



BOTANY DOWNS
Secondary College

College Charterⁱ

(working document)

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The reviewed charter, with its annually updated section, needs to be provided to the Ministry of Education each year.

Mission, Vision and Values Statement^{ii iii iv}



BOTANY DOWNS Secondary College

Vision



To be an exceptional whanau-based learning community. Our students will be confident, connected and self-managing lifelong learners who will seize our excellent learning opportunities. They will be innovative, creative and enterprising.



Our professional and highly motivated staff provide intellectual challenge through quality teaching and learning programmes within a safe, supportive environment.



We are contributing members of our local, national and global community and work towards sustainability.



Our school community recognises and values individual differences, the significance of the Treaty of Waitangi and our multi-cultural society.

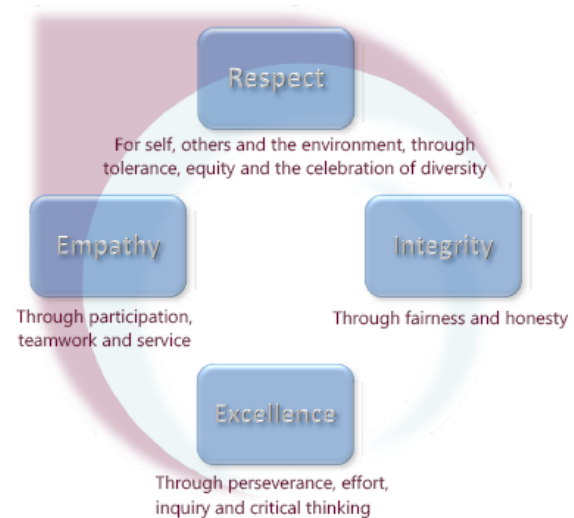
"Knowledge with Character"

Mission

- Creating Opportunities
- Releasing Potential
- Achieving Personal Excellence

Values

As a school community we have high expectations that are expressed through our shared core values:



Strategic Section



BOTANY DOWNS
Secondary College

STRATEGIC INTENT ^v ^{vi}

- BDSC will provide **EXCELLENT EDUCATIONAL OPPORTUNITIES** for all students
- BDSC will maximise the resources and opportunities provided in the **PHILOSOPHY OF THE WHANAU** to support students
- Attract and retain the **HIGHEST QUALITY STAFF** who share the College's vision, culture, philosophy and pedagogical approach
- Provide excellent **INFORMATION AND COMMUNICATION TECHNOLOGY**. Actively seek and use new and emerging technology to encourage creativity and innovative teaching and learning
- Communication and Marketing Tools are used to promote the College as an **OUTSTANDING LEARNING ORGANISATION**

Strategic^{vii} and Annual Plans^{viii}

Strategic Intent 2009-2012	Annual Plan 2011	School Responsibility	SLT Responsible	
				Date
<p>BDSC will provide excellent educational opportunities for all students.</p> <p><i>"Quality intellectual and academic programmes accompanied by excellent opportunities in sport, leadership, culture and the arts."</i></p> <p>For BDSC this means</p> <ul style="list-style-type: none"> Academic achievement is prioritised in the College's organisation so that every student is given the opportunity to achieve at their highest possible level and the College's results will place us in the upper quartile. Multiple and integrated learning pathways assist students to achieve their personal educational goals. Learning and teaching will be at all times excellent and informed by international best practice. Students' intellectual and academic growth is supported by quality metacognitive programmes, enriched academic study and enhanced learning support. Maori who wish that their children be taught in Te Reo will be accommodated. Outstanding programmes in leadership, sports, arts and culture will provide opportunities for personal growth and development. 	<p>OUTCOMES</p> <ol style="list-style-type: none"> Professional Learning plan aligns with BDSC development model, and includes: new curriculum, standards review, leadership development, individual and learning area needs. Annual Targets raise student achievement in literacy, numeracy and student motivation. Learning Area Manuals meet the BDSC non negotiable specifications and aligned with the New Curriculum Unit Plans meet BDSC non negotiable specifications. Years 9, 10 and 11 plans are aligned with the new curriculum expectations and the standards review for NCEA level 1. Learning to Learn programmes in place to develop the metacognitive learning needs of our students. Progress on school benchmark indicators are reported to the BOT. Faculty Directors report to the Board on student achievement and links Learning Area goals to school goals. Timetable and scheduling promotes reasonable student choice and fulfils the teachers' collective contract. Maori and Pacific Island students achievement monitored and appropriate support given if necessary. The students are provided with learning programmes and support to meet their individual needs, i.e. GATE, ESOL, Learner Support, Gateway 	<p>BR</p> <p>LH BE ST</p> <p>VK BR HOLA</p> <p>VK BR HOLA</p> <p>BR</p> <p>LH</p> <p>Faculty Directors</p> <p>LH VK</p>	<p>LH</p> <p>LH</p> <p>SLT</p> <p>SLT</p> <p>BR</p> <p>LH</p> <p>BR</p> <p>LH/VK</p>	

Strategic Intent 2009-2012	Annual Plan 2011	School Responsibility	SLT Responsible	
				Date
<p>BDSC will maximise the resources and opportunities provided in the philosophy of the Whanau to support students.</p>	<p>OUTCOMES</p> <ol style="list-style-type: none"> Each Whanau promotes its family environment, history and traditions while providing <u>excellent personalised pastoral care</u> Each Whanau sets the standards for <u>positive social behaviours</u> supporting the College values The Whanau staff <u>monitors and advises</u> students on their academic progress, co-curricular activities, leadership opportunities and careers. Each Whanau <u>identifies students at risk</u> and refers to the most appropriate support services. The College provides a support network that enhances the health and well being of our students and staff. The College complies with the relevant Occupational, Health and Safety guidelines. The appropriate policies and procedures are known by all college personnel through the <u>relevant publications</u> and instructions given to staff and students on induction. <u>Mentoring and peer support programme</u> supports raising student achievement and managing self. A wide range of extra curricular opportunities for students (Leadership, Sports, Arts, Culture) 	WHL/Whanau Staff		
<p><i>"A Whanau is an exceptional learning community where each individual is valued and supported."</i></p>		WHL		
<p>For BDSC this means</p> <ul style="list-style-type: none"> Students will realise their individual potential with quality academic, sporting, artistic, cultural and leadership programmes. Personalised learning pathways that encourage positive development. Provides an environment that values excellence in achievement and behaviour, an awareness of global issues and a respect for cultural diversity. Providing a clear structure for managing college support procedures. 		WHL/Whanau Staff		
		Staff		
		SLT, Support staff		
		SLT Business Manager		
		SLT		
		DP		
		WHL Co-ordinators of Sports/Arts		

Strategic Intent 2009-2012	Annual Plan 2011	School Responsibility	SLT Responsible	
				Date
<p>Attract and retain the highest quality staff who share the college's vision, culture, philosophy and pedagogical approach.</p>	<p>OUTCOMES</p> <ol style="list-style-type: none"> 1. Communication with prospective and current staff is of the highest quality. 2. Induction programmes ensure that all new staff are supported in their understanding of the BDSC standards for excellence in education and values. 3. Working conditions are conducive to providing a positive staff culture and the best teaching and learning environment. 4. Professional learning programmes are designed to meet the staff and college needs. 5. All staff are given leadership opportunities and training. 6. Appraisal process is a valuable tool for both staff and management. 			
<p><i>"BDSC will have great teachers who have high expectations and will provide excellent educational opportunities."</i></p>		SLT		
<p>For BDSC this means</p> <ul style="list-style-type: none"> • Attracting and employing great teachers • Employ teachers and management who understand and support the multicultural nature, values and goals of the College • Being an exemplary and supportive environment in which to work • Professional Learning is focused on best pedagogical practice and raising staff effectiveness • To nurture future educational leaders by providing quality leadership experiences and opportunities for professional development • Provide work opportunities that excite, challenge and reward staff personally and professionally 		GD		
		LH		
		BR		
		LH		
		BR		

Strategic Intent 2009-2012	Annual Plan 2011	School Responsibility	SLT Responsible	
				Date
<p>Provide excellent Information and communication technology. Actively seek and use new and emerging technology to encourage creativity and innovative teaching and innovative learning.</p>	<p>Outcomes</p> <ol style="list-style-type: none"> 1. Induction programmes for students and staff ensure that resources in our ICT network are used efficiently. 2. Professional learning is available to up skill staff in their use, of latest technologies. 3. ICT skills are mapped and integrated across all junior programmes in learning areas. 4. The use of our LMS and SMS is maximised so that learning and administration can be more effective. 5. Web site is maintained as the key link. 6. The network is managed efficiently and our resources are maintained. 7. An integrated library system links learners with research and information. 8. Student laptop programme is expanded with supporting infrastructure 9. Integration and maximisation of Microsoft EDU and Pathways schools 	GD MA		
<p><i>"BDSC's learning community has access to digital learning opportunities that will equip learners with knowledge and skills so they can live and work efficiently in the 21st century."</i></p>		BR MA		
<p>For BDSC this means.</p> <ul style="list-style-type: none"> • Successful integration of ICT into our organisation, communication and learning and teaching. • Students and staff will be confident and competent users of ICT • College administration will maximise the ICT infrastructure to enhance their service • To have a sustainable and effective ICT infrastructure • Utilization of ICT as an enhancing and integration tool to maximise learning outcomes and access to global communities 		HOLA		
		Staff		
		TIC IT		
		SLT/New ERA		
		Library Manager		
		BR		
		LH HT		

Strategic Intent 2009-2012	Annual Plan 2011	School Responsibility	SLT Responsible	
				Date
<p>Communication and Marketing tools are used to promote the college as an outstanding learning organisation.</p>	<p>Outcomes</p> <ol style="list-style-type: none"> 1. Marketing material is of the highest quality. 2. Newsletters are distributed on a regular basis. 3. Parents can remotely access their child's achievement and attendance data. 4. Quality information is provided to our international community. 5. Relationships with local industries and businesses are maintained and enhanced. 6. Implementation of Microsoft Pathways to enhance College perspectives internationally and to provide mentoring nationally and internally 	<p>LH/Business Manager</p> <p>LH</p> <p>GD</p> <p>JKM LH</p> <p>SLT Business Manager</p> <p>LH HT</p>		
<p><i>"BDSC will be recognised globally as a learning organisation that promotes excellence."</i></p>				
<p>For BDSC this means</p> <ul style="list-style-type: none"> • We will enhance the profile and credibility of BDSC in the national and international educational arena. • Parents have access to quality information about their child progress and achievements. • Virtual visitors are provided will appropriate access to the information they need. • Our international marketing material is exceptional. • Develop systems to foster communication with and amongst our community. 				

MAORI AND PACIFIC ISLANDERS ACHIEVEMENT PLAN

GOALS FOR 2011

1. All Maori and Pacific Island students will achieve the same literacy levels as other students at BDSC which should equal or surpass the expectation for our Decile and Type of School (using AsTTle, P.A.T.s)
2. All Maori and Pacific Island students will achieve the same numeracy levels as other students at BDSC which should equal or surpass the expectation for our Decile and Type of School (using AsTTle, P.A.T.s)
3. All Maori and Pacific Island students will pass their NCEA levels as per the expectation for all students at BDSC
4. Develop the data base of Maori and Pacific Island students and monitor progress through the mentoring programme and group feedback.

ACTIONS	RESPONSIBILITY	TIMEFRAME
1. Consultation with Maori and Pacific Island community on: a. Vision for their children's achievement; and b. Specific goals designed to support Maori and Pacific Island achievement;	Principal	
2. Opportunity for Maori and Pacific Island students to share their language and culture; Assembly, Kapa Haka groups, Cultural groups;	Whanau Leaders, Co-curricular committee	
3. Regularly report to parents at appropriate community organisations the achievement levels of Maori and Pacific Island students;	Principal, DP i/c Reports	
4. Pastoral Support programme in place that supports the Maori and Pacific Island students so that their successes are recognised, retention through to the senior school is high and pathway to future learning is in place;	Whanau Leaders, Tutors	
5. Encourage active involvement in co-curricular activities and record involvement in SMS;	Whanau Leaders, Co-curricular coaches	
6. Set up spreadsheet for Maori and Pacific Island students that has all common assessment data included on it and monitor co-curricular activity.	Academic Director	

ANNUAL TARGETS 2011^{ix}

Objective 1: To raise Literacy Standards.

- Target 1: By the End of Year 10, 90% of students are at or above Curriculum Level 5 on the AsTTLe Test.
- Target 2: 95% of Year 11 Students enrolled in NCEA Level 1 achieve Literacy Standard.
- Target 3: 90% of Year 13 Students fulfil the literacy required for entry to University.

Objective 2: To raise Numeracy Standards.

- Target 1: By the End of Year 10, 95% of our Students are at or above Level 5 on the AsTTLe Test
- Target 2: 95% of Year 11 students enrolled in NCEA Level 1 achieve Numeracy Standard
- Target 3: 90% of Year 13 students achieve the Numeracy Standard for University Entrance.

Objective 3: To improve the academic motivation and achievement of students.

- Target 1: Improve Student Success in Scholarship
- Target 2: Increase the percentage of students who achieve their NCEA qualification endorsed with Merit or Excellence
- Target 3: 70% of Year 13 students achieve University Entrance

Action Plans for Targets 2011

ACTIONS	RESPONSIBILITY	TIMEFRAME
<p>Planning for Raising Literacy</p> <ol style="list-style-type: none"> 1. Student Literacy Levels <ul style="list-style-type: none"> • Use Asstle and PAT literacy tests for data on year 9 and 10 literacy levels. This means we will test, record, diagnose, share and plan for using this data and specify outcomes for all students including special needs and gifted and talented. • Ensure that a literacy report is prepared and shared with students, their teachers, tutors and their parents. • Students with high literacy needs will have an IEP developed which may include support from external agencies. • Whanau leaders to develop a support programme for low achievers in literacy (SRA, Academic word list, peer reading). • Year 9/10 writing programme expanded. • Investigate the use of e-Asstle, LMS, parent portal or live@edu for student self improvement. • And ... 2. Learning Areas/Whanau (HOLS, Whanau Leaders) <ul style="list-style-type: none"> • Learning areas plan for literacy activities and the use of new standards to achieve literacy credits at year 11. • Mentoring programme to include reference to literacy credits at year 11 and UE literacy requirements. • Whanau support planned and developed. • And.... 3. ESOL systems used to support literacy <ul style="list-style-type: none"> • ESOL students identified and recorded using MOE expectations. • ESOL programmes and teaching used to raise student literacy levels across all year levels. • ESOL teaching strategies shared with staff through professional learning, individual teacher support and departmental development. • And ... 4. Alternative pathways to support Literacy development <ul style="list-style-type: none"> • Year 11/12/13 programmes developed to best suit the literacy needs of students • Year 10 foundation support for raising literacy • And 	<p>DP, Academic Director</p> <p>DP i/c Reports</p> <p>SENCO</p> <p>Whanau Leaders, tutors</p> <p>Literacy group SLT</p> <p>DP i/c Literacy</p> <p>All staff DP i/c Pastoral</p> <p>Head of ESOL /Enrolment Officer ESOL teachers Head of ESOL /PL committee</p> <p>HOLA SENCO</p>	

ACTIONS	RESPONSIBILITY	TIMEFRAME
<p>Planning for Raising Numeracy</p> <p>5. Student Numeracy Levels</p> <ul style="list-style-type: none"> • Use Asstle and PAT numeracy tests for data on year 9 and 10 numeracy levels. This means we will test, record, diagnose, share and plan for using this data and specify outcomes for all students including special needs and gifted and talented. • Ensure that a numeracy report is prepared and shared with students, their teachers, tutors and their parents. • Students with high numeracy needs will have an IEP developed which may include support from external agencies. • Whanau leaders to develop a support programme for lower achievers in numeracy. • Investigate the use of e-Asstle, LMS, parent portal or live@edu for student self improvement. • And <p>6. Mathematics Learning area develop strategies to improve student outcomes</p> <ul style="list-style-type: none"> • Differentiated programmes developed to help raise student outcomes in mathematics • Mathematic support programmes continued and expanded. • Communication with parents used to help manage engagement in mathematics. • And ... <p>3 All Learning areas support the development of Numeracy strategies.</p> <ul style="list-style-type: none"> • Learning areas use the new standards at year 11 to help raise numeracy awareness and outcomes. • Students are aware of their progress through the mentoring programme and set goals around the development of competencies in mathematics to achieve the necessary credits for level I numeracy and UE entry. • And ... 	<p>Head of Mathematics, Academic Director</p> <p>DP i/c Reports</p> <p>Head of Mathematics, SENCO Whanau Leaders, Tutors SLT</p> <p>Mathematics LA Mathematics LA All teachers</p> <p>HOLA Whanau Tutors</p>	

ACTIONS	RESPONSIBILITY	TIMEFRAME
<p>Improving Academic Motivation and Achievement</p> <ol style="list-style-type: none"> 1. Strategies used to improve outcomes in Scholarship are developed and implemented. This will require consultation with other schools and in house professional discussion. 2. Develop strategies and programmes to increase the percentage of students who gain their certificates and subject with endorsements. 3. Learning to Learn and Mentoring programmes help set goals that raise student expectations and results. 4. Timetable and curriculum structure is used effectively to enhance learning. 5. Data analysis, comments and reporting gives us base line information that can be used to enhance programmes, teaching, learning and student motivation. 6. Maximise the use of LMS, especially the Parent Portal to keep students engaged and motivated. 	<p>DP, Academic Director</p> <p>HOLA</p>	

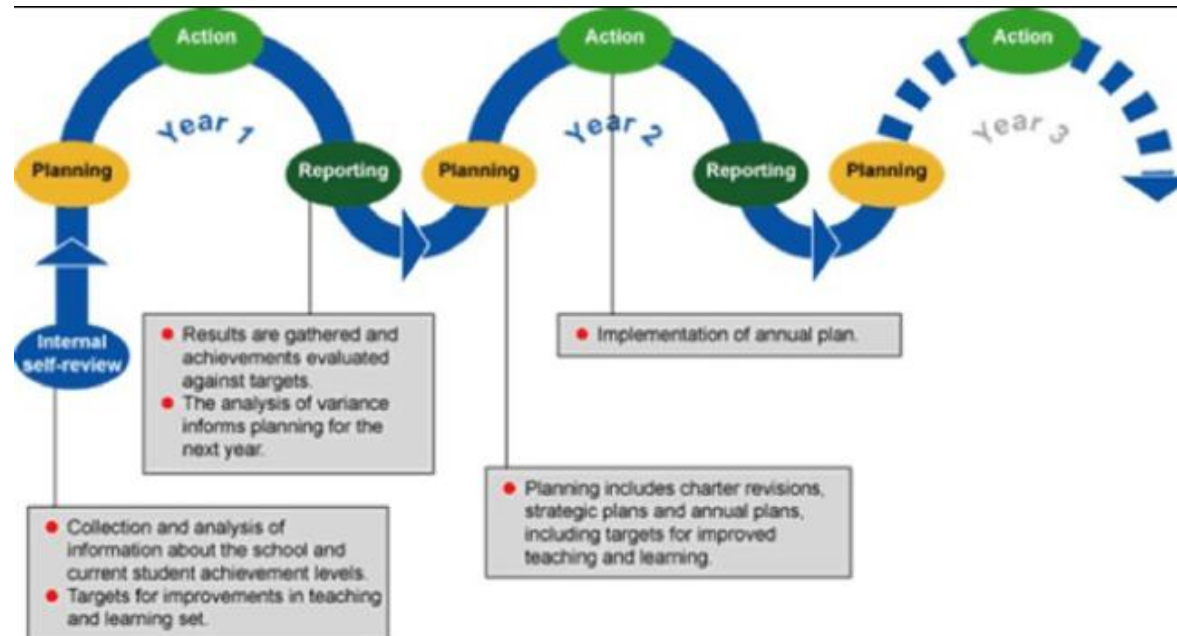
Self Review 2011 (see below)

Every Year	2009	2010	2011	2012
<ul style="list-style-type: none"> ▪ Learning Area Report to Board of Trustees ▪ Review Of External Exam Results ▪ Subject Structure/Option ▪ Curriculum Plan <i>(For Following Year)</i> ▪ Attendance Procedures ▪ Support Staff Organisation ▪ Appraisal Cycle ▪ Student Leadership Programme ▪ ICT Plan ▪ Students With Special Needs ▪ Learning Area Review ▪ Review of Special Programmes ICT, Mentoring, G&T, Thinking ▪ EEO Status ▪ Property Plan ▪ Annual Plan ▪ Targets For Student Achievement ▪ Strategic Plan 	<p>Term One:</p> <p>Term Two:</p> <ul style="list-style-type: none"> • Curriculum Review as per cycle • Policies • Timetable Structure <p>Term Three:</p> <ul style="list-style-type: none"> • Thinking Programme • Whanau Structure <p>Term Four:</p> <ul style="list-style-type: none"> • Senior Leadership Team and Leadership Team • NQF Booklet • Co-curricular Organisation • Internal School Communications • International Students Policies • Reporting to Parents • Assessment Model <p>Subject Reviews</p> <ul style="list-style-type: none"> ○ Mathematics ○ Languages ○ English ○ ESOL 	<p>Term One:</p> <ul style="list-style-type: none"> ◆ Review of External Exam Results <p>Term Two:</p> <ul style="list-style-type: none"> • Professional Development Model • BOT Committees/Organisation Discipline Committee • Public Relations procedures <p>Term Three:</p> <ul style="list-style-type: none"> • Human Resource Policies • Student Welfare Policies <p>Term Four:</p> <ul style="list-style-type: none"> • Education Outside the Classroom • International Students Policies <p>Subject Reviews</p> <ul style="list-style-type: none"> ○ Visual & Performing Arts ○ Science ○ Technology <p>Whanau Reviews</p> <ul style="list-style-type: none"> ○ Blake ○ Endeavour 	<p>Term One:</p> <ul style="list-style-type: none"> • Community Parent Survey • Treaty of Waitangi issues <p>Term Two:</p> <ul style="list-style-type: none"> • Asset Management • Health & Safety Policies • EOTC Policies • BoT Self Review <p>Term Three:</p> <ul style="list-style-type: none"> • Support and Administrative Department Review • Whanau Leader structure • Property Policies • Finance Policies • Budget Process <p>Term Four:</p> <ul style="list-style-type: none"> • Senior Leadership Team Review • Co-curricular Organisation • Internal School Communications • International Students Policies • Reporting to Parents • Assessment Model <p>Subject Reviews</p> <ul style="list-style-type: none"> ○ PE & Health ○ Social Sciences ○ ICT <p>Whanau Reviews</p> <ul style="list-style-type: none"> ○ Discovery ○ Spirit 	<p>Term One:</p> <ul style="list-style-type: none"> • Curriculum Policies <p>Term Two:</p> <ul style="list-style-type: none"> • Copyright • Privacy • Educational Support – Students with Special Needs <p>Term Three:</p> <ul style="list-style-type: none"> • Timetable Structure • School Structural Organisation • Community Parent Survey <p>Term Four:</p> <ul style="list-style-type: none"> • Crisis Management • Appraisal Documents • 10 Year Property Plan • International Students Policies <p>Subject Reviews</p> <ul style="list-style-type: none"> ○ Mathematics ○ Languages ○ English ○ ESOL <p>Whanau Reviews</p> <ul style="list-style-type: none"> ○ Britten ○ Koru

Appendices

The planning–action–reporting cycle

This cycle is an ongoing and iterative process. Each year's cycle informs priorities, targets, and plans for the next year.



Strategic Plan Framework

A suggested framework for a Strategic Plan using the National Administration Guidelines (NAGs) as a basis.

NAG 2, 3, 4, and 5 goals align with and support the key NAG 1 Charter/Strategic Goals for improving student achievement.

National Education Priorities

- Success for all
- A safe learning environment
- Improved literacy and numeracy
- Better use of student achievement information
- Improved outcomes for students at risk
- Improved Maori outcomes
- Improved reporting
- Career guidance (Year 7+)

NAG 1: Curriculum

Consider the **National Education Priorities** and develop long term goals to raise levels of student achievement addressing:

- Literacy
- Numeracy
- Maori
 - Plans for improving outcomes for Maori students.
 - Consultation with Maori parents/community.
 - Addresses a Maori parent/whanau request for instruction in Te Reo and/or tikanga Maori.
- Pasifika
 - Identifies Pasifika as a group.
 - Plans for improved outcomes for Pasifika students.
 - Consultation with Pasifika parents/community.
- Students who are not achieving or are at risk of not achieving and those with special needs, including gifted and talented.
- Career guidance for Year 7 and above.
- Quality physical education activity for Years 1 - 6.

NAG 3: Personnel

Align this section to NAG 1, above.

Develop goals that consider:

- Staffing needs to achieve the strategic goals
- Long term professional development and learning needs of all staff, so they have the skills to meet the strategic goals.

NAG 2 (Self review and reporting), NAG 4 (Property and Finance), and NAG 5 (Health and Safety)

Align this section to NAG 1, long term goals, and develop strategic goals that consider:

- What are the review and documentation (NAG 2) implications of the curriculum goals?
- What are the finance and property (NAG 4) issues?
- Are there any health and safety (NAG 5) issues?

For example:

Literacy and numeracy goals may require a review of current assessment and reporting systems. (NAG 2).
ICT goals will align with NAGs 4 and 5.



Blue Sky School: Strategic Plan for 2005-2007

An example that uses the National Administration Guidelines (NAGs) as a framework for a school strategic plan.

NAG 1 Curriculum: Raising Student Achievement

Literacy

- Reading: To improve teaching, learning and achievement so that reading levels at all Year levels are at or above chronological age (2005-2006).
- Children not reading at their chronological age level will receive learning support (2005 on).
- Writing: To use NZ Curriculum transactional writing exemplars to gather baseline data and measure achievement of all year levels (2005).
- Raise student achievement in transactional writing across the school using analysis of evidence gathered in 2005.

Numeracy

- To enter the Numeracy Project (Early Numeracy 2005, Advanced Numeracy 2006).
- To sustain current numeracy achievement.

Assessment

- School-wide use of STAR reading assessment (2005).
- Implement use of asTTle for Literacy and Numeracy assessments (2006).

ICT

- Update ICT development plan (2005).
- "Raising Student Achievement Innovation Fund Proposal" (cluster initiative) (2005).
- Upgrade hardware including 1 server and classroom computers (2006).

National Education Priorities

- Continue consultation with Maori & Pasifika families on student achievement particularly in numeracy and literacy.

Gifted and Talented

- To continue to develop and resource in class gifted and talented programs for identified children.

Special Needs

- Children with special needs to be identified and programs provided to meet their needs.
- To develop systems to ensure that there is common understanding of teacher and teacher aid roles.

Policies and Procedures

- To ensure compliance with current legislation, through review of policies and procedures (2005).
- To consult with parents about the health curriculum (2005).
- To have parent information night about numeracy (2005).
- To develop curriculum forums to inform parents of curriculum delivery (2006).

NAG 2 Raising Student Achievement: Self Review

- To develop pupil portfolios to show progression of learning (2006).
- Survey to parents and staff on current reporting procedures (NAG 1 formative assessment, reporting student achievement) (2005).
- To review curriculum self review system to allow more specific reporting to BoT (2006).
- Review/refine school documentation, report, planning, procedure, strategic plan, annual plan.

NAG 4 Finance and Property

- Completion of upgrade of administration block (2005).
- To redevelop junior adventure playground including sun shade and/or sail cloth in the senior area (2005/6).
- To continue with the purchase of new classroom furniture (2006/7).
- To scope possibility of upgraded phone system in all areas of the school for staff safety (2006).
- To paint murals in children's toilets and install mirrors (2005).
- Re-carpet Rooms 1, 2, 3, 4, 13 (2007).
- Interior painting of Rooms 1 - 10 (2006).
- Class gardens - each class to be responsible for the maintenance of gardens (2005).
- Investigate outside areas for creative play (2005).
- Implement new sign at front of school (2005).

NAG 5 Health and Safety

- To finalise school travel plan (Travelwise) under guidance of NSCC travel co-coordinator (2005).
- To review behavior management policies and procedures (2006).
- To implement Health and Safety slot in staff admin meeting for staff to report any issues (2005).
- Upgrade of all staff first aid certificates (2006).

NAG 3 Raising Student Achievement: Personnel

- To provide where possible staff to support program for children with special needs and abilities.
- Professional development will be provided to up skill teachers in numeracy and the development of learning communities.
- Performance management systems be reviewed to be made more robust and rigorous (2006).
- BoT and staff to review EEO plan.



Big Tree School: Annual Plan 2004

This is a section of an annual plan which describes three general actions to be taken to develop the Strategic Goal "To develop and improve school-wide literacy". It is a continuation of the Annual Plan from the previous year in which there was a term of Professional Development for all staff on the teaching of reading and had introduced school-wide use of PROBE for assessment.

It meets criteria for good planning but does not set or address specific targets for improving achievement in reading.

Is it focused on actions intended to improve student learning outcomes.

It is formatted to clearly answer the "what", "who", "when" and "expected outcomes" questions.

Actual outcomes for 2004 were recorded and evaluate for further action in 2005.

Strategic Goal: To develop and improve school-wide literacy

Action	Who	Costs/ Resources	Target Date	Expected Outcomes	Actual Outcome
Teachers will collaboratively identify specific learning outcomes in planning for reading.	All staff with Syndicate Leaders	none	Ongoing	Improved planning practices. Programmes more closely targeted to student needs.	Evaluations of planning shows specific outcomes were identified and teachers discussed a wide range of strategies to achieve these so there was a professional development result.
Identify 'cohort' reading behaviours at each year level for Maori, Pacific Island, Asian students.	All staff with Syndicate Leaders	none	End Term 2	Sharing of ideas for meeting needs of identified groups.	Ideas were collated brought to Senior Management and a Reading Handbook was drafted for further development.
Continue to use 'PROBE' as an assessment tool. Investigate other assessment tools eg asTTle.	All Staff AP's	2 days Release (\$700)	Ongoing May 2005	A wider range of assessment tools in use. Good quality data about student achievement in reading available.	PROBE has proved useful but an issues with consistency of results was identified. This was overcome by Syndicate leaders doing end of year testing. asTTle will be trialed next year by selected teachers in Years 5 & 6. Provision will be made for training for these teachers.

It addresses development of the school's capacity to achieve strategic goals by building on the previous year's Professional Development and allocates release days for senior staff to investigate other assessment tools.

Annual reports: Reporting to the school's community

[National Administration Guideline 2](#) (NAG 2) requires that each board of trustees, with the principal and teaching staff, reports annually to students and their parents/caregivers on the achievement of individual students (students' individual school reports) and to the school's community (the annual report).

The annual report to the school's community covers the achievement of:

- the school as a whole
- groups of students who are at risk of not achieving or have special needs
- targets for improving the achievement of Māori students
- targets for aspects of the curriculum that require special attention.

Effective annual reports

Parents/caregivers appreciate clear and straight-forward information about student achievement, based on reliable data and written without educational jargon.

They want reports that tell them:

- how their children are achieving in relation to other similar groups of children
- how their school compares with other schools
- about the school's [strategic](#) and [annual](#) plans
- about progress in achieving the targets in these plans.

One way to produce an annual plan is to prepare an executive summary as part of the board chair's and principal's reports. This summary will address the features outlined above and can then provide the content for the report to the school's community.

Note that copies of the principal's and board chair's complete reports, as well as the [analysis of variance](#), should also be advertised as available on request from the school.

An alternative to the executive summary model is for the board and principal to provide reports to the community during the year, which can be distributed with regular school newsletters.

The example from [Allom Bay District School](#) shows a report that has been written specifically for a school's community.

National Administration Guidelines

NAG1

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

Each board, through the principal and staff, is required to:

(a) Develop and implement teaching and learning programmes:

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

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

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

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

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

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

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

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

NAG 2

Each board of trustees, with the principal and teaching staff, is required to:

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

NAG 2A

Where a school has students enrolled in years 1-8, the board of trustees, with the principal and teaching staff, is required to use National Standards to:

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

These requirements do not apply to boards of trustees that are working towards implementing *Te Marautanga o Aotearoa* until 2 February 2011.

For the avoidance of doubt, the first annual report to which subclauses (b) and (c) apply is that which reports on the 2011 school year, except for boards of trustees that are working towards implementing *Te Marautanga o Aotearoa* when the relevant report is that which reports on the 2012 school year.

NAG 3

According to the legislation on employment and personnel matters, each board of trustees is required in particular to:

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

NAG 4

According to legislation on financial and property matters, each board of trustees is also required in particular to:

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

NAG 5

Each board of trustees is also required to:

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

NAG 6

Each board of trustees is also expected to comply with all general legislation concerning requirements such as attendance, the length of the school day, and the length of the school year.

Recent amendments

In October 2009 changes to NAG 1 and NAG 2 were published in the New Zealand Gazette. A separate NAG (NAG 2A) has been inserted to cover the reporting requirements that relate specifically to National Standards.

NAG 1 has been amended in the following way:

It refers to the National Curriculum and its two strands – The New Zealand Curriculum 2007 and Te Marautanga o Aotearoa.

It removes and replaces references to wording from the previous curriculum such as reference to the essential learning and skill areas. It expands the requirement to give priority to literacy in years 1 – 4 to years 1 – 8 to reflect the requirements of the National Standards.

NAG 2 has been amended to include reference to National Standards in the requirement to develop strategic plans that document how boards of trustees are giving effect to the National Education Guidelines. These are:

the requirement to report to parents in plain language at least twice a year

the requirement to include school-level data in the board's annual report

the requirement to include in the school's annual report the numbers and proportions of students achieving at, above, below and well below the standard, including Māori, Pasifika and gender (where this does not breach an individual's privacy).

In February 2009 the requirement to sell only healthy food and beverages on school premises was removed from NAG 5. The requirement to promote healthy food and nutrition for all students remains.

Endnotes/Definitions

i The school charter:

All schools must have a charter, which is reviewed annually. The charter contains:

- mission statement
- values statement
- vision statement
- strategic section (strategic plan)
- annually updated section (annual plan).

The reviewed charter, with its annually updated section, needs to be provided to the Ministry of Education each year.

ii The mission statement

The mission statement is a brief, focused statement that defines the school's core values and purpose.

A good mission statement is:

- brief
- clearly worded
- free of educational jargon
- easily understood
- meaningful to the staff, students, board, and community.

It should:

- capture the core values and aspirations of the staff, students, board (including the principal), and community
- represent the cultural context of the school – for example, be available in the languages other than English that are spoken in the community
- give a sense of importance to the work of the school by linking it to ideals and important values
- be well known by the staff, students, board, and community.

iii The vision statement:

A vision statement briefly describes the desired future for the school.

It is a statement about change and the future.

Attributes of a good statement

A good vision statement:

- reflects high ideals that people can aspire and commit to
- is seen as achievable (with effort) and implies action
- motivates, by enabling the staff and board to see how their work relates to ideals, values, and the school's future direction
- is a result of a visioning process that involves the staff – they will be the ones who work towards achieving this desired future
- is widely known and understood by the students, staff, board, and community.

iv The values statement:

The values statement clearly states the values and beliefs that inform the mission statement.

It is a reflection of the values of the stakeholders who comprise the school's community (including students, parents/caregivers, staff, and the board). The values statement could come out of asking the question: "What do we believe is fundamentally important for our children?"

A good values statement:

- is derived from consultation with the school's community
- reflects the identified values from consultation
- is able to be implemented and modelled in the daily life of the school.

v Charter goals / Strategic goals:

A school's charter goals may also be called its strategic goals. They are goals to be achieved in a 3–5-year timeframe, and take into account factors such as learning resources, professional development, development of teaching practices, staffing needs, school organisation, policy priorities, and infrastructure needs (such as ICT and building development). The strategic/charter goals state the school's priorities for development and for improving teaching and learning, and address the National Education Priorities stated in the National Administration Guidelines (NAGs).

vi Requirements

The Ministry requires that schools focus their charter goals on [NAG 1](#) and prioritises the following:

- literacy
- numeracy
- Māori:
 - *plans for improving outcomes for Māori students*
 - *consultation with Māori parents/community*
 - *addressing a Māori whānau request for instruction in te reo and/or tikanga Māori*
 - Pasifika:
 - *identifying Pasifika as a group*
 - *plans for improved outcomes for Pasifika students*
 - *consultation with Pasifika parents/community*
 - students who are not achieving or are at risk of not achieving, and those with special needs, including gifted and talented
 - regular, quality physical activity for year 1–6 students
 - career guidance for years 7 and above.

Strategic/charter goals will also take into account factors such as:

- learning resources
- professional development
- development of teaching practices
- staffing needs
- school organisation
- policy priorities and infrastructure needs (for example, ICT and building development).

vii A good strategic plan:

- clearly links to and implements the [charter/strategic goals](#)
- addresses both the National Education Priorities and the school's priorities
- draws on the present and future capacity of the school to implement (resources, staff, finances, available expertise)
- is a clear guide to action (states what will be done and is not merely a 'wish list')

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- is known to the board, staff, and community.

^{viii} Annual plan:

The annually updated section of the school charter. It identifies in detail what needs to be done during the current year as a series of action plans related to the charter/strategic goals.

The [Education Standards Act 2001](#) requires a school's charter to have annually updated sections (annual plans) that describe:

- the school's priorities for development, related to the charter goals
- targets for improving teaching and learning.

Schools have to report by **31 May** each year on progress made against their targets for improving teaching and learning. They have to provide an analysis of variance to the Ministry of Education, along with their audited financial statements. (Note that both the analysis of variance and audited financial statements relate to the previous year.) The planning and reporting cycle for the next year should start in term 4 of the previous year. As part of the school's annual review process in term 4, it is desirable to identify the achievement targets for the next year from existing available student achievement data.

The annual plan

The [annual plan](#) is the annually updated section of the charter. It details in a series of [action plans](#) what needs to be done during the current year, related to the [charter/strategic goals](#).

Action plans

Action plans address:

- what is to happen
- who will do it
- when it will be completed
- the resources and organisation required to achieve it
- the expected outcomes – what you expect to achieve
- the actual outcomes – what was actually achieved.

Use this [annual plan template](#) as a basis for your annual action plan.

^{ix}Targets:

Targets for improving teaching and learning are measurable. They are based on an analysis of current student achievement data, or they identify the factors that may contribute to improving student achievement. Targets for the current year may be a combination of those that need to be continued from the previous year, and new targets resulting from the analysis of the previous year's achievement (analysis of variance), the introduction of a new learning programme (such as the Numeracy Project), or new strategic goals for improving teaching and student learning.

Targets in the annual plan

Consider the annual plan as the overall school development plan for the year. One section must detail the [targets](#) for improving teaching and learning. The other sections should align with and support these improvement targets, but they may also cover other issues, such as property, personnel, and curriculum development.

Targets for improving teaching and learning

These targets must be related to the strategic goals and strategic plan for the current year.

To be effective, a target for improving teaching and learning should define:

- the specific actions required
- the people responsible
- the timeframe
- the resources required to achieve the target.

Attributes of targets

Targets for improving teaching and learning:

- are measurable
- are based on an analysis of current student achievement data
- identify factors that may contribute to improving student achievement.

Identifying targets

Targets for the current year may combine previous years' targets that need to be continued with some new targets.

New targets may be identified through one or all of the following:

- analysis of the previous year's achievement results ([analysis of variance](#))
- introduction of a new learning programme (such as the Numeracy Project)
- new strategic goals for improving teaching and student learning.