committed to ensuring all reasonable steps are taken to provide instruction in tikanga Māori and te reo Māori within a mainstream school.

Views and Concerns of the School's Māori Community

The following steps will be taken to discover the views and concerns of the school's Māori community:

- The school will actively maintain the position of Māori trustee
 - The school will consult regularly with the Māori community and they will be kept informed about Māori achievement
 - Regular Whānau Hui will be held
 - A link will be established on the website to be used as a communication tool for whānau
 - Whānau will be actively encouraged and involved in decision making and their children's learning in all education settings.
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Strategic Aims 2011 to 2013

Strategic Overview

Introduction Kaurilands School implements its strategic aims as part of an ongoing cycle of continuous improvement.

Strategic Aim NAG 1 **Fostering Student Achievement**
1.1 Raise achievement levels in reading, writing and mathematics to meet and exceed the National Standards
1.2 Embed the New Zealand curriculum as evidenced through formative assessment, thinking skills and inquiry learning practices
1.3 Use ICT to support and enhance teaching and learning
1.4 Implement different strategies to meet learning needs of all students
1.5 Continue to raise levels of achievement of Māori and Pasifika students
1.6 Analyse assessment data to identify individual needs of students

Strategic Aim NAG 2 & 2A **Strategic Planning, Self Review & Reporting**
2.1 Develop the school charter and monitor outcomes
2.2 Report to the parent body on the achievement of individual children against the National Standards
2.3 Maintain a programme of self review

Strategic Aim NAG 3 **Employment and Personnel**
3.1 Promote high levels of staff performance
3.2 Be a 'good employer'

Strategic Aim NAG 4 **Financial Condition, Property Management & Protection of Assets**
4.1 Monitor and control school expenditure and meet financial reporting and auditing responsibilities
4.2 Allocate funds to reflect school's priorities
4.3 Develop and maintain school property

Strategic Aim NAG 5 **Health and Safety**
5.1 Provide a safe physical and emotional environment for children and staff
5.2 Develop and review Health and Safety policy and procedures

Strategic Aim NAG 6 **Legal Responsibilities & General Policy**
6.1 Ensure the school complies with all legislative obligations

Strategic Aim 1 – Fostering Student Achievement

Goal 1.1 Raise achievement levels in reading, writing and mathematics

2011	2012	2013
Analyse data to identify needs	Analyse data to identify needs	Analyse data to identify needs
Set targets against National Standards to address needs	Set targets against National Standards to address needs	Set targets against National Standards to address needs
Implement programmes to raise levels of achievement across reading, writing and mathematics	Review programmes to ensure levels of achievement are being raised	Review programmes to ensure levels of achievement are being raised
Evaluate outcomes to identify if targets are met	Evaluate outcomes to identify if targets are met	Evaluate outcomes to identify if targets are met

Goal 1.2 Embed the New Zealand curriculum as evidenced through formative assessment, thinking skills and inquiry learning practices.

2011	2012	2013
Ensure current inquiry learning process embeds the NZ curriculum	Ensure current inquiry learning process embeds the NZ curriculum	Ensure current inquiry learning process embeds the NZ curriculum
Ensure new staff are inducted in Kaurilands formative assessment, inquiry and thinking practices	Ensure new staff are inducted in Kaurilands formative assessment, inquiry and thinking practices	Ensure new staff are inducted in Kaurilands formative assessment, inquiry and thinking practices

Goal 1.3 Use ICT to support and enhance teaching and learning.

2011	2012	2013
Ensure all ICT hardware is kept current	Ensure all ICT hardware is kept current	Ensure all ICT hardware is kept current
Maintain computer ratio of 1:5 in each classroom	Maintain computer ratio of 1:5 in each classroom	Maintain computer ratio of 1:4 in each classroom
Implement e-asTTLe as a new assessment tool	Continue to use e-asTTLe as an assessment tool	Review use of e-asTTLe to ensure its validity as an assessment tool
ICT's incorporated into classroom practices as a learning tool	Review ICT's implementation in classroom practices	Evaluate ICT's effectiveness in classroom practices

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Strategic Aim 1 – Fostering Student Achievement, Continued

Goal 1.4 Implement different strategies to meet the learning needs of all students.

2011	2012	2013
Use assessment data to identify individual needs	Use assessment data to identify individual needs	Use assessment data to identify individual needs
Ongoing induction of new staff to ensure consistent implementation of assessment practices	Ongoing induction of new staff to ensure consistent implementation of assessment practices	Ongoing induction of new staff to ensure consistent implementation of assessment practices
Trial e-asTTle in senior school as an assessment tool	Implement e-asTTle in senior school as an assessment tool	Evaluate e-asTTle as an effective assessment tool
Ensure relevant staff professional development is provided so student needs are met	Ensure relevant staff professional development is provided so student needs are met	Ensure relevant staff professional development is provided so student needs are met

Goal 1.5 Continue to raise levels of achievement of Māori and Pasifika students.

2011	2012	2013
Identify Māori and Pasifika children at risk and ensure programmes are in place to meet the needs of these children	Identify Māori and Pasifika children at risk and ensure programmes are in place to meet the needs of these children	Identify Māori and Pasifika children at risk and ensure programmes are in place to meet the needs of these children
Regularly consult with the Māori & Pasifika communities to identify priorities	Regularly consult with the Māori & Pasifika communities to identify priorities	Regularly consult with the Māori & Pasifika communities to identify priorities
Continue to implement Te Reo & Tikanga in the school curriculum	Review implementation of Te Reo & Tikanga to ensure quality and consistency of programmes.	Evaluate Te Reo and Tikanga programmes

Goal 1.6 Analyse assessment data to identify individual needs of students.

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Strategic Aim 1 – Fostering Student Achievement, Continued

Goal 1.6 Analyse assessment data to identify individual needs of students.

2011	2012	2013
Ensure data validity across all assessment tools	Ensure data validity across all assessment tools	Ensure data validity across all assessment tools
Effectively analyse data to identify needs	Effectively analyse data to identify needs	Effectively analyse data to identify needs
Provide additional targeted programmes to meet the needs of children with learning difficulties.	Provide additional targeted programmes to meet the needs of children with learning difficulties.	Provide additional targeted programmes to meet the needs of children with learning difficulties.
Provide additional targeted programmes to meet the needs of identified Gifted and Talented students.	Provide additional targeted programmes to meet the needs of identified Gifted and Talented students	Provide additional targeted programmes to meet the needs of identified Gifted and Talented students

Strategic Aim 2 – Self Review and Reporting

Goal 2.1 Develop the school charter and monitor outcomes.

2011	2012	2013
Annual aims and processes are documented	Annual aims and processes are documented	Annual aims and processes are documented
Monitor and continually reflect on outcomes	Monitor and continually reflect on outcomes	Monitor and continually reflect on outcomes

Goal 2.2 Report to the parent body on the achievement of individual children against the National Standards.

2011	2012	2013
Report to BOT & community against National Standards end of year expectations	Report to BOT & community against National Standards end of year expectations	Report to BOT & community against National Standards end of year expectations
Report to whānau in writing twice a year in plain language	Report to whānau in writing twice a year in plain language	Report to whānau in writing twice a year in plain language
Meet with Whānau twice a year in student led conferences	Meet with Whānau twice a year in student led conferences	Meet with Whānau twice a year in student led conferences

Goal 2.3 Maintain a programme of self review.

2011	2012	2013
Conduct ongoing review cycle of school policies	Conduct ongoing review cycle of school policies	Conduct ongoing review cycle of school policies
Audit procedures to ensure compliance and amend as appropriate	Audit procedures to ensure compliance and amend as appropriate	Audit procedures to ensure compliance and amend as appropriate
Introduce new mandatory policies as required by the MOE	Introduce new mandatory policies as required by the MOE	Introduce new mandatory policies as required by the MOE

Strategic Aim 3 – Employment and Personnel

Goal 3.1 Promote high levels of staff performance.

2011	2012	2013
Through relevant professional development upskill staff to ensure high levels of performance	Through relevant professional development upskill staff to ensure high levels of performance	Through relevant professional development upskill staff to ensure high levels of performance
Performance appraisal system is robust, planned and developed with individual's goals aligned to school priorities	Performance appraisal system is robust, planned and developed with individual's goals aligned to school priorities	Performance appraisal system is robust, planned and developed with individual's goals aligned to school priorities

Goal 3.2 Be a 'good' employer'.

2011	2012	2013
Implement and ensure all teachers are meeting the RTC's	Ensure all teachers are meeting the RTC's	Ensure all teachers are meeting the RTC's
Ensure procedures are in place so that the Board fulfils its role as a good employer as defined in the State Sector Act 1988	Ensure procedures are in place so that the Board fulfils its role as a good employer	Ensure procedures are in place so that the Board fulfils its role as a good employer
Provide ongoing professional development to all staff	Provide ongoing professional development to all staff	Provide ongoing professional development to all staff

Strategic Aim 4 – Financial Condition, Property Management and Protection of Assets

Goal 4.1 Monitor and control school expenditure and meet financial reporting and auditing responsibilities

2011	2012	2013
Checks and balances in place to ensure control of school expenditure	Checks and balances in place to ensure control of school expenditure	Checks and balances in place to ensure control of school expenditure
Prepare accounts for auditing on annual basis	Prepare accounts for auditing on annual basis	Prepare accounts for auditing on annual basis
Prepare financial reports for BOT each month.	Prepare financial reports for BOT each month	Prepare financial reports for BOT each month

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Strategic Aim 4 – Financial Condition, Property Management and Protection of Assets, Continued

Goal 4.2 Allocate funds to reflect school priorities.

2011	2012	2013
Ensure the budget allows for funding of staff & resources as prioritised	Ensure the budget allows for funding of staff & resources as prioritised	Ensure the budget allows for funding of staff & resources as prioritised

Goal 4.3 Develop and maintain school property.

2011	2012	2013
Prepare the 5 YA and 10YPP to ensure alignment with school's strategic aims	Implement the 5 YA and 10YPP to ensure alignment with school's strategic aims	Review the 5 YA and 10YPP to ensure alignment with school's strategic aims
Complete multi purpose teaching space and build new staffroom	Begin MLE projects	Continue with MLE projects

Strategic Aim 5 – Health and Safety

Goal 5.1 Provide a safe physical and emotional environment for children & staff.

2011	2012	2013
Comply with legislative requirements to provide a safe physical and emotional environment for children and staff	Comply with legislative requirements to provide a safe physical and emotional environment for children and staff	Comply with legislative requirements to provide a safe physical and emotional environment for children and staff

Goal 5.2 Develop and review the Health and Safety policy and procedures.

2011	2012	2013
Promote healthy food and nutrition	Review healthy food and nutrition practices	Ensure healthy food and nutrition is encouraged
Regular Health & Safety sub committee meetings to ensure we are meeting requirements	Regular Health & Safety sub committee meetings to ensure we are meeting requirements	Regular Health & Safety sub committee meetings to ensure we are meeting requirements

Strategic Aim 6 – Legal Responsibilities & General Policy

Goal 6.1 Ensure the school complies with all legislative obligations.

2011	2012	2013
Annual plan to review policy to ensure the school complies with legislative obligations	Annual plan to review policy to ensure the school complies with legislative obligations	Annual plan to review policy to ensure the school complies with legislative obligations
All teachers hold current registration	All teachers hold current registration	All teachers hold current registration

Annual Aims 2011

Aim 1: Fostering Student Achievement

Goal 1.1 Raise achievement levels in reading, writing and mathematics.

Specific Strategy: Analyse data to identify needs		
Actions to achieve targets: print classroom manager data and enter into spreadsheets and graphs, compare to 'above', 'at', 'below' and 'well below'. Written analysis is presented as part of this document.		
Monitored by: Principal, BOT	Led by: F Guy, Senior Management	Timeframe: ongoing
Actual outcome:		

Specific Strategy: Develop schoolwide Literacy and Numeracy targets:		
Actions to achieve targets: Using classroom manager data and identified needs look for trends, patterns, anomalies and commonalities to set specific targets.		
Monitored by: Principal, Senior Management Team	Led by: F Guy, Senior Management	Timeframe: Beg, mid & end of year
Actual outcome:		

Reading	Numeracy
To increase the number of children achieving 'at' or 'above' National Standard for reading. Any children sitting at well below or below expectation are target children for 2011.	To increase the number of children achieving above the National Standard in Numeracy.
Year 3: 1% of Year 3 cohort are 'well below', 10% 'below' expectation	Year 3: 14% of Year 3 cohort are 'below' expectation working within Stage 3 in addition/subtraction and are aiming to be working within Stage 4 by end of 2011.
Year 4: 2% of Year 4 cohort are 'well below' and 2% 'below' expectation	Year 4: 35% are 'below' expectation working within Stage 4 in addition/subtraction and are aiming to be working within Stage 5 by end of 2011.
Year 5: 5% of Year 5 cohort are 'below' expectation	Year 5: 6% of Year 5 cohort are 'below' expectation working within Stage 5 in addition/subtraction and are aiming to be working within Stage 6 by end of 2011.
Year 6: 1% of Year 6 cohort are 'well below' and 9% are 'below' expectation.	Year 6: 27% of year 6 cohort are 'below' expectation. These children are currently working within Stage 5 in addition/subtraction and are aiming to be working towards the end of Stage 6 by end of 2011.

Children's achievement results show no specific patterns or anomalies when analysed looking at gender and Māori and Pasifika students.

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Aim 1: Fostering Student Achievement, Continued

Specific Strategy: Implement programmes to raise levels of achievement across reading, writing and mathematics		
Actions to achieve targets: identify target children within teams, PLC's held regularly to discuss strategies and activities being used to raise children's achievement.		
Monitored by: Senior Management Team	Led by: Team leaders Senior Mgmt	Timeframe: Each term
Actual outcome:		

Specific Strategy: Evaluate outcomes to identify if targets are met		
Actions to achieve targets: Each term children are re tested to see if they have met targets, from this targets are re set or adjusted as required.		
Monitored by:	Led by: Teams	Timeframe: Once a term
Actual outcome:		

Goal 1.2 Embed the New Zealand curriculum as evidenced through formative assessment, thinking skills and inquiry learning practices.

Specific Strategy: Ensure current inquiry learning process embeds the NZ curriculum		
Actions to achieve targets: curriculum leaders of formative assessment and thinking skills lead staff meetings, provide knowledge base on inquiry learning process and run modelling sessions.		
Monitored by: Principal, Senior Management Team	Led by: Curriculum leaders	Timeframe: ongoing
Actual outcome:		

Specific Strategy: Ensure new staff are inducted in Kaurilands formative assessment and thinking practices.		
Actions to achieve targets: curriculum leaders run professional development sessions for new staff.		
Monitored by: Principal, Senior Management Team	Led by: Curriculum leaders	Timeframe: As required
Actual outcome:		

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Aim 1: Fostering Student Achievement, Continued

Goal 1.3 Use ICT to support and enhance teaching and learning.

Specific Strategy: Ensure all ICT hardware is kept current		
Actions to achieve targets: Maintain rollover of all ICT hardware as per cycle plan. Document all assets and serial numbers for depreciation and replacement purposes.		
Monitored by: Principal	Led by: F O'Hanlon	Timeframe: ongoing
Actual outcome		

Specific Strategy: Maintain computer ration of 1:5 in each classroom		
Actions to achieve targets: Ensure ratio is kept as a minimum of 1:5. Problems are addressed each week through Ed Tech to maintain computer and infrastructure functionality.		
Monitored by: Principal, BOT	Led by: F O'Hanlon, Ed Tech	Timeframe: As required
Actual outcome:		

Specific Strategy: Implement e-asTTle as a new assessment tool		
Actions to achieve targets: Attend training through WAPA 2020 Learning Project regularly – learning how to implement e-asTTle.		
Monitored by: MOE	Led by: F Guy, K Joy, E Namajuska, C Hibberd	Timeframe: By Dec 2011
Actual outcome:		

Specific Strategy: ICT's are incorporated into classroom practices as a learning tool		
Actions to achieve targets: Install digital projectors in 10 classrooms and in the multi purpose room.		
Monitored by: Principal	Led by: F O'Hanlon	Timeframe: By Term 3
Actual outcome:		

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Aim 1: Fostering Student Achievement, Continued

Goal 1.4 Implement different strategies to meet the learning needs of all students.

Specific Strategy: Ongoing induction of new staff to ensure consistent implementation of assessment practices		
Actions to achieve targets: New staff to Kaurilands are assigned a buddy in the same year group to familiarise them with Kaurilands' expectations and processes. PRT's are assigned a tutor teacher for 2 years – meet weekly and keep a journal of learning.		
Monitored by: Principal, Senior Management Team	Led by: Buddy, tutor teachers, team leaders	Timeframe: When required
Actual outcome:		

Specific Strategy: Ensure relevant staff professional development is provided so student needs are met		
Actions to achieve targets: Professional development foci for 2011 are Literacy- Writing, Te Reo Māori , Assessment and the WAPA 2020 Learning Project which includes strands on Leadership, Student Achievement and Assessment and Community Engagement.		
Monitored by: Principal BOT	Led by: L Dempsey, M Coxhead, Māori Curriculum Team Senior Management, various staff West Akld principals	Timeframe: By Dec 2011
Actual outcome:		

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Aim 1: Fostering Student Achievement, Continued

Goal 1.5 Continue to raise levels of achievement of Māori and Pasifika students.

Specific Strategy: Identify Māori and Pasifika children at risk and ensure programmes in place to meet the needs of identified children.		
Actions to achieve targets: Using classroom manager data identify all Māori and Pasifika children that are 'below' and 'well below' cohort achievement. Differentiated programmes are in place within classrooms and extra support is provided where required to address individual needs.		
Monitored by: Edtech, Senior Management Team	Led by: Principal, F Guy, Māori CT	Timeframe: Beg, Mid and end year
Actual outcome:		

Specific Strategy: Regularly consult with the Māori and Pasifika communities to identify priorities		
Actions to achieve targets: Plans are in place to meet with the Māori community 4 times in 2011, and twice for Pasifika families. A link is being established on the website for whānau as a communication tool for ongoing Māori initiatives.		
Monitored by: Pat Heremaia – Kaumatua Dave Mete (Māori BOT Rep) Māori Curriculum Team Principal	Led by: P Heremaia M Coxhead Māori Curriculum Team Senior Management	Timeframe: By Dec 2011
Actual outcome:		

Specific Strategy: Continue to implement Te Reo & Tikanga in the school curriculum		
Actions to achieve targets: Te Reo Māori is timetabled across the school for 30 minutes each week as a minimum. Te Reo and Tikanga are integrated across the curriculum at every opportunity. The Māori Curriculum Team have written a programme for Kaurilands that will compliment Ka Hikitia and Te Aho Arataki Marau mō te Ako i Te Reo Māori.		
Monitored by: Principal Māori Curriculum Team	Led by: M Coxhead P Simmons K Joy	Timeframe: ongoing
Actual outcome:		

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Aim 1: Fostering Student Achievement, Continued

Goal 1.6 Analyse assessment data to identify individual needs of students

Specific Strategy: Ensure data validity across all assessment tools		
Actions to achieve targets: Manual checks and balances are in place to ensure the accuracy of data across all assessments. This is carried out each time data is used for assessment purposes. Implement National Standard changes to tracking and reporting.		
Monitored by: Principal	Led by: Principal Senior Management	Timeframe: Ongoing
Actual outcome:		

Aim 1: Fostering Student Achievement, Continued

Specific Strategy: Effectively analyse data to identify needs		
Actions to achieve targets: Identify anomalies, patterns and trends in all assessment data to ensure that the data is being used effectively and appropriately for each child.		
Monitored by: Principal	Led by: Senior mgmt Team leaders	Timeframe: ongoing
Actual outcome:		

Specific Strategy: Provide specialised staffing and programmes in Reading, Writing and Mathematics.		
Actions to achieve targets: Provide individual, small group and classroom targeted teaching to meet individual needs overseen by the SENCO.		
Monitored by: SENCO, Senior Management Team	Led by: Senior Mgmt Team leaders	Timeframe: ongoing
Actual outcome:		

Specific Strategy: Provide specialised staffing and programmes to meet individual needs of Gifted and Talented children.		
Actions to achieve targets: Provide opportunities for Gifted and Talented children through the Discovery Group, Maths, Science and Literacy extension groups.		
Monitored by: Senior Management Team Gifted and Talented Committee	Led by: Senior mgmt Team leaders	Timeframe: ongoing
Actual outcome:		

Aim 2: Strategic Planning, Self Review & Reporting

Goal 2.1 Develop the school charter and monitor outcomes.

Specific Strategy: Annual aims and processes are documented		
Actions to achieve targets: Each year as a Board review the strategic and annual aims for Kaurilands and document them in the Charter. The annual aims form the basis of each Board meeting and Principals report.		
Monitored by: BOT	Led by Board of Trustees	Timeframe: ongoing
Actual outcome:		

Specific Strategy: Monitor and continually reflect on outcomes		
Actions to achieve targets: Monitor outcomes as they are achieved throughout the year as against set targets in the Charter.		
Monitored by: BOT	Led by: Board of Trustees	Timeframe: ongoing
Actual outcome:		

Goal 2.2 Report to the parent body on the achievement of individual children against the National Standards.

Specific Strategy: Report to the BOT & community against National Standards		
Actions to achieve targets: Kaurilands is working towards reporting against National Standards end of year expectations. This information will compare children from years 3-6 against the National Standards; children in years 1 and 2 will be reported on after 20, 40 and 80 months.		
Monitored by: MOE	Led by Senior Management	Timeframe ongoing
Actual outcome:		

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Aim 2: Strategic Planning, Self Review & Reporting, Continued

Specific Strategy: Report to whānau in writing twice a year in plain language		
Actions to achieve targets: Written reports are sent to whānau in August and December that detail in plain language what their child's progress, achievement and next steps will be.		
Monitored by: Principal	Led by: Principal	Timeframe: August & Dec
Actual outcome:		

Specific Strategy: Meet with whānau twice a year in student led conferences		
Actions to achieve targets: Triadic student led conferences will be held in April and August of 2011 where students are encouraged to talk about their learning, achievements and next steps.		
Monitored by: Principal	Led by: Teachers	Timeframe: April & August
Actual outcome:		

Goal 2.3 Maintain a programme of self review

Specific Strategy: Conduct ongoing review cycle of school policies		
Actions to achieve targets: The Board will review each school policy on an annual basis. Policies will be checked for their relevance against the school Charter.		
Monitored by: MOE	Led by: BOT	Timeframe: Annually
Actual outcome:		

Specific Strategy: Audit procedures to ensure compliance and amend as appropriate		
Actions to achieve targets: The Board will ensure procedures are being carried out by the Principal to enact the policies and ensures compliance with its obligations.		
Monitored by:	Led by: Board	Timeframe: cyclic
Actual outcome:		

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Aim 2: Strategic Planning, Self Review & Reporting, Continued

Specific Strategy: Introduce new mandatory policies as required by the MOE		
Actions to achieve targets: Kaurilands Board of Trustees will research, document and implement any new policies as required by the Ministry of Education.		
Monitored by: MOE	Led by: Board	Timeframe: As and when required
Actual outcome:		

Aim 3: Employment and Personnel

Goal 3.1 Promote high levels of staff performance

Specific Strategy: Through relevant professional development upskill staff to ensure high levels of performance		
Actions to achieve targets: Professional development plan is in place for 2011 that addresses the priorities as set by the Board for this year. For 2011 the priority areas for PD are Literacy-Writing, Te Reo Māori, Assessment and the WAPA 2020 Project. Kaurilands School provides an ongoing commitment to the professional development of PRT's.		
Monitored by: MOE	Led by: Principal	Timeframe: Throughout 2011
Actual outcome:		

Specific Strategy: Performance appraisal system is robust, planned and developed with individual's goals aligned to school priorities		
Actions to achieve targets: Teachers are appraised through an assessment programme by their peers, team leader, senior management and by the principal. The teachers also self assess against the registered teachers criteria.		
Monitored by: MOE	Led by: Principal & Senior Mgmt	Timeframe: ongoing
Actual outcome:		

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Aim 3: Employment and Personnel, Continued

Goal 3.2 Be a 'good employer'

Specific Strategy: Ensure procedures are in place so that the Board fulfils its role as a good employer as defined in the State Sector Act 1988.		
Actions to achieve targets: Kaurilands' policy on Equal Employment Opportunities ensures that legal and moral requirements to be a good employer are met. A high level of trust and support is offered to every staff member at Kaurilands by the Board of Trustees		
Monitored by: Employment Relations Act 2000	Led by: Board of Trustees	Timeframe: ongoing
Actual outcome:		

Specific Strategy: Provide ongoing professional development to all staff		
Actions to achieve targets: Ensure there are sufficient funds allocated in the budget to provide relevant and effective professional development for all staff as required. Specific funding will be identified for PD in Literacy- Writing and Te Reo Māori in 2011.		
Monitored by: BOT	Led by: Principal	Timeframe: ongoing
Actual outcome:		

Aim 4: Financial Condition, Property Management and Protection of Assets

Goal 4.1 Monitor and control school expenditure and meet financial reporting and auditing responsibilities

Specific Strategy: Checks and balances in place to ensure control of school expenditure		
Actions to achieve targets: The office administrator and her assistant keep track of school expenditure throughout the year. This is reported in a financial statement that is prepared by our accountant on a monthly basis to be signed off by the Board of Trustees each month.		
Monitored by: Callan Taylor	Led by: N Robinson C Taylor	Timeframe: monthly
Actual outcome:		

Specific Strategy: Prepare accounts for auditing on an annual basis		
Actions to achieve targets: The Kaurilands office administrator and contractual accountant prepare school accounts to be sent to the auditor on an annual basis.		
Monitored by: Hayes Knight	Led by: N Robinson C Taylor	Timeframe: March 2011
Actual outcome:		

Specific Strategy: Prepare financial reports for BOT		
Actions to achieve targets: The Kaurilands accountant prepare the monthly BOT financial report and then meets with the Finance sub committee prior to discuss the forecast and expenditure for the month. This report is then tabled at the monthly Board of Trustees meeting.		
Monitored by: Callan Taylor	Led by: C Taylor Finance Sub-Committee	Timeframe:
Actual outcome:		

Goal 4.2 Allocate funds to reflect school priorities

Specific Strategy: Ensure the budget allows for funding of staff & resources as prioritised		
Actions to achieve targets: When the budget is set the Principal must prioritise where spending will be for the following year based on the strategic aims as set out in the Charter.		
Monitored by: BOT	Led by: Principal & BOT	Timeframe: Oct of each year
Actual outcome:		

Continued on next page

Aim 4: Financial Condition, Property Management and Protection of Assets, Continued

Goal 4.3 Develop and maintain school property

Specific Strategy: Prepare the 5YA & 10YPP to ensure alignment with school strategic aims		
Actions to achieve targets: The Board of Trustees in cooperation with a project manager sets goals and objectives for the 5YA and 10YPP ensuring priority is given to Modern Learning Environments for 2011.		
Monitored by: MOE	Led by Gill Wallace – Project Manager Property Sub-Committee	Timeframe
Actual outcome:		

Specific Strategy: Complete multi purpose teaching space and staffroom project		
Actions to achieve targets: This project commenced in March of 2011 and is due for completion at the end of term 2. This project is being overseen by the Property sub committee and site meetings are held fortnightly to discuss budget, progress and contingencies.		
Monitored by: MOE	Led by: Nicola Barker - Project Manager Property Sub-Committee	Timeframe: Completion July 2011
Actual outcome:		

Aim 5: Health and Safety

Goal 5.1 Provide a safe physical and emotional environment for children and staff.

Specific Strategy: Comply with legislative requirements to provide a safe physical and emotional environment for children and staff		
Actions to achieve targets: Develop a timeline for cyclical review of health and safety policy to ensure Kaurilands comply with Health and Safety regulations and provide a safe physical and emotional environment for children and staff.		
Monitored by: MOE	Led by: Board of Trustees	Timeframe: Annually review
Actual outcome:		

Goal 5.2 Develop and review the Health and Safety policy and procedures

Specific Strategy: Promote healthy food and nutrition		
Actions to achieve targets: The tuck shop was removed from Kaurilands in 2010 and was replaced with Subway and Sushi ordering. Kaurilands is a 'water only' school, healthy lunch options are encouraged and children in years 1 & 2 have brain food snacks every morning.		
Monitored by: BOT	Led by: Class teacher	Timeframe: ongoing
Actual outcome:		

Specific Strategy: Regular Health and Safety sub committee meetings to ensure we are meeting requirements		
Actions to achieve targets: The Health and Safety sub committee meet 4 times a year to review the Health and Safety Policy. Any areas where Kaurilands do not comply with Health and Safety regulations will be addressed immediately and then documented.		
Monitored by: MOE	Led by: Sub committee	Timeframe: Each term
Actual outcome:		

Aim 6: Legal Responsibilities & General Policy

Goal 6.1 Ensure the school complies with all legislative obligations

Specific Strategy: Annual plan to review policy to ensure the school complies with legislative obligations		
Actions to achieve targets: Develop an annual plan cyclical review of all legislative requirements to ensure Kaurilands complies with all legal obligations.		
Monitored by: MOE	Led by: Board of Trustees	Timeframe: Annual review
Actual outcome:		

Specific Strategy: All teachers hold current registration		
Actions to achieve targets: The Principal keeps a record of all teachers' current registration details and reminds them in advance of renewal dates. The Principal signs off each teacher against the RTC's as part of the annual attestation process.		
Monitored by: NZ Teachers Council	Led by: Principal	Timeframe: ongoing
Actual outcome:		

Appendix

The New Zealand Curriculum

Introduction The revised New Zealand Curriculum is a document that was published in 2008. It gives a detailed guide of the Ministry of Education's 'Direction for Learning', 'Guidance' and the 'School Curriculum: Design and Review'. The document specifies the Vision, Values, Key Competencies, Learning Areas and Principles of The New Zealand Curriculum.

Below are the explanations of each of the 8 Key Learning Areas and 5 Key competencies as set out by the Ministry of Education. The definitions detailed below are those given by the Ministry of Education in their 2008 'The New Zealand Curriculum' and are quoted as such.

Learning Areas

English:

In English students study, use and enjoy language and literature communicated orally, visually and vocally. English is structured around two interconnected strands which differentiate between the modes in which students primarily make meaning of information they receive and create meaning for themselves or others

Mathematics and Statistics:

In Mathematics and Statistics students explore relationships in quantities, space and data and learn to express these relationships in ways that help them to make sense of the world around them. Mathematics and Statistics is presented in 3 strands which have many connections within and across each other, they are: number and algebra, geometry and measurement, statistics.

Health and Physical Education:

In Health and Physical Education students learn about their own well being and that of others and society, in health related and movement contexts. Health & PE is structured around four strands: personal health and physical development, movement concepts and motor skills, relationships with other people and health communities and environments. Health & PE encompasses 3 related subjects: health education, physical education and home economics.

Science:

In Science students explore how both the natural physical world and science itself work so that they can participate as critical, informed and responsible citizens in a society in which science plays a significant role. Science is grouped around 5 strands: nature of science, the living world, planet earth and beyond, the physical world and the material world.

Continued on next page

The New Zealand Curriculum, Continued

Learning Areas (continued)

The Arts:

In the Arts, students explore, refine and communicate ideas as they connect thinking, imagination, senses, and feelings to create works and respond to the works of others. The Arts comprises four disciplines: dance, drama, music and visual art.

Technology:

In Technology, students learn to be innovative developers of products and systems and discerning customers who will make a difference in the world. Technology comprises 3 strands: technological practice, technological knowledge and nature of technology.

Social Sciences:

In the Social Sciences, students explore how societies work and how they themselves can participate and take action as critical, informed and responsible citizens. Social Sciences is structured around 4 conceptual strands: identity, culture and organisation; place and environment; continuity and change, and the economic world.

Learning Languages:

In Learning Languages, students learn to communicate in an additional language, develop their capacity to learn further languages, and explore different world views in relation to their own. This learning area is centered around the core strand: communication, and 2 supporting strands: language knowledge and cultural knowledge.

Inquiry Learning:

Inquiry is an investigation or study into a worthy question, issue, problem or idea. Inquiry involves serious engagement and investigation and the active creation and testing of new knowledge. Inquiry occurs all the time but especially within an Integrated Curriculum. Inquiry Based learning empowers children to be effective and engaged 21st Century learners.

Key Competencies

The New Zealand Curriculum identifies five key competencies, capabilities essential for students living and lifelong learning:

- ***Thinking*** – using creative, critical and metacognitive processes to make sense of information, experiences and ideas
- ***Using Language, Symbols and Texts*** – working with and making meaning of the codes in which knowledge is expressed
- ***Managing Self*** – self motivation, students seeing themselves as capable learners
- ***Relating to Others*** – interacting effectively with a diverse range of people in a variety of contexts, including the ability to listen actively, recognise different points of view, negotiate and share ideas.
- ***Participating and Contributing*** – being actively involved in communities including family, whānau and school. A capacity to contribute appropriately as a group member, make connections with others and create opportunities for others.

Procedural Information Statement for Kaurilands School

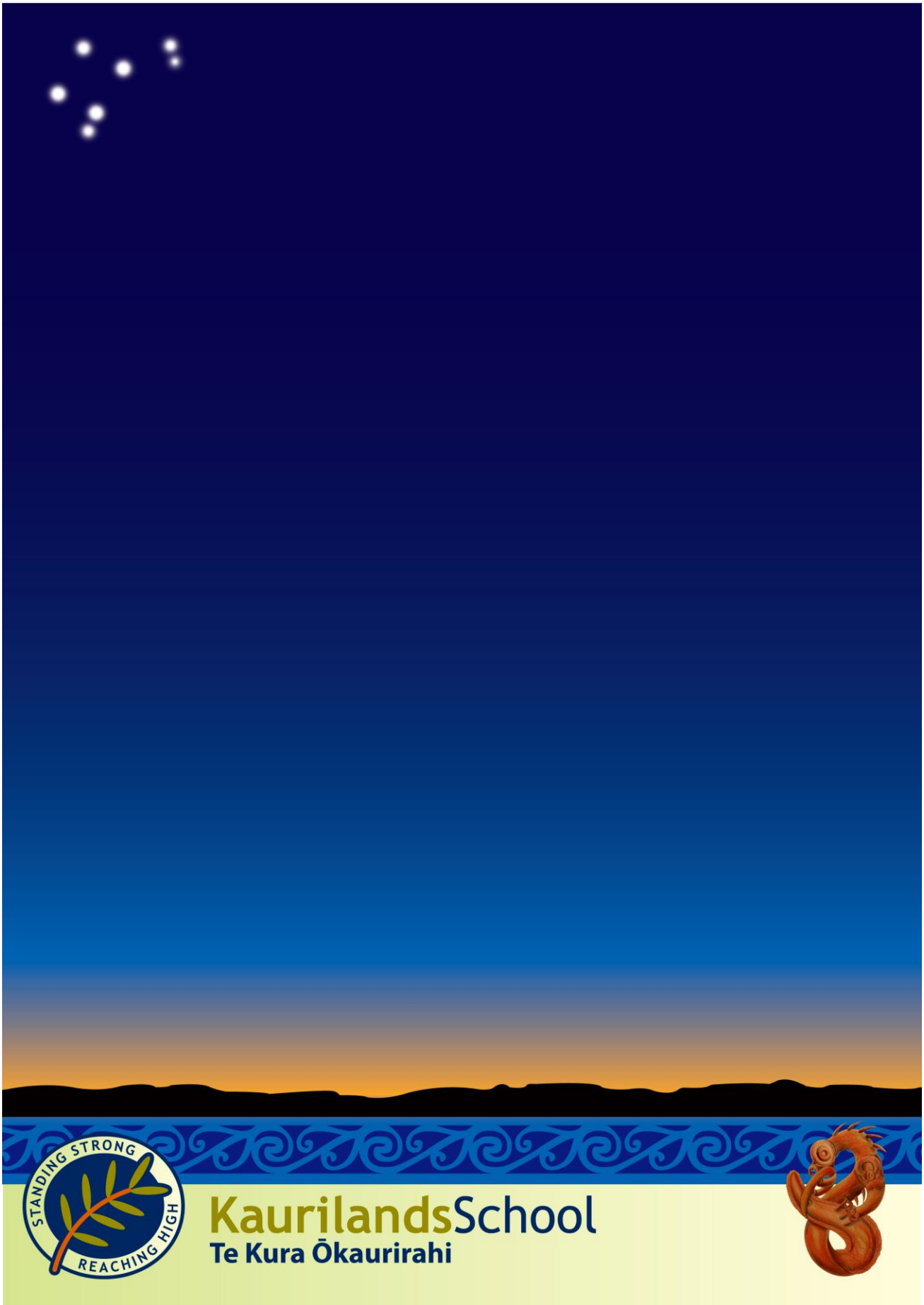
Kaurilands School will lodge with the MOE a copy of its annually updated charter and a copy of its report on annual targets following the annual Board of Trustees self-review meeting.

Kaurilands School consults with its community, including its Māori community, regularly as part of its three year cycle of self review. Regular meetings and/or surveys for community consultation take place. The school's Māori community is consulted to develop ways in which the school aims to reflect New Zealand's cultural diversity and the unique position of Māori as expressed in the School Charter.

Targets for student achievement will be identified by the teaching staff and approved by senior management. The targets will be presented to the Board of Trustees for discussion and endorsement. Once the Board of Trustees has approved the targets for the forthcoming year they will be presented to the school community prior to being submitted to the Ministry of Education.

A copy of the school's charter is available to parents at the school office

Approved by the Board of Trustees minuted :
31st May 2011



KaurilandsSchool
Te Kura Ōkaurirahi

