

ANNUAL PLAN – 2010

NAG 1: Curriculum (Content & Delivery)

Learning programmes shall be delivered to all children in accordance with the New Zealand Curriculum Statement with an emphasis given to numeracy and literacy. They will aim to meet the learning needs of all children and will reflect the school's community.

Objective	Action	Who	Cost	Expected Outcomes	Actual Outcomes
1.1 ICT Development School-wide focus. E-Learning Development Plan	-Enhance the use and development of ICT school wide in both administration and teaching (refer to ICT 5 year plan) - Teachers will identify a personal goal to meet their own learning needs in their Appraisal documents. ICT Lead Teachers will monitor goals and support teachers in identified areas -Implement new initiatives identified by ICT Co-ordinator and Lead Teachers eg. further development of school website, computer pod in senior school Training of teachers in the use of activeboards (new) ICT student extension groups established	All teaching staff led by Senior Teacher IT Centre and Senior Staff All Teaching Staff ICT Lead Teachers	Information Centre budget Professional Development Budget.	Greater use of ICT programmes and hardware both for admin and teaching & learning. Enhanced website Year Book published Personal appraisal goals met	
1.2 Numeracy – achieve targets identified	<ul style="list-style-type: none"> Use formative/diagnostic assessment data to develop focused teaching programmes. (See 2010 Target Plan) Lead teachers to help identify, monitor and support numeracy team goals 	All teaching staff. Co-Principals and Lead teachers	Budget for Professional Development.	Improved teaching and learning strategies, deeper understandings of numeracy. Targets achieved. Team goals completed and further goals identified for 2011	
1.3 Literacy – achieve targets identified	<ul style="list-style-type: none"> Use formative/diagnostic assessment data from analysed running records to develop teaching programmes. Analyse specific writing data and report to B.O.T. on target group (See 2010 Target Plan) PD on teaching of phonics for new teachers 	All teaching staff All teaching Staff All teaching staff	PD Budget	Well developed and focused teaching and learning programmes. Targets achieved. Teachers have sound understanding of writing process which is reflected in	

	<ul style="list-style-type: none"> • Implementation of Alison Davis comprehension strategies • Lead teachers to help identify, monitor and support literacy team goals 		PD budget	classroom programmes	
1.4 To improve student Fitness levels	<ul style="list-style-type: none"> • Develop fitness programmes throughout the school • Monitor fitness levels of students in relation to learning • Installation of fitness circuit with MOE 'kiwisport' funding • Encourage daily activity during intervals 	All teaching staff	MOE funding	More students will enjoy and participate in a variety of physical activities	

NAG 1: Curriculum (Student Progress and Achievement)

All children shall have their progress and achievement in all curriculum areas assessed and reported on regularly to parents. Trends and areas of strengths and/or weaknesses will be both individually and collectively identified. This information will be used formatively to assist with the planning and evaluation of learning programmes and with the reporting of these to both staff and B.O.T.

Objective	Action	Who	Cost	Expected Outcomes	Actual Outcomes
1.5 Identify and monitor school achievement targets (including different ethnic groups – Maori, Pacifica, Indian)	Use of assessment data to inform teaching; See 2010 Targets in Literacy and Numeracy.	Co-Principals D.P's Teaching Staff B.O.T.		To have agreed student achievement targets in numeracy and literacy (reading and writing).	
1.6 Students and teachers as partners in the learning process.	<ul style="list-style-type: none"> • Chn and teachers further refine and focus on the learning intentions and success criteria to guide learning and teaching. • Focus on Feedback and feed forward as an integral part of the daily classroom programme • Develop student self-assessment strategies as an integral part of the learning process. 	Co-Principals D.P's Teachers Pupils		Clear articulation and understanding of learning intentions & success criteria for teaching sequences and/or unit plans. Teachers and students clearly understand next learning steps Student self-assessment strategies established throughout the school	
1.7 Refine Student Achievement Reports	<ul style="list-style-type: none"> • Further develop SMS • Utilise Musac programme to format reports to parents • Programme to meet school needs. • Continued PD for staff to enable involvement in data collection, input and reporting to be implemented. 	Co-Principals, ICT Lead teacher, D.P's, teachers.		Clear links between student achievement targets, global reporting and reporting to parents. Accessible data for school wide monitoring, tracking and analysis.	
1.8 Reporting to Parents	<ul style="list-style-type: none"> • Ensure that parents have a clear understanding of what academic level their children are learning at and what they can do to support their learning • Report to parents mid and end of year 	All staff		Parents will be well informed in regards to their children's progress and achievement	
1.9 Identify and monitor Students with special needs	<ul style="list-style-type: none"> • Students needing extra support will be identified and suitable pogrammes will be implemented 	SENCO Special Programmes Team	ORRS funding Transition to school funding SEG grant Operations grant	Students with special needs are catered for appropriately	

<p>1.10 Implement the revised New Zealand Curriculum</p>	<ul style="list-style-type: none"> • All learning areas taught in line with the school's revised curriculum documents • Further refine programmes and procedures related to Key Competencies and Values 	<p>All teaching staff All teaching staff</p>		<p>Students understand what the key competencies mean and are able to demonstrate the skills needed under each competency to enable them to be confident, connected, actively involved lifelong learners Teachers have a clear understanding of what objectives need to be taught under each learning area and classroom programmes reflect these</p>	
<p>1.11 Celebrate student successes</p>	<ul style="list-style-type: none"> • Gather data in ICT, sports and the arts and celebrate student successes through newsletters, school website, local newspapers, school year book 	<p>All teaching staff</p>		<p>Parents, teachers, students and community members know about and celebrate the successes of students at Fairburn School</p>	

NAG 3: Personnel

Fairburn School shall be staffed by personnel who best suit the needs of **this** school and its community, and who will be expected to carry out tasks as required to the best of their ability.

Objective	Action	Who	Cost	Expected Outcomes	Actual Outcomes
3.1 Continue school policy of funding staff professional development.	<ul style="list-style-type: none"> Continued support of staff members accessing university courses ICT lead teachers to attend Learning@Schools Conference in 2010 Where appropriate professional development opportunities will be approved (eg Special Programmes needs) 	<p>Co-Principals led with all Staff.</p> <p>ICT Lead Teachers</p>	Built into Professional Development programme and budget.	Staff have appropriate PD support to enable their professional growth.	
3.2 Maintain performance management systems for all teaching staff and other staff.	<ul style="list-style-type: none"> Schoolwide goal related to writing Team goals related to reading and numeracy Individual goals related to ICT Follow school policy and procedures for performance management process 	<p>Co-Principals</p> <p>Lead Teachers</p> <p>All Staff</p>		Staff focus on their professional development and link them to performance and qualifications.	
3.3 Manage banked staffing system to maximise use of staffing resources for the school.	<ul style="list-style-type: none"> Monitor SUE reports each fortnight to keep staff usage closely balanced using staffing entitlement and budget allocation. 	Co-Principals and Executive Officer	Nil unless overspent.	Maximum value for money/resources applied to school staffing.	
3.4 Development of roles of ICT, Numeracy, Literacy Lead Teachers at each level of the school	<ul style="list-style-type: none"> Implement new approaches Act as models/mentors for others Monitor school, team and personal goals Observe and model 'best practice' in classrooms 	Lead teachers	Classroom release time (1/2 day fortnight for ICT lead teachers and Junior Maths lead teacher)	Classroom programmes are of a high standard with classroom teachers demonstrating 'best practice'.	
3.5 Development of identified leadership roles that have been created by increased number of fixed term units	<ul style="list-style-type: none"> Create job descriptions for each role Monitor workload of each role in 2010 Evaluate the effectiveness of each role 	<p>Environmental Sustainability</p> <p>PE & Health</p> <p>The Arts</p> <p>Community Consultation</p> <p>Relievers</p>		Workload is distributed and staff members are given opportunities to take on leadership roles Each identified area of responsibility will run more effectively and give students further opportunities to excel	

NAG 4: Property & Finance

The school's property shall be managed and maintained to a safe and healthy standard. Property development shall occur to meet the changing curriculum needs of the school and shall be developed in partnership with the ongoing growth and capacity requirements of the school and its community.

(Property)

Objective	Action	Who	Cost	Expected Outcomes	Actual Outcomes
4.1 Revise 5 Year Property Plan	Prioritise 5 Year projects Allocate funding to projects Liaise with Property Consultant to draft new plan	Co-Principals and Executive Officer	As per MOE 5 Year Funding	Up to date plan will prioritise building requirements over next 5 years. Funding will be allocated for prioritised projects.	
4.2 Continue property works as stated in Property Plan.	Set timeframes, draft action plan based on project priorities. Follow action plan to achieve goals.	Co-Principals and Executive Officer	As funded by MOE.	Continue toilet block refurbishment and upgrade of junior school classrooms	

(Finance)

The school's finances will be managed efficiently and in accordance with all legal requirements. Financial planning and management will reflect the ongoing needs of the school and its community.

Objective	Action	Who	Cost	Expected Outcomes	Actual Outcomes
4.3 Conservatively manage the school's finances to ensure expenditure is well within income projections.	Develop budget and follow it. Monitor budget and track surplus' for re-casting budget to meet ongoing requirements and report at BOT meetings	Co-Principals and Executive Officer and B.O.T.		Ensure that the school's financial situation is sound	
4.4 Manage the 5 year Property Plan funding as part of overall school budget and cash flow.	While following the 5 year Property Plan balance the property work with overall budget and cash flow	Co-Principals and Executive Officer and B.O.T.		Property work achieved amidst a controlled cash flow and managed budget.	

NAG 2: Community Consultation

There will be consultation with the Board of Trustees, Staff, Parents, Caregivers and Children regarding the direction and development of the school.

2.1 Consult with parents on school direction and developments.	<ul style="list-style-type: none">• Hold meetings with parents as required, especially on reporting on annual targets and student attendance and• Hold meetings and inform parents about Health & Safety issues/concerns.• Staff to be appointed to oversee and further develop community consultation opportunities	Co-Principals and B.O.T. Community Consultation Lead Teachers		Parental involvement and consultation is enhanced..	
2.2 Consult with parents of all ethnic groups including Pacific Island and Maori groups re: Strategic Plan. 2.3 Provide information and feedback to parents about our ICT Programmes and Numeracy programmes	Cultural/Ethnic Group Meetings led by staff and/or parents. Open days for parent involvement.	Co-Principals and all Staff Co-Principals ICT Lead Teachers Numeracy lead teachers All staff		Parental involvement and consultation is enhanced. Parents informed of ICT and numeracy programmes in classrooms.	

NAG 2: Achievement of Maori Students

The unique position of Maori culture in New Zealand will be recognized within the school and will be reflected in the school's learning programmes. Reasonable steps will be taken to provide for the teaching of tikanga Maori and te reo Maori.

Objective	Action	Who	Cost	Expected Outcomes	Actual Outcomes
2.4 Continue to promote Te Reo Maori in classroom environments and programmes.	Use the base programme for teaching of Te Reo and Tikanga Maori at each level of the school. Support teacher assists in the classroom implementation of Te Reo and Tikanga Maori programmes.	Maori Language Teacher, teachers, D.P's. and Co-Principals.		Continue development of Maori language skills throughout the school. Utilise strengths of staff members and the community	
2.5 To produce a curriculum document for the teaching of tikanga Maori and te reo Maori	Through consultation review the school curriculum statement for the teaching of tikanga Maori and te reo Maori Make appropriate changes Programmes developed accordingly	All staff Community members		All classroom teachers will incorporate revised document into classroom programmes	
2.6 Provide opportunities for Kapa Haka group to perform publicly.	Perform at school functions	Carla Makiha and Children.		Improved level of public performance of Kapa Haka group.	
2.7 Identify Maori children for achievement and assessment purposes as required.	<ul style="list-style-type: none"> Use SMS programme to identify and monitor Maori students progress Utilise Ka Hikitia Resource (M.O.E.) 	Co-Principals D.P's. teachers		Have specific achievement information pertaining to Maori children.	
2.8 Continue Te Reo Maori extension programme.	<ul style="list-style-type: none"> Identify appropriate pupils for inclusion in Te Reo Maori extension class (interview). Develop pupils skills in Te Reo Maori and use as "leaders" where appropriate in other school settings. Utilise allocated budget to enhance learning environment 	Carla Makiha, Teachers, DP's, Co-Principals.	Curriculum budget	Continued growth of Te Reo Maori for students.	

NAG 2: Self Review

The school shall maintain a programme of annual self review and from this develop plans to improve teaching practice and enhance children's achievement.

Objective	Action	Who	Cost	Expected Outcomes	Actual Outcomes
2.7 Focus on monitoring reading, writing and numeracy levels to ensure targeted groups of pupils reach their age equivalent levels in reading/writing and numeracy.	<ul style="list-style-type: none"> • See 2010 targets & actions. • Track reading, writing and numeracy levels to ensure a focus on achieving the targets. • Use SMS programme to monitor progress class/ syndicate and school-wide. • Report to school, BOT and school community on progress. 	D.P's Co-Principals and Teaching staff.		Students achieve targets set for 2010	
2.8 Team reviews each term will inform the progress towards meeting literacy and numeracy targets.	DP's and Team Leaders monitor (via team and syndicate meetings) progress towards meeting targets. Time planned in scheduled team meetings to discuss progress and appropriate strategies to assist teaching and learning PLC's timetabled in meeting overviews.	D.P's, Co-Principals Teaching staff		Have a clear picture of the effectiveness of Numeracy and Literacy programmes across the school.	
2.9 Cyclical review of school policies.	Advise B.O.T. of policies for review and oversee their passage through staff and at B.O.T. meetings.	Principal B.O.T.		All school policies are current.	
2.10 Reporting to Parents	<ul style="list-style-type: none"> • Student goal setting based on key competencies to be shared at 3 way conferences • Continue to use report format designed in 2007 and report to parents at mid and end of year 	Co-Principals Teaching Staff		Parents, students and teachers work together to support student goals Reports are clearly understood and informative for parents	

NAG 5: Health and Safety

The school shall maintain a safe, attractive and emotionally supportive environment

Objective	Action	Who	Cost	Expected Outcomes	Actual Outcomes
5.1 Road Safety Programme	<ul style="list-style-type: none"> Continue to integrate road safety lessons into classroom programmes on a regular basis Ensure student road patrol monitors are given support and guidance throughout the year 	Police Education Officer Staff		Students aware of road dangers and behave sensibly when near roads Patrol monitors carry out duties confidently and safely	
5.2 Healthy Food Nutrition Guidelines	<ul style="list-style-type: none"> Continue with current lunchroom menu which meets guidelines 	Lunchroom Supervisor Co-Principals		Students are offered a variety of healthy lunch options	
5.3 Ensure Building Warrant of Fitness is actioned monthly	<ul style="list-style-type: none"> Building Warrant of Fitness actioned through property staff 	Property Staff Co-Principals		Buildings, grounds meet safety standards	
5.4 Hygienic practices are used by staff and students	<ul style="list-style-type: none"> Work with MOE in relation to pandemic alerts Teachers will teach and encourage students to use hygienic practices 	All staff		Reduced risk of infection and students will have a better understanding of hygiene	
5.5 To provide students and their families with a variety of 'pastoral care' support systems	<ul style="list-style-type: none"> To direct families to the appropriate staff members eg. social worker, health nurse Hold regular meetings to monitor the well being of identified students 	All staff		Families are provided with pastoral support when needed	

NAG 6: Compliance

The school will ensure that all legislative requirements are met

Objective	Action	Who	Cost	Expected Outcomes	Actual Outcomes
6.1 Audits	<ul style="list-style-type: none">Audit of school finances will be carried out as per annual cycle	Executive Officer Co-Principals Auditor		School finances are in order	
6.2 ENROL	<ul style="list-style-type: none">Monitor student attendance and breakdown by ethnicity to identify patterns/trendsContact families causing concernComplete March/July Roll Returns for M.O.E.	Co-Principals D.P.s Administration staff		Improved attendance at school of students identified Families and school work together to improve attendance Roll returns sent to M.O.E. on due dates	

NAG 2a: Reporting against National Standards

Objective	Action	Who	Cost	Expected Outcomes	Actual Outcomes
2.1 Standards come into effect in 2010 and we are required to use them to guide teaching and learning	<ul style="list-style-type: none"> • Principal and senior staff to attend local cluster/area workshops • Training will be for teachers done when SMS programme is updated and can supply the necessary graphs etc. 	The Principals		BOT and community are informed of standards as an enhancement to teaching and learning data analysis	
2.2 Fairburn School will report to parents about their child's progress and achievement against the standards	<ul style="list-style-type: none"> • This will be done at mid year interviews • Written reports will be given in June and December to support the students' profile • SMS information sheets will be explained and discussed at mid year conferences 	The Principals The whole staff under the guidance and supervision of the management team*		Parents will be informed of their child's progress mid and end of year Review and progress given to BOT by senior staff at mid and end of year	
2.3 Fairburn School will develop the 2011 Charter which will include baseline data and targets against the National Standards	<ul style="list-style-type: none"> • Planning meetings will be arranged for staff in October to review and plan 	Principals and BOT		Targets will be shared at February 2011 meeting	