

2012

Te Horo School

Board of Trustees



# TE HORO SCHOOL CHARTER

School Number 3038

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**School Mission**

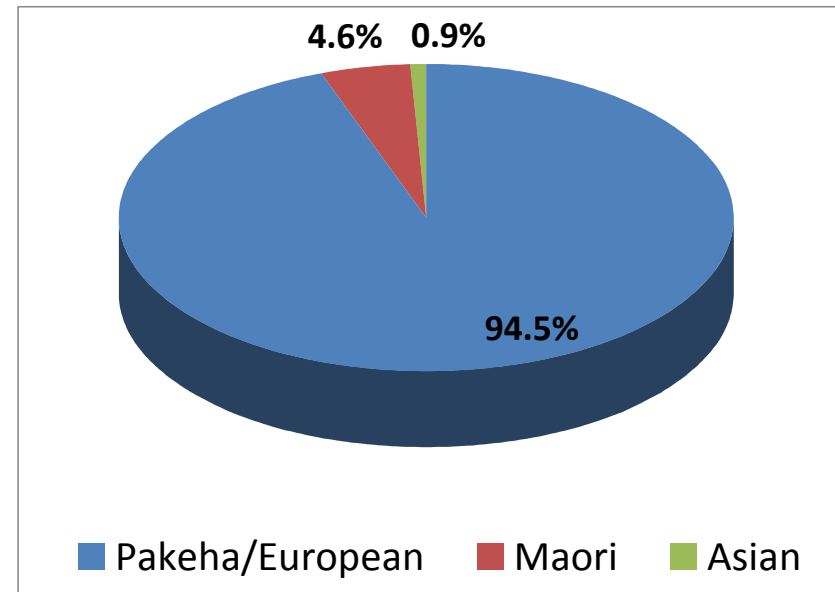
Our children, Our community, Our future!

## Culture Statement

The cultural diversity of New Zealand is recognised and developed through classroom programmes and experiences, where students will learn about their own heritage.

- Tikanga Maori and Te Reo will be integrated into curriculum areas in an appropriate manner and will follow the two year Maori programme as prescribed in our Curriculum Overview document.
- Tolerance and understanding of different cultures and values will be practical and expected in the school environment.
- Te Reo Maori will be delivered in the school to level 1.
- The Board of Trustees will consider any request for instruction in Te Reo Maori.
- As part of reporting to the Board of Trustees on student achievement, the Principal will report separately on Maori achievement, where appropriate.
- The Board of Trustees will consult with our school's Maori community.
- Resources are available to support these programmes.

The ethnic composition of Te Horo School is as follows:



## School Vision

Our vision is that Te Horo's children will be **confident, connected, actively involved, lifelong learners** who have the ability to make a difference in this world long after they have left our school and community.

### Confident

- Positive in their own identity
- Motivated and reliable
- Resourceful
- Enterprising and entrepreneurial
- Resilient

### Connected

- Able to relate well to others
- Effective users of communication tools
- Connected to the land and environment
- Members of communities
- International citizens

### Actively Involved

- Participants in a range of life contexts
- Contributors to the well-being of New Zealand – social, cultural, economic, and environmental

### Life Long Learners

- Literate and numerate
- Critical and creative thinkers
- Active seekers, users, and creators of knowledge
- Informed decision makers

## Our Values

Values are deeply held beliefs about what is important or desirable. They are expressed through the ways in which people think and act.

Every decision relating to curriculum and every interaction that takes place in Te Horo School reflects the values of the individuals involved and the collective values of the institution.

The values on the list below enjoy widespread support because it is by holding these values and acting on them that we are able to live together and thrive. The list is neither exhaustive nor exclusive.

**Students will be encouraged to value:**

### Excellence,

- by aiming high and by persevering in the face of difficulties

### Innovation, inquiry, and curiosity,

- by thinking critically, creatively, and reflectively

### Diversity,

- as found in our different cultures, languages, and heritages

### Equity,

- through fairness and social justice

### Community and participation ,

- for the common good

### Ecological sustainability,

- which includes care for the environment

### Integrity,

- which involves being honest, responsible, and accountable and acting ethically and to **respect** themselves, others, and human rights.

Through their learning experiences, students will learn about:

- their own values and those of others
- different kinds of values, such as moral, social, cultural, aesthetic, and economic values
- the values on which New Zealand's cultural and institutional traditions are based
- the values of other groups and cultures.

Through their learning experiences, students will develop their ability to:

- express their own values
- explore, with empathy, the values of others
- critically analyze values and actions based on them
- discuss disagreements that arise from differences in values and negotiate solutions
- make ethical decisions and act on them.

## School Motto

Actions speak louder than words.

### ***MA TE MAHI KIHAI TE KORERO***

## What does it mean?

Te Horo School students will strive to achieve excellence through personalized and challenging experiences. The emphasis for their learning will focus on active involvement, full participation and with the confidence to take risks in a range of life contexts.

## What Will It Look Like?

All students will be engaged in learning environments that motivate and stimulate them to want to learn.

They will be encouraged to take responsibility for their learning, be aware of their learning needs and be active in achieving the specified learning intentions.

The school culture promotes full participation in core and traditional activities with a respect and acknowledgement of others.

## How Will We Know?

- Different learning styles are acknowledged and catered for.
- High levels of independent learning are evident.
- Students are confident and focused.
- Everyone takes responsibility.
- Respect is mutual and modelled.
- Students are actively engaged in their learning.
- Students know and understand the significance of the school motto.

## Core Teaching and Learning Beliefs

### Freedom to be Children

Our teaching and learning beliefs promote a sense of belonging within a caring and safe environment for children where; trust, high expectations, culture and traditions are valued.

Te Horo School children: -

### Are Responsible and Independent

We believe responsibility and independence are important qualities that prepare children for the future.

We will:-

- Teach and encourage self management in a variety of situations.
- Provide leadership opportunities.
- Demonstrate trust by providing opportunities for children to take responsibility.
- Provide opportunities for risk taking.
- Give opportunities to use initiative.

### **Are Good citizens**

We believe that children need to be active, participants of our school community and contribute to our school culture.

We will: -

- Provide opportunities for social interactions across levels.
- Develop positive relationships within the school community.
- Promote and model school values and beliefs.
- Involve students in whole school decisions (student council)
- Value and model inclusion of all students and families/whanau.

### **Have Self Belief**

We believe that children need confidence in order to be happy and reach their full potential.

We will: -

- Provide an environment where every child is valued.
- Foster the notion that mistakes are learning opportunities.
- Recognise personal successes.
- Value uniqueness and individuality
- Encourage a resilient 'I can' attitude.
- Allow for development of own opinions.

### Value their learning

We believe that children learn best when they value their learning and make the most of opportunities and experiences.

We will: -

- Teach the foundation skills of literacy and numeracy enabling students to access future learning.
- Teach students perseverance and to take pride in what they do.
- Involve students in decision making about their learning.
- Deliver a variety of authentic learning experiences that cater to the needs and interests of students.
- Actively foster curiosity and seize the teachable moment.
- Provide opportunities for reflection and practise.

### Have fun

We believe fun is an essential part of childhood and this should be promoted, valued and encouraged.

We will: -

- Offer opportunities for learning through free play, explorative play and expressive play.
- Promote creativity and personal expression.
- Motivate and involve students by providing enjoyable and stimulating learning experiences.

### Priorities

We have identified and prioritised the following:

- Student wellbeing, especially teaching and learning quality
- Funding
- School reputation

Aligning these priorities to our school mission –

***Our children, Our community, Our future!***

We set our direction by establishing **strategic goals**.

## 2012 Strategic Goals

- 1. Provide best practice teaching and learning programmes that incorporate the core teaching and learning beliefs in order to meet children’s individual needs and abilities, enabling them to become confident, connected actively involved, life long learners.**
- 2. Ensure continuous robust self review and development processes.**
- 3. Continue to attract and retain quality staff that inspire and empower the students’ learning and lives.**
- 4. Maintain a strong financial base enabling an inspiring physical environment.**
- 5. Continue to provide an enjoyable and safe, emotional and social school environment.**
- 6. Foster a partnership between the school and wider community, to nurture the unique culture of Te Horo School as a quality place of learning.**

## CURRICULUM

## Strategic Goal 1:

**Provide best practice teaching and learning programmes that incorporate the core teaching and learning beliefs in order to meet children's individual needs and abilities, enabling them to become confident, connected actively involved, life long learners.**

NAG 1 Each board of trustees is required to foster student achievement by providing teaching and learning programmes which incorporate The National Curriculum as expressed in The New Zealand Curriculum 2007 or Te Marautanga o Aotearoa.

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

(a) develop and implement teaching and learning programmes:

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

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

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

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

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

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

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

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

2012 Strategic Objectives	2013 Strategic Objectives	2014 Strategic Objectives
<ul style="list-style-type: none"> <li>Develop and implement the Te Horo School Curriculum reflecting the unique character.</li> <li>-Embed core teaching and learning beliefs into curriculum</li> <li>-Powerful Learning</li> <li>-Independent learning</li> <li>- Further develop teaching of Creative Thinking Skills</li> </ul>	<ul style="list-style-type: none"> <li>Review and refine curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>Review and refine curriculum.</li> </ul>
<ul style="list-style-type: none"> <li>Refine the use of National Standards and report against National Standards to all stake holders. Development of OTJs criteria.</li> </ul>	<ul style="list-style-type: none"> <li>Refine the use of National Standards and report against National Standards to all stake holders. Refinement of OTJs criteria.</li> </ul>	<ul style="list-style-type: none"> <li>Refine the use of National Standards and report against National Standards to all stake holders. Refinement of OTJs criteria.</li> </ul>
<ul style="list-style-type: none"> <li>Effective teaching Matrix observations for maths, reading, writing and reflection</li> </ul>	<ul style="list-style-type: none"> <li>Effective teaching Matrix observations for maths, reading, writing and reflection</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
<ul style="list-style-type: none"> <li>Teachers continue to develop and refine Teaching as Inquiry practice (2011 PD)</li> </ul>		
<ul style="list-style-type: none"> <li>Curriculum review – The Arts, Social Sciences, Technology</li> </ul>	<ul style="list-style-type: none"> <li>Curriculum review – English, Yr 7 &amp; 8 Tech,</li> <li>Science, Music</li> </ul>	<ul style="list-style-type: none"> <li>Curriculum review-Health, Numeracy, Languages</li> </ul>
<ul style="list-style-type: none"> <li>Review IT plan and establish new goals to enhance learning.</li> </ul>		
<ul style="list-style-type: none"> <li>Continue to effectively cater to the learning, social and emotional needs of the Year 7 and</li> </ul>	<ul style="list-style-type: none"> <li>Continue to effectively cater to the learning, social and emotional needs of the Year 7 and</li> </ul>	<ul style="list-style-type: none"> <li>Continue to effectively cater to the learning, social and emotional needs of the Year 7 and</li> </ul>

8 students.	8 students	8 students.
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## 2012 Annual Plan: CURRICULUM

2012 Objectives	Implementation	Responsibility	Indicative Budget	Target Date	Expected Outcome	AOV
<ul style="list-style-type: none"> <li>Develop and implement the Te Horo School Curriculum reflecting the unique character.</li> </ul> <p>-Core teaching and learning beliefs</p> <p>- Powerful Learning</p> <p>-Independent learning</p> <p>- Further develop teaching of Creative Thinking Skills</p>	<ul style="list-style-type: none"> <li>Review ERO recommendations</li> <li>Develop curriculum coverage overview</li> <li>Consolidate THS core teaching and learning beliefs to incorporate school traditions, events and powerful learning themes.</li> <li>Involve children fully in these processes</li> <li>Teach thinking skills within classrooms. Apply these to a range of learning experiences</li> <li>Promote values and beliefs via newsletter, hui, assembly etc</li> </ul>	<p>Principal</p> <p>Senior Staff</p> <p>Teachers</p> <p>Children</p>	<p>Possible release days to be negotiated with Principal</p>	<p>Term 1-ongoing</p> <p>Term 3</p>	<ul style="list-style-type: none"> <li>2011 ERO recommendations will be auctioned</li> <li>Teacher handbook to have clear guidelines for curriculum coverage</li> <li>THS core teaching and learning beliefs will be developed and integrated in learning</li> <li>Students will be excited about powerful learning themes, learning will be accessible and successful for all students</li> </ul>	
<ul style="list-style-type: none"> <li>Refine the use of National Standards and report against National Standards to all stake holders. Development</li> </ul>	<ul style="list-style-type: none"> <li>Review ERO recommendations</li> <li>Review MOE resources e.g. NS books, Learning Progressions etc</li> </ul>	<p>Principal</p> <p>Senior Staff</p>	<p>Teacher Aide support \$18,000 (BOT)</p>	<p>Term 1 and 2</p> <p>Ongoing</p>	<ul style="list-style-type: none"> <li>Clear guidelines will be established for OTJs</li> <li>Consistency of practice and moderation will occur to ensure data is reliable</li> </ul>	

<p>of OTJs criteria.</p>	<ul style="list-style-type: none"> <li>• Ensure moderation occurs within syndicates</li> <li>• Foundation skills of numeracy and literacy will be specifically taught at THS</li> <li>• Student portfolios will provide students and families will clear record of progress and achievement</li> <li>• Students requiring support or extension to be identified and placed on SWSNA register. They will be provided with appropriate support.</li> <li>• Staff to attend relevant training/PD</li> <li>• Support from advisors</li> </ul>	<p>Teachers</p>	<p>funding)  Possible release days \$1000</p>		<ul style="list-style-type: none"> <li>• Students will be successful in meeting their individual goals for numeracy and literacy</li> <li>• BOT and community will receive accurate and clear reports on student achievement against the NS in Terms 2 and 4</li> <li>• Students will be provided with appropriate support where required.</li> <li>• Portfolios will provide clear and accurate information on student progress and achievement in Terms 2 and 4</li> <li>• Advisors will support staff all your.</li> </ul>	
<ul style="list-style-type: none"> <li>• Effective teaching Matrix observations for maths, reading, writing and reflection</li> </ul>	<ul style="list-style-type: none"> <li>• Refer 2011 appraisal goals</li> <li>• Establish focus matrix</li> <li>• Select buddy/mentor teacher</li> <li>• Set/refine goals</li> <li>• Complete observations</li> <li>• Meet to review, feedback/feedforward</li> <li>• Continue throughout year, introduce video observations</li> <li>• Interlead Consultants to run 2 staff meetings on feedback, rigorous conversations, reflective collaboration</li> </ul>	<p>Principal + All staff</p>	<p>Release days-6-8  Interlead Facilitator-\$1000</p>	<p>Term 1  Term 2  Ongoing</p>	<ul style="list-style-type: none"> <li>• Improved teaching practice</li> <li>• Improved student achievement</li> <li>• Improved feedback and rigorous conversations within staff</li> </ul>	
<ul style="list-style-type: none"> <li>• Teachers continue to develop and refine Teaching</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers inquire into teaching practise to raise</li> </ul>	<p>All staff</p>	<p>Release time for</p>	<p>2 staff meetings</p>	<ul style="list-style-type: none"> <li>• Student achievement will improve as a result of</li> </ul>	

as Inquiry practice (2011 PD)	<ul style="list-style-type: none"> <li>student achievement</li> <li>Staff will complete selected professional readings</li> <li>Matrix observations to improve best practice</li> </ul>		teacher observations 8 days	per term	<ul style="list-style-type: none"> <li>teachers practice</li> <li>Students will have a greater say in their learning-student voice and reflection will become embedded into the culture of THS.</li> </ul>	
<ul style="list-style-type: none"> <li>Curriculum review – Science, numeracy, languages, reading</li> </ul>	<ul style="list-style-type: none"> <li>Refer to tri annual review calendar and complete timely review</li> </ul>	Principal BOT		Ongoing	<ul style="list-style-type: none"> <li>Follow self review calendar</li> <li>Revise and update for 2013</li> </ul>	
<ul style="list-style-type: none"> <li>Review IT plan and establish new goals to enhance learning.</li> </ul>	<ul style="list-style-type: none"> <li>Complete IT review</li> </ul>	Principal Mike BOT NORRCOM	Principal BOT	Term 2/3	<ul style="list-style-type: none"> <li>IT will be reviewed and new goals set</li> </ul>	
<ul style="list-style-type: none"> <li>Continue to effectively cater to the learning, social and emotional needs of the Year 7 and 8 students.</li> </ul>	<ul style="list-style-type: none"> <li>Develop technology plan</li> <li>Purchase tools</li> <li>Ensure appropriate resourcing of technology</li> <li>Develop EOTC programme for the year</li> <li>Year 8 Ski camp term 3</li> <li>Involve students in Kapiti Sports</li> <li>Involve students in opportunities to be leaders and positive role models.</li> <li>Students will learn a 2<sup>nd</sup> language</li> <li>Students will have specific science teaching classes by a science specialist.</li> </ul>	Principal Lauren (Unit holder) Teachers of Years 7 & 8	\$3000- EOTC  Staffing from MOE for tech, languages and science	Term 1 Term 2 Ongoing	<ul style="list-style-type: none"> <li>Students will be successful, happy and secure at THS. The BOT and parents will receive reports on the achievement and progress of Yr 7 &amp; 8 students</li> <li>Tech plan will meet the learning needs of the students</li> <li>EOTC programme will cater to the interests and abilities of all students. It will encourage them to manage risks, challenge themselves and to experience the thrills of outdoor activities.</li> <li>Students will compete at interschool events</li> <li>Students will be positive behaviour and learning role models for THS. They will</li> </ul>	

					develop and refine their leadership. <ul style="list-style-type: none"> <li>• Students will learn a 2<sup>nd</sup> language</li> <li>• Students will have specific science teaching classes by a science specialist.</li> </ul>	
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**Supporting documentation includes**

Language support material/resources, Achievement statements, curriculum overviews, curriculum folders and implementation plans, school wide achievement data, curriculum reports, pupil data files, assessment records, teachers planning, staff meeting minutes etc

**REVIEW**

**Strategic Goal 2:**

2. To Ensure continuous robust self review and development processes.

**NAG 2**

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

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

**NAG 2A**

The board of trustees, with the principal and teaching staff, is required to use National Standards to:

- (a) report to students and their parents on the student's progress and achievement in relation to National Standards. Reporting to parents in plain language in writing must be at least twice a year;
- (b) report school-level data in the board's annual report on National Standards under three headings:
  - i. school strengths and identified areas for improvement;
  - ii. the basis for identifying areas for improvement; and
  - iii. planned actions for lifting achievement.
- (c) report in the board's annual report on:
  - i. the numbers and proportions of students at, above, below or well below the standards, including by Māori, 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.

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

2012 Strategic Objectives	2013 Strategic Objectives	2014 Strategic Objectives
<ul style="list-style-type: none"> <li>Continue the ongoing programme of self review</li> </ul>	<ul style="list-style-type: none"> <li>Continue the ongoing programme of self review</li> </ul>	<ul style="list-style-type: none"> <li>Continue the ongoing programme of self review</li> </ul>
<ul style="list-style-type: none"> <li>Implement the triennial review programme (see supporting documents)</li> </ul>	<ul style="list-style-type: none"> <li>Implement the triennial review programme (see attached)</li> </ul>	<ul style="list-style-type: none"> <li>Implement the triennial review programme (see attached)</li> </ul>
<ul style="list-style-type: none"> <li>Review the triennial programme (3<sup>rd</sup> year)</li> </ul>		

## 2012 Annual Plan: REVIEW

2012 Objectives	Implementation	Responsibility	Indicative Budget	Target Date	Expected Outcome	AOV
<ul style="list-style-type: none"> <li>Continue the ongoing programme of self review</li> </ul>	<ul style="list-style-type: none"> <li>BOT continue to implement self review programme</li> <li>Term review conducted by all staff. This will include general operations of school, student behaviour, learning for the theme, allocation of teacher aides, resourcing etc</li> <li>Review and moderation of student achievement-syndicate and staff meetings</li> <li>Further develop THS curriculum that incorporate all learning areas and has appropriate curriculum coverage</li> </ul>	Principal BOT Staff  DP  Principal Senior Staff		Term 1 Ongoing  Ongoing and formally in terms 2 and 4  Term 2	<ul style="list-style-type: none"> <li>BOT will ensure student learning is maximised through the reflection and of programmes/ data/systems</li> <li>Staff review and reflect on term, celebrate successes, make improvements to enhance learning/systems/ programmes etc</li> <li>Student progress and achievement will be monitored and support provided as required</li> <li>THS Curriculum will be clear, workable and have involved all stakeholders.</li> </ul>	
<ul style="list-style-type: none"> <li>Implement the triennial review programme (see attached)</li> </ul>	<ul style="list-style-type: none"> <li>Ensure all scheduled reviews occur.</li> <li>Complete any relevant reviews if required.</li> </ul>	Principal BOT		Each meeting	<ul style="list-style-type: none"> <li>Reviews provide information to further enhance student achievement and well being</li> </ul>	

**Supporting documentation includes**

Annual reports, Reports to BOT, Self Review Calendar, review reports, performance agreements, assessment records, pupil data files, pupil reports, Curriculum documents, teacher handbook

**PERSONNEL**

**Strategic Goal 3:**

3. Continue to attract and retain quality staff that inspire and empower the students' learning and lives.

**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; and  
 (b) be a good employer as defined in the State Sector Act 1988 and comply with the conditions contained in employment contracts applying to teaching and non-teaching staff.

<b>2012 Strategic Objectives</b>	<b>2013 Strategic Objectives</b>	<b>2014 Strategic Objectives</b>
<ul style="list-style-type: none"> <li>Continue to provide appropriate professional development to retain and attract quality staff.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to provide appropriate professional develop to retain and attract quality staff.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to provide appropriate professional develop to retain and attract quality staff.</li> </ul>
<ul style="list-style-type: none"> <li>Continue to develop the teacher, teacher aide and support staff appraisal process.</li> </ul>		
<ul style="list-style-type: none"> <li>Continue to provide appropriate support and resourcing –staff, curriculum etc</li> </ul>		
<ul style="list-style-type: none"> <li>Maintaining the unique culture of Te Horo School.</li> </ul>		

## 2012 Annual Plan: PERSONNEL

2012 Objectives	Implementation	Responsibility	Indicative Budget	Target Date	Expected Outcome	AOV
<ul style="list-style-type: none"> <li>Continue to provide appropriate professional development to retain and attract quality staff.</li> </ul>	<ul style="list-style-type: none"> <li>Resource PD budget appropriately to allow attendance at conference, training sessions etc</li> </ul>	BOT Principal	\$8000	Term 1	<ul style="list-style-type: none"> <li>Staff attend literacy conference, Principal on strengthening the core programme, AP/DP on leadership programme</li> </ul>	
<ul style="list-style-type: none"> <li>Continue to develop the teacher, teacher aide and support staff appraisal process.</li> </ul>	<ul style="list-style-type: none"> <li>Refer to performance management system (teachers)</li> <li>DP to oversee appraisal cycle and develop guidelines</li> <li>Regular meetings with TA's</li> <li>Provide appropriate PD</li> </ul>	Principal  DP	0.1	Term 1  Ongoing	<ul style="list-style-type: none"> <li>Teacher appraisal cycle is rigorous, honest, reflective and improves practice</li> <li>TAs appraisal cycle functions as per guidelines</li> <li>TAs feel supported and provided with necessary PD to improve student outcomes</li> </ul>	
<ul style="list-style-type: none"> <li>Continue to provide appropriate support and resourcing –staff, curriculum, etc</li> </ul>	<ul style="list-style-type: none"> <li>Funding for set up of new classrooms</li> <li>Ensure curriculum budgets are sufficiently funded.</li> </ul>	BOT Finance officer Principal	\$500 per classroom  \$25,000 curriculum	Term 1  Reviewed mid year	<ul style="list-style-type: none"> <li>New classrooms are provided with the resources to meet intended learning outcomes.</li> <li>Teachers can purchase appropriate curriculum resources.</li> <li>Budget review occurs mid year.</li> </ul>	
<ul style="list-style-type: none"> <li>Maintaining the unique culture of Te Horo School.</li> </ul>	<ul style="list-style-type: none"> <li>Children are free to be children-have fun, manage risks, build huts, and climb trees whilst maintaining safety.</li> <li>THS continues to promote and support traditional</li> </ul>	Principal Staff		Ongoing  Reviewed termly	<ul style="list-style-type: none"> <li>Students learn effective communication skills, how to manage risk, how to play safely and nicely etc</li> <li>Students are taught and given responsibility, self belief, independence,</li> </ul>	

	events e.g. Ag night, ANZAC Service, Choir etc <ul style="list-style-type: none"> <li>• Students are aware of the urban/rural flavour of our school</li> </ul>				initiative, risk taking, cooperation etc <ul style="list-style-type: none"> <li>• Children continue to enjoy school</li> </ul>	
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**Supporting documentation includes**

Staff Appraisal System 2012, School Master, Codes of conduct, collective and individual employment contracts, professional standards, job descriptions, performance agreements, EEO plan and reports, performance management and appraisal documentation, annual staff development plan, personnel files, staffing usage and expenditure reports, records of leave.

**FINANCE & PROPERTY**

**Strategic Goal 4:**

4. Maintain a strong financial base enabling an inspiring physical environment.

**NAG 4**

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

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

2012 Strategic Objectives	2013 Strategic Objectives	2014 Strategic Objectives
<ul style="list-style-type: none"> <li>• Implement 5YA (refer to attached document and folder)</li> </ul>	<ul style="list-style-type: none"> <li>• Implement 5YA (refer to attached document and folder)</li> </ul>	<ul style="list-style-type: none"> <li>• Implement 5YA (refer to attached document and folder)</li> </ul>
<ul style="list-style-type: none"> <li>• Special Projects :Through the Initiatives Register ensure projects align with strategic goals and priorities</li> </ul>	<ul style="list-style-type: none"> <li>• Special projects</li> </ul>	<ul style="list-style-type: none"> <li>• Special projects</li> </ul>
<ul style="list-style-type: none"> <li>• Continue to explore secondary revenue stream</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to explore secondary revenue stream</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to explore secondary revenue stream</li> </ul>
<ul style="list-style-type: none"> <li>• Continue to provide funding to staff and resource the school appropriately</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to provide funding to staff and resource the school appropriately</li> </ul>	

## 2012 Annual Plan: FINANCE & PROPERTY

2012 Objectives	Implementation	Responsibility	Indicative Budget	Target Date	Expected Outcome	AOV
<ul style="list-style-type: none"> <li>Implement 5YA (refer to attached document and folder)</li> </ul>	<ul style="list-style-type: none"> <li>Establish 5YA/10YPP plan with consultants</li> <li>Heat pumps for remaining classrooms and hall</li> <li>Investigate upgrade of Rooms 7&amp; 8 corridor</li> <li>Upgrade Rooms 5 &amp; 6 classrooms</li> <li>Replace leaking pool roof and room 1 entrance</li> </ul>	Principal BOT	<b>Refer to 5YA</b>  \$25,000  \$19,000	Term 2  Ongoing  Term 2	<ul style="list-style-type: none"> <li>5YA/10YPP will be completed</li> <li>Projects identified and allocated budgets</li> <li>Projects will be completed</li> <li>Caretaker to complete minor maintenance jobs.</li> </ul>	
<ul style="list-style-type: none"> <li>Special Projects Initiatives Register (IR)</li> </ul>	<ul style="list-style-type: none"> <li>Refer to IR procedures.</li> </ul>	Principal BOT Home and School		Ongoing	<ul style="list-style-type: none"> <li>Projects will be prioritised in accordance with the IR procedures.</li> </ul>	
<ul style="list-style-type: none"> <li>Continue to explore secondary revenue stream</li> </ul>	<ul style="list-style-type: none"> <li>Investigate potential secondary revenue streams</li> </ul>	BOT		Ongoing	<ul style="list-style-type: none"> <li>School has a secondary revenue scheme</li> </ul>	
<ul style="list-style-type: none"> <li>Continue to provide funding to staff and resource the school appropriately</li> </ul>	<ul style="list-style-type: none"> <li>Investigate funding of additional teachers</li> <li>Provide further support as roll continues to grow and class sizes grow.</li> <li>Funding of TAs</li> <li>Ensure curriculum budgets are enough for teachers to be able to purchase appropriate resources</li> <li>Ensure technology (ICT) resources are kept up to date and supported by technicians</li> </ul>	Principal BOT Budget holders	\$5000 (TBC)  \$18,000  \$25,000	Term 1  Mid year review	<ul style="list-style-type: none"> <li>Employ additional teacher to support new entrants</li> <li>Budget will be reviewed mid year.</li> <li>BOT to receive accurate monthly financial reports</li> </ul>	

**Supporting documentation includes**

Annual reports, monthly reports, sub committee minutes and reports, budgets, budget delegation agreements, school buildings and systems inspection records/fitness certificates, property occupancy agreements, 10 year property maintenance plan, 10 year property development plan, job descriptions and schedules of work for caretaking/cleaning staff, asset register, depreciation and asset replacement plan

**STUDENT AND EMPLOYEE SAFETY**

**Strategic Goal 5:**

5. Continue to provide an enjoyable and safe, emotional and social school environment.

**NAG 5**

The board of trustees, with the Principal and teaching staff is also required to:

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

<b>2012 Strategic Objectives</b>	<b>2013 Strategic Objectives</b>	<b>2014 Strategic Objectives</b>
<ul style="list-style-type: none"> <li>• Teach students to play safely while managing risk</li> </ul>	<ul style="list-style-type: none"> <li>• Teach students to play safely while managing risk</li> </ul>	<ul style="list-style-type: none"> <li>• Teach students to play safely while managing risk</li> </ul>
<ul style="list-style-type: none"> <li>• Ensure we meet the physical and emotional needs of all students regarding safety</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure we meet the physical needs of all students regarding safety</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure we meet the physical needs of all students regarding safety</li> </ul>
<ul style="list-style-type: none"> <li>• All hazards are identified and recorded in hazard book. Hazards will be reduced around school</li> </ul>	<ul style="list-style-type: none"> <li>• All hazards are identified and recorded in hazard book. Hazards will be reduced around school</li> </ul>	<ul style="list-style-type: none"> <li>• All hazards are identified and recorded in hazard book. Hazards will be reduced around school</li> </ul>
<ul style="list-style-type: none"> <li>• Complete a school wide Health and Safety Audit.</li> </ul>	<ul style="list-style-type: none"> <li>• Complete a school wide Health and Safety Audit.</li> </ul>	<ul style="list-style-type: none"> <li>• Complete a school wide Health and Safety Audit.</li> </ul>
<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Review NAG 5 policies and procedures.</li> </ul>	

## 2012 Annual Plan: STUDENT AND EMPLOYEE SAFETY

2012 Objectives	Implementation	Responsibility	Indicative Budget	Target Date	Expected Outcome	AOV
<ul style="list-style-type: none"> <li>Teach students to play safely while managing risk</li> </ul>	<ul style="list-style-type: none"> <li>Children are free to be children-have fun, manage risks, build huts, and climb trees whilst maintaining safety.</li> <li>THS continues to promote and support traditional events e.g. Ag night, ANZAC Service, Choir etc</li> <li>Students are aware of the urban/rural flavour of our school</li> </ul>	Principal Staff		Ongoing  Reviewed each term	<ul style="list-style-type: none"> <li>Students learn effective communication skills, how to manage risk, how to play safely and nicely etc</li> <li>Students are taught and given responsibility, self belief, independence, initiative, risk taking, cooperation etc</li> <li>Children continue to enjoy school</li> </ul>	
<ul style="list-style-type: none"> <li>Ensure we meet the physical and emotional needs of all students regarding safety</li> </ul>	<ul style="list-style-type: none"> <li>Encourage and promote outside physical play.</li> <li>Promote sports and exercise</li> <li>Staff to be positive role models.</li> <li>Students are encouraged to seek help if bullied, talk to older students, parents, teachers etc</li> </ul>	Principal Staff SENCO/DP			<ul style="list-style-type: none"> <li>Students will feel safe</li> <li>Students will have strategies to cope with bullying or others and themselves.</li> <li>Appropriate behaviour plans for appropriate students.</li> <li>School will seek external support (RTLB, MOE) if required.</li> </ul>	
<ul style="list-style-type: none"> <li>All hazards/playground are identified and recorded in hazard book. Hazards will be reduced around school</li> </ul>	<ul style="list-style-type: none"> <li>School/playground is checked weekly for hazards</li> <li>Building warrant of fitness is completed monthly.</li> </ul>	Principal Caretaker	\$3000	Weekly  Monthly	<ul style="list-style-type: none"> <li>Hazards are recorded in caretaker book. This is checked weekly and items fixed.</li> <li>BOT receive reports where appropriate.</li> <li>All maintenance jobs are fixed asap.</li> </ul>	

					<ul style="list-style-type: none"> <li>• Monthly building systems cards are completed and sent to Argest.</li> <li>• School environment is safe and free from hazards.</li> </ul>	
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**Supporting documentation includes**

Hazard register, Building Systems and Maintenance Folder, Behavior management files, incident and accident reports, immunization register, incident book, special needs register, at risk pupil files, attendance registers, late book, building certificate of fitness, teacher records, emergency plan

**SCHOOL REPUTATION/ADMINISTRATION**

**Strategic Goal 6:**

Foster a partnership between the school and wider community, to nurture the unique culture of Te Horo School as a quality place of learning.

<b>2012 Strategic Objectives</b>	<b>2013 Strategic Objectives</b>	<b>2014 Strategic Objectives</b>
<ul style="list-style-type: none"> <li>The Te Horo School Board of Trustees will comply with all general legislation</li> </ul>	<ul style="list-style-type: none"> <li>The Te Horo School Board of Trustees will comply with all general legislation. Implement and refine promotional activities.</li> </ul>	<ul style="list-style-type: none"> <li>Implement and refine promotional activities.</li> </ul>
<ul style="list-style-type: none"> <li>Ensure school environment reflect school culture</li> </ul>	<ul style="list-style-type: none"> <li>Ensure school environment reflect school culture</li> </ul>	<ul style="list-style-type: none"> <li>Ensure school environment reflect school culture</li> </ul>
<ul style="list-style-type: none"> <li>Ensuring school website is maintained and current</li> </ul>	<ul style="list-style-type: none"> <li>Ensuring school website is maintained and current</li> </ul>	<ul style="list-style-type: none"> <li>Ensuring school website is maintained and current</li> </ul>
<ul style="list-style-type: none"> <li>Maintain and promote cultural traditions of the school i.e. ANZAC Service, Ag Night etc</li> </ul>	<ul style="list-style-type: none"> <li>Maintain and promote cultural traditions of the school i.e. ANZAC Service, Ag Night etc</li> </ul>	<ul style="list-style-type: none"> <li>Maintain and promote cultural traditions of the school i.e. ANZAC Service, Ag Night etc</li> </ul>
<ul style="list-style-type: none"> <li>Implement and refine promotional activities.</li> </ul>	<ul style="list-style-type: none"> <li>Implement and refine promotional activities.</li> </ul>	<ul style="list-style-type: none"> <li>Implement and refine promotional activities.</li> </ul>
<ul style="list-style-type: none"> <li>We must know what our school community (local and wider)wants from our school</li> </ul>	<ul style="list-style-type: none"> <li>We must know what our school community (local and wider)wants from our school</li> </ul>	<ul style="list-style-type: none"> <li>We must know what our school community (local and wider)wants from our school</li> </ul>

## 2012 Annual Plan: SCHOOL REPUTATION/ADMINISTRATION

2012 Objectives	Implementation	Responsibility	Indicative Budget	Target Date	Expected Outcome	AOV
<ul style="list-style-type: none"> <li>The Te Horo School Board of Trustees will comply with all general legislation</li> </ul>	<ul style="list-style-type: none"> <li>BOT will be informed of any changes to legislation</li> <li>We will comply with all legislation</li> </ul>	Principal		Ongoing	<ul style="list-style-type: none"> <li>BOT informed of changes to legislation and kept informed via Principal reports e.g. building warrant of fitness, employment, roll returns etc</li> </ul>	
<ul style="list-style-type: none"> <li>Ensure school environment reflect school culture</li> </ul>	<ul style="list-style-type: none"> <li>Employ contractor to mow lawns</li> <li>Ensure leaves, rubbish etc are removed daily</li> <li>Lost property, sports gear to be collected each night</li> <li>Maintenance jobs will be attended to asap. Jobs are noted in caretaker's book.</li> <li>5YA Property plan is carried out</li> <li>Student monitors for lost property, sports gear, rubbish etc</li> <li>Paint school mural, involve children in process</li> </ul>	Principal Staff. Room 8  Caretaker  Staff, Caretaker	\$2600  \$3000  \$200,000	Term 1 Ongoing  Term 2+	<ul style="list-style-type: none"> <li>School will be tidy and well presented</li> <li>Maintenance book will be checked weekly</li> <li>All health and safety jobs are completed to ensure the school is safe.</li> <li>5YA projects are completed</li> <li>Students will be proud of their environment</li> <li>Mural will be painted by students. It will reflect the school values, environment, culture and heritage</li> </ul>	
<ul style="list-style-type: none"> <li>Ensuring school website is maintained and current</li> </ul>	<ul style="list-style-type: none"> <li>Newsletter and photos are uploaded after events/activities</li> <li>H &amp; S section updated regularly.</li> <li>Teachers to use learning caves. Mike to support with this.</li> </ul>	Staff, Mike, Adele  H & S  Principal, Mike		Weekly Ongoing	<ul style="list-style-type: none"> <li>Photos are uploaded after events/activities</li> <li>H &amp; S section updated regularly</li> <li>Newsletters are uploaded weekly.</li> <li>ICT/website review is completed and actions/next</li> </ul>	

	<ul style="list-style-type: none"> <li>Website/ICT is reviewed</li> </ul>			Term 3	steps are implemented .	
<ul style="list-style-type: none"> <li>Maintain and promote cultural traditions of the school i.e. ANZAC Service, Ag Night etc</li> </ul>	<ul style="list-style-type: none"> <li>Traditional events continue to be an integral part of the THS calendar.</li> <li>Students are coached/prepared/practiced for the events</li> <li>Parents are informed of up coming events</li> </ul>	Staff  Principal			<ul style="list-style-type: none"> <li>The positive, family, nurturing culture of THS continues.</li> <li>Events are reviewed</li> </ul>	
<ul style="list-style-type: none"> <li>Implement and refine promotional activities.</li> </ul>	<ul style="list-style-type: none"> <li>Promote and celebrate student successes in newsletter, local papers, community newsletter</li> </ul>	Principal		Ongoing  Term newsletter	<ul style="list-style-type: none"> <li>Continue with weekly school newsletter and end of term community newsletter.</li> <li>School reputation/image is positive throughout wider community.</li> </ul>	
<ul style="list-style-type: none"> <li>We must know what our school community (local and wider)wants from our school</li> </ul>	<ul style="list-style-type: none"> <li>Continue to engage our school and wider community through surveys, events (Paddy's Mart, mid year dances etc), and parent evenings.</li> <li>Consult with Maori community</li> <li>School Picnic/meet the teachers evening</li> <li>Parent portfolio feedback</li> <li>Parent curriculum evening</li> </ul>	Principal Staff BOT H & S		Ongoing  Term 1 Term 2 Term 2 Term 3	<ul style="list-style-type: none"> <li>We are in touch with our community, the lines of communication are open, parents and wider community feel welcomed and part of THS and are invited to school events</li> <li>We listen and respond to the wants fro mall stakeholders- students, parents, wider community. We refine and review when required.</li> </ul>	

**Supporting documentation includes**

Newspapers, newsletters, property plan, Building and Safety Manual, Caretaker jobs book, website

## Te Horo School Achievement Statement 2012 – Annual Targets

**Aim:** For all children to achieve their individual goals to the satisfaction of their teacher, their parents and themselves. We want our children to have high levels of literacy, numeracy and demonstrate independent work habits/skills.

**2012 Achievement Goals** – to be achieved and reported on by mid December 2012

1. For 85% of students to be achieving at or above the National Standards for maths.
2. For 90% of students to be achieving at or above the National Standards for reading.
3. For 80% of students to be achieving at or above the National Standards for writing.

**How will we achieve this?**

## Maths

### 1. For 85% of students achieving at or above the National Standards for Maths.

**Baseline Data:** Analysis of the school-wide 2011 data in December identified several cohorts as requiring improvement. In 2011 81% of our students were working at or above the National Standards. Our target group will be Year 3.

Actions	Led by	Budget	Timeframe
<ul style="list-style-type: none"> <li>Review 2011 assessment data with staff and determine the particular learning needs of target students</li> </ul>	Principal/Senior staff		Wks 1-5 term 1
<ul style="list-style-type: none"> <li>Children are grouped appropriately within classes-enriched and supported.</li> </ul>	All staff		Ongoing
<ul style="list-style-type: none"> <li>Follow the numeracy project and NS guidelines</li> </ul>	All staff		Ongoing
<ul style="list-style-type: none"> <li>Effectively teach the number strategies, knowledge skills and strand maths</li> </ul>	All staff		Ongoing
<ul style="list-style-type: none"> <li>Analyse assessment data, trends and revise programmes as required.</li> </ul>	SENCO/Teachers		Ongoing
<ul style="list-style-type: none"> <li>Teachers to further develop and integrate workbooks into teaching practice</li> </ul>	All staff		Ongoing
<ul style="list-style-type: none"> <li>Attend relevant PD courses</li> </ul>	Principal/Teachers	4 days	As required
<ul style="list-style-type: none"> <li>Continue with teacher capability numeracy matrix. Next steps to be set. Matrix linked to appraisal system.</li> </ul>	Principal, Senior Staff	8 days	1 per term
<ul style="list-style-type: none"> <li>Employ numeracy support teacher for term 1. Ongoing support to be reviewed once staffing is confirmed.</li> </ul>	Principal/SENCO	Banking staffing	Initially term 1
<ul style="list-style-type: none"> <li>Continue to provide additional support through teacher aide hours for 2012.</li> </ul>	BOT/SENCO/Principal	\$18k	Term monitoring
<ul style="list-style-type: none"> <li>Purchase appropriate resources and use free online and ministry material</li> </ul>	Num Lead Teacher	\$2k	Ongoing

<ul style="list-style-type: none"> <li>Regularly monitor students' levels of achievement. Students who require support will be identified and included on the special needs and abilities register. Monitor students during syndicate meetings to discuss progress</li> </ul>	SENCO, Senior Staff		Ongoing
<ul style="list-style-type: none"> <li>Students will be identified and placed on the SWSNA if their maths is below the National Standard.</li> </ul>	SENCO		Term 1 and as need arises
<ul style="list-style-type: none"> <li>Work with parents/whanau around ways to further support learning at home</li> </ul>	Teachers		Ongoing
<ul style="list-style-type: none"> <li>Assess students throughout the year using the GLOSS/IKAN/PAT/Classroom observation (OTJ) and new JAM resources</li> </ul>	SENCO/DP		Term 2/4
<ul style="list-style-type: none"> <li>Complete final assessments in term 4, analyse data to plan for 2013. Report to the BOT.</li> </ul>	Numeracy Lead Teacher/ SENCO		Term 4

## Reading

### 2. For 90% of students to be reading at or above the National Standards for reading.

**Baseline Data:** Analysis of the school-wide 2011 data showed 93% of our students were reading at or above the National Standard. Our target groups will be all ex reading recovery students and junior children (Years 1-4).

Actions	Led by	Budget	Timeframe
<ul style="list-style-type: none"> <li>Review 2011 assessment data with staff and determine the particular learning needs of target students</li> </ul>	Principal, Senior staff		Wks 1-5 term 1
<ul style="list-style-type: none"> <li>Use revised School Journals which are aligned to NS within the class programme.</li> </ul>	Literacy leader, DP		Ongoing + TOD Feb
<ul style="list-style-type: none"> <li>Complete PAT/Probe/PM running records/WRAP assessments on children to identify specific areas that require focus</li> </ul>	Teachers/DP	CRT days	Ongoing, term 2 and 4
<ul style="list-style-type: none"> <li>Use Term 2 results to further plan for individual needs, reflect on teaching, staff meeting and syndicate discussions</li> </ul>	SENCO, Teachers		Mid Term 2
<ul style="list-style-type: none"> <li>Teach balanced reading programmes in classrooms i.e. that cater for individual needs, comprehension strategies and extend students</li> </ul>	Teachers		Ongoing
<ul style="list-style-type: none"> <li>Continue with teacher capability reading matrix. Next steps to be set. Matrix linked to appraisal system.</li> </ul>	Principal, Senior Staff	8 days	1 per term
<ul style="list-style-type: none"> <li>Target low achieving readers – use RTLB, TAs and Literacy advisors</li> </ul>	SENCO/Teachers		Ongoing
<ul style="list-style-type: none"> <li>Continue to provide additional support through teacher aide hours for 2012.</li> </ul>	BOT/Principal/SENCO	\$18k	Ongoing
<ul style="list-style-type: none"> <li>Employ literacy support teacher for term 1. Ongoing support to be reviewed once staffing is confirmed.</li> </ul>	Principal/SENCO	Banking staffing	Initially term 1

• Purchase appropriate reading resources	Literacy lead teacher	\$3500	Ongoing
• Ex reading recovery students will be monitored at least once a term. Remedial action will be taken if required.	SENCO/Reading recovery teacher	\$500	Each term
• Continue to provide reading recovery	BOT/ Principal	\$8000	Confirm term 1
• Students will be identified and placed on the SWSNA if their reading is below the National Standard.	SENCO		Term 1 and as need arises
• Complete assessments in term 4, analyse data to plan for 2013. Report to the BOT.	SENCO/Principal		Term 4

## Writing

3. For 80% of students to be achieving at or above the National Standards for writing. Based on the 2011 school wide writing trends we noted that deeper features have improved but grammar, punctuation and spelling (surface features) are areas of need.

**Baseline Data:** Analysis of the 2011 writing data showed that 78% of students were writing at or above the National Standard. Trends indicated that many of our students were writing well however the above specifics were seen as school wide trends. The target groups will be Year 4 and Year 7s.

Actions	Led by	Budget	Timeframe
• Analyse 2011 writing trend data, identify areas of concern, plan appropriate programmes	Literacy leader/SENCO		Week 1-4 term 1
• Regular monitoring and moderating within staff and syndicate meetings	Senior Staff		Twice per term
• Continue with teacher capability writing matrix. Next steps to be set. Matrix linked to appraisal system.	Principal, Senior Staff	8 days	1 per term
• Employ literacy support teacher for term 1. Ongoing support to be reviewed once staffing is confirmed.	Principal/SENCO	Banking staffing	Initially term 1
• Staff to attend cluster schools moderation sessions	Teachers		Each term
• Attend relevant PD/courses	Literacy Leader/Principal	\$1000	As required
• Students who require support will be identified and given teacher aide assistance.	SENCO		Each term
• Students will be identified and placed on the SWSNA if their writing is below the National Standard.	SENCO		Term 1 and as need arises
• Years 2-8 will use the PM writing teaching resource which was purchased in 2009. Purchase new books for new classrooms	Teachers/ Lit Leader	\$500	Ongoing

<ul style="list-style-type: none"> <li>Complete final OTJs in Term 4, analyse data and plan teaching and learning and resourcing for 2013. Report to the BOT.</li> </ul>	SENCO/Principal		Term 4
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## Adopted at Te Horo School BOT Meeting 29 February 2012

### Procedural Information

This Charter was developed by the Principal, teachers, parents and Board of Trustees. Consultation has occurred during the development of this Charter.

Te Horo School will consult annually with the community and will report student achievement as outlined in the Board of Trustees Calendar. Newsletters and meetings will be used as community communication vehicles.

An Analysis of Variance Report will be provided in May to the community and Ministry of Education, detailing the previous year's achievements and progress against targets set.

**Proposed Planning and Reporting Timetables**

Deliverable	Responsible	Timeframe
Charter/Annual Plan (Copy to M.o.E.)	Principal	February/March
Data Collection	School wide	Term 2/Term 4
Analysis of Data	School wide	Term 2/Term 4
Reporting to B.o.T./Community	Principal	Monthly
Achievement Targets for following year	Principal/Staff	November/December
Annual Plan prepared for following year	Principal/Staff	November/December
Budget	B.o.T. Treasurer/Principal	November
Professional Development Plan	Principal/Staff	December/ February/

**Formal Ratification**

This Charter was formally ratified by the Te Horo Board of Trustees at its Monthly Board Meeting on 29 February 2012

**S. Joss-Chairman**