



**ONEPOTO PRIMARY**

# **CHARTER**

**2015**





# **Onewpoto School**

## **Mission Statement**

Onewpoto School nurtures a lifelong love of learning.

## **Core Values**

**Aroha and awhinatanga/compassion**

**Initiative and Inquiry**

**Manakitanga/respect for themselves, others & environment**

**Honesty**

**Inclusive partnerships – across community**

**Generosity**

**Hauora/well being**



## ONEPOTO PRIMARY SCHOOL STRATEGIC PLAN

	2015	2016	2017
<b>CURRICULUM</b>	Full review of IT Policy Including use of school website, tablets and data projectors.	Evaluate use of Tablets and trial bring your own device	→
	Continue computer upgrade as required		→
	Review Mathematics & Statistics Curriculum	- Listening, Reading and Viewing - Speaking, Writing and Presenting	Review The Arts Curriculum Review Health & PE Curriculum Review English Curriculum
<b>ASSESSMENT &amp; EVALUATION</b>	Annual Plan 2015 Targets set for 2016	Annual Plan 2016 Targets set for 2017	Annual Plan 2017 Targets set for 2018
	Review of children's Learning Journeys		→
	Edge for Data Collections for National Standards Targets		→
	Reports – Mid and End of Year to ensure National Standards information is accurate		→
	Consult Community and staff on reporting		→

	2015	2016	2017
<b>PROFESSIONAL DEVELOPMENT (Whole staff)</b>	Reading Together (Juniors only)	ICT Focus	→
	NVCI Training	Review the Arts Review Health and PE	
	Up skill staff's understanding in Te Reo and Tikanga Maori		→
	PLD – Mathematics (Kim)		
	Planning for Student Success <i>With Rosemary Mose MoE</i>		
	Positive Behaviour for Learning		→
<b>(Personal)</b>	Personal choice related to Curriculum – refer School Policies (Personal Development – courses, study etc.)		→
	Development Objectives related to annual appraisal – personal goals		→
<b>ON-GOING ACTIVITIES</b>	Annual Cultural Festival 20 November 2015		→
	School concert (Term 3)		→
	On-going Board of Trustees newsletters to community each term		→
	Inclusive community activities (using local talent in options programme)		→
	Breakfast in Schools		→
	Milk in Schools		→
	Fruit in Schools		→
	Bikes in Schools		→
	EOTC		→
Our Place			

	2015	2016	2017
<b>COMMUNITY &amp; MARKETING</b>	<p>On-going Board of Trustees training for new Board and new 2015 members</p> <p>Whole BoT Professional Development</p> <p>Community Consultation ongoing, focus PB4L &amp; Reading Together</p> <p>* Vary – using food &amp; entertainment, sport, cultural and education shared activities</p> <p>* Encourage community use of Our Place</p> <p>* Visit local pre-school facilities with Junior Team</p> <p>Review of Study Support Homework Centre</p>	<p>Community Consultation re: Health &amp; Curriculum</p>	
<b>ADMINISTRATION (BOT/STAFF)</b>	<p>Continue Policy Reviews related to NAGs 1 – 6 as per Board schedule</p> <p>Review cycle starts again from NAG 1</p>		
	<p>Report to MOE on 2014 Standards by March 2015</p> <p>Set Student Achievement Targets related to National Standards by February for 2015 year</p> <p>Preparation of Strategic Plan for 2016 (Staff, Board of Trustees, Community)</p>	<p>Report to MOE on 2015 Standards by March 2016</p> <p>Set Student Achievement Targets related to National Standards by February for 2016 year</p> <p>Preparation of Strategic Plan for 2017 (Staff, Board of Trustees, Community)</p>	<p>Report to MOE on 2016 Standards by March 2017</p> <p>Set Student Achievement Targets related to National Standards by February for 2017 year</p> <p>Preparation of Strategic Plan for 2018 (Staff, Board of Trustees, Community)</p>

	2015	2016	2017
<b>PROPERTY</b>	New 10 Year Property Plan – July 2015 – 2023 (Annual Review)	Refer to 10 Year Property Plan – 2016 – 2024 (Annual Review)	Refer to 10 Year Property Plan – 2017 – 2025 (Annual Review)
	Continue with 5 Year Property Plan projects as per approved Plan New 5 Year Property Plan – Mid Year Electrical Upgrade Storage Container Utilise more storage area in the hall Drains in car park and junior court Sewer upgrade	Louvre windows in classrooms      → →	
	Roof painting (Year 4 of plan) Exterior annual maintenance service and inspection – Programmed Services	Exterior annual maintenance service and inspection (Year 5 of plan)  →	(Year 6 of plan)
	Interior annual maintenance service and inspection – Programmed Services (Year 4 of Plan) - hall carpet and curtains/blinds Caretakers shed roof repairs	(Year 5 of Plan) →	(Year 6 of plan)
	Adventure Playgrounds – planning/funding Replace Junior & Senior playgrounds Maintain Cycle, Skills and Pump Track		→



## **STRATEGIC PLAN - OVERVIEW FOR 2015**

### **CURRICULUM (NAG's 1, 2 & 2A)**

- Ensure coverage of the New Zealand Curriculum in all classrooms.
- Continue professional development for all staff related to the New Zealand Curriculum Document and National Standards. On-going review of "Onepoto Curriculum" document.
- Staff to continue working on Reading and Writing Standards, Mathematics Standards, Targets set for 2015. Report to MOE – March 2015.
- Review of reports to children and parents to ensure the incorporation of National Standards. Reports to be in "Plain English".
- Continue with the development of programmes for Maori and Pasifika children to improve their levels of achievement especially in Literacy and Numeracy. Reporting to BOT related to Maori, Pasifika, Boys and Girls to assist with Target Setting related to National Standards.
- Ensure students identified with special needs are meeting their goals with the combined focus of teachers, specialist agencies, caregivers and the students' full engagement.
- Use of interactive data projectors in all rooms – professional development for staff if needed.
- Targets for student achievement 2015 (refer curriculum annual plan). These targets have been selected from assessment data collected from our children at the end of 2014. This data has been analysed, reported on and will be used in planning for 2015. Targets in 2015 will relate to National Standards. Data to be analysed from Edge and used by staff for planning of class programmes for children.

### **PERSONNEL (NAG's 2 & 5)**

- Continue with high levels of staff performance
  - by monitoring staff performance through on-going appraisal process
  - by providing adequate funding for continued professional development (ICT, Mathematics & PB4L)
  - by appointing best possible staff to meet the children's needs and provide an adequate induction for all new staff
  - by reviewing performance management policy annually in Term 1
- Board of Trustees:
  - providing adequate, appropriate and on-going training for Board of Trustees in 2015
  - reflecting on diverse school community and pupils
  - continuing to develop the New Zealand Curriculum and National Standards documents with the Board of Trustees.
  - having a clear understanding of the National Standards and reporting to parents/MOE and the setting of Targets.

## **PROPERTY (NAG'S 4 & 5)**

- Review the 10 Year Property Plan for 2015-2023 and extend by one further year to 2024.
- Ensure that the new 5 Year Property Plan is carried out satisfactorily. Liaise with MOE Property Officer. Ensure Year 5 of new 5 Year agreement signed by MOE 17.08.10 is instigated.
- Ensure Policy Folder – Property is reviewed in 2015.
- Continuing with 14 Year Painting Programme with Programmed Maintenance.

## **RESOURCES (NAG 3)**

- Provide all resources necessary for implementing effective classroom programmes including on-going upgrade of classroom computers.
- Use the resource room to store and continue to improve the quality of school resources in all curriculum areas.
- To continue to improve and upgrade school facilities. Refer to 5 Year Property Agreement – Year 5.
- To continue using the school library in the best possible way for classes and the Study Support Homework Centre after school – Monday to Thursday.
- To continue to use fibre optic cabling efficiently and well in all areas of the school including the library. Use of interactive data projectors, tablets and desktop PCs.

## **SCHOOL REVIEW**

- Review and rewrite school policies as per Board of Trustees timetable. Ongoing consultation with Maori & Pasifika communities, when required.
- Fortnightly newsletter to parents and community will continue.
- On-going curriculum reviews as per Charter.
- Review and evaluate strategic plan annually.
- Continue to review student progress through EDGE and Learning Journeys as well as through the National Standards and NZC.
- Identify any barriers to learning for students and groups of students who are not achieving, have special needs, special abilities or have English as a Second Language.
- Further develop Planning and Reporting policy in 2015 related to New Zealand Curriculum and National Standards. Ensure that all reporting to parents/caregivers is in "Plain English".

## CURRICULUM

ANNUAL PLAN	2015	EXPECTED OUTCOMES	ACTIONS	COMMENTS
<p><b>Strategic Statement</b> The curriculum at Onepoto School will reflect the NZ Curriculum and the school's charter. It will be designed:</p> <ul style="list-style-type: none"> <li>* To meet the varied individual needs of our students.</li> <li>* To increase the progress and achievement of the group of students with special needs identified as not achieving as expected.</li> <li>* To measure progress towards the achievement of National Standards.</li> <li>* To evaluate targets set for all children.</li> <li>* To improve standards of English for ESOL children.</li> </ul> <p><b>Long Term Goals</b></p> <ul style="list-style-type: none"> <li>* To continue to provide staff with Professional Development across the curriculum.</li> <li>* To review assessment, analysis and reporting systems.</li> <li>* To review performance management and appraisal system.</li> </ul>	New Zealand Curriculum (NZC)	* A school curriculum that ensures relevance to Maori & Pasifika	* Consult Maori & Pasifika communities.	
	National Standards and reporting Special Needs	<ul style="list-style-type: none"> <li>* To provide reporting systems that are easily understood by all parents and pupils, including those with special needs.</li> <li>* To see parents meet regularly with teachers to assist students with special needs to reach their goals.</li> <li>* Parents able to share their knowledge and skills to assist special needs students.</li> <li>* The analysis of variance will be reported against the goals for individual special needs students.</li> </ul>	<ul style="list-style-type: none"> <li>* To continue refining and modifying "Onepoto Reporting System" so that it is in "Plain English" for all parents/ caregivers.</li> <li>* PD using ELLP in reporting to MOE and parents/pupils</li> <li>* IEP's/classroom planning developed with the student and family.</li> <li>* PD and individual support provided to teachers on a regular basis from RTLB and relevant agencies.</li> </ul>	
	ICT and relevance to NZC continues	* More effective use of data projectors, new computers and tablets.	* PD with all staff utilizing staff strengths and outside expertise	
	Maori/Pasifika Consultation continues	<ul style="list-style-type: none"> <li>* To continue to set targets in Reading, Writing and Mathematics to improve achievement levels for both Maori and Pacific Island children. Levels of achievement for our Maori and Pasifika children will be analysed fully as separate groups for the BOT and MOE. (Maori – Boys, Girls), (Pasifika – Boys, Girls).</li> </ul>	* Consultation meetings between Board, staff, parents continue in 2015 related to NZC and National Standards as well as Values, Key Competencies and Principles.	
	Supplementary PLD: Athletics Reading Together Reading Eggs SAF – Rose Mose  NVCI - PLD	<ul style="list-style-type: none"> <li>* Acceleration of a group of below/well below learners</li> <li>* A school curriculum and achievement action plan</li> <li>* Parents/ whanau reading together more effectively and with greater frequency</li> <li>* Staff equipped with effective tools to minimise &amp; manage crisis</li> </ul>	<ul style="list-style-type: none"> <li>* Workshops with Principal, Mathematics PD leader (Kim Bullus) and staff.</li> <li>* Workshops with parents/whanau</li> <li>* NVCI – 1 day seminar Term 1</li> </ul>	

## Student Achievement in Reading

### Onepoto School End of Year 2014 including Jan/Feb 2015

Curriculum Level	National Standards	After 1 year	After 2 years	After 3 years	End Year 4	End Year 5	End Year 6	
4	End Year 8							Above
	End Year 7						2	At
3	End Year 6					2	14	Below
	End Year 5				3	9	2	Well Below
2	End Year 4			1	6	4	5	
	After 3 years		0	10	3	2		
1	After 2 years	0	6	7	0			
	After 1 year	7	7	0				
		16	0					
		0						

Roll 123

Showing Achievement 106

13 Year 0 and <1, 4 left with no OTJ in Edge

<b>Above National Standard</b>	<b>= 8</b>	<b>=7%</b>
<b>At National Standard</b>	<b>= 52</b>	<b>=49%</b>
<b>Below National Standard</b>	<b>= 39</b>	<b>=37%</b>
<b>Well below National Standard</b>	<b>= 7</b>	<b>=7%</b>
<b>TOTAL</b>	<b>= 106</b>	<b>=100%</b>

**READING - End of Year 2014 including January/February 2015**

<b>School Overall</b>	<b>Boys</b>	<b>Girls</b>
Above National Standards      8      (7%)	Above National Standards      5      (8%)	Above National Standards      3      (7%)
At National Standards            52     (49%)	At National Standards           22     (36%)	At National Standards           30     (67%)
Below National Standards       39     (37%)	Below National Standards      29     (48%)	Below National Standards      10     (22%)
Well Below National Standards 7      (7%)	Well Below National Standards 5      (8%)	Well Below National Standards 2      (4%)
<b><u>106</u></b>	<b><u>61</u></b>	<b><u>45</u></b>
Attended < 1 year		
13 YO                                    17		
4 left with OTJ in Edge <b><u>123</u></b>		
<b>Maori Overall</b>	<b>Maori Boys</b>	<b>Maori Girls</b>
Above National Standards      3      (7%)	Above National Standards      2      (8%)	Above National Standards      1      (5%)
At National Standards            19     (43%)	At National Standards           8      (33%)	At National Standards           11     (55%)
Below National Standards       18     (42%)	Below National Standards      12     (50%)	Below National Standards      6      (30%)
Well Below National Standards 4      (9%)	Well Below National Standards 2      (8%)	Well Below National Standards 2      (10%)
<b><u>44</u></b>	<b><u>24</u></b>	<b><u>20</u></b>
<b>Pasifika Overall</b>	<b>Pasifika Boys</b>	<b>Pasifika Girls</b>
Above National Standards      4      (8%)	Above National Standards      2      (7%)	Above National Standards      2      (10%)
At National Standards            26     (52%)	At National Standards           12     (40%)	At National Standards           14     (70%)
Below National Standards       19     (38%)	Below National Standards      15     (50%)	Below National Standards      4      (20%)
Well Below National Standards 1      (2%)	Well Below National Standards 1      (3%)	Well Below National Standards 0      (0%)
<b><u>50</u></b>	<b><u>30</u></b>	<b><u>20</u></b>

BASELINE DATA	TARGET	ACTIONS	EVALUATION
<p><b>1. Reading</b></p> <p>Reading data was analysed at the end of the 2014 school year. 60 of the 106 children (56%) (Refer to achievement graph previous) were reading above or At the National Standard. 37 were reading Below standard and 7 Well Below standard. This data was the overall teacher judgements in reading following moderation within the school. Data used for this OTJ included Probe 2, STAR testing, PAT Vocab and Comprehension, Running Records, classroom observation, peer and self-assessment.</p> <p>When breaking down the At and Above National Standard groups into gender, 44% of the boys and 74% of the girls were reading (56% overall); while of the Maori students 50% were reading At or Above standard (41% Maori boys and 60% Maori girls). The Pasifika children had 60% reading At or Above standard, with 47% of the Pasifika boys and 80% of the Pasifika girls.</p>	<p>With 17 children (69.6%) after 1 year at school reading Below standard, 53.8% after 2 years at school reading below standard and 38.9% after 3 years at school, our primary focus will be to move these children to National Standard.</p> <p>55.7% our of boys are reading below National Standard compared to 26.6% our of girls.</p>	<ul style="list-style-type: none"> <li>* Use 'Our Place' in 2015 as a drop in centre for parents to access free resources, help through SWIS, and Reading Together.</li> <li>* Involve all children in Duffy Reading rewards and promotions.</li> <li>* Reading to a Dog for reluctant readers.</li> <li>* Innovative use of interactive data projectors, tablets, desktop computers, school webpage, class blogs.</li> <li>* Promote use of Reading Eggs Programme for all Junior classes</li> <li>* Continue to use teacher aides in classroom during Reading time each day.</li> <li>* Ensure "Onepoto Reading Curriculum" is being taken daily in all classrooms.</li> <li>* By inclusive practice, including <i>Reading Together</i> and parental/volunteer assistance raise achievement and encourage positive attitudes to reading.</li> <li>* Ensure the staff utilise current data on children to ensure that the "next steps" in their learning is relevant to individual needs.</li> <li>* Use Teaching as Inquiry to ensure teaching staff regularly access what is working and what isn't.</li> <li>* Encourage all children to use the school and Northcote libraries effectively as well as frequently throughout the year.</li> <li>* Literacy Aide.</li> <li>* Start 2015 with 6 classes instead of 5.</li> </ul>	<ul style="list-style-type: none"> <li>* Results of the Target Outcomes will be forwarded to the MOE in the Analysis of Variance for the year ending 31 December 2014 as part of the Annual Report.</li> <li>* On-going data and progress reports will be presented to the Board of Trustees at mid and end of year.</li> <li>* Meetings for parents/caregivers on ways they can assist their children at home in reading will take place at school.</li> <li>* Parents/Caregivers will be kept fully informed through mid-year and end of year reports, triadic discussions between pupil, teacher and parents as well as through the children's "Learning Journeys" that are sent home at least twice yearly.</li> <li>* Through informal teacher/parents discussions throughout the year using our new community hub Pacific Room.</li> <li>* Peer observations, reflection and follow-up discussions to improve practice.</li> </ul>

## Student Achievement in Writing

### Onepoto School End of Year 2014 including Jan/Feb 2015

Curriculum Level	National Standards	After 1 year	After 2 years	After 3 years	End Year 4	End Year 5	End Year 6	
4	End Year 8							Above
	End Year 7						0	At
3	End Year 6					0	16	Below
	End Year 5				1	5	1	Well Below
2	End Year 4			0	4	8	6	
	After 3 years		0	10	6	4		
1	After 2 years	0	10	8	1			
	After 1 year	15	3	0				
		8	0					
		0						

Roll 123

Showing Achievement 106

13 Year 0 and <1, 4 left with no OTJ in Edge

Above National Standard	=1	=1%
At National Standard	=60	=57%
Below National Standard	=34	=32%
Well below National Standard	=11	=10%
<b>TOTAL</b>	<b>=106</b>	<b>=100%</b>





BASELINE DATA	TARGET	ACTIONS	EVALUATION
<p><b>2. Writing</b></p> <p>Writing data was analysed at the end of the 2014 school year. 61 of our 106 children (refer to Student Achievement Graph) were writing Above or At the National Standard. 34 were writing Below standard and 11 Well Below standard. This data was the Overall Teacher Judgements in writing following moderation within the school.</p> <p>Data used for teachers to arrive at the OTJ included moderation using the Takapuna Cluster Moderation Document, classroom writing in various genre throughout the year including recounts, letter writing, narratives, persuasive, instructional, self-assessments and peer assessments.</p> <p>Out of our Maori Boys, 13 (54%) were writing Below or Well Below standard. Out of our Pasifika Boys, 14 (46%) were writing Below or Well Below standard. This is a considerable improvement from last year's results which were 76% and 60% respectively for these categories.</p>	<p>Our target in 2015 will be to accelerate the learning of those students writing Below standard at all year levels with particular emphasis on boys.</p>	<ul style="list-style-type: none"> <li>* By linking reading success with writing expectations raise student achievement.</li> <li>* Keep Junior class sizes as small as possible.</li> <li>* Use of teacher aides in all rooms during Writing time each morning.</li> <li>* Ensure that the "Onepoto Writing Curriculum" is being taken daily in all classrooms.</li> <li>* Extend children's personal rich experiences with local walk, using the school minivan for trips and visits to assist writing,</li> <li>* Continue to liaise with parents/caregivers so that they are able to assist with children's writing at home.</li> <li>* Ensure staff use current data to develop relevant next steps in the children's writing learning.</li> <li>* Use Teaching as Inquiry to ensure teaching staff regularly access what is working and what isn't</li> <li>* Relate writing to relevant areas of interest for boys, include sport.</li> <li>* Experiment with a variety of informal formats for quick, concise communication.</li> <li>* Involve IT in innovative ways,</li> </ul>	<ul style="list-style-type: none"> <li>* Results of the Target Outcomes will be forwarded to the MOE in the Analysis of Variance for the year ending 31 December 2014 as part of the Annual Report.</li> <li>* Continue with parent/caregivers on ways they could assist their children with writing at home.</li> <li>* On-going data and progress reports will be prepared and presented to the Board of Trustees at mid-year and end-of-year.</li> <li>* The parents/caregivers will be kept fully informed through mid-year and end-of-year reports, triadic discussions between pupil, teacher, parents as well as through the children's "Learning Journeys" that are sent home at the end of each term.</li> <li>* Through informal teacher/parent discussions throughout the year using our new community hub Pacific Room.</li> <li>* Peer observations, reflection and follow-up discussions to improve practice.</li> </ul>

## Student Achievement in Mathematics

### Onepoto School End of year 2014 including Jan/Feb2015

Curriculum Level	National Standards	After 1 year	After 2 years	After 3 years	End Year 4	End Year 5	End Year 6	
4	End Year 8							Above
	End Year 7						1	At
3	End Year 6					1	16	Below
	End Year 5				0	9	6	Well Below
2	End Year 4			0	6	3	1	
	After 3 years		0	14	5	4		
1	After 2 years	0	9	4	1			
	After 1 years	21	4	0				
		2	0					

Roll 123

Showing Achievement 106

13 Year 0 and <1, 4 left with no OTJ in Edge

Above National Standard	=1	=0%
At National Standard	=75	=71%
Below National Standard	=24	=23%
Well below National Standard	=6	=6%
<b>TOTAL</b>	<b>=106</b>	<b>=100%</b>

**MATHEMATICS - End of Year 2014 including January/February 2015**

<p><b>School Overall</b></p> <p>Above National Standards    1    (0%)            At National Standards        75   (71%)            Below National Standards    24   (23%)            Well Below National Standards 6    (6%)</p> <p align="right"><b><u>106</u></b></p> <p>Attended &lt; 1 year            13 Y0                                17            4 left with no OTJ in Edge    <b><u>123</u></b></p>	<p><b>Boys</b></p> <p>Above National Standards    1    (2%)            At National Standards        42   (69%)            Below National Standards    14   (23%)            Well Below National Standards 4    (6%)</p> <p align="right"><b><u>61</u></b></p>	<p><b>Girls</b></p> <p>Above National Standards    0    (0%)            At National Standards        33   (73%)            Below National Standards    10   (22%)            Well Below National Standards 2    (5%)</p> <p align="right"><b><u>45</u></b></p>
<p><b>Maori Overall</b></p> <p>Above National Standards    1    (2%)            At National Standards        30   (68%)            Below National Standards    8    (18%)            Well Below National Standards 5    (11%)</p> <p align="right"><b><u>44</u></b></p>	<p><b>Maori Boys</b></p> <p>Above National Standards    1    (4%)            At National Standards        16   (67%)            Below National Standards    3    (12%)            Well Below National Standards 4    (17%)</p> <p align="right"><b><u>24</u></b></p>	<p><b>Maori Girls</b></p> <p>Above National Standards    0    (0%)            At National Standards        14   (70%)            Below National Standards    5    (25%)            Well Below National Standards 1    (5%)</p> <p align="right"><b><u>20</u></b></p>
<p><b>Pasifika Overall</b></p> <p>Above National Standards    0    (0%)            At National Standards        35   (70%)            Below National Standards    14   (28%)            Well Below National Standards 1    (2%)</p> <p align="right"><b><u>50</u></b></p>	<p><b>Pasifika Boys</b></p> <p>Above National Standards    0    (0%)            At National Standards        21   (70%)            Below National Standards    9    (30%)            Well Below National Standards 0    (0%)</p> <p align="right"><b><u>30</u></b></p>	<p><b>Pasifika Girls</b></p> <p>Above National Standards    0    (0%)            At National Standards        14   (70%)            Below National Standards    5    (25%)            Well Below National Standards 1    (5%)</p> <p align="right"><b><u>20</u></b></p>

BASELINE DATA	TARGET	ACTIONS	EVALUATION
<p><b>3. Mathematics</b></p> <p>School mathematics data was analysed at the end of the 2014 school year. 76 of the 106 children (71%) – (refer to previous Mathematics Achievement Graph) were working Above or At the National Standard. 24 were working Below standard and 6 were Well Below standard.</p> <p>This data was the overall teacher judgements in mathematics following moderation meetings at the school. Data used to decide OTJ included PAT testing – Y3-6, Numeracy testing – “I Kan”, GLOSS, JAM 2, classroom observation, self-assessments and peer assessments, Numeracy Stages, progress in Mathletics and work in the different areas of the mathematics curriculum – Number and Statistics, Algebra, Measurement and Geometry.</p> <p>In 2015 focus will be on the 30 children in the school who were working below or well below National Standard.</p>	<p>Our school target in mathematics in 2015 will be to accelerate the learning of those students Below or Well Below standard in 2014 to as close to National Standard as possible.</p>	<ul style="list-style-type: none"> <li>* By inclusive/collegial practice including Professional Development with Kim Bullus raise achievement and encourage positive attitudes to mathematics.</li> <li>* Maximise use of Mathletics in all classroom programmes and analysing and recognising progress (BOT to cover costs of all children joining Mathletics).</li> <li>* Continued use of teacher aides in each class during Mathematics teaching each morning.</li> <li>* Use of PAT Mathematics for Year 3-6 classes and marking and analysing data by NZCER at the beginning of 2015 school year.</li> <li>* On-going professional development available for staff.</li> <li>* Regular liaison and discussion with parents/caregivers on ways to assist with Mathematics at home using the ‘community hub’ Our Place.</li> <li>* Ensuring that the “Onepoto Mathematics Curriculum” is being carefully followed in all classrooms with Management Team overseeing planning.</li> <li>* All teachers using recently collected data on children to develop learning steps that are relevant to each child.</li> </ul>	<ul style="list-style-type: none"> <li>* Results of Target Outcomes will be forwarded to the MOE for the year ending 31 December 2014 as part of the Annual Report.</li> <li>* On-going data and progress reports will be prepared and presented to the BOT at mid-year and end-of-year.</li> <li>* All parents/caregivers will be kept informed on the children’s progress through mid-year and end-of-year reports, triadic discussions between child, teacher and parents/caregivers as well as through their child’s “Learning Journeys” that are sent home at the end of each term.</li> <li>* Through informal meetings and discussions with parents/caregivers throughout the year using our new community hub Pacific Room.</li> <li>* Peer observations, reflection and follow-up discussions to improve practice.</li> </ul>

**PERSONNEL**

ANNUAL PLAN	2015	EXPECTED OUTCOMES	ACTIONS	COMMENTS
<p><b>Strategic Statement</b>                      For the education and learning of the pupils of Onepoto School, high quality staff are essential. The Board of Trustees will continue to be supportive of professional development of all staff.                      To successfully put an induction programme in place for all new staff.</p>	<p><b>Performance Management</b></p>	<p>* Job Descriptions, Performance Appraisals and Development Objectives negotiated and set in Term 1.                      * Review Performance Management Policy in Term 1.                      * Self Appraisals in Term 2.                      * Formal Appraisals – follow-up in Term 4.</p>	<p>* Personal Descriptions/ Performance Appraisals/ Development Objectives signed.                      * Self appraisals.                      * Formal appraisals.                      * Staff meetings re Performance Management Policy.                      * To review performance management policy as necessary.</p>	
<p><b>Long Term Goals</b></p> <p>* To ensure that an effective performance management system is in place.                      * To ensure individual staff needs and goals are supported.                      * To employ a high quality staff to meet the needs of all pupils.                      * To develop the governance skills of all Board of Trustees members.</p>	<p><b>Professional Development</b></p>	<p>* Adequate funding available to meet the cost of professional development for all staff.                      * All staff working Rosemary Mose MOE Planning for Student Success                      * PB4L contract 2015 start                      * ICT Review and support where needed                      - Supplementary Support Programmes in Reading &amp; Maths                       - Up skill staff's understanding in Te Reo &amp; Tikanga Maori                      * All staff involved in professional development in their curriculum of choice.</p>	<p>Courses for staff available                      * Staff encouraged to continue qualifications to complete degrees and diplomas.                      * Professional Development related to the NZC and National Standards documents.</p>	
	<p><b>Provide Adequate Training for Board of Trustees Members</b></p>	<p>* Give Board of Trustees members opportunity to continue to up skill as a group</p>	<p>* Members attend relevant courses, meetings and seminars as required.</p>	
	<p><b>Teachers' Handbook</b></p>	<p>* Smooth induction of new staff                      * Consistency by all staff across the school</p>	<p>* Review 2015 Handbook in preparation for new one in 2016.</p>	

## PROPERTY

ANNUAL PLAN	2015	EXPECTED OUTCOMES	ACTIONS	COMMENTS
<p><b>Strategic Statement</b> Through the effective maintenance and development of the school's property and assets all staff and pupils will have a safe and secure environment.</p> <p><b>Long Term Goals</b> * 10 year plan 2015-2024 be reviewed, add 2023 this year. 5 year agreement 2010-2015 - Year 5 work completed. * To continue with the upgrading of the school grounds.</p>	<p><b>School Painting</b></p>	<p>* School checked and cleaned as per the 14 year contract (to be carried out October 2015 – Year 4 of contract – full interior repaint). * Roof painting our responsibility</p>	<p>* To monitor and record work needing completing and repairing. To keep on-going repair book in office.</p>	
	<p><b>Grounds Upgrade and Landscaping</b></p>	<p>* Visual presentation of school continues through the planting of trees, shrubs and gardens. On-going development (classroom gardens, entrance way, hall, playgrounds, cycle track) * Paint Line Markings on concrete/asphalt</p>	<p>* Continued planting throughout year especially in Terms 2 and 3. * Planting continued by BOT as started in 5 Year Agreement – Year 5.</p>	
	<p><b>Maintenance and Minor Capital Works</b></p>	<p>* School buildings and fittings are maintained in good working order to keep major repairs to a minimum. * Roof leaks in caretakers shed</p>	<p>* On-going maintenance as per 10 year property plan 2015-2024.</p>	
	<p><b>Safety Audit</b></p>	<p>* That all practical steps are taken to ensure safety in the school grounds.</p>	<p>* Yearly checklist completed – check on line with ARGEST monthly.</p>	
<p>* To ensure that items on the long term maintenance and minor capital works programmes are checked and work carried out when necessary * To review the school's evacuation and civil defence plans to ensure they meet Fire Safety and Evacuation of Building regulations. Handbook and Policies updated (NAG 5).</p>	<p><b>Evacuation and Civil Emergency Plans</b></p>	<p>* Plans for both evacuation and civil emergency are followed for the safety of all staff and pupils. * All Fire Safety and Evacuation of Buildings regulations are met (Safety Warrant of Fitness).</p>	<p>* Use of plan as developed by BOT and staff.</p>	
	<p><b>Drainage</b> - Urgent in car park and Junior Court <b>Sewer</b> – Urgent Junior staff and Men's toilets</p>	<p>* Repair damaged drainage in school. * Repair damaged sewers. *</p>	<p>* Use of Contingency funding from 5 Year Property Plan 2010-2015 * As per 5 Year Property Plan</p>	

## FINANCE

ANNUAL PLAN	2015	EXPECTED OUTCOMES	ACTIONS	COMMENTS
<p><b>Strategic Statement</b> Through effective financial management the needs and future development of the school's resources and environment will encourage teaching and learning programmes.</p> <p><b>Long Term Goals</b> * Spending reflects the strategic plan and annual plan as in the annual budget. * Both staff and Board members are consulted in the preparation of the budget. * Staff is delegated to spend the curriculum budgets as per budget and an effective monitoring system to control spending in place. * Monthly reports are produced at BOT meetings on the school's financial position.</p>	<p><b>Budget</b></p>	<p>* All spending remains within budget and relates to the strategic and annual plan. * There is full consultation between BOT, staff and Financial Adviser in budget preparation. * School activity donations, foreign fee paying fees set for following year in Term 4.</p>	<p>* On-going spending throughout year (spending completed by the end of October). * Draft budget for next year brought to December Board meeting. Final budget for the year confirmed February 2015.</p>	
	<p><b>Curriculum</b></p>	<p>* Resources purchased enhance the children's learning programmes and are kept within budget.</p>	<p>* Purchasing on-going until 31 October. * Computer printouts of spending and remaining budgets are available through school office as required.</p>	
	<p><b>Monthly Reports</b></p>	<p>* All Board members are fully aware of the financial position of the school at all meetings. * Reports are produced monthly to present to Board. Financial Advisor and School Secretary produce these on alternate months.</p>	<p>* Prepared for all Board meetings.</p>	
<p>* All audit requirements are met. * Set aside funds for the long term maintenance of the Our Place/Hall/ Caretaker's, Garden and Art Sheds/ Developmental Area/ Garage Storage Area.</p>	<p><b>Audit Requirements</b></p>	<p>* All William Buck (auditors) requirements are met by the end of December so that Financial Advisor can produce Annual Report to MOE by 31/5. Draft audit to be carried out in December 2015.</p>	<p>* All BOT members and staff members who have requirements for the annual report complete these within the required timeframe. * Receive an unqualified opinion on financial statements from auditors for the year ending 31 December 2015.</p>	
	<p><b>5 Year Property Agreement Items</b></p>	<p>* All items on plan for 2014 are completed within the required budget. Agreement 2010-2014 – Year 4 work completed.</p>	<p>* All paperwork for MOE is completed on time and completion certificates forwarded to MOE by Property Consultant (Colin Tunnicliffe).</p>	

## PUPILS

ANNUAL PLAN	2015	EXPECTED OUTCOMES	ACTION	COMMENTS
<p><b>Strategic Statement</b> All pupils will be provided with a balanced curriculum covering all NZ curriculum documents. The school's assessment procedures will continue to focus on the achievement of pupils and their future learning needs. Opportunities for personal pupil growth and development will continue for all pupils.</p> <p><b>Long Term Goals</b> * All pupils including those with English as a Second Language, Foreign Fee-Paying Students, Special Needs or Abilities (Gifted and Talented) will be provided with equal learning opportunities. Programmes available for these children – use of teacher aides to assist classroom teachers.</p>	<p><b>Curriculum</b></p>	<p>* Planning, preparation and evaluation throughout the school will be consistent and will reflect a balanced curriculum coverage to meet the varied needs of our pupils.</p>	<p>* On-going through syndicate, joint-syndicate and staff meetings.</p>	
	<p><b>Assessment</b></p>	<p>* Continue reviewing assessment procedures as part of Standards and NZ Curriculum Documents especially in literacy and numeracy. Pupils who are not achieving or at risk of not achieving or those with special needs and abilities will be identified from data collected. Teaching staff will use data after analysis from Edge. Report to parents each term through Learning Journeys and written reports using school guidelines as per Assessment Guideline Booklet (reviewed in 2015). Written reports to be in Plain English using National Standard expectations. Refer – Onepoto Curriculum – Assessment.</p>	<p>* Throughout the year. Full staff and syndicate meetings. * Review Assessment Timeline Action Plan 2015.</p>	



<p>* Pupil behaviour management programme to continue improving play-ground behaviour and provide consistency throughout the school.</p>	<p><b>Maori and Pasifika</b></p>	<p>* Pupils will receive assistance as necessary to meet targets. Extra assistance with teacher aides. (Use of Targeted, SEG and ESOL funding).</p>	<p>* Consultation meetings with parents. * Programmes will be set up to meet pupils' needs in classrooms if necessary.</p>	
<p>Lunchtime programmes to continue – Sport (Netball, Basketball, and Rugby), Library, Team Coaching, Kapa Haka and Pasifika practices.</p>	<p><b>Behaviour Management</b></p>	<p>* PB4L Programme started in 2015 * Use of RTLB for Behaviour needs. * Lunchtime activities to assist playground behaviour, daily sports duties etc. – refer weekly timetable.</p>	<p>* Staff meetings to modify existing programme and procedures. - Sports practices (basketball, rugby, netball) - Guitar group - Kapa Haka group - Pasifika group - Library open lunch time - Lunch time games including Church groups (Monday)</p>	

## SCHOOL REVIEW

ANNUAL PLAN	2015	EXPECTED OUTCOMES	ACTION	COMMENTS
<p><b>Strategic Statement</b> Regular review of classroom programmes, policies and school developments throughout the year which will allow the school to enhance the learning opportunities for all pupils.</p> <p><b>Long Term Goals</b> * To undertake an annual review of school charter. * To modify student assessment and Learning Journeys especially in Reading, Writing and Mathematics. * Curriculum reviews as in Strategic Plan. * Identify barriers to learning of Maori and Pacific pupils and develop programmes to overcome these. * Review Strategic Plan and Annual Plan for 2015. Term 4 - Rewrite Strategic Plan for 2015. * Review of school policies as per cyclic review (in 2015). * Review BOT procedures ( and sub-committees) with BOT.</p>	<p><b>School Charter</b></p>	<p>* School charter sent to MOE in February and approved by MOE.</p>	<p>* Review of charter – staff, BOT and community liaison.</p>	
	<p><b>Student Assessment</b></p>	<p>* Assessment procedures for 2015 in place – use of Edge, “Onepoto” Assessment Guideline and National Standards documents in Reading, Writing and Mathematics. Refer – Onepoto Curriculum.</p>	<p>* Staff meetings. * Professional development * Parent evenings</p>	
	<p><b>Curriculum Review</b></p>	<p>* Policies, curriculum and units of work using the New Zealand Curriculum Document (NZC).</p>	<p>* Professional development and staff meetings to review and develop policies and curriculum using NZC.</p>	
	<p><b>Strategic and Annual Plans</b></p>	<p>* These will be in place for the beginning of 2015 school year.</p>	<p>* On-going development throughout year between staff, Board and community.</p>	
	<p><b>Onepoto School SAF/MOE</b></p>	<p><b>Objective 1:</b> Lifting Student Achievement <b>Objective 2:</b> Implement Positive Behaviour for Learning (PB4L) School-Wide. <b>Objective 3:</b> Strengthening quality relationships and engagement with Parents, Families and Whanau to support lifting student achievement.</p>	<p>* To be co-operatively planned and actioned with Rosemary Mose SAF * Leadership Team to follow 2015 Training Schedule * With Kate Thorn and other outside agencies/assistance use Our Place effectively.</p>	
	<p><b>School Policies</b></p>	<p>* All policies to be reviewed during 2015 will be completed.</p>	<p>* The Board in 2015 will review all policies needing updating.</p>	
	<p><b>Board of Trustees Procedures and Sub-committees</b></p>	<p>* Board of Trustees familiar with all school and Board procedures. * Sub-committees in place – Personnel, Property, Curriculum and Finance for 2015.</p>	<p>* On-going training available for all BOT members. * Sub-committees operating throughout the year if necessary with BOT.</p>	

# ANNUAL REVIEW CHECKLIST

## CURRICULUM REQUIREMENTS

### NAG 1

The 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.

The Board, through the Principal and staff is required to:

- a) develop and implement teaching and learning programmes:
  - i) to provide students in Years 1-6 with opportunities to achieve for success in all the areas of the National Curriculum;
  - ii) giving priority to student achievement in literacy and numeracy, especially in Years 1-6;
  - 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;  
  
first giving priority to:
  - i) student achievement in literacy and numeracy, especially in Years 1-6;  
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.
- 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 Maori/Pasifika communities, develop and make known to the school's community, policies, plans and targets for improving the achievement of Maori and Pasifika students.

**CURRICULUM PLAN - NAG 1 (i)**

Should include statements for school wide planning in the form of ...

CHECK LIST

- **Term overviews**
- **Unit planning**
- **Weekly planning**
- **Topic coverage (Social Sciences, Science, Technology)**

  
  
  

while recording assessment and evaluation of student's progress

- **Personal Profiles using Edge Data**
- **On-going analysis of student data in Reading, Writing and Mathematics. Relate data to National Standards in Reading, Writing and Mathematics.**

  

**CATERING FOR SPECIAL NEEDS - NAG 1 (iii/iv)  
(including gifted and talented students)**

Should include organisation related to .....

- **ESOL, Special Needs (including gifted and talented students) and Reading Recovery programmes**
- **Individual Educational Plans – (IEP's)**
- **Special Needs Register - SENCO**
- **Use of SEG, TFEA and ESOL grants etc**

  
  
  

**CONSULTATION WITH MAORI AND PACIFIC COMMUNITY - NAG 1 (v)**

Plans and targets for improving the achievement of Maori and Pasifika Children (90-95% of the Onepoto children)

**STUDENT ACHIEVEMENT**

Targets to improve student achievement reported to MOE in Annual Report.

## DOCUMENTATION AND REVIEW

### NAG 2

The Board of Trustees, Principal and teaching staff are required to

- a) develop a strategic plan which documents how they are giving effect to the National Educational Guidelines through their policies, plans and programmes, including those for curriculum, National Standards, assessment and staff professional development;
- b) maintain an ongoing programme of self-review in relation to the above policies, plans and programmes, including evaluation of information on student achievement;
- c) report to students and 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 1 c)) including the achievement of Maori 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 Maori, Pasifika 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.

### REPORTING TO BOT ON CURRICULUM AND STUDENT ACHIEVEMENT

- Statements on curriculum coverage and initiatives by staff – NAG 2 (iii)
- Review of Social Sciences, Science, Technology curriculum in Term 4
- Student achievement
- Achievement of Maori and Pacific students
- Principal's annual report

**REPORTING TO BOT ON STAFF PROFESSIONAL DEVELOPMENT**CHECK  
LIST

- (Professional development action plan for 2015 – NAG 2 (i) Positive Behaviour for Learning, Te Reo/Tikanga Maori, ICT, Supplementary Support Programmes in Maths & Reading)
- How school wide professional development needs are identified
- Formal reports to BOT from staff related to curriculum responsibilities

**CHARTER – NAG 2 (i)**

- Mission Statement/Values for the school imbedded after Community /Student/Staff Consultation 2014

**STRATEGIC/OPERATIONAL PLAN – NAG 2 (i)**

- Projected developments for the school across all NAG areas
- An overview of the current year derived from the strategic plan
- Annual plan for the implementation of current year developments

**POLICIES/PROCEDURES – NAG 2 (i)**

- Reviewing of Policies (Board and Curriculum) – Booklet 1 2015

**STATUTORY REPORTING**

- Annual Report – Chairperson and Principal
- Principal's Monthly Report to BOT meeting
- Analysis of Variance – annually included in Annual Report to MOE by 31 May 2015
- Monthly financial reporting
- BOT meeting minutes
- ERO reports
- BOT Newsletter and School Newsletter to community
- Job Descriptions, Performance Appraisal, Development Objectives
- BOT/Principal's Code of Conduct
- Parent Information Booklets – updated annually

# PERSONNEL

## NAG 3

According to the legislation on employment and personnel matters, the Board of Trustees is required in particular to:

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

		CHECK LIST
<b>PERFORMANCE MANAGEMENT</b>	<b>NAG 3 (i) mandatory</b>	<input type="checkbox"/>
<b>EQUAL EMPLOYMENT OPPORTUNITIES</b>	<b>NAG 3 (ii)</b>	<input type="checkbox"/>
<b>ALLOCATION OF UNITS</b>	<b>NAG 3 (i)</b>	<input type="checkbox"/>
<b>SMOKING IN THE WORKPLACE</b>	<b>NAG 3 (ii) mandatory</b>	<input type="checkbox"/>
<ul style="list-style-type: none"><li>• Performance agreements</li></ul>		<input type="checkbox"/>
<ul style="list-style-type: none"><li>• Personal descriptions and professional standards</li></ul>		<input type="checkbox"/>
<ul style="list-style-type: none"><li>• Appraisal processes</li></ul>		<input type="checkbox"/>
<ul style="list-style-type: none"><li>• Professional development plans and organisation</li></ul>		<input type="checkbox"/>
<ul style="list-style-type: none"><li>• Teacher registrations</li></ul>		<input type="checkbox"/>
<ul style="list-style-type: none"><li>• Staff discipline and competency (see relevant CEC)</li></ul>		<input type="checkbox"/>
<ul style="list-style-type: none"><li>• Complaints Procedures</li></ul>		<input type="checkbox"/>

**EQUAL EMPLOYMENT OPPORTUNITIES****NAG 3 (ii)**CHECK  
LIST

The EEO policy is an umbrella for the following statements:

- Annual EEO programme
- Annual EEO report to Board of Trustees and ERO

**APPOINTMENT OF STAFF****NAG 3 (ii)**

- Policy and processes which could include advertising, short-listing, interviewing, composition of personnel committee (as applicable)

**COMPLAINTS****NAG 3 (ii)**

- Policy statement containing guidelines from relevant CEC contracts

**STAFF LEAVE****NAG 3 (ii)**

- CEC has entitlement but to remain at Board's discretion

**HARASSMENT****NAG 3 (ii)**

Procedures to deal with employment related harassment

- Sexual/Physical

**STAFF EXPENSES****NAG 3 (ii)**

Procedures and criteria for staff entitlements for work related expenses, e.g. travel expenses

**ADMINISTRATION HANDBOOKS FOR TEACHERS**

- Teachers' Handbook – upgraded 2015



**NAG 4**

**FINANCE AND PROPERTY**

4. According to the legislation on employment and personal matters, the Board of Trustees is required in particular to:
- a) Allocate funds to reflect the school’s priorities as stated in the charter;
  - b) Monitor and control school expenditure, and ensure that annual accounts are prepared and audited as required by the Public Finance Act 1989 and the Education Act 1989.
  - c) Comply with the negotiated conditions of any current asset management agreement, and implement a maintenance programme to ensure that the school’s buildings and facilities provide a safe, healthy learning environment for students.

CHECK LIST

**FINANCIAL MANAGEMENT**

**NAG 4 (i) and (ii)**

**PROPERTY MANAGEMENT**

**NAG 4 (i) and (ii)**

**FINANCIAL MANAGEMENT**

The finance policy should contain written documentation on:

- Annual budget
- Budget holders’ guidelines as applicable
- Annual audit documents
- Treasurer’s monthly financial statement
- Internal monitoring procedures
- Statements of service performance (as applicable)
- Foreign fee-paying students
- Fundraising
- Activity Donation

**PROPERTY MANAGEMENT**

CHECK  
LIST

The property management policy should contain documentation on:

- Ten year property plans and five year agreements
- Annual property plans
- Property occupancy documentation
- Asset register (Financial Adviser)
- Hazards checklist (Playground/buildings/plant)
- Annual electrical check
- Buildings and drainage plans
- Capital work planning
- Cleaning and grounds keeping schedules
- Site development plans (including minor works)

**NAG 5****HEALTH AND SAFETY**

The Board of Trustees is required to:

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

CHECK  
LIST**HEALTH AND SAFETY****NAG 5 (i) and (ii)****ANIMAL WELFARE****NAG 5 (ii) mandatory****BEHAVIOUR MANAGEMENT**

- Discipline of students
- School rules or Codes of Conduct
- Road Safety

**SUSPECTED CHILD ABUSE**

Procedures to deal with suspected abuse of students

- Sexual
- Physical

**EMERGENCY EVACUATION**

- Evacuation procedures
- Fire drills
- Earthquake drills
- Civil Defence plan

**FOOD AND NUTRITION**

- Promote consistent messages about the importance of healthy food and nutrition

**FIRST AID**

CHECK  
LIST

- Handling of blood
- Accident and incident register
- Administering medication to students

  
  

**EDUCATION OUTSIDE THE CLASSROOM**

- Risk management procedures
- School minibus
- Trip planning checklists (school's own requirements)
- Permission slips and medical forms

  
  
  

**OTHER DOCUMENTATION**

- Playground supervision – duty rosters
- Hazards inspections and hazards identification checklists
- Emergency Procedures
- Pastoral care of students
- Police in the School
- Sickness and Injury

**NAG 6****ADMINISTRATION**

The Board of Trustees is 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.

CHECK  
LIST**ADMINISTRATION**

Includes documentation held by the school on the government's compliance expectation of Boards in the following areas:

- Attendance registers
- Copyright
- Emergency closures
- Enrolment procedures
- Length of school day and bell times
- Use of facilities outside school hours including Hall and Pacific Room
- Privacy – (the impact of the Privacy Act on school organisation)
  - appointment of privacy officer
  - statement on confidentiality
  - annual compliance register
- Private tuition during school hours
- Staff administration and curriculum responsibilities
- Student classification and placement
- Suspensions and stand downs (related MOE circulars)
- Terms and holidays – length of school year (384 half-days 2015)
- Truancy

**Maori Hui**  
**May 29<sup>th</sup> 2014, 2.30 – 3.30pm**  
**Meeting Minutes**

- Kapa Haka Group
  - Did not like how the teacher talked to the kids (last year)
    - When asked what could be done to help the problem Hine said herself and her sister could come in and run the Kapa Haka.
- Are we able to do half an hour of singing to teach the kids new songs?
- Try to teach all kids their Mihi
- Mr Raea answered the question – What are we doing to incorporate Maori Culture in our day to day learning? – He explained what the teachers have to do for National Standards and how it is taking place in the classroom
- Last year there was an idea about giving the kids an overnight experience on a Marae. Possible place to do this is Glenfield College
- We told everyone at the meeting about our plans of the whole school hangi for Matariki
- They wanted it at 5 o'clock in the summer time with everyone bringing a plate because food bring people together
- Wanting the gate way at the bottom of the driveway or maybe making two
- Asked how much gate way was going to cost?
- Teaching kids in more depth about Maori history
  - Could do this by on the significant dates do a short lesson about what happened on this day and why it's important e.g. Declaration of Independence
- How often should we meet was not answered
- Talked about just focusing on a couple of tasks at a time to make it easy to start achieving some of the wants and needs of the Maori people

## **Maori Hui Minutes**

**Venue: Room 5**

**Minute taker: Pam Ryder**

**Date: 27 August 2014**

**Time: 2pm**

### **1) Report back from last meeting**

Kapa Haka - Improvements - parents are available

Mihimihi – Teachers have taken this on board and implemented into learning

Parents expressed the value of new initiatives being implemented into their learning – family learning their identity

### **Events for Pupils**

Matariki whole school input

Maori Language week whole school input

Whole school went to Awataha marae to watch Taki Rua show

*Other*; Theatre group, Visit programmes/exhibitions at Northcote library, NorthArt, Auckland museum

Recording by children, Kapa haka, ukulele group, junior recorders,

Parents expressed that Maria could korero Maori at kapa haka sessions – this is a wero/challenge for her

Received drawings from school regarding entry carving. Clark will come to school and talk to families and children

'Our place' hub – To be translated into different languages

Community meeting so everyone can have a say about how best we can use the hub

Warehouse has donated 8k to the project

Adjustment to building will begin shortly

To be opened/blessed in Term 4

School will soon review the curriculum; Science, Social studies and Technology and will be seeking community input

Data - Maori males underachieving- lack of male role models

Caroline Anderson - Iwi liaison Waitemata, maybe able to help

# **Pasifika Talanoa/Consultation**

## **Thursday 16<sup>th</sup> April 2014**

### **Pasifika consultation meeting regarding Values and Expectations**

**Date: 16/4/14**

**Venue: School Hall**

#### **Parent's values**

Family values, respect, kind, listen, trust, good relationships, love, peace

#### **Parent's expectations for learning**

Understand the language and what they are learning

Children to be taught the relevance of what they are learning to future career

Career paths

#### **Parent's expectations for behaviour**

Listen, respect, 2 way street, care for others, be patient

#### **Parent's views on how to reach these expectations**

School to notify parents for their children's weaknesses ASAP and work with parents/child to reach National standards. Don't wait for parent/teacher interview

Parents do our part and work side by side with teachers

Better understanding

Teachers to ask parents for help

Form "Friends of the school" group to support learning and school fundraising

Parents have coaching skills - Heneli (skipping) Koloke Seau's dad – rugby/league

#### **Other**

Check children are eating their lunches

Parents to be involved in Incredible Years programme

## **RTLB Pasifika Fono Presentation given by Enoa Rae on 11.09.14**

### **Key Question What are we doing to address the needs of Pasifika children in our school?**

Pasifika students bring a wealth of knowledge, skills and experiences that may fit/may not fit with school culture. It is therefore up to the school to utilise this knowledge and skills and on the other hand attend to Pasifika children's needs

Achievement - Pasifika students are achieving higher in all reading writing maths data in comparison to other overall school data.

How are we doing this at Onepoto School?

The Pasifika Plan

#### **Onepoto School Charter**

##### **National Education Goals**

- 1) To promote opportunities for community involvement in supporting the learning of our students

Recent Tongan Language week celebration



- 2) To cater for the needs of ESOL students/Pasifika students (we have a big percentage)  
Teacher aide/Reading Recovery

### **Local Goals**

- 1) Promote pride and belonging  
Celebrate the learning of children's culture - Pasifika languages Cook Islands, Samoa, Tongan  
Onepoto School hosts Cultural Festival in Term 4
- 2) To provide opportunities for parents/caregivers to further their own knowledge about their children's learning and how to assist in supporting them  
Meet with parents of target children in Term 1/2  
Learning journey in Term 1, 2, 3  
Parents Maths evenings

### **Home/School Partnerships (Use the strengths of parents)**

- 1) Recent Tongan Language week celebration
- 2) Recent Sports Day
- 3) Maths evening
- 4) Allow parents to teach culture in the classroom

### **Use the talents of children**

- 1) Children performing at school assemblies
- 2) Involve the parents in the review of topics
- 3) Consultation meetings with Pasifika community
- 4) Use mother tongue in the classroom
- 5) Do Reading together
- 6) Tap into Pasifika programmes advertised in community libraries, museums and others

### **Where to from here?**

Maintain and build on engaging with the community and capitalise on what/how parents can do to support their child's learning

# CODES OF CONDUCT

## The Board of Trustees Code of Conduct

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

Each Board of Trustees is charged with governance of its school. Effective governance is a successful blend of professional expertise and community involvement. This cooperation should lead to effective and positive relationships between the trustees and staff and ensure that the educational well-being of students is maintained. This code of conduct shall be standard for all Boards of Trustees throughout New Zealand and apply to all members.

Trustees shall -

1. ensure that the needs of children and their learning are given full consideration when planning, developing and implementing learning and teaching programmes
2. ensure that all students are provided with an education which respects their dignity, rights and individuality, and which challenges them to achieve personal standards of excellence and to reach their full potential
3. serve their school and their community to the best of their ability and be honest, reliable and trustworthy in all matters relevant to their roles and responsibilities
4. respect the integrity of staff, the principal, parents and students
5. be loyal to the school and its charter
6. maintain the confidentiality and trust vested in them
7. ensure strict confidentiality of papers and information related to the Board's position as employer
8. act as good employers
9. ensure that individual trustees do not act independently of the Board's decisions
10. ensure that any disagreements with the Board's stance on matters relating to the employer position are to be resolved within the Board
11. exercise their powers of governance in a way that fulfils the intent of the Treaty of Waitangi by valuing and reflecting New Zealand's dual cultural heritage
12. use the cultural resources of all ethnic groups to consult with their communities
13. trustees shall have the capacity to enter into contracts to receive funds in return for specified programmes and services

## **The Principal's Code of Conduct**

The Principal in carrying out his or her stated duties will:

1. ensure that the needs of students and their learning are given full consideration when planning, developing and implementing learning and teaching programmes
2. demonstrate a commitment to the belief that each student is entitled to an education which challenges him/her to achieve personal standards of excellence and to reach full potential
3. abide by any statutory obligations
4. be loyal to the Charter, so that the Principal's activities will reflect the spirit and the objectives of the charter
5. demonstrate a commitment to the belief that each student is of equal value and is entitled to an education which respects each student's dignity, rights and individuality
6. respect the integrity of staff, members of the Board of Trustees, parents and students
7. demonstrate a commitment to the continuing personal and professional growth and development of staff
8. work co-operatively with the school staff, but will have the final responsibility for making decisions within the Principal's authority
9. freely divulge all information on a student to any person with legal rights to the information who requests it
10. respect confidentiality by keeping information on students from people who have no right to it
11. not vote in Board of Trustees decisions in relation to the Principal's employment
12. have an understanding and commitment to the elimination of sexism and racism, both with respect to equal educational opportunities and equal employment opportunities
13. exercise responsibility in a way that fulfils the intent of the Treaty of Waitangi by valuing and reflecting New Zealand's dual cultural heritage

# **Analysis of Variance for the year ended 31 December 2014**

## **Annual Targets**

### **1. Reading**

With 15 children after 1 year at school reading below standard and the 1 well below standard our primary focus will be to move these children.

- Our target will be to accelerate those students below standard to reach National Standard by the end of 2014.

### **2. Writing**

When data was analysed there were two groups of children where there was a discrepancy compared to all others throughout the school. Out of our Maori Boys, 22 (73%) were writing well below or below standard. Out of our Pasifika Boys, 12 (60%) were writing well below or below standard.

Also of note is 13 children, (76%) are below standard after 1 year at school and 12 children at the end of Year 4, ( who are below or well below).

- Our target in 2014 will be to accelerate the learning of those students writing below standard at all year levels with particular emphasis on boys.

### **3. Mathematics**

In 2014 focus will be on the 39 children in the school who were working below or well below National Standard. Primary focus will be on 12 children after 2 years at school below/well below standard and 11 who are below/well below standard at the end of Year 4.

- Our target in 2014 will be to accelerate the learning of those students below or well below standard in 2013 to as close to National Standard as possible.

Data was collected at the end of 2014. These were recorded on Edge and analysed. Overall Teacher Judgements were made in Reading, Writing and Mathematics using formal testing, informal testing, classroom observations throughout 2014, teacher observations as well as self and peer assessments. The NZC, Reading and Writing Standards and Mathematics Documents were used to make final assessments and judgements on all children.

TARGET	OUTCOME (What Happened)	ANALYSIS	EVALUATION (Where to Next?)
<p><b>1. Reading</b> With 15 children after 1 year at school reading below standard and the 1 well below standard our primary focus will be to move these children.</p> <p>Our target will be to accelerate those students below standard to reach National Standard by the end of 2014.</p>	<p>Of the 15 children who were below standard after 1 year: 2 meet National Standard in 2014 3 remained at below standard 1 was well below national standard 9 left the school in 2014</p> <p>When breaking down the At and Above National Standard groups into gender, 44% of the boys and 74% of the girls were reading (56% overall); while of the Maori students 50% were reading At or Above standard (41% Maori boys and 60% Maori girls). The Pasifika children had 60% reading At or Above standard, with 47% of the Pasifika boys and 80% of the Pasifika girls.</p> <p>Of the 34 children who were below National Standard at the end of 2013 and stayed the year, 20 progressed to At, 11 remained the same, 3 continued to get further behind.</p>	<p>In 2014 the Overall Teacher Judgements in Reading were made using a wide variety of sources and techniques – Star Testing, Probe (Y4-6 May and November), Running Records each term, classroom observations, peer assessments, self-assessments, child/teacher/parent triadic discussions.</p> <p>A major concern continues to be the number of transient families/children who have moved from or to our school.</p> <p>In 2014 one quarter of our school moved on and this number does not count Year 6 leavers.</p> <p>These departures/ arrivals make it very difficult to compare cohort groups from one year to the next because of the changing nature of the groups.</p>	<ul style="list-style-type: none"> <li>* Use 'Our Place' in 2015 for parents to access free resources, help through SWIS, and Reading Together.</li> <li>* Involve all children in Duffy Reading.</li> <li>* Reading to a Dog for reluctant readers.</li> <li>* Innovative use of interactive data projectors, tablets, desktop computers, school webpage, class blogs.</li> <li>* Promote use of Reading Eggs Programme for all Junior classes</li> <li>* Continue to use teacher aides in classroom during Reading time.</li> <li>* By inclusive practice, including <i>Reading Together</i> and parental/volunteer assistance raise achievement and encourage positive attitudes to reading.</li> <li>* Ensure the staff utilise current data to ensure that the "next steps" are relevant to individual needs.</li> <li>* Use Teaching as Inquiry to ensure teaching staff regularly access what is working and what isn't.</li> <li>* Encourage all children to use the school and Northcote libraries effectively as well as frequently throughout the year. <ul style="list-style-type: none"> <li>* Refine the focus of target children with the guidance of SAF Rosemary Mose, staff and the involvement of the parents inclusively.</li> </ul> </li> </ul>

TARGET	OUTCOME (What Happened)	ANALYSIS	EVALUATION (Where to Next?)
<p><b>2. Writing</b> Out of our Maori Boys, 22 (73%) were writing well below or below standard. Out of our Pasifika Boys, 12 (60%) were writing well below or below standard.</p> <p>Also of note is 13 children, (76%) are below standard after 1 year at school and 12 children at the end of Year 4, ( who are below or well below).</p> <ul style="list-style-type: none"> <li>• Our target will be to accelerate these children's progress in writing so that they reach the National Standard by the end of 2014.</li> </ul>	<p>Writing data was analysed at the end of the 2014 school year. 61 of our 106 children (refer to Student Achievement Graph) were writing Above or At the National Standard. 34 were writing Below standard and 11 Well Below standard. This data was the Overall Teacher Judgements in writing following moderation within the school.</p> <p>By the end of 2014, 13 (54 %) of our Maori Boys as well as 14 (46%) of our Pasifika Boys were writing Below or Well Below National Standard</p>	<p>In 2014 Overall Teacher Judgements in Writing were made taking into account children's writing in a variety of genre including recounts, narratives, reports, persuasive and letter writing.</p> <p>School-wide moderation using the Takapuna cluster moderation document was done at the start of the year and end of year. Daily classroom writing observations, peer assessments and self-assessments.</p>	<ul style="list-style-type: none"> <li>* By linking reading success with writing expectations raise student achievement.</li> <li>* Keep Junior class sizes as small as possible.</li> <li>* Use of teacher aides in all rooms during Writing time each morning.</li> <li>* Ensure that the "Onepoto Writing Curriculum" is being taken daily in all classrooms.</li> <li>* Extend children's personal rich experiences with local walk, using the school minivan for trips and visits to assist writing,</li> <li>* Continue to liaise with parents/caregivers so that they are able to assist with children's writing at home.</li> <li>* Ensure staff use current data to develop relevant next steps in the children's writing learning.</li> <li>* Use Teaching as Inquiry to ensure teaching staff regularly access what is working and what isn't</li> <li>* Relate writing to relevant areas of interest for boys.</li> <li>* Experiment with a variety of informal formats for quick, concise communication.</li> <li>* Involve IT in innovative ways <ul style="list-style-type: none"> <li>* Refine the focus of target children with the guidance of SAF Rosemary Mose, staff and the involvement of the parents inclusively.</li> </ul> </li> </ul>

TARGET	OUTCOME (What Happened)	ANALYSIS	EVALUATION (Where to Next?)
<p><b>3. Mathematics</b></p> <p>In 2014 emphasis will be placed on the 39 children in the school who were working below or well below National Standard at the end of 2013.</p> <p>Our school target in mathematics in 2014 will be to accelerate the learning of those students below or well below standard in 2013 to as close to National Standard as possible.</p>	<p>Of the 34 children below National Standard at the end of 2013 and stayed the year, 12 progressed to At, 10 remained static, 2 fell further behind.</p>	<p>In 2014 Overall Teacher Judgements were made using data from Progressive Achievement Tests marked and analysed by NZCER (Y3-6 children), Numeracy Testing (IKAN), GLOSS, and JAM 2, regular classroom observation, peer assessment and self-assessment, triadic parent/teacher/child discussions.</p> <p>Staff have ensured their teaching relates to the individual needs of pupils by analysing data collected from testing or daily classroom work.</p>	<ul style="list-style-type: none"> <li>* By inclusive/collegial practice including Professional Development with Kim Bullus raise achievement and encourage positive attitudes to mathematics.</li> <li>* Maximise use of Mathematics in classroom programmes and analysing and recognising progress (BOT to cover costs of all children joining Mathematics).</li> <li>* Continued use of teacher aides in each class during Mathematics teaching each morning.</li> <li>* Use of PAT Mathematics for Year 3-6 classes and marking and analysing data by NZCER at the beginning of 2015 school year.</li> <li>* On-going professional development available for staff.</li> <li>* Regular liaison and discussion with parents/caregivers on ways to assist with Mathematics at home.</li> <li>* All teachers using recently collected data on children to develop learning steps that are relevant to each child.</li> </ul>

## **Analysis of Variance Part 2 For the year ending 31 DECEMBER 2014**

### **School Organisation and Personnel**

2014 has been another challenging and rewarding year at Onepoto. Our largest number of 23 Year 6 children left for Intermediate School at the end of 2013. The roll started at 113 in February and finished at 123 in December despite there being 54 new enrolments during the year. One quarter of our school moved on in 2014 not counting the Year 6 leavers. We continued to see many transient families moving in and out of the area. We maintained five classrooms up to mid-year and opened a sixth class for the remainder of 2014. We continued to run a Ministry of Education funded Study Support Centre for the Year 5 and 6 children from 3.00 – 5.00pm on a Monday to Wednesday. This year 20 children attended this centre daily to assist with homework, research and IT skills. Reading Recovery with five children taught daily was taken throughout the year. Three children were funded by the Ministry of Education and two by the Board of Trustees. The Board employed a full-time secretary, two job-share caretakers and four teacher aides throughout the year.

Personnel changes in 2014 included Toni Hoy completing her one year contract and Indira Sakamuri two terms. Speedy Kaloatama retired after fourteen years as our caretaker.

The Board of Trustees also had a change of personnel. Tania Te Rauna was replaced by Sala Alona as Chairperson. Two new members joined in 2014, Tangitangi Vave and Anitra Williams. Jodi Theyers resigned at the end of the year and will be sorely missed for her huge contribution. Tangitangi failed to attend three meetings consecutively and is no longer a current member. There is need to have an election early in 2015.

The school continues to receive support from a number of service groups, local businesses and community members. The Warehouse Group have been a major support for the school by raising a large sum to help get our community room operational as well as providing product and personnel for fund raising throughout the year. Other valuable support has come from Jill Nerhney and the Kaipatiki Community Trust as well as Bunning Warehouse, ASB Smales Farm Branch, Harbour Sport, The Bike Barn, Soroptomists International, BP Northcote, Kids Can, David Levene Charitable Trust, Alan Duff, The Lion Foundation, Mark and Jenny Harris, Harbourside Church, Reading to a Dog, Hugh Green Foundation and the Life Education Trust, Marius and Naz Spencer, Shane and Tara Cameron, and Programmed Property Services. Many local businesses were involved in our successful 24th Annual Cultural Festival – we appreciated their support.



## **Property**

The Board of Trustees continued with their exterior and interior painting contract with Programmed Property Services.

Vandalism was the least in a very long time but we did have one burglary of the Admin block unfortunately.

The school driveway, concreting and fencing upgrade was finalised completed before the start of the new school year.

The SNUP contract for our wireless upgrade was also completed in the 2014.

School classroom gardens were upgraded with the products and staff of Bunnings Warehouse.

The school main entrance has been blessed with a carved gateway representing Tangata Whenua, Pasifika and all cultures of our school community.

The Pacific Room was upgraded and renamed Our Place at the end of 2015. The room now is furnished with a fridge, new furniture, new window, blinds, wireless router and its own alarm system.

The school alarm system completed failed and had to be replaced. The wiring for this job including the smoke detectors will be completed in the new 5 year plan due to start in July 2015.

Outstanding issues that need resolution in the New Year and beyond, in order of priority are: sanitary sewers upgrade, drainage, roof repair of caretaker's sheds, roof paint, electrical upgrade and classroom windows upgrade, alarm system/smoke detector wiring replacement.

Our Warrant of Fitness was issued this year with no work being required following the annual check.

## **Financial**

The school continues to be in a sound financial position with school investments maintained in 2014.

Our major fundraisers continued to be hiring of the school hall and our annual cultural festival. School donations, school lunches, stationery, sausage sizzles, clothing stall and donations have been other forms of fundraising.

The school continues to be a signatory to the International Code of Practice. We had no foreign fee-paying student enrolled in 2014.

## **Teaching and Learning Programmes**

Professional development in Mathematics in 2014 with Kim Bullus has had a measurable change in skill level of staff and pupils throughout the school.

With some teacher changes in 2014 classroom environments continued to be of a very high standard with all teachers putting major emphasis on Teaching and Learning in their rooms to raise the standards of all children against National Standards. The graphs in Reading, Writing and Mathematics (see Charter) show levels of Student Achievement at the end of 2014 showing students Above, At, Below and Well Below the National Standards. The analysis following the graphs show the standards of the students overall, boys, girls, Maori overall, boys and girls, Pasifika overall, boys and girls.

The Seasons for Growth, Living without Violence and T.Y.M.S Programme have all been vital in helping children with emotional, social and special learning needs. Having our Social Worker in Schools Programme two days a week with Pam Ryder has also supported the school community. Pam has won the trust and respect of the children, staff and many local families.

Regular Pastoral Care meetings were held with SENCO, SWIS, RTLB, Whanau Support Services, local NZ Police constable and Waitemata Health Public Health Nurse input sharing vital information so that children could be receptive to learning as possible despite major hurdles in their lives.

Being a Travel Wise School in 2014 has benefits for the school. The monitoring of fitness levels of the children through regular cycling demonstrates a positive result that must have a beneficial effect on learning focus.

The school has run a successful Breakfast in Schools Programme five mornings a week thanks to the efforts of a handful of parents and volunteers. I'm sure that the Milk and Fruit in School Programmes are also having a benefit for health and learning school wide.

Parent involvement in 2014 was also encouraging with help coaching the school netball team and assistance with rugby and basketball. The kapahaka, and Pasifika groups also could not have functioned without the support of parents. A small number of parents helped in classroom time on a regular basis as well as getting involved with the Reading Together Programme.

### **Summary of the Special Needs Register 2014**

During 2014 there have been 22 children on the register requiring extra support in their learning and behaviour.

Two of these children left Onepoto School during 2014 – Steven Brown and Georgia Lukic-Nathan.

One child, Zin Min Htet Chan made 'significant progress with language and listening skills and was becoming more sociable with his peers and his confidence has also improved' and consequently his Speech-Language Therapy was closed beginning of 2014 by Dinah Saxby.

Tamati Phillips completed his programme with RTLit – Glenys McVicar – in April 2014.

Paanepasa Pesiniua received support in his learning by teacher aides and was referred to RTLB and is on the waitlist carried over to 2015.

Te Mauri and Te Hira Templeton received weekly SPELD lessons throughout 2014.

Te Ariki Te Ariki was monitored by SWIS and PHN throughout the year and he received assistance through the IRF from Term 3 2014.

Riley Newton-Dalton, a New Entrant enrolled at the start of 2014 received ORS high needs funding which will continue for him throughout his schooling.

Hemi Hohaia required Crisis Intervention early in Term 1 and required a lot of support to get his behaviour back on track – MOE, SWIS, Strengthening Families, RTLB, were involved over the year.

Damen Shipton enrolled at Onepoto at the commencement of 2014 and received a lot of support throughout the year – Intensive Wraparound Service from Term 3 as well as RTLB support – he completed the year on a positive note ready for Intermediate with IWS support continuing.

Moana Twist returned to Onepoto School during Term 1. She received support from SWIS, IRF, and will continue to need support in her move to Intermediate School in 2015 as her learning and behaviour continue to be of great concern.

Lexis O'Neil commenced at Onepoto School at the start of Term 2 and came with Support for students with Severe and Challenging Behaviours – TA assistance given for the term. This funding stopped in Term 3 and then was included in the IRF for the rest of the year.

We were extremely fortunate to have been given IRF for 13 children during 2014. This has given them support in their learning and behaviour needs.

Over the year many support programmes were provided for the pupils of Onepoto School -

Living Without Violence, Seasons, STAND, T.Y.M.S. (Tuilaepa Youth Mentoring Service) as well as the ongoing support given to our school by our SWIS and PHN.

We appreciate all the assistance given to the pupils and staff of Onepoto School during 2014, it has been beneficial to all involved.

Julie Newth

SENCO