

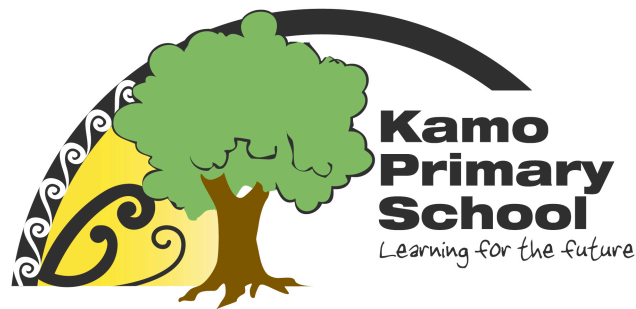
CHARTER 2014



Mission Statement

'Providing our children with the opportunity to learn life's skills in a challenging, caring environment'

<http://www.kamoprimary.school.nz>



Charter 2014

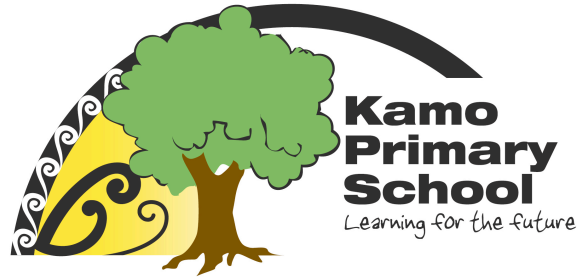
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Vision Statement

‘Learning for the Future’

The Core Values of Kamo Primary School

Proactive

Respect

Independence

Determination

Excellence

‘We Have PRIDE in Everything We Do’

OUR GENERAL GOALS

‘Every student will leave Kamo Primary School with problem solving, literacy and numeracy skills that will enable them to achieve at a personal level of excellence and function as contributing members of the community.’

- Provide a safe environment for all children which enhances learning & wellbeing
- Build the highest possible standards in academic achievement with an emphasis on Literacy, Numeracy, and Inquiry Learning
- Use ICT/e-Learning to enhance teaching & learning
- Develop the Key Competencies through a conceptual curriculum framework, where learning experiences are meaningful, motivational, & inspirational
- Foster individual learning styles through a coherent curriculum that offers all students a broad education that makes links within and across learning areas, and opens up pathways to future learning
- Develop parental partnership in school life – Inclusion & Community Engagement
- Powerful teachers will implement effective strategies, have high expectations, and use evidence based practices
- Learning to learn
- Develop features of the school environment to ensure that the children are safe, and comfortable – buildings & grounds are functional & appropriate for learning
- Build high levels of respect, honesty and self-discipline
- Reflect New Zealand’s cultural diversity and value the history and traditions of its people
- Acknowledge the principles of the Treaty of Waitangi and the bi-cultural foundations of Aotearoa New Zealand

SCHOOL DESCRIPTION

Type of School

Contributing, co-educational, Primary School (Years 0 – 6) – Decile 5 – U5

General Description

Kamo Primary is a medium sized urban school with a roll range of 370 – 430. The roll has grown steadily in recent years, and this steady growth has been beneficial and capitalised on to develop various aspects of the school. In 2006 the roll increased beyond the capability of the school and the Ministry of Education directed the Board to implement an Enrolment Policy to take effect in 2007. A further classroom was also allocated to cater for the increased number of pupils. Since the enrolment policy has been in place the roll has been steady and manageable.

The school first opened in 1873 and relocated to the current site in 1946. Kamo Primary is located in the northern suburbs of Whangarei and has a neighbouring, intermediate and Secondary School as well as two other Primary Schools. The staffing level is 18 and includes Principal, three Associate Principals and 14 other teachers. There are between 6–10 support staff working with children and 5 staff working in Administration and Property Management.

The ethnic mix is 61% European, 34% Maori and 5% made up of a range of other ethnic groups. The gender composition is 49% boys and 51% girls.

The school is very well resourced with a hall, library, swimming pool, shade areas, ball courts/astro-turf, rugby/soccer/hockey fields and attractive well maintained playing areas. Kamo Primary also has access to the Kamo sports grounds, which extends the range of activities available to the children.

An important focus of the school is the integration of the curriculum with a focus on inquiry learning and problem solving. A significant thread through the curriculum is a continually growing use of e-Learning tools throughout all levels of the school. The hardware includes wired and wireless networks, a large capacity server, 100+ computers, digital cameras, video cameras, television studio, iPads & iPods – including 3 x 1:1 iPad classes, and Interactive whiteboards in every classroom.

Special projects during 2013 – 14 include the ongoing development of Enviro projects, KPS News, school curriculum development (including Science), and continuing sustainability work in Literacy and Numeracy.

In recent years the staff have undergone intensive school based professional development in the Numeracy Project, Literacy – with a focus on writing, Gifted & Talented, and ICT/e-Learning. The school participated in the Kamo EHSAS (Extending High Standards Across Schools) contract in 2008.

The Kamo Primary School philosophy is based on:

- Excellence and Creativity
- Challenging Learning Experiences
- Understanding and Caring for all People
- Lifelong Learning

KAMO PRIMARY SCHOOL

NATIONAL PRIORITIES

The school will determine its priorities by focusing on national priorities.

National priorities are currently determined to be:

- Providing a safe physical and emotional environment for students
- To implement the New Zealand Curriculum
- Providing opportunity for success in all essential learning and key competency areas of the New Zealand curriculum
- Improving Numeracy and Literacy, especially in Years 1 – 8
- Developing a range of assessment and evidence gathering practices that provide sufficiently comprehensive data to evaluate the progress and achievement of students
- Improve the achievement of Maori and Pasifika students
- Reporting to students and parents on achievement of individual students and to the community on achievement of students as a whole and groups of students in relation to National Standards
- To implement and report on National Standards
- Report to parents in plain language in writing twice a year in relation to National Standards

Local priorities will be identified through:

- The school's programme of self review
- Analysis of the school's assessment data

In meeting the national and local priorities, the school undertakes to work within the National Administration Guidelines framework (see appendix 1)

RECOGNISING NEW ZEALAND'S CULTURAL DIVERSITY

Kamo Primary School, as appropriate to its community, will develop procedures and practices that reflect New Zealand's cultural diversity and the unique position of Maori culture. In recognising the unique position of Maori culture, Kamo Primary School will take all reasonable steps to provide instruction in Tikanga (*Maori culture*) and Te Reo Maori (*Maori language*) for all students. Extra support for extended programmes in Te Reo Maori will be accessed for those parents who request it.

Maori Responsiveness Plan

If a Whanau requests a higher level of Tikanga and/or Te Reo Maori than is presently evident in our school's Maori programme, the staff and the family will discuss and explore the following options:

- Further explain the existing programmes
- Further extend the existing programmes if and as appropriate
- Provide in-school support and resources to further enhance inclusion of Te Reo and Tikanga Maori within the child's classroom
- Access local experts in Te Reo Maori who could assist the school's current programme

COMMUNITY PARTNERSHIP AND CONSULTATION PROCEDURE

- Communication will be through weekly school newsletters, community newsletters, newspaper briefs, school website, classroom wikispaces, School App, and other media.
- At the end of the financial year an annual report, consistent with the Government Annual Reporting Guidelines and a financial statement, duly audited, shall be tabled and made available for public scrutiny at the school's office or at any other appropriate local places.
- The monthly meeting of the Board of Trustees shall be open to the public and parents shall be encouraged to attend.
- The Board of Trustees shall consult with the community in general as well as the Maori community concerning the School Charter and any necessary review of the Charter.
- Parents will be encouraged to participate in all school activities.

*Kamo Primary School has an open door policy but parents are asked to respect the rights of children and teacher's individual classrooms. Parents may need to approach teachers to arrange suitable times for visits.

- An annual plan will be tabled at the December/ February meeting of the Board of Trustees. Copies of this plan will be available to the community via the school office.

CONSULTATION

Consultation will be undertaken on the following dates...

GROUP	DETAILS	DATES
Whanau Support Group – Maori families.	1. Sausage sizzle and meet the teachers 2. Whanau Ra Hangi – 5 th April	Term 1 2014
All school families, including Maori families.	School Surveys <ul style="list-style-type: none"> • After School Care Programme • Religious education provision 	Completed by end of Term 3, analysis done in Term 4, 2014.
Maori families	Whanau Support Group for consultation with BOT, and school staff	Ongoing in 2014
All school families	Parent education evenings on Literacy – Writing, e-Learning, Numeracy Home & School Partnership, & other appropriate curriculum development.	Ongoing in 2014
All school families	Parent interviews Term's 1 & 3. Three-way conferencing interviews in Term 3	Terms 1 & 3
All school families	Country Comes to Town Day – School Gala event	Term 4 2014

CURRICULUM FOCUS - Nags 1 & 5

1. Monitor student achievement through a range of assessment practices, gathering data on Etap (school SMS) giving priority to student achievement in Literacy & Numeracy
2. Ensure coverage of the Key Competencies, attitudes and values and focus on selected skills according to evaluated pupil needs
3. Monitor teacher planning, evaluation and assessment procedures
4. Report significant curriculum development to the BOT and school community
5. Analyse the performance of Maori students & ensure that our school culture enables their effective learning and values their culture
6. Health & Phys Ed: Encourage positive attitudes and physical activity for all children. Ongoing promotion of healthy eating & lifestyles
7. Use ICT/e-Learning to enhance teaching and learning. Continue roll out of 1:1 iPad classes
8. Continue to develop our Enviro School programme
9. School 'Conceptual Curriculum' implemented using an Inquiry Learning approach
10. Implement the school curriculum in keeping with the New Zealand Curriculum document
11. Implement National Standards

PUPILS - Nags 1, 5 & 6

1. Review and maintain Pupil Behaviour Management procedures
2. Ensure that all students gain a basic understanding of Tikanga and Te Reo Maori
3. Monitor children's attendance regularly
4. Report pupil progress to parents regularly in relation to National Standards
5. Regularly report on the achievement of pupils, to our local community
6. Ensure that children with special needs are identified, monitored, catered for, and are referenced in all planning documents
7. Ensure that children with special abilities (Gifted & Talented) are identified, monitored, catered for, and are referenced in all planning documents
8. A school culture of inclusion and diversity is encouraged and welcomed

ACHIEVEMENT OF MAORI PUPILS Nags 1 & 6

1. To consult with the school's Māori Community to determine their views of how well we are meeting their children's needs
2. To collate data in Literacy and Numeracy to compare the achievement of Māori students with non-Māori
3. Using the information gained above, report to our community on our progress toward any plans and targets made to improve the achievement of Māori pupils
4. Have high expectations for all Māori students
5. All Māori students at Kamo Primary will enjoy and achieve education success as Māori.

KAMO PRIMARY SCHOOL STRATEGIC PLAN OVERVIEW

2014 – 2019

DEVELOPED BY: Principal, Staff & BOT

**IN CONSULTATION WITH – Parents, Maori Community, Home & School,
Staff and Board of Trustees**

PERSONNEL Nag 3

To be a good employer & to promote high levels of staff performance and collegiality via:

1. The review and implementation of Performance Management Systems
2. Provide appropriate funding for targeted staff development based on areas identified in school wide achievement data
3. Appoint the best possible staff to meet the needs of the school – new appointments will reflect the diversity of our school culture
4. To ensure the annual budgets reflect that staff are the most important resource of the school, and that the highest priority is given to student learning

SCHOOL / BOT SELF REVIEW Nag's 2 & 7

SCHOOLWIDE

1. Prepare a Charter, Strategic and Annual Plan of specific objectives by 1st March of each year
2. Collate data regarding pupil needs & school-wide progress toward selected curriculum objectives
3. Extend where needed Etap (school SMS) files for school-wide data analysis

BOARD OF TRUSTEES

1. Review Board Policies annually
2. Review and evaluate the Charter, Strategic and Annual plans

COMMUNITY PARTNERSHIP Nag 2

1. Promote the school's policies and achievements to our community
2. Provide means of consultation for our policies and procedures
3. This must include - the Health curriculum every 18 months, and smokefree every year
4. Involve parents/caregivers & the local community in the school
5. Utilise local resources to increase pupils' educational opportunities

PROPERTY Nag's 2, 4 & 5

1. Provide a safe physical & emotional environment for pupils and staff
2. Maintain and review annually, our school's property plan
3. Manage school assets effectively
4. Provide funds for incidental property maintenance
5. Ensure that all Health & Safety/emergency requirements are met

FINANCE & REPORTING Nag's 4 & 8

1. Allocate funds wherever possible to reflect the Strategic and Annual Plans
2. Ensure that the Annual Accounts are prepared & audited within required timeframes.
3. Develop & refine internal monitoring systems for finance & expenditure
4. Involve Staff and BOT in recommending budget priorities.
5. Provide annual audit details to all key stakeholders – including a statement providing an analysis of any variance between the school's performance and the relevant aims, objectives, directions, priorities, or targets set out in the school charter by the 1st of March.

2014 STRATEGIC GOALS	EXPECTED OUTCOMES	RESPONSIBILITY	TIMELINE	REVIEW COMMENTS
<p>Domain: Literacy – Reading & Writing</p> <p>Implement and continue to develop the Literacy programme and review areas for detailed focus.</p> <p>Continue to improve the levels of Literacy in all areas. The overall aim is to have <u>all</u> students at or above the National Standards across all year groups.</p> <p>School wide professional development in Literacy to support this area, via Literacy Curriculum Team and PLD provider.</p>	<ul style="list-style-type: none"> a) Ensure students are monitored with running records, where appropriate – STAR Reading Tests administered for students in Years 3-6. Data entered in to ETap SMS. All students will be reading at or above the National Standards across the curriculum, with good comprehension. b) Target students closely monitored to improve reading levels – target groups identified and catered for. c) Students are engaged and motivated to read, have access to high quality, varied, and motivating reading material. d) Continue with Quick 60 reading programme in the junior and middle syndicates. Purchase second set of Quick 60 resources. e) Replenish/purchase reading resources for all levels across the school to promote enjoyment of reading. f) Teachers continuously inquire into the effectiveness of their teaching practice in relation to student achievement. All staff are aware of the expectations for teaching Literacy at KPS. Lift levels of expertise in teaching Reading & Writing. g) Continue the 'Early Words' programme. This programme will help our Year 0-2 students to be able to read basic words quickly and accurately. h) Continue with the 'Reading Together' programme to promote home and school partnerships. i) Continue with the 'Change Team' to up-skill and inform parents and the community about expectations for Writing – run writing workshops for parents. This will improve communication and understanding of expectations for pupils in writing, including the writing process. j) Continue to up-skill staff in writing instruction, content to be covered, identifying target students and moderation. k) Target students closely monitored to improve writing levels – target groups identified and catered for. Target student discussions will take place regularly. l) Target students will make accelerated progress to meet expected levels of achievement. m) All students will be writing at or above the National Standards across the curriculum. n) Integrate e-Learning effectively in to all Literacy programmes to engage & motivate students, including the use of ActivBoards, iPods & iPads in all Literacy rotations. 	<p>Principal Literacy Curriculum Team Class teachers Teacher Aides</p>	<p>Ongoing 2014</p>	

Curriculum Achievement Target – Writing 2014

General Goal: To increase the number of students achieving at or above the National Standards for Writing

Historical Position	Strategic Actions & Checkpoints	When?	What?																					
<p>Baseline data: Analysis of school-wide writing data in December 2013 identified some concerns in Years 1 – 6 for all students.</p> <table><tr><td></td><td>Below</td><td>At or Above</td></tr><tr><td>After 1 Year</td><td>25%</td><td>75%</td></tr><tr><td>After 2 Years</td><td>23%</td><td>77%</td></tr><tr><td>After 3 Years</td><td>37%</td><td>63%</td></tr><tr><td>End of Year 4</td><td>29%</td><td>71%</td></tr><tr><td>End of Year 5</td><td>54%</td><td>46%</td></tr><tr><td>End of Year 6</td><td>39%</td><td>61%</td></tr></table> <ul style="list-style-type: none">• There is some concern at Year's 3, 4, 5 & 6 with 29 to 54% of students below. In Year's 1 & 2, 23 to 25% of students are below the writing standard.• The real concern for us is in Year 5 where 54% of students are below or well below the writing standard.• Further analysis showed that 47% of boys, compared to 24% of girls are achieving below or well below the standard for writing.• Further analysis of Maori student achievement data in this area, identified that 48% of Year 1 Maori boys, 63% of Year 2 Maori boys, 63% of Year 3 Maori boys, 80% of Year 5 Maori boys & 50% of Year 6 Maori boys are achieving below or well below the writing standards. Maori girls are doing slightly better than Maori boys, however there is under achievement in Year's 3 to 6 for this group – Year 3 Maori girls – 35% below, Year 4 Maori girls – 25% below, Year 5 Maori girls – 73% below and Year 6 Maori girls – 43% below.• There are a high number of Pasifika students below the writing standard also, but this equates to a very small number of students.		Below	At or Above	After 1 Year	25%	75%	After 2 Years	23%	77%	After 3 Years	37%	63%	End of Year 4	29%	71%	End of Year 5	54%	46%	End of Year 6	39%	61%	Appropriate budget support	All Year	
		Below	At or Above																					
	After 1 Year	25%	75%																					
	After 2 Years	23%	77%																					
	After 3 Years	37%	63%																					
	End of Year 4	29%	71%																					
	End of Year 5	54%	46%																					
	End of Year 6	39%	61%																					
	Collect data & review	T1, T2, T3 & T4	All writing assessment data																					
	Initial report to BOT	T1	Collate Data from previous year																					
Moderation at syndicate meetings	T2, T3 & T4	OTJ consistency																						
In school professional development	T1 – T4	Staff meetings																						
Home & School partnerships	All Year	Reporting & consultation																						
OTJ professional development	T2 & T4	Literacy Lead Teacher																						
Final report to BOT	T4	Analysis of outcomes																						

ERO Report 2014: *“Teachers are determined that improving students writing is an area for development and have accessed professional development to support improvements in the teaching of Writing. School leaders and teachers have agreed to continue to embed and sustain effective teaching practices by:*

- *clarifying school-wide expectations for effective teaching and learning practices and linking these to reflection and appraisal processes*
- *promoting students consistent use of achievement criteria to set learning goals*
- *further developing an evaluative culture by interpreting and reporting progress and achievement for priority groups of students.*

Strategic Goal:	Outcome Indicators:
<ul style="list-style-type: none"> • The identified group of boys (47%), below or well below the standard in 2013 will be at or above the Writing standard by the end of 2014. • The identified groups of Year 1 Maori boys (48%), Year 2 Maori boys (63%), Year 3 Maori boys (63%), Year 5 Maori boys (80%) and Year 6 Maori boys (50%), below or well below the standard in 2013 will be at or above the Writing standard by the end of 2014. • The identified group of Year 5 students below or well below in 2013 will be at or above the Writing standard by the end of 2014. These students are in Year 6 in 2014. • The identified group of Year 3 (35%), Year 4 (25%), Year 5 (73%) and Year 6 (43%) Maori girls below or well below the standards in 2013 will be at or above the Writing standard by the end of 2014. • All students will be at or above the Writing standard by the end of 2014. 	<ul style="list-style-type: none"> • Student achievement • Teacher expertise & knowledge (assessment, pedagogical content knowledge, National Exemplars, National Standards illustrations, Literacy Learning Progressions, easTTle Writing matrix and 'Effective Literacy Practice' texts) • Teachers focusing their practice on needs identified in data and observation. • Teachers using whole class and group work to improve Writing strategies & knowledge. • Processes for sustainability are in place. • Improved formative assessment practices in Writing. • Sharing practice and student data as a regular aspect of staff, syndicate, management, & BOT meetings • Kamo Primary School Literacy curriculum guideline folder is utilised. • Moderation of overall teacher judgments happens regularly • Self review against 'Tataiako' – Cultural Competencies for Teachers of Maori Learners and 'Ka Hikitia' – Managing for Success: The Maori Education Strategy

Curriculum Achievement Target – Writing 2014

Students will be:

- Talking about their learning.
- Self and peer assessing.
- Having locus of control, having a say over what and how they write.
- Choice in what they write about.
- Be clear about where they are and what they are going to achieve.
- Writing often.
- Writing across genre.
- Sharing Reading/Writing outline.
- Sharing to a wide audience in a variety of ways.
- Be confident and enthusiastic writers.
- Maintain and improve their attitudes towards Writing.
- Writing meaningfully everyday.
- Sharing writing with peers, teachers and families.
- Students to know their next steps and learning intentions.
- Use planning strategies.
- Students to know expectations.
- Understanding the role of the author and the purpose of the text.
- Participating in shared learning experiences.

Teachers will be:

- Making sure that we sell students the idea that Writing is fun and that they can do it.
- Sharing good writing ideas at syndicate meetings.
- Make sure that they understand how language works.
- Deliberate acts of teaching.
- MODELING.
- Actively reflecting.
- Sharing experiences, observing other teachers, changing our own practice.
- Teaching as inquiry.
- Not being bound by genre.
- Teaching Writing everyday.
- Task versus the learning, be clear on the learning. Focus on the learning.
- Use ICT.
- Read and research. Writing hub, TKI.
- Modeling and cameos.
- Give specific feedback and model how the students can do this for each other.
- Writing mileage!
- Sharing good Writing ideas and resources.
- Ensuring students have daily writing opportunities.
- Co-construct Learning Intentions with students individually.
- Stop, drop, share.

By end of 2014 and then ongoing

How success will be measured: Classroom observations – linked to teacher's appraisals, professional discussions, student's books, and teacher student conferences, Writing samples and 3-way conferencing during reporting time. Student's achievement will be monitored and remedial actions taken where necessary. Having exemplars on display for the students to see so they know what they have to aim for. Sharing of their work at whole school assembly - buying into it is success. Student's attitudes. Real feedback from a range of sources. Teacher's inquiry. Parent's information. How well students can articulate their work, learning and attitudes. Co-constructing success criteria. Improved positive attitudes towards writing in class (eAstle survey). Willingness to share their writing in class and at home. Students bringing their parents/caregivers into the class before/after school to share their writing successes (demonstrates pride in their writing).

Expected outcome for teachers?

- Developing strong pedagogical knowledge centred around the dimensions of Effective Literacy Practice in Years 1 – 4 and 5 – 8, chapters. Staff & syndicate meetings to address this area.
- Engaged in a cycle of inquiry into their own practice.
- Gaps analysis.
- Teachers have identified goals for their own learning (including focused visits to other classrooms)

How success will be measured?

- Evidence of effective teaching and quality learning in the classrooms.
- Teachers able to use data to plan teaching and learning.
- Learning Intentions are specific to the identified student needs.
- Teachers know where students are with their learning, the appropriate rate of progress, and what they need to learn next.
- Target students identified and worked with regularly by the classroom teacher.
- Teachers sharing practice and adjusting teaching where necessary based on reflection and discussion. Planning, classroom observations, student achievement, student voice, tracking tools, planning will reflect the strategies and approaches used & observations.
- Testing and data results. Checking if targets have been met.

<ul style="list-style-type: none"> - Clear, concise writing targets, goals and intentions. - Actually teaching. - Having high expectations. - Providing the students with their personal next learning and goals. - Showing students good examples of quality writing. Writing with/modeling. (good writing practice) - Making Writing meaningful and giving good motivation to write. - Continuing our own professional development school wide and sharing our ideas and resources with others. - Celebrate students writing, in the class, with other teachers and classes, community and families. 	<ul style="list-style-type: none"> • Student voice.
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Curriculum Achievement Target – Writing 2014

Leaders will be:

- Leading regular literacy staff & syndicate meetings, with a focus, that leads to improved teacher knowledge and practice in Writing
- Leading target discussions. Ensure that target discussion and analysis is happening.
- Leading Gaps analysis.
- Analysis of data. Feeding back to syndicate, parents, students.
- Identifying target students.
- Ensure writing is happening everyday.
- Looking for examples of best practice.
- Be an example of best practice ourselves.

Parents will be:

Learning how to help at home through...

- Parent – teacher - student interviews (3-way conferencing)
- Newsletters
- Share students work via Blog's and Wikispaces – encourage feedback
- Sharing students work with parents
- Parents and the community are kept informed of progress towards school goals
- BOT reports, and feedback
- Work with parents, families & whanau around ways to support students learning

How success will be measured?

- Parents will have a better understanding of how children learn to write, and how they may help at home. Parents and community are informed. Student voice & feedback from parents.

The Principal will:

- Co-lead the development by supporting the role of the literacy leader
- Ensure teachers have adequate release time to work with literacy lead teacher where appropriate
- Support the literacy lead teacher with whole staff meetings & syndicate meetings, including focussed discussions around data, practice, readings, evaluation and reflection.
- Tracking school wide assessment data for trends and patterns
- Looking for PD opportunities.
- Asking questions about practice, etc and expecting answers.
- Promoting others who have best practice, ideas to share.
- Looking at, reading over students work and sharing success.
- Reporting to the board.
- Facebook, iCal, newsletter information to parents and community.
- Opportunities to share writing with Principal/class/school/ community (newsletters/KPS News)

Expected Outcome:

- Parents and the community are kept informed of progress towards school goals
- Greater awareness of the National Standards for Writing
- Feedback comments in reports including a section on how parents can help at home
- Regular feedback to parents about their child's learning where appropriate

The Dimensions of Effective Practice



Foot Note: OTJ is Overall Teacher Judgement, BOT is Board of Trustees, & PD is Professional Development

2014 STRATEGIC GOALS	EXPECTED OUTCOMES	RESPONSIBILITY	TIMELINE	REVIEW COMMENTS
<p>Domain: Literacy – Reading & Writing</p> <p>Implement and continue to develop the Literacy programme and review areas for detailed focus.</p> <p>Continue to improve the levels of Literacy in all areas. The overall aim is to have all students at or above the National Standards across all year groups.</p> <p>School wide professional development in Literacy to support this area, via Literacy Curriculum Team and PLD provider.</p>	<ul style="list-style-type: none"> o) Ensure students are monitored with running records, where appropriate – STAR Reading Tests administered for students in Years 3-6. Data entered in to ETap SMS. All students will be reading at or above the National Standards across the curriculum, with good comprehension. p) Target students closely monitored to improve reading levels – target groups identified and catered for. q) Students are engaged and motivated to read, have access to high quality, varied, and motivating reading material. r) Continue with Quick 60 reading programme in the junior and middle syndicates. Purchase second set of Quick 60 resources. s) Replenish/purchase reading resources for all levels across the school to promote enjoyment of reading. t) Teachers continuously inquire into the effectiveness of their teaching practice in relation to student achievement. All staff are aware of the expectations for teaching Literacy at KPS. Lift levels of expertise in teaching Reading & Writing. u) Continue the 'Early Words' programme. This programme will help our Year 0-2 students to be able to read basic words quickly and accurately. v) Continue with the 'Reading Together' programme to promote home and school partnerships. w) Continue with the 'Change Team' to up-skill and inform parents and the community about expectations for Writing – run writing workshops for parents. This will improve communication and understanding of expectations for pupils in writing, including the writing process. x) Continue to up-skill staff in writing instruction, content to be covered, identifying target students and moderation. y) Target students closely monitored to improve writing levels – target groups identified and catered for. Target student discussions will take place regularly. z) Target students will make accelerated progress to meet expected levels of achievement. aa) All students will be writing at or above the National Standards across the curriculum. bb) Integrate e-Learning effectively in to all Literacy programmes to engage & motivate students, including the use of ActivBoards, iPods & iPads in all Literacy rotations. 	<p>Principal Literacy Curriculum Team Class teachers Teacher Aides</p>	<p>Ongoing 2014</p>	

2014 STRATEGIC GOALS	EXPECTED OUTCOMES	RESPONSIBILITY	TIMELINE	REVIEW COMMENTS
<p>Domain: Mathematics - Numeracy - Implement and continue to develop the Numeracy Programme and review areas for detailed focus.</p> <p>All students increase the speed (within 4 seconds) and accuracy with which they can recall basic facts & place value knowledge.</p> <p>Raise student achievement in mathematics so that <u>all</u> students are working at or above the National Standards in Mathematics.</p>	<ul style="list-style-type: none"> a) All syndicates to create mathematics strand, pre/post tests to match curriculum requirements. Syndicates will have clearer assessments in strand to determine where students are at and to help and inform planning and teaching. Fine tune the teaching of mathematics strands. b) Continue to develop standardised practice for the mathematics programme across the school. All teachers incorporating the 'Teaching Model' and philosophy of Numeracy Project in to their practice. c) Continue to develop teachers' content knowledge in all areas of mathematics (number and strand). Classroom practice and assessment data will improve. d) Improve on teacher knowledge, content knowledge & principles of the Numeracy Project. Teachers have a clear idea of what is expected/happens at each stage. e) Change ETap (SMS) mark book for GLOSS testing to include domain areas. f) Professional development for Junior teachers – re-visit Book 1. Numeracy Stages – What do they look like? g) Cull and re-stock Mathematics equipment in classes and Lundia shelving. Classrooms and resource areas will be well stocked with appropriate/relevant equipment & materials to support learning. h) Continue Numeracy Home & School Partnership meetings. Teachers and parents attend sessions. Parents to become more involved in their children's learning. i) Create more knowledge tests based on the 4-second rule for children to practice with. The goal is to raise student achievement and aid teacher practice. j) Implement JAM (Junior Assessment of Mathematics) for knowledge assessment for junior syndicate. JAM will replace the KPS basic facts test for years 0-2. k) Professional development for teachers around the Number Framework – raise teacher content knowledge to become better teachers of mathematics. l) Model resources and equipment particularly in the junior syndicate (when? where? and how?), so that, all resources are being used correctly by students and teachers. 	Principal Numeracy Curriculum Team – Miss B Lewis & Mrs S Bidois Class teachers	Ongoing 2014	

2014 STRATEGIC GOALS	EXPECTED OUTCOMES	RESPONSIBILITY	TIMELINE	REVIEW COMMENTS
<p>Domain: Physical Education & Health</p> <p>Students will...</p> <p>Understand and appreciate, as a result of experience, the contribution of physical activity to personal well-being</p> <p>Meet and manage challenges and risks in positive, health-enhancing ways</p> <p>Develop and apply, in context, a wide range of movement skills and facilitate the development of physical competence</p> <p>Develop a positive attitude towards physical activity by accepting challenges and extending their personal capabilities and experiences</p>	<ul style="list-style-type: none"> a) Continue to increase inclusive, positive physical activities during break times in order to improve our school playground culture. b) Promote healthy food and nutrition for all students through classroom programmes and daily school routines/activities. c) Re-visit & review the PE overview. Whole school approach to PE & fundamental skills teaching. d) Maintain water only school status. e) Maintain & purchase new sports gear to re-stock the PE shed. Ensure stock is of a high quality. Purchase new tennis nets. Use Oxford Sports Trust funds. f) Encourage participation in a range of sports. g) Continue to develop our in-school sports programme & develop inter-school partnerships with other schools in our local area. h) Students to participate in 'Swim for Life' programme. i) Re-vamp the PE shed – create new storage. 	<p>Principal Miss J McLeod Mr T Burke Class Teachers</p>	<p>Ongoing 2014</p>	
<p>Domain: Library</p>	<ul style="list-style-type: none"> a) To run a 'Book Fair' in 2014, to raise money for books for the library and promote reading school wide. b) Install a big screen TV and re-vamp the library space. Make the library a place that can be used in a number of different ways. c) Staff library skills folder available. d) Keep books up to date to reflect the borrowing needs of students. e) Library website to link the library and all other resources in the school. f) Perform stock take and cull old, damaged or outdated books. Cull senior non-fiction books. g) Update the BOT on library developments. h) Lunchtime librarian training for students – students become independent librarians. i) Continue to update the KPS Library wikispace to help promote our school library to the community. j) Keep up to date with new developments at the National Library, including professional development, visiting other libraries, courses & network meetings. k) Purchase iPads and e-Books. Have a small POD for reading based activities and research. l) Encourage parents to use the library with their pre-schoolers. 	<p>Principal, Librarian & Mrs S Bidois</p>	<p>Ongoing 2014</p>	

2014 STRATEGIC GOALS	EXPECTED OUTCOMES	RESPONSIBILITY	TIMELINE	REVIEW COMMENTS
<p>Domain: Assessment & National Standards</p> <p>Collate assessment data on Etap (school SMS). Continue to develop effective formative assessment practices, across all curriculum areas.</p> <p>Strengthen teacher knowledge of how to make sound 'Overall Teacher Judgements', in relation to National Standards.</p> <p>Strengthen teacher practice in moderating 'Overall Teacher Judgements'.</p>	<ul style="list-style-type: none"> a) Use information on Etap (school SMS) to collate school wide assessment data to provide direction for future learning and documentation for reports/cumulative records and school wide review. b) Teachers are using formative assessment practices across all curriculum areas to inform the teaching & learning process. c) Continue to develop teacher knowledge & expertise on National Standards. d) Staff development on how to make a sound Overall Teacher Judgement. (OTJ). Moderating Overall Teacher Judgments will be a focus. e) Moderation of all standardised testing tools continued. f) Compare students' assessment results against previous year's data. Compare with current chronological age/stage. Complete comparisons between year level, ESOL, gender, attendance, and ethnicity; also including Maori/non Maori comparisons. Analyse progress and achievement of gifted & talented students, and students with special needs. g) Create a cohort to track progress from this year's new entrant intake. Tracking children across the time they spend at our school. 	Principal Staff	February – December 2014	
<p>Domain: Music</p> <p>Focus on music playing for the whole school – glockenspiel, recorders and ukulele.</p> <p>Children will experience the four elements of music including listening, playing, creating and singing.</p>	<ul style="list-style-type: none"> a) All children in Kauri & Rimu syndicates will learn basic ukulele chords and play songs with two & three chords. b) All children in Kauri & Rimu syndicates will learn basic recorder songs. They will be able to read musical notation. c) Children in Kowhai syndicate to learn basic skills with the Glockenspiels – tuned percussion. d) Students will become more confident as they work through the elements of music. They will experience a range of musical playing of instruments, sharing ideas and performing for their peers. e) Use e-Learning tools, Garage Band etc...) f) Students will become aware of the different parts that make up music. g) Students will leave Kamo Primary with knowledge of tuned percussion, stringed and (wood) wind instruments 	Principal, Arts Curriculum Leader – Mrs B Trimmer & Staff	On going 2014	

2014 STRATEGIC GOALS	EXPECTED OUTCOMES	RESPONSIBILITY	TIMELINE	REVIEW COMMENTS
Domain: Visual Arts	<ul style="list-style-type: none"> a) Art exhibition & auction to be part of 'Country Comes to Town Day'. b) Purchase appropriate resources for classroom activities. On-going provision of standard and requested art materials. c) Staff to attend courses and relevant professional development. d) Continue to develop students skills across different media – students produce work through different media, maintaining a high standard of work. e) Sharing by all staff of relevant websites and books that help staff with planning and implementation of visual arts programmes. f) On-going collegial support to maintain skills and high standards of artwork. Sharing ideas at staff meetings. g) Artworks produced that reflect the whole school focus 'The Ocean'. 	Principal, Arts Curriculum Leader – Mrs B Trimmer & Staff	Ongoing 2014	
Domain: Dance & Drama Continue with a whole school dance focus to build on what was started in 2013.	<ul style="list-style-type: none"> a) Students will understand the elements of dance such as tempo, dynamics, space and levels. b) Teachers will gain more confidence in teaching the elements of Dance. c) Dance & Drama will be integrated into our school curriculum plan – students experience a variety of dance styles. d) Whole school focus on Dance elements during term 2. e) Drama to be included in classroom programmes – activities that enhance students' understanding of Drama as a tool for expressing/sharing ideas. f) Students can act out and role play situations when needed. g) Sharing of knowledge by the whole staff to help with planning/teaching. h) Bring in performers from outside the school to help broaden students' experience of live performances. 	Principal, Arts Curriculum Leader – Mrs B Trimmer & Staff	Ongoing 2014	
Domain: Education Outside the Classroom - EOTC	<ul style="list-style-type: none"> a) Rimu Syndicate Camp – Mangawhai Heads. b) 'Country Comes to Town Day' – Flower Show/Pet Day/Gala. c) Adventure Based Learning implemented in every class – including co-operative learning. d) Prioritise funding for EOTC. e) Kauri Syndicate Intensives in week 11, Term 1. f) Integrate co-operative learning into PE programme. 	Principal & Staff	Ongoing 2014	

2014 STRATEGIC GOALS	EXPECTED OUTCOMES	RESPONSIBILITY	TIMELINE	REVIEW COMMENTS
<p>Domain: Environmental – Enviro School</p>	<ul style="list-style-type: none"> a. Keep paper-recycling going. Monitor waste. b. E Team established – Classes to buddy up for enviro projects. c. Maintain Eco-hut, compost bins, native reserve, school gardens, vegetable gardens & orchard. Aim to only use 'organic sprays'. d. Maintain the plastic bottle greenhouse. 1. Community participation to run it. 2. A place for students to grow their own plants. 3. Growing native plants from seeds. 4. Learning about sustainability. e. Continue the school-composting programme. f. Adopt Otapapa stream, and Pukenui Forest. These areas will become teaching and learning resources for the whole school. g. Continue 'Zero Waste' lunch boxes. h. Apply for Silver – Enviro Schools' accreditation. i. E Team - students are trained up across the school for sustainability. 	<p>Principal, Enviro Curriculum Team – Mrs J Norman & Mrs A Thomson, Caretaker, Students, & Staff</p>	<p>Ongoing 2014</p>	
<p>Domain: Te Reo/Tikanga Maori</p> <p>To consult with the school's Maori community to determine their views of how well we are meeting their children's needs</p> <p>Have high expectations for all Māori students</p> <p>All Māori students at Kamo Primary will enjoy and achieve education success as Māori</p>	<ul style="list-style-type: none"> a) Kapa Haka group – 2 hours per week. b) Whanau Support Group meetings at least once a term. c) Whakatauki/Karakia in classes to start and finish the school day. d) Powhiri - protocols established (our senior students leading powhiri). Marae Trips – protocols established. e) Maori lessons ½ hour per fortnight (teachers will participate with students) – every class, teachers to maintain the programme on alternate weeks. f) Develop relationships with Kamo High School marae and senior students. g) Report back to the BOT annually – end of year summary. h) Kauri Syndicate to visit Pehiaweri Marae (overnight stay). i) Use powhiri to greet visitors – senior students to lead the powhiri. j) Teacher only day on the marae for all staff. k) Access professional development for staff in Te Reo/Tikanga Maori 	<p>Principal, Te Reo Lead Teacher – Mrs J Norman, Parent Helpers, Kapa Haka tutors & Staff</p>	<p>Ongoing 2014</p>	

2014 STRATEGIC GOALS	EXPECTED OUTCOMES	RESPONSIBILITY	TIMELINE	REVIEW COMMENTS
<p>Domain: ICT & e-Learning</p> <p>Use ICT/e-Learning to enhance teaching and learning. Continue roll out of 1:1 iPad classes.</p>	<ul style="list-style-type: none"> a) Thinking tools & strategies are implemented through e-Learning practices to improve student outcomes. b) Participation in ActivBoard professional development opportunities. Maintain ActivBoard Centre of Excellence accreditation through ongoing professional development and development of flipcharts to upload to Promethean website. d) Teachers to authentically integrate e-Learning into the curriculum under the umbrella of 'authentic audiences'. Investigate more movie making – looking at larger more detailed projects. e) Continue with software updates, iLife, iWork, Office for Mac, maintain PODs of laptops, iBooks & MacBooks are set up for a 1:1 laptop programme on a rotational basis for Kauri & Rimu syndicates. Re-lease TELA laptops so that teachers have an up to date resource at their finger tips. f) Integrate M-Learning in to the classroom through the use of iPod & iPad technology – 1:1 iPad programme in Room's 5, 10 & 11. iPods in Kauri and Rimu Syndicates – timetabled on a rotation between classes, and iPad mini's in all junior classrooms (five per room). Investigate a means of monitoring and tracking progress of the 1:1 iPad programme. Teachers to become more confident and competent using the devices in a 1:1 environment, with full integration, student centred and across all curriculum areas. g) Improve areas of teaching and learning by using iPads. Devices used effectively in all curriculum areas daily and with confidence. Develop a small list of Apps that are specific to our learning and learning environment. Create a Google Doc with a list of Apps. h) iPad Mini's – further integration across the curriculum within the junior school. Used more widely and specifically in teacher's task boards. Increased teacher knowledge of uses, purpose, how to, where to etc... with the devices. i) Upgrade network in junior block to MOE standard. j) Continue to develop KPS News. More authentic work from students. Possibility of pre-recording parts of the show and it needs to be more student driven. KPS news is a multi-literacy learning opportunity for our students. k) Buddy/mentor system set up between staff. l) 'Student Experts' to help other children and staff around the school. m) Continue to develop class & school wikispaces/blogs as a vehicle for communicating ideas, information & learning. 	<p>Principal, ICT Leaders Mr B Soole & Mr N Leathley, & Staff</p>	<p>On going 2014</p> <p>On going 2014</p>	

2014 STRATEGIC GOALS	EXPECTED OUTCOMES	RESPONSIBILITY	TIMELINE	REVIEW COMMENTS
<p>School Curriculum</p> <p>Domain: Gifted & Talented</p> <p>Ensure that children with special abilities (Gifted & Talented) are identified, monitored, catered for, and are referenced in all planning documents</p>	<ul style="list-style-type: none"> a) School 'conceptual curriculum' implemented. b) Sort and re-organise Lundia shelving in Science, Technology and Social Sciences. c) Order and distribute test materials (STAR & PAT tests) d) Professional development around school Inquiry Model and Inquiry Learning. c) School Values & Vision promoted throughout the school. d) Introduce differentiated teaching model into all classes. e) KPS Inquiry Model in place across the whole school. f) Gifted & Talented students are identified and their names are recorded in ETap database. Maintain and develop programmes that include children who are gifted and talented. g) Continue to investigate the best ways to implement a 'Gifted & Talented programme in our school. h) Collect student voice from all students who are identified as Gifted & Talented. i) Collect parent voice from all parents through a survey/ j) Ensure differentiation is catered for in term planning using the "Maker Model". k) Continue to develop Genius Hour, Kidquiry and Discovery Time programmes to cater for gifted and talented students. 	Principal, Staff, Students, BOT, & Community	Ongoing 2014	

2014 STRATEGIC GOALS	EXPECTED OUTCOMES	RESPONSIBILITY	TIMELINE	REVIEW COMMENTS
Domain: Maori Student Achievement To analyse the performance of Maori students & ensure that our school culture enables their effective learning and values their culture	a) Levels of achievement of Maori students in Literacy and Numeracy will be analysed and charted to show comparison of whole school and Maori student achievement. b) Whanau support group is consulted with regularly - More parental and community involvement. c) Constantly strive to find ways to lift Maori achievement, using Tataiako and Ka Hikitia as a reference for all staff.	Principal, Staff & BOT	Ongoing 2014	
To promote constant exposure to Te Reo Maori through class programmes	a) Teachers and students to use appropriate words and phrases in class programmes, with support from Maori Language teacher and community members. b) Continue delivering a Te Reo Maori language programme for the whole school, once a week. Class teachers to follow up the weekly Te Reo lessons as delivered by the Maori Language teacher. c) Te Reo Maori lessons for teachers through professional development. d) To maintain and develop our Kapa Haka group. Implement Kapa Haka in the junior school. e) Explore options for a whakatauki/karakia (daily) in all classes – this will link to the school values.	Principal, Staff & Local Community	Ongoing 2014	
To promote exposure to Tikanga Maori	a) Children and staff to understand basic principles of Tikanga Maori. b) Increase class trips to visit local Marae.	Principal & Staff	Ongoing 2014	
To promote exposure of Te Reo Maori by using resources within the school	a) All staff will use the resources available in the school to enhance their teaching programmes. More exposure to resources available.	Staff	Ongoing 2014	

SCHOOL PROCEDURES

2014 STRATEGIC GOALS	EXPECTED OUTCOMES	RESPONSIBILITY	TIMELINE	REVIEW COMMENTS
Domain: Policies & Procedures - To review a series of policies & procedures for Kamo Primary School as detailed in the BOT programme of self-review	a) A set of up to date policies & procedures will be available to teaching, support staff and the BOT. Policies and procedures to be reviewed on a regular cycle. b) When a new policy/procedure is added/reviewed it will be discussed with staff, management, parents, and the BOT.	Principal, Staff, School Community & BOT	Terms 2 & 3 2014	
Domain: Health Programme	a) Safety / organisation procedures available to all teachers prior to EOTC activities. b) Review Health Programme every 18 months. c) Review Smokefree Policy annually. d) Maintain school health programmes - Sunsmart, Water Only School, Healthy Eating & Lifestyles, & Milk in Schools.	Principal, Staff, School Community & BOT	Ongoing 2014	
Domain: Emergencies - To review procedures for emergencies	All staff & children understand evacuation procedures, including lockdown procedures.	Principal, Staff, School Community & BOT	Ongoing 2014	

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PUPILS

NAG 1 & 6

2014 STRATEGIC GOALS	EXPECTED OUTCOMES	RESPONSIBILITY	TIMELINE	REVIEW COMMENTS
Domain: Pupils with special needs/ special abilities Students will be identified and provided with programmes to meet their needs	Pupils will receive assistance through a) GSE b) RTLB c) In-class support d) Teacher aide support e) Resource Teachers of Literacy f) Public Health Nurse g) Special Abilities programmes/differentiated learning programmes – Genius Hour, KidQuiry & Discovery Time. h) Quick 60, PMP, Reading Recovery, & Language Support Programmes – Talk to Learn	All staff Principal LMT RTLB Teacher Aides	Ongoing 2014	
Domain: Pupil Monitoring To monitor attendance and ensure pupils attend school using electronic roll and ENROL.	Class attendance will be recorded electronically and monitored. Where concerns appear, parents will be contacted to discuss the issues. Legal action will be taken if necessary by referring the student and family to Te Tai Tokerau Attendance Service.	Principal & LMT	Ongoing - 2014	

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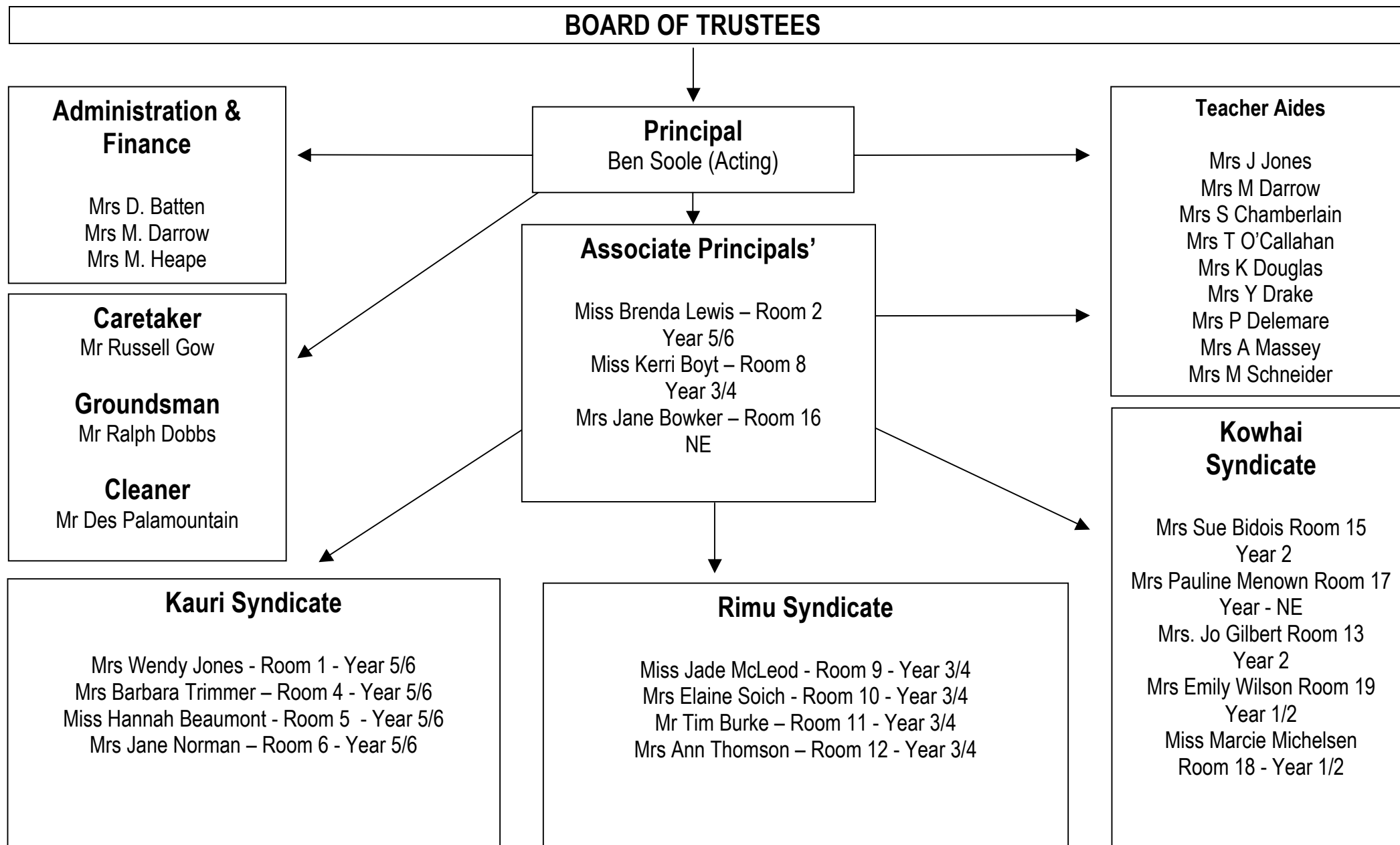
PERSONNEL

NAG 3

2014 STRATEGIC GOALS	EXPECTED OUTCOMES	RESPONSIBILITY	TIMELINE	REVIEW COMMENTS
Domain: Teacher Performance To monitor Teacher performance, planning, assessment and essential records.	a) Term overviews, timetables, plans, pupil books will be monitored by Principal & LMT each term. b) Principal will monitor assessment records on at least 3 occasions each year, these will be on ETap (school SMS). c) Associate Principal's to check all teachers planning each term, and report back to staff and the Principal. d) Observations of teaching practice to be carried out at least twice a year as part of the appraisal process. e) All staff are appraised against the 'Registered Teacher Criteria for Primary Teachers'.	Principal, LMT & Tutor Teachers	Ongoing - 2014	

2014 STRATEGIC GOALS	EXPECTED OUTCOMES	RESPONSIBILITY	TIMELINE	REVIEW COMMENTS
1. To co-ordinate the school's annual professional development plan.	a) A professional development plan will be formed, shared & implemented at the beginning of the year. b) Attendance at Arts Conference, Principals Conference, In-school Numeracy PD, Literacy: Writing PLD, Teachers For Teachers, ActivBoard Conferences/courses, Science Cluster meetings and Learning with Digital Technologies.	Principal, LMT & Staff	Ongoing 2014	
2. To develop the BOT knowledge and understanding of curriculum issues.	Through the Principal's and Staff representative's reports, the BOT will continue to develop understandings of the curriculum aspects of the school through presentations at BOT meetings. The BOT will also be encouraged to participate in ongoing professional development through NZSTA & MOE courses.	Staff, Staff Rep & Principal	Ongoing - 2014	
3. To ensure that staff delegations are shared on an equitable basis.	a) Workload will be shared equitably across staff appropriate to their role & contracts. b) Allocate fixed term management units equitably & in relation to school priorities.	Principal and Associate Principal's	Ongoing - 2014	
4. To appraise the Principal against the Professional Standards for Primary School Principals	a) Principal completes a full appraisal cycle for a 12-month period. b) Principal's appraisal goals will be linked to the 2014 Strategic Plan.	Principal, External Appraiser & BOT Chairperson	Ongoing - 2014	

SCHOOL STRUCTURE - 2014



STAFF RESPONSIBILITIES & DELEGATIONS 2014

AREA OF RESPONSIBILITY	STAFF RESPONSIBILITY
<i>ENGLISH:</i> Jnr Literacy Snr Literacy Library	Mrs Jane Bowker Miss Kerri Boyt & Mrs Kathryn Douglas
<i>MATHEMATICS:</i> Snr Math / Numeracy Lead Teacher Jnr Math / Numeracy Lead Teacher	Miss Brenda Lewis Mrs Sue Bidois
<i>HEALTH - PE/ SPORTS</i> <i>THE ARTS</i> <i>MAORI</i> <i>INQUIRY - CURRICULUM</i> <i>ENVIRO SCHOOLS TEAM</i>	Miss Jade McLeod & Mr Tim Burke Mrs Barbara Trimmer Mrs Jane Norman & Mrs Wendy Jones Mr Ben Soole & Miss Brenda Lewis Mrs Jane Norman & Mrs Ann Thomson
<i>ICT</i> <i>EOTC</i> <i>SENCO</i> <i>EEO</i> <i>TEACHER AIDES</i> <i>RTLB LIAISON/PASTORAL CARE</i>	Mr Neil Leathley & Mr Ben Soole Miss Jade McLeod & Mr Tim Burke Mr Ben Soole, Mrs Jane Bowker, Miss Kerri Boyt & Miss Benda Lewis Mr Ben Soole Mr Ben Soole Mr Ben Soole
<i>AREAS:</i> Sickbay Social Committee Staffroom Assembly Staff Duties Art Equipment Sports Equipment Staff Rep for BOT NZEI Liaison Health & Safety Officer Emergency Evacuation Lost Property	Mrs Denise Batten All staff Mrs Denise Batten & Staff Mrs Barbara Trimmer Miss Kerri Boyt Mrs Barbara Trimmer Miss Jade McLeod & Mr Tim Burke Mrs Elaine Soich Mrs Emily Wilson Mr Ben Soole & Mr Russell Gow Mr Ben Soole Mrs Denise Batten & all staff

PROFESSIONAL DEVELOPMENT - whole staff development

AREA	EXPECTED OUTCOMES
LITERACY	In school professional development – writing. PLD provider – Denise Smith (TEAM Solutions). All staff to attend TTLA seminar.
NUMERACY	In school Numeracy PLD follow up to keep consistency going across the school.
ICT – e-Learning	Mr Neil Leathley released for KPS News 0.2 which includes technical support. ICT PD focussed staff meetings, including ActivBoard sessions.
ICT- e-Learning	Professional development to increase skills in ICT/e-Learning integration. In school PD focussed on ActivBoard integration (Centre of Excellence) – Promethean & School Staff. Learning with Digital Technologies contract with Te Toi Tupu – facilitator Tania Coutts. Attend BYOD course.
Physical Education & Health	Sport Northland - ongoing support. WPSSA meetings attended by Sports Co-ordinators.
Science	Key staff to attend Science cluster meetings. Teacher fellow to upskill staff in Science as part of the Royal Society fellowship from 2013.
General school visits	Staff encouraged to use classroom release time to visit other schools.
MINISTRY CONTRACTS	Learning with Digital Technologies, Literacy & Science (Cluster)
INDIVIDUAL DEVELOPMENT	Areas not covered above but identified through appraisal systems/teacher inquiry projects, will be addressed where and as time and resources allow.

Annual Overview											
Area	Responsibility	Feb	Mar	Apr	May	June	July	Aug	Sep	Oct	Nov
Performance Management	Chairperson	Job Descriptions	Principal								
	Principal		Associate Principals							Report to BoT	
	Associate Pinc				Staff						
			Teacher Aides								
Prof Devt	Principal								Strategic plan for following year: staffing & units		
Appointment	Principal	As appropriate when vacancy occurs: Job des/criteria/EEO considerations/									
Staff org	Principal		Mar Roll				July Roll		Survey MoE Prov St	Draft Org	
		Monitor roll for growth re new staff eg New Entrants teacher									
		Staff orientation and Student Hbooks									

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SCHOOL / BOARD OF TRUSTEES SELF REVIEW**NAG 2, 7 & 8**

2014 STRATEGIC GOALS	EXPECTED OUTCOMES	RESPONSIBILITY	TIMELINE	REVIEW COMMENTS
1. To set annual measurable targets from data collected at the end of the 2014 school year	Annual Targets will be set in areas of development and these will be assessed by collating data in November.	Principal	May November	
2. School reviews will be completed	School systems & programmes of work will be systematically reviewed to provide goals on which the School Plan will be based.	Principal	Ongoing 2014	
3. Some Board of Trustees policies will be reviewed during the year (see BOT Programme of Self Review)	Board of Trustees policies will continue to be reviewed and developed to reflect changing needs. Our self-review programme will ensure these are efficiently reviewed.	Principal, BOT, Staff & School Community	Terms 2 & 3	

Kamo Primary School ANNUAL PLAN SCHOOL / BOARD OF TRUSTEES SELF REVIEW continued...NAG 2, 7 & 8

4. The Board of Trustees will have the opportunity to contribute to the review of the Strategic and Annual Plans	The Board of Trustees will contribute to the self-review of our Strategic and Annual Plans and assist the formulation of goals for 2015. School vision and values programme to be implemented, along with our school curriculum. Complete an annual update of the school charter, and provide the Secretary for Education with a copy of the updated school charter before 1 March of the relevant year. Provide a statement providing an analysis of any variance between the school's performance and the relevant aims, objectives, directions, priorities, or targets set out in the school charter at the same time as the updated school charter provided to the Secretary for Education under NAG 7.	Principal, Staff, Students, School Community & BOT	Ongoing 2014	
5. Annual Plan to be reviewed & re-written in consultation with key stakeholders	Annual strategic plan is reviewed & re-written for implementation for 2015.	Principal & BOT	October-December	
6. Board of Trustees Elections	Continue to induct new trustees.	Principal & BOT	Ongoing 2014	
7. Self review of before and after school care	Programmes are reviewed for the following... <ul style="list-style-type: none"> • Value for money • Increase in outcomes • Alternative options – What are other schools doing? • Meeting the needs of parents 	Principal & BOT	Ongoing 2014	

KAMO PRIMARY SCHOOL BOARD OF TRUSTEES PROGRAMME OF SELF REVIEW

Term:	Year 1 - 2014	Year 2 - 2015	Year 3 - 2016
One	Charter / Strategic Plan Set Achievement Targets	Charter / Strategic Plan Set Achievement Targets	Charter / Strategic Plan Set Achievement Targets
	Smoke Free Policy (every year) - Health Programme (every 18 months)		
Two	BOT Delegations		
	NAG 1	NAG 3	NAG 5 & 6
Three	NAG 2 & 2a	NAG 4	NAG 7 & 8
Four	Budget / Cashflow / Asset Register, Job Descriptions, Performance Agreements, Staff Appraisal, Staff Development Plan / Review Strategic Plan / Achievement Targets EEO Programme, School Operation Plan, Property / Maintenance Plan		

Kamo Primary School ANNUAL PLAN

COMMUNITY PARTNERSHIP

NAG 2

2014 STRATEGIC GOALS	EXPECTED OUTCOMES	RESPONSIBILITY	TIMELINE	REVIEW COMMENTS
1. To promote the school's activities, policies and achievements to our community	Through newsletters, School & Class websites/wikispaces, school website and mobile App, open days, Country Comes to Town Day etc... the successes of our school will be communicated. School promoted through the media.	Principal, Staff, Home & School, & BOT	Ongoing	
2. To involve parents in whole school activities	Activities such as whole school inquiry units, curriculum intensives, EOTC activities and sporting activities will be planned to involve parents and community members. 'Open school culture' is fostered at all times.	Principal, Staff	Ongoing	
3. To consult with parents/caregivers regarding selected policies and procedures via the BOT to develop the 2015 Charter & Annual Strategic Plan	Consultation this year will include: * BOT policies as required. * Parent Survey to include all parents including Maori. (School culture, climate, inclusiveness, Maori achievement, curriculum & Charter goals etc...)	Principal & BOT	Term's 2 to 4 2014	
4. To take opportunities, as they arise, for education and business partnerships/ sponsorships	Newsletter sponsorship Raffles and fundraising ventures Hall hire Seek sponsorship from larger companies Grant applications Links consolidated with the early childhood sector, and other schools in our community.	Principal, Staff, BOT, & Home & School	Ongoing - 2014	
5. To inform / consult with parents regarding their children's progress.	Three formal occasions each year * Beginning of year - Meet the teachers & goal setting interviews. * Mid year progress interviews – 3 way conferencing. * Written reports mid and end of year. * Report to students and their parents on the students's progress and achievement in relation to National Standards. Reporting to parents in plain language, in writing will be at least twice a year. * Consult parents, family & whanau regarding the format and content of the plain language reports about their children.	Principal Teachers	February June / July December 2014	
6. To report to our Community on the achievement of Maori students	a) Annual reporting to BOT & school community. b) Reports available in school office. c) Information made available at Maori and community consultation meetings via Whanau Support Group.	Principal & BOT	Ongoing - 2014	
7. To communicate to our community our plans & targets for improving the achievement of Maori pupils along with all other students	a) Annual reporting to BOT & school community. b) Reports available in school office. c) Charter & Strategic Plan available on school website and in school office.	Principal	July 2014 December 2014	

2014 STRATEGIC GOALS	EXPECTED OUTCOMES	RESPONSIBILITY	TIMELINE	REVIEW COMMENTS
1. Consult with staff & BOT prior to preparing the 2015 budget	The staff and Board of Trustees will have the chance to recommend budget priorities.	Principal	October / November 2014	
2. To reflect the school's goals via budget planning	All areas of need will be prioritised, and budgeted for responsibly, so that available funds are used effectively.	Principal, Staff & BOT	2014	
3. Budget for ICT/e-Learning development	<ul style="list-style-type: none"> * Capital Expenditure for ICT/e-Learning. * Continuing development of laptops in PODS across the school. Re-leasing laptops – buying out old leases. * Development of M-Learning through iPod & iPad technology. * 1:1 iPad programme in Room's 5, 10 & 11. * iPad Mini's for the junior school. 	Principal, Home & School & BOT	2014	
4. To report to the school community on our financial operations	The approved annual accounts will be presented at the May/June BOT meeting and they will be made available at the school office for the school community.	Principal & BOT	May/June 2014	
5. To develop and further refine internal monitoring systems to monitor finance and expenditure	Continue to fine tune accounting processes. Review financial operations annually.	BOT & Principal	Ongoing 2014	
6. To engage Griffiths & Associates to oversee major property projects	Property projects are monitored and reported on to the BOT and school community.	BOT, Principal & Property Managers	2014	

SCHOOL PROPERTY PROGRAMME

2014

Month	Property Projects	Cyclical Maintenance
January	Swimming pool changing sheds re-built Clark Road entrance upgraded Staff car park upgrade	<ul style="list-style-type: none"> • New roller blinds in Room 12 • Painting – exterior of junior block behind Room's 16, 17, 18 & 19 • Re-paint of photocopy room • Replace safety matting on junior syndicate decks • Carpets cleaned in junior block • Install glass in internal doors
February	Connect to ultra fast broadband	<ul style="list-style-type: none"> • Safety matting on staffroom deck
March	Swimming pool pump shed roof replaced Swimming pool cover	<ul style="list-style-type: none"> • Trim trees
April		<ul style="list-style-type: none"> • Re-paint seating bases and planting boxes in front of Kauri syndicate block • Yearly service of heatpumps
May		<ul style="list-style-type: none"> • Grounds maintenance
June		<ul style="list-style-type: none"> • Replace bark under large playgrounds
July		<ul style="list-style-type: none"> • Upgrade water feed from road to the school pool
August		
September		
October		<ul style="list-style-type: none"> • Replace safety fall under small playgrounds
November		<ul style="list-style-type: none"> • Re-paint swimming pool
December		

APPENDIX 1

NATIONAL EDUCATION GUIDELINES

National Education Goals

Education is at the core of our nation's efforts to achieve economic and social progress. In recognition of the fundamental importance of education, the Government sets the following goals for the education system of New Zealand.

1. The highest standards of achievement, through programmes which enable all students to realise their full potential as individuals, and to develop the values needed to become full members of New Zealand's society.
2. Equality of educational opportunity for all New Zealanders, by identifying and removing barriers to achievement.
3. Development of the knowledge, understanding and skills needed by New Zealanders to compete successfully in the modern, ever-changing world.
4. A sound foundation in the early years for future learning and achievement through programmes which include support for parents in their vital role as their children's first teachers.
5. A broad education through a balanced curriculum covering essential learning areas with high levels of competence in basic Literacy and Numeracy, Science and Technology and Physical Activity.
6. Excellence achieved through the establishment of clear learning objectives, monitoring student performance against those objectives, and programmes to meet individual need.
7. Success in their learning for those with special needs by ensuring that they are identified and receive appropriate support.
8. Access for students to a nationally and internationally recognised qualifications system to encourage a high level of participation in post-school education in New Zealand.
9. Increased participation and success by Maori through the advancement of Maori education initiatives, including education in Te Reo Maori, consistent with the principles of the Treaty of Waitangi.
10. Respect for the diverse ethnic and cultural heritage of New Zealand people, with acknowledgement of the unique place of Maori, and New Zealand's role in the Pacific and as a member of the international community of nations.

NATIONAL ADMINISTRATION GUIDELINES

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:

(i) develop and implement teaching and learning programmes

1. to provide all students in Years 1–10 with opportunities to achieve for success in all areas of the National Curriculum
2. giving priority to student achievement in Literacy and Numeracy, especially in Years 1–8
3. giving priority to regular quality physical activity that develops movement skills for all students, especially in Years 1–6;

(ii) 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:

1. student achievement in Literacy and Numeracy, especially in Years 1–8, and then to:
2. 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*;

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

1. who are not achieving
2. who are at risk of not achieving
3. who have special needs (including gifted and talented students)
4. aspects of the curriculum which require particular attention;

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

(v) 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;

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

NAG 2

Each Board of Trustees, with the principal and teaching staff, is required to:

- (i) develop a strategic plan which documents how they are giving effect to National Education Guidelines through their policies, plans and programmes, including those for curriculum, National Standards, assessment, and staff professional development;
- (ii) maintain an ongoing programme of self-review in relation to the above policies, plans, and programmes, including evaluation information on student achievement;
- (iii) 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 1(iii) above) including the achievement of Māori students against the plans and targets referred to in 1(v) 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 occur at least twice a year;
- (b) report school-level data on National Standards in the board's annual report under three headings:
 - i. school strengths and identified areas for improvement
 - ii. the basis for identifying areas for improvement
 - iii. planned actions for lifting achievement.

In addition to its inclusion in the Board's annual report, the NAG 2A (b) information is required to be provided to the Secretary for Education at the same time as the updated school charter under NAG 7.

(c) report in the board's annual report on:

- i. the numbers and proportions of students at, above, below or well below National Standards, including by Māori, Pasifika, gender, and by year level (where this does not breach an individual's privacy)
- ii. how students are progressing against National Standards as well as how they are achieving.

In addition to its inclusion in the board's annual report, the NAG 2A (c) information is required to be provided to the Secretary for Education at the same time as the updated school charter under NAG 7.

(d) report the NAG 2A (c) information in the format prescribed by the Secretary for Education from time to time.

NAG 3

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

- (i) 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;

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

NAG 4

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

- (i) allocate funds to reflect the school's priorities as stated in the charter;
- (ii) 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;
- (iii) comply with the negotiated conditions of any current asset management agreement, and implement a maintenance programme to ensure that the school's buildings and facilities provide a safe, healthy learning environment for students.

NAG 5

Each Board of Trustees is also required to:

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

NAG 6

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

NAG 7

Each Board of Trustees is required to complete an annual update of the school charter for each school it administers, and provide the Secretary for Education with a copy of the updated school charter before 1 March of the relevant year.

NAG 8

Each Board of Trustees is required to provide a statement providing an analysis of any variance between the school's performance and the relevant aims, objectives, directions, priorities, or targets set out in the school charter at the same time as the updated school charter provided to the Secretary for Education under NAG 7.