

Stoke School Charter 2012 Vision, Values, Strategic and Annual Plan

School Number: 3223

The background of the central section is a collage. On the left, there is a vertical strip of four smiling children's faces. The rest of the background is a dark grey-blue color with a large, semi-transparent red silhouette of a tree. At the bottom of this silhouette, there are smaller red silhouettes of two children sitting on the ground, similar to the logo above.

Charter 2012



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Section A: Introduction, Vision, Values, Priorities.

The needs of the children and their learning shall be the focus of this charter.

By following the guiding principles of the charter, the Board of Trustees will ensure that all students are given an education which enhances their learning and self-esteem, builds on their strengths and respects their dignity.

This will be achieved through a partnership between the school, its community and the Minister of Education under the provisions of the Education Act.

The Board of Trustees will take all reasonable steps to ensure that the school meets the goals and objectives of this charter.

Stoke School Description

Stoke School opened on the 28 December 1845 and is, after Wakefield, the second oldest continuous public school both in Nelson and the whole of New Zealand. We are very proud of this.



Stoke School is a state funded co-educational contributing school catering for children from Year 0 to Year 6. Our Teaching staff of 10 (2012) is well supported by ancillary staff.

Stoke School is proud of its growing cultural diversity with 35% of our students of Maori descent, 6% Pacific Island, five ESOL students and the remaining students New Zealand Europeans.

Stoke School is well supported by the community. Parents become involved willingly in classrooms, sporting, cultural and social activities involving children. Stoke School has an active PTA fundraising group and very proactive Board of Trustees.

Stoke School has extensive grounds with ample shade for the Nelson sun and fantastic facilities thanks to the generous support from local charities, majority of which from the Canterbury Community Trust and our fundraising team.

Stoke School opened a new community hall in June 2006, a new community swimming pool in February 2007 and in 2012 will be resurfacing the courts with Tiger Turf and upgrading the senior classrooms to provide an additional 20 sq metres in each classroom.

Stoke School has a strong commitment to ICT and all rooms are networked to a server, they each have a big screen TV, at least three desktop computers, access to two pods of five i-pads, two pods of digital cameras and fibre optic cable connects us to the Nelson Loop.

We have just completed a three-year ICT contract and are enjoying integrating the new ICT tools into all learning and continuing to develop our school website www.stoke.school.nz

Stoke School is well positioned to make full use of a wide range of cultural, sporting and recreational facilities. We are in close proximity to the Saxton Field sporting complex and the Greenmeadows fields.

The school strives to create safe and supportive learning environment. The school received a positive Education Review Office Report in 2010.



Stoke School has wonderful pre-school centres in our local community and we really enjoy the interaction with each centre. We have regular interaction with each centre and we enjoy opening our doors and facilities for their use.

We have a compulsory school uniform and we believe this provides equality, pride and a greater sense of belonging amongst the children.

Stoke School acknowledges the MOE initiative Kahikitia and actively creates opportunities for all children to experience new opportunities and success through culture, sporting and academic opportunities.

Current opportunities include music lessons in guitar, bass, drums, keyboard, brass instruments, choir, and participation in a whole school musical production, a large amount of sports teams, class camps and Kapa Haka.



Vision: What we want for our young people!

At Stoke School we will be confident, connected, actively involved, lifelong learners through our values expressed in “We’re Stoked!”

Our students will be encouraged to

value:

- **Whanau** : Working together, accepting each other, nurturing and sharing amongst ourselves as a positive community.



- **Excellence:** Persevering and acknowledging success, creating an attitude of trying your best.
- **Respect:** Respecting themselves, others and their environment. Developing integrity to be honest, responsible and accountable.
- **Energy:** Learning is fun, creative and exciting.
- **Seeking:** Being able to ask inquiring questions and find answers, values expressed in “We’re Stoked!”
- **Thinking:** They are encouraged to question, make sense of information and be innovative.
- **Opportunities:** experiencing different activities to enrich our lives.
- **Kia tu tonu:** Being proud of who they are. They need to develop perseverance, independence and organisational skills. They need to develop a “can do” attitude. We want our children to be involved in what is happening around them and for them, so a partnership develops.
- **E-Learning:** By using everyday technology to access and enhance the world around them.
- **Diversity:** As found in our different cultures, languages, and heritages.



Our Priorities - Stoke School will determine its priorities by focusing on:

- The needs of the individual child to ensure they learn and achieve every day.
- Providing a safe physical and emotional environment for students
- Developing and implementing teaching and learning programmes:
 1. Where all students are successfully able to access the New Zealand Curriculum, as evidenced by progress and achievement in relation to National Standards.
 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.
- Developing a range of assessment and evidence gathering practices incorporating the National Standards that provide sufficiently comprehensive data to evaluate the progress and achievement of students.
 - Developing and implementing teaching and learning programmes aimed at improving outcomes for students who are not achieving, or who are at risk of not achieving or who have special needs
 - 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.
 - In consultation with the school's Pasifika community, develop and make known to the school's community policies, plans and targets for improving the achievement of Pasifika students.
 - Reporting 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 at least twice a year.
 - Promoting healthy food and nutrition for all students

Local priorities will be identified through:

- Consultation with the Stoke School Community including the Maori and Pasifika community
- A continued cycle of self-review
- Analysis of the school's assessment data
- The key competencies
- National priorities
- Local initiatives

In meeting the national and local priorities, Stoke School undertakes to work within the National Administration Guidelines framework.

High Expectations:

At Stoke School we acknowledge this principle through...

- Promoting the concept of Excellence through our school vision.
- Using appropriate teaching techniques that allow for children to work at their own level
- Personal goal setting
- Encouraging and reinforcing the children in their endeavours
- Gifted and talented programmes continue to be developed and refined
- Teachers encouraging students to extend themselves and look to their next learning steps
- Providing feedback that is directed to individual students and is specific to them

Future possibilities are:

- Raising target achievement level for all students.
- Consistent reflection time.
- School Identity – visual format
- Continued focus on sharing personal success
- Learning Conferences with teachers and parents – Learning Logs

Treaty of Waitangi: -At Stoke School we acknowledge this principle through...

Developing procedures and practices that reflect New Zealand's cultural diversity and the unique position of the Maori culture.



In recognizing the unique position of the Māori culture, and acknowledging that 35% of our student population identify themselves as Māori, Stoke School will take all reasonable steps to provide instruction in Tikanga Māori (Maori culture) and Te Reo Māori (Māori language).

To achieve this Stoke School will:

- Implement the Ka Hikitia strategy of Maori learners achieving education success by developing the Tataiako competencies of Ako (practices in the classroom), Whanaungatanga (relationships with high expectations), Tangata Whenuatanga (place-based, socio-cultural awareness and knowledge), Manaakitanga (values) and Wananga (communication, problem solving, innovation).
- Implement the Stoke School Te Reo strategic plan so that the language is taught through all curriculum areas.
- Follow on from the annual consultation with the Maori community and work with the working party to develop goals for the continued development of achievement for all Maori students.
- Continue the Kapa Haka Group in an environment of whole school cultural enrichment.
- Continue interchange with Ranzau School to celebrate the Maori culture and acknowledge the importance of Maori culture in New Zealand.
- Continue to acknowledge the community feedback and look to address needs, such as employing appropriate role models and supporting Maori parents to be on the BOT.
- Continue to foster relationships with positive role models for our Maori students.
- Maintain strong ties with the Te Rangimarie Kohanga Reo.
- Develop a library of resources to support Te reo and Tikanga teaching at Stoke school.
- Have bilingual signage within the school where appropriate.
- Have classroom displays in Te Reo.
- Greet and sing in Te Reo regularly.
- Integrate Te Reo into curriculum areas when planning.
- Promoting the concept of Whanau, Kia tu tonu and the strong presence of Kapa Haka
- Using Maori greetings across the school
- Using Maori terms and language in class
- Utilising local marae and experts
- Maori activities incorporated into classroom activities (Art, Music, PE) wherever appropriate
- Awareness of NZ history as part of Social Science programmes
- Exploring Maori place names and local links
- Exploring Maori legends, and tikanga
- Implementing the MOE resource He Reo Tupu, He Reo Ora.

Future possibilities are:

- Enhance physical environment
- Increase cultural performances
- Strengthen links with surrounding Maori community.
- Occasional visits to cultural venues.

If a whanau requests a higher level of tikanga and/or te reo than is at present evident in our school's Maori programme the staff and family will discuss the following options:



- Further explain the existing programmes with the assistance from our current bilingual teachers
- Extend the programmes and opportunities for their child to be involved in classrooms with a bilingual teacher
- Explore opportunities with our local “Kia Tau Te Rangimarie Kohanga Reo”
- Dual enrolment with Correspondence School

Cultural Diversity: - At Stoke School we acknowledge this principle through...

- Being part of the inaugural Nelson Pasifika Network Learning Community
- Holding an annual consultation with the Pasifika community and developing a working party to develop goals for the continued development of achievement for all Pasifika students.
- Promoting the concept of Diversity and Respect in our school vision.
- Inclusion of songs from other cultures in assemblies/classrooms
- Using different languages in greetings and farewells
- Encouraging children from other cultures to celebrate their cultures with the other children
- Recognising cultural differences through oral and written language
- Encouraging and enhancing opportunities for people from other cultures to contribute to all aspects of school.
- Establishing murals or other art works celebrating the different cultures within the school.

Future possibilities are:

- Bring in parents as a resource.
- Closer links with our Pacific Communities by continual development of the Pasifika Network

Inclusion: - At Stoke School we acknowledge this principle through...

- Promoting the concept of Respect, Whanau and Diversity in our school vision.
- recognising and valuing the different cultures that make up the Stoke School community
- providing specific learning support for students (ESOL, special needs etc)
- Recognising the needs of “gifted and talented” students
- Promoting equal opportunities throughout the school
- Providing inclusive opportunities for children with special needs
- Being gender non-specific in providing opportunities for leadership and learning
- Ensuring the physical environment is inclusive and able to be used by all in the school community

Future possibilities are:

- Further identify strengths and talents and continue to build on Musac as a tool for identification.
- Identify learning needs and increase appropriate resources.
- Buddy system for new families.
- Gifted and talented register and programmes.
- New parent morning tea – per term.
- Family Fun Night/BBQ or other events.



Learning to Learn:

At Stoke School we acknowledge this principle through...

- Promoting the concept of Seeking, Thinking, Excellence and E-Learning in our school vision.
- Using inquiry learning where appropriate
- Encouraging children to reflect on their own learning process
- Teacher professional development so that current best practice is used

Future possibilities are:

- Continue to provide further opportunities for students to be able to talk specifically about their learning to each other, teachers and parents.
- Continued understanding/application of learning styles and thinking preferences by teachers and students.
- Developing sequential models for areas such as; thinking tools, School wide Inquiry
- Collate student reflection

Community Engagement: - At Stoke School we will acknowledge this principle through...

- Having celebrations where students share with our community
- Promoting the concept of Whanau and Diversity in our school vision.
- Parent involvement in classroom activities
- Parent involvement in EOTC
- Keeping parents informed through newsletters, and website
- Sharing information through Friday afternoon assemblies
- Encouraging community involvement in school initiatives e.g. gardens
- Using direct links to the community within classroom programmes
- Parent conferences
- Being friendly and approachable
- The development of student involvement in the interview process

Future possibilities are:

- Parent education sessions for new entrants.
- Regular review of how we report to parents.
- Encourage parent involvement and positive support for sports coaching
- Investigate parents controlling the road crossing before and after school.
- Continue to promote opportunities for Open days/afternoons.
- School web site and use of email for communication.

Coherence: - At Stoke School we will acknowledge this principle through...

- Promoting the concept of Opportunities in our school vision.
- Curriculum teams with members from across syndicates
- An inquiry team with membership across the syndicates providing support to all teachers
- Planning together (in syndicates and across the whole school)
- Using teachers and students specific skills as appropriate in programmes

Future possibilities are:

- Build consistent practice for moderation of National Standards data.
- School wide values programme.
- Provide opportunities to use teacher strengths across the school.



Future focus:

At Stoke School we will acknowledge this principle through...

- Promoting the concept of Thinking, Kia tu tonu and E-Learning in our school vision.
 - **Sustainability:**
 - Recycling initiatives
 - School gardens
 - Resource sustainability issues
 - **Citizenship:**
 - House leadership
 - School Board of Students
 - Rewards in assembly
 - Class and school-wide focus on values
 - **Enterprise:**
 - Concerts
 - Fun Day
 - Sausage sizzles
 - Fund raisers
 - **Globalisation:**
 - Various 'topic' studies
 - Cultural awareness
 - Camp.
 - Current events.

Future possibilities are:

- Increase use of blogs.
- Continue professional development and up-skilling on the practical use of ICT across all learning areas as a tool to enhance learning.
- Education for sustainability is a school wide focus.

Reporting to Parents

Stoke School has consulted with the community regarding the reporting to ensure we are presenting useful, relevant information. Stoke School uses the National Standards as signposts.

At Stoke School we will be using the National Standards as one of the tools for the teachers to make an "Overall Teacher Judgment". The teacher will draw on and analyze evidence at a particular point of time from a range of observation-based and standardized assessment procedures.

To decide on an OTJ the teachers will take into account:

- Examples of work (Class work)
- Descriptors such as exemplars, Literacy Progressions, National Standard examples
- Assessment Tools such as norm referenced PAT, STAR, AsTTle tests
- Teacher Observations
- Conferences on explanations of understanding
- Self/Peer Assessments
- Tasks/Assignments/Tests

From this information the teacher will make an on-balance judgment about the student's ability in relation to a particular standard.



In Term 1: Meet the Teacher Session: This is a time for the teachers to outline routines, systems and topics to a collective group of parents.

Interviews: (Mid Term 1) This is a 3 way interview between the teacher, parents and child.

This is led by the class teacher to review assessment information from the end of last year and the start of this year to set goals for the short term and possibly the year.

The interviews will be 13 minutes long with a 2 minute space before the next interview.

In Term 3: Early in Term 3 a formal written report is sent home.

This report will state at the “current rate of progress” how the child is doing in relation to the National Standards.

This report will set goals for the remainder of the year and offer ideas for how home can support these goals.

In Term 4: At the end of the year we will publish a brief report stating where the child is achieving after a year of learning in relation to the National Standards.

This judgment will take into account all of the different assessment strategies.

Special Education

Stoke School will identify children’s strengths and learning needs so that the most appropriate help can be put in place. We use assessments and teachers analysis of data to support our intervention programmes. We work alongside outside agencies ensuring that our children receive the specialised help they may require.

We believe that learners who have been identified as requiring intervention need a structured multi-sensory approach that is tailored to a child’s particular needs.

The fundamental principles underlying Special Educational Needs support at Stoke School are as follows:

- The needs of pupils who have special educational needs must be addressed; and it is acknowledged that there is a continuum of needs and a continuum of provision.
- Special Educational Needs (SEN) students are those children who achieve at a level lower than expected for their age in relation to the national curriculum and may be identified as having a specific or general learning difficulty. Additionally, social, emotional and behavioural needs may affect the learning of some individual students and support is provided to cater for this
- Children with SENs require the greatest possible access to a broad and balanced curriculum, based on the National Curriculum. This may also include social, co-operative and life skills



- The needs of most pupils within the school will be met in mainstream classrooms through differentiation, and without a formal assessment (defined as that carried out by GSE psychologist, paediatrician or medical diagnosis) or an individual education or behaviour plan. Children with SENs, including those with Individual Education and Behavioural Plans should, where appropriate, and taking into account the wishes of their parents, be educated alongside their peers in mainstream classrooms.
- Even before a child reaches compulsory school age, s/he may have SENs requiring the intervention of the GSE, Early Intervention, as well as the Public Health Nurse and other outside agencies.
- The knowledge, views and experiences of parents are vital. Effective assessment and provision will be secured when there is the greatest possible degree of partnership between the parents and their children, the schools and the external agencies.
- Formal assessment is defined as that carried out by GSE psychologist, paediatrician or a medical diagnosis. Other assessments maybe carried out by RT:LB, Coordinator and specialist teachers.

Gifted and Talented Identification and Learning Philosophy

Stoke School is committed to providing resourcing and programmes for this band of recognised learners at Stoke School. Within the NZ Curriculum Framework, students' talents are recognised, affirmed with the aim of experiencing a curriculum that engages and challenges learners to achieve personal excellence.

Curriculum for children with special abilities should build upon and extend their unique learning characteristics. Curriculum should be differentiated in the following ways:

1. CONTENT MODIFICATIONS:

- Major focus on using abstract concepts and making generalizations, e.g., a class study might look at the reasons why a particular civilization vanished. An extended study could relate the key elements of the disappearance to a modern industrial society and a current tribal existence and make some comment about their future continuance;
- Variety in depth and breadth of topic areas, e.g. in anthropology, political science, sociology demography, legal sciences, filmmaking, playwriting clothing design, architecture
- Organization of content around key ideas so that economy of experience is achieved, e.g., the study of dinosaurs to be treated within the context of animal developments over time. This allows generalizations about the universal aspects to be made more readily than if each animal group was studied independently;
- Study of people, e.g., biographies of a range of people who have made recognized contributions to society. Study could focus on personal, career and or social characteristics;
- Study of methods of inquiry so that children have a variety of "tools" at their disposal to help them to investigate and problem-solve, e.g. to make a proposal to a bus company about a possible route change, a series of events needs to have taken place first, which might include observing, measuring, classifying, questioning , experimenting, recording, concluding and then communicating.

2. PROCESS MODIFICATIONS

- advanced thinking skills which involve problem-seeking, problem-solving and such, critical thinking processes as analysis, synthesis and evaluation; skills development in planning, forecasting and decision making;
- open-ended questions and learning activities, e.g., What would happen if people walked on their hands?, encourage higher order thinking and stimulate creative,



divergent thought, rather than "closed" questions which simply require a yes or no answer, e.g., "Would you like to walk on your hands?";

- creative thinking processes need to be encouraged and developed:

fluency
complexity

flexibility
risk-taking

elaboration
imagination

originality
curiosity

- Discovery learning situations which make use of inductive reasoning principles, e.g., Hilda Taba teaching strategies, Society in View;
- Explanation or evidence of reasoning used in reaching conclusions is important to discovery learning, open-endedness and high levels of thinking;
- Appropriate pacing of material e.g., early mastery of basic skills;
- Variety of presentation, e.g., experiments, discussions, contracts, learning centers. These approaches meet the child's learning style and allow for sustained bursts of concentration;
- Freedom of choice in terms of topics to be studied, where they are to be studied and the methods to be used;
- Independent learning skills are essential if the child is to make responsible choices and become a self-directed learner, e.g., advanced research and study skills, knowledge of school and community resources, multiple methods of recording and presenting information, self-management of time and resources.
- Group interaction activities and simulations which develop social and leadership abilities, e.g., cooperative learning strategies. These activities also provide opportunities for verbal skills development as well as an increased understanding of self and of others

3. PRODUCT MODIFICATIONS

- Real problems or issues in which the child is interested or has an area of concern
- Real audiences which provide an outlet for the product;
- original, sophisticated products which emphasize analysis, synthesis and evaluation of information and the development of new ideas;
- product evaluation by real audiences and the teaching of methods of self-evaluation.

From Dr C.J. Maker, University of Arizona

Maker, C.J. (1982). Curriculum development for the gifted. Austin, TX: Pro Ed. **Maker, C.J. & Nielson, A.B.** (1996). Curriculum development and teaching strategies for gifted learners. (2nd ed.) Austin, TX: Pro-Ed





Section B: Strategic Section- Planning, Monitoring and Review at Stoke School for 2012, 2013 and 2014





Section B: Strategic Section



Goals	Targets	Supporting Documentation
<p>To further develop our 21st Century learning framework to enhance teacher effectiveness and improve student engagement in learning, thus raising student achievement.</p>	<p>To strengthen professional learning communities of Schools and increase collaboration across our school and cluster.</p> <p>To improve student outcomes by identifying individual student Targets and measuring progress and achievement in relation to the National Standards.</p> <p>To improve teaching quality by ensuring we provide quality; in 2012 we will develop Teaching as Inquiry, 2013 Maths Programmes, 2014 Effective Reading Practices professional development.</p> <p>To develop a knowledge base of models of effectiveness and examples of practices and processes that can be used to enhance school performance.</p> <p>To increase opportunities for teachers to work with colleagues to inquire into and strengthen their professional knowledge and practice</p> <p>To continue with the 6 other schools from the Whakatu ICT PD as a community of learning to develop effective teacher practice to achieve improved student learning, linked to the goals of the new Curriculum.</p>	<ul style="list-style-type: none"> • The NZ Curriculum • Stoke School Vision / Curriculum • The NZ National Standards. • Whakatu ICT Cluster Contract with MOE
<p>To improve student achievement in Literacy</p>	<ul style="list-style-type: none"> - To continue to develop learning intentions and success criteria with students in aspects of literacy. - To develop a School wide model for LLP and the Writing Process including self-editing and self-checking skills, including an emphasis on spelling. - Every class to have ability based writing groups as in reading. - Use data from standardized tests such as STAR and PAT to help form our OTJ, then moderate with staff and then inform our teaching. Introduce Asttle and look at E-Asttle in 2013. - Use the Exemplars to support the assessment of writing consistently across Levels 1 – 4. - To establish knowledge base around Literacy Learning Progressions. - To establish knowledge base around National Standards. - Continue to review, add/delete current assessment tools to identify gaps - Review and develop our assessment timeframe - Scaffold PD around matching assessment data to differentiated teaching/learning pedagogy and resources. - Review current use of Literacy Support programmes eg LEIP, HPP, Lexia, Rainbow Reading etc - Audit of Teacher aide time <p style="text-align: center;"><i>Refer to Stoke School Literacy Action Plan 2012</i></p>	



Goals	Targets	Supporting Documentation
To improve student achievement in Oral Language	<ul style="list-style-type: none"> - Gather base line data in Oral Language. - Use data from standardized test such as PAT to inform teaching - To develop Oral Language stages and assessment strategies for teachers. - To develop a School wide model for Literacy language Progressions. - Continue HPP and tuateina programmes. - Keep Oral Language in a high profile by continuing class facilitated Assemblies, Speech Competitions etc. - Review current use of Literacy Support programmes eg LEIP, HPP, Lexia, Rainbow Reading etc - Audit of Teacher aide time <p style="text-align: center;"><i>Refer to Stoke School Literacy Action Plan 2012</i></p>	<ul style="list-style-type: none"> - HPP Facilitator - Speech Therapists - Unlocking Formative Assessment by Shirley Clarke. - Oral Language Progressions MOE Learning through talk resource MOE
To improve student achievement in Numeracy	<ul style="list-style-type: none"> - Follow and develop the revised ENP and ANP programme. - Train any teachers in ENP if they have not been trained. - Investigate the full NUMPA testing to gain consistent base line data in Number at Years 3 and 5. - Investigate the use of academic grouping of children in Years 3 – 6 for the Number Strand. - Develop consistent data gathering strategies and analyze this to determine future school priorities - To implement strategies to improve number knowledge by shared planning, shared staff development and shared teaching. - Consolidate all school resources - Staff development in the use of resources and planning templates. 	<p>Maths Implementation Guidelines Maths Overviews ENP and ANP data Maths budget, purchase appropriate gear to fulfil NP requirements Maths team plan for development of resources, staff development planning and teaching.</p>
To improve the use of data to inform teaching practice.	<ul style="list-style-type: none"> - Investigate the analysis of data at the end of each term in NUMPA and Reading Levels, identify trends and patterns, inform staff. - To use annual data from the OTJ's (incorporating the National Standards) in November to develop specific student development targets. - To use annual data from November in literacy and numeracy to inform school wide and report to Board of Trustees. - Investigate the use of Hodder resources to use as diagnostic tools - Develop the use of teacher moderation across the National Standards within our school and local cluster schools. - Continue professional learning group around Switched on to Spelling. 	<p>Previous school wide data. National data STAR, Reading Recovery and Maori Student Achievement data School Annual Targets Launchpad and Joy Allcock</p>



Goals	Targets	Supporting Documentation
To improve Maori student achievement	<ul style="list-style-type: none"> - Continue meeting with the Maori parents group that evolved out of the 2008 Consultation. - Set annual targets with the Maori parents group to ensure communication, development and communication with home and school - Hold meetings chaired by Maori for Maori on school/home partnerships. - Support the newly appointed Maori BOT Representative in their role on our BOT - Support Maori Staff members to ensure they have a chance to reflect on what works for Maori. Share and support the tataiako Competencies of Ako, Whanaungatanga, Tangata Whenuatanga, Manaakitanga, Wānanga. - To develop literacy programmes to enhance the achievement of Maori students, especially boys so that they achieve within or above their cohort range across the curriculum. - To continue programmes modeled around Ka Hikitia by providing opportunities for success across our school eg school band, music tuition, school sports teams, Kapa Haka. - Continue to foster relationships with the local Kohanga Reo - Develop relationship with Intermediates to ask how they will scaffold our children when we hand them on. - Continue to integrate all things Maori across all subject area to celebrate Turangawaewae - Continue Maori Culture development and school Kapa Haka - Identify the cultural needs of our children 	<p>2008-10 Stoke School Consultation with our Maori Community</p> <p>Kia Tau Te Rangimarie Te Kohanga Reo</p> <p>Local Iwi</p>
To monitor the achievement of our Pasifika students.	<ul style="list-style-type: none"> - Being part of the inaugural Nelson Pasifika Network Learning Community - Holding an annual consultation with the Pasifika community and developing a working party to develop goals for the continued development of achievement for all Pasifika students. - Promoting the concept of Diversity and Respect in our school vision. - Inclusion of songs from other cultures in assemblies/classrooms - Using different languages in greetings and farewells - Encouraging children from other cultures to celebrate their cultures with the other children - Recognising cultural differences through oral and written language - Encouraging and enhancing opportunities for people from other cultures to contribute to all aspects of school - Establishing murals or other art works celebrating the different cultures within the school. 	



Goals	Targets	Supporting Documentation
Investigate Inquiry Learning approach.	<ul style="list-style-type: none"> - Explore the Key Competencies/ School Vision to investigate Inquiry Learning. - To investigate Global Conceptual Curriculum as a tool to assist with planning Inquiry Learning. - Visit leading schools to observe practice. - Implement our Conceptual Curriculum based Mark Treadwells model. - To develop our teaching pedagogy as a whole and explore all of the possibilities around successful teaching and learning. 	<ul style="list-style-type: none"> - Revised NZ Curriculum - John Hatties research - Mark Treadwell and Global Conceptual Curriculum. - ICT contract
Enhanced ICT use to improve student learning outcomes	<ul style="list-style-type: none"> - Support from Whakatu ICT Cluster to implement our eLearning Strategy - Work with ICT contract facilitators to develop pedagogy, inquiry skills, ICT skills authentically in the classroom. - Use new hardware effectively, ipads, computers, cameras and TV screens - good practice visits to other cluster schools. - Lead Teacher to take every class for teachers CRT to develop student leaders in ICT - Review our policies and strategic plans to ensure we are developing Globally connected digital citizens 	Develop a Cluster elearning Strategy 2010 Whakatu Schools' elearning strategy School lead teacher
To further develop student knowledge of Te Reo and Tikanga	<ul style="list-style-type: none"> - To continue Kapa Haka Group - To have Friday interchange with whanau based groupings - Develop pride in Tikanga by visiting schools and local Marae. - Establish a management unit around developing our Te Reo/Tikanaga plan and the diversity component of our school Vision. 	Kapa Haka release for Dean Develop School Te Reo programme- Kiri Paterson
Continue to develop a high quality Physical Environment that is conducive to teaching and learning	<ul style="list-style-type: none"> - To stage our property developments and continue to investigate funding sources. - Review our property entitlement from the MOE regarding the PMIS records. - To decide what we are doing with the old Dental clinic - To use Students ideas to engage them in their environment, BOS 	5 Year Plan 10 Year Plan Maintenance Schedule MOE Property Entitlement Alan Roberts MOE
Develop our Physical Education Skill base.	<ul style="list-style-type: none"> - To continue to access skilled coaches for eg swimming, soccer, league, softball, rugby. - To ensure our school programmes reflect physical skill development as well as regular physical activity. - To continue to develop our PE shed resources to provide quality gear for appropriate activities. - Staff training in fundamental skills from Sports Tasman - Continue to encourage student participation in out of school sports by ensuring subs aren't too high, accessing funding through Sports Tasman when required. - To support parent coaches with training from Sports Tasman. 	<ul style="list-style-type: none"> - Sport Tasman -Haven Sports Trust -Craig Logan sports specialist DP2





STRATEGIC PLAN FOR: **NAG 1 Curriculum**



What will be done	How	Who is responsible? Pete Mitchener is responsible for all of these actions	Resources allocated
To improve student achievement in literacy	PD around the Literacy Prog, Nat Stds and a new spelling programme, Switch on to Spelling	Deb Grover Sarah Davies All Teachers	Staff Meeting Time Resources to purchase programme
To improve student achievement in Numeracy	Ensure NumPa testing in Years 2/6 and Gloss testing is completed. Ensure all teachers are trained with Numeracy	All Teachers. Sarah Davies Syndicate leaders	Release time to complete NumPa. P/D for training
To improve student oral language skills	Staff Development around the Literacy Learning Progressions.	Syndicate Teachers	Staff Meeting Time
To give priority to regular quality physical activity	Swimming Coaching Regular physical activity Staff PD on fundamentals Parents as 1 st time coaches.	Karin Price Craig Logan Sport Tasman	\$2000 from Haven Sports \$2000 from NZ Swim Staff Meeting time 1 Management Unit for PE
To improve the use of data to inform teaching practice.	Prof Dev on Musac Develop moderation processes	Sarah Davies Jude Hammond	Teacher Release Staff/Syn Meetings Management Unit for Curriculum/Assessment
To monitor Maori and Pacifica student achievement	Continue with working party. Ka Hikitia strategies. Continue working with Nelson Pasifika Network Learning Community.	All Staff Dean Goad	Switch on to Spelling Scholarships for Brass tuition Management Unit for Maori. Management Unit for Diversity.
To improve teaching and learning through the Whakatu ICT Cluster and the effective use of ICT's.	eLearning Cluster Strategy. 2x Lead Teachers Whole Staff PD Plan for hardware	Whakatu Cluster Andrew Thompson, Gaye Kemp, All staff. Terry Kemp	ICT Cluster funds Budgeted hardware development Management Unit for ICT



What will be done	How	Who is responsible? Pete Mitchener is responsible for all of these actions	Resources allocated
Continue to implement the School Literacy Plan from 2011	Staff Development Working with Joy Allcock and Deb Grover	Sarah Davies All Staff	Budgeted development for staff/resources \$3000
Continue to develop, with the Whakatu ICT Cluster, an eLearning Strategic Plan	eLearning Cluster working collectively	Andrew Thompson	Whakatu Cluster
Develop Inquiry skills in classroom programmes	Continue to explore strategies through ICT cluster and Staff Meetings	Sarah Davies Kimberley Norris	Conceptual Curriculum Whakatu Cluster Staff Meetings Management Unit for Inquiry
Review and refine a Gifted and Talented Education Programme	Coordinate staffing to allow Senco to coordinate programmes	Sarah Davies	Staffing if it allows Staff Meeting Management Unit for SENCO
Consolidate Assessment Collation school-wide on to MUSAC	Prof Dev on Musac	Sarah Davies Mary Gavin	Teacher Release Management Unit for Curriculum and assessment
Monitor reporting to parents format, incorporating National standards	With staff set year overview share with parents. Staff development with each stage.	Sarah Davies	Staff/Syn Meetings Pedagogy from ICT and Literacy Progressions workshops Management Unit for Curriculum and assessment
Follow School Plan for the implementation of the School Vision and the Revised NZ Curriculum	Ensure the curriculum plan is visible and plan in overviews to refer to it. Use it in all planning.	All staff	Staff/Syn plans, minutes, meetings
Investigate how our School Vision ties in with the Key Competencies.	Make explicit links between our vision and curriculum.	All Staff	ICT Cluster Teacher Readings P/D
Interim data			
Final data			
Recommendations			





STRATEGIC PLAN FOR: **NAG 2 Self**



Review

What will be done	How	Who is responsible?	Resources allocated
Continue to use the MOE Self Review Tools and introduce to BOT. Develop action plan for next step to achieve “Integrated”.	Develop plan with staff. Work through tool with BOT	Pete Mitchener Vicki Reid	N/A
Continue to communicate progress with the BOT/Staff/Community from the consultation around the revised NZ Curriculum.	Staff to express outcomes to BOT, BOT to pass on to community and introduce a regular BOT report in newsletter.	Kirstin Goomes Vicki Reid Pete Mitchener	N/A
Policy and Procedure Review: Continue cycle of review	Integrate into BOT agenda	Vicki Reid	N/A
Continue annual consultation with Maori families. Initiate consultation with Pasifika Community.	Ensure we timetable meetings to review plans, and set goals	Steve Whiti Pete Mitchener	Consultation suppers \$100
Follow up “Review of Reporting” with parents to ensure the incorporated Professional Standards provide a clear picture of achievement and next steps.	After each reporting session to send home a review form.	Pete Mitchener Sarah Davies	N/A
Annual Charter review and development of our school vision	As part of the School wide review of Targets, achievement and systems	Pete Mitchener	N/A
Annual Staff Self review in October	Relievers across the school to release every teacher for a day early in Term 4.	Pete Mitchener	9 Relievers for a day
Interim data			
Final data			
Recommendations			





STRATEGIC PLAN FOR: **NAG 3 Personnel**



What will be done	How	Who is responsible?	Resources allocated
Continue to build networks with local schools with our senior management team through opportunities such as the Nelson Curriculum Conference.	ICT Cluster Principal Network Meetings	Pete Mitchener	N/A
Continue building our senior management team by working with suitable advisor.	Contract with UC. Meeting once a term.	Pete Mitchener	3 Teacher release days a term
Commence appraisal process of all staff in Term 1 and ensure all staff has access to quality professional development.	Organise a reliever for a 1:1 chat with every staff member.	Pete Mitchener	1 Teacher release day.
Complete EEO requirements annually	Audit current staff	Pete Mitchener Pam Robinson	N/A
Ensure new teachers are supported and aware of expectations, routines, responsibilities etc	School Hand Book "The Map". New teachers beginning teachers allocated a tutor teacher.	Syndicate Leader	Staffing to cover advice and guidance programme
Continue to monitor the junior syndicate organisation to ensure this is the most effective use of staffing.	Monitor NE numbers versus rest of junior school.	Pete Mitchener Sarah Davies	N/A
Ensure teachers with Management Units are supported and effective.	Cover as part of appraisal process	Pete Mitchener Unit Holders	N/A
Monitor the use of Teacher Aides to ensure we cater for all students on learning support programmes and/or ESOL	SENCO to ensure all chn with learning support needs have adequate support.	Sarah Davies Syndicate Leaders Pete Mitchener	N/A
Ensure all groups within the school have access to union information as part of being a good employer.	Union reps organized Union Awards available	Union Rep	Release afternoons available for paid union meetings x9
Interim data			
Final data			
Recommendations			





STRATEGIC PLAN FOR: **NAG 4 Finance**



What will be done	How	Who is responsible?	Resources allocated
Feb- complete Audit requirements	Pam to complete requirements. Auditor visited in November.	James Marshall Pete Mitchener Pam Robinson	Auditor fees
Incorporation of targets and goals set by board into budget	Ensure Student achievement targets have financial support to help achieve the target.	James Marshall Pete Mitchener Pam Robinson	\$3000
Develop more 'ownership' of some budget areas by staff	Some curriculum areas given dollar amounts to budget for.	James Marshall Pete Mitchener Pam Robinson	N/A
Investigate broadening knowledge base of current system or use of more universally used system (to provide cover if Pam not here or when leaves)	Ensure Pete and James understand systems to support new person.	James Marshall Pete Mitchener Pam Robinson Leeanne Bertram	N/A
Liaise with funding/PTA/property towards combined projects	BOT Liaison with PTA	Carol Rendall Kirstin Goomes	N/A
Prepare a wish-list for fund-raising targets from school priorities. Report to parents fundraising Targets	Have teachers analyse the needs and the resources required as well as prepare a wish-list for next step development. Newsletters, promotional material	Pete, James, Sarah, Craig Carol Rendall Kirstin Goomes	N/A
Prepare monthly accounts for Board approval and ensure Audit requirements are minuted.	James, Pete and Pam to meet regularly to discuss reports	James Marshall Pam Robinson	N/A
Ensure term deposits are getting the best return possible	Pam to track when deposits are coming up for renewal.	James Marshall Pam Robinson	N/A
To apply to Pub charities, Haven Sports Trust and Freshchoice Richmond. for funding to support teaching and learning programmes.	Vanessa to coordinate needs from Annual Plan and teachers.	Vanessa Andrews	N/A
Complete quarterly budget review and develop summary report for board of position in relation to budget.	Pam to coordinate	James Marshall Pete Mitchener Pam Robinson	N/A
October – prepare realistic and simplified 2013 budget in line with recent years expenses.	Pam, James and Pete to coordinate budget with Targeted needs.	James Marshall Pete Mitchener Pam Robinson	N/A
Ensure support staff pay increments are monitored	Pam to monitors this and ensures increments are actioned in a timely manner.	Pam Robinson Pete Mitchener	N/A
Interim data			
Final data			
Recommendations			





STRATEGIC PLAN FOR: NAG 4



Property

What will be done	How	Who is responsible?	Resources allocated
Monitor the implementation of the Property Development Plan	Plan broken into stages. Each stage approached as funding allows.	Sheryl Wilson Pete Mitchener	
Complete Block A project from our 5 YP money. Work closely with project Manager Hay and Associates.	Apply for 5YP funding from Nelson MOE Office after completing tender process.	Sheryl Wilson Pete Mitchener	\$280,000
Ensure all buildings and grounds are maintained to continue a high quality teaching and learning environment with direction from our 5yp.	Caretaker to monitor grounds and buildings	Kerry Mc Alpine Sheryl Wilson Pete Mitchener	Property Maintenance
Ensure we continue to provide a Healthy and safe environment such as appropriate bark cover on playgrounds, hazards identified and addition of health features such as water fountains.	Caretaker to monitor grounds and buildings and incorporate additional features from plan.	Kerry Mc Alpine Sheryl Wilson Pete Mitchener	Property Maintenance
Continue to develop school gardens.	Work with NEC to facilitate community gardeners.		\$400
Investigate future of Dental Clinic	Include in Property Development Plan.	Sheryl Wilson Pete Mitchener	N/A
Investigate plans for the entrance way into our School incorporating a waha to represent our community	Include in Property Development Plan.	Pete Mitchener Sheryl Wilson	N/A
Lay Tiger Turf on courts and get quotes for rubber matting on playground	Tiger Turf Numat	Pete Mitchener Sheryl Wilson	
Monitor the implementation of the Property Development Plan	Plan broken into stages. Each stage approached as funding allows.	Sheryl Wilson Pete Mitchener	\$2000
Interim data			
Final data			
Recommendations			





STRATEGIC PLAN FOR: NAG 1 Community Partnership Personnel



What will be done	How	Who is responsible?	Resources allocated
Continue to communicate progress with the BOT/Staff/Community from the consultation around the revised NZ Curriculum.	Staff to express outcomes to BOT, BOT to pass on to community and introduce a regular BOT report in newsletter.	Kirstin Goomes Pete Mitchener	N/A
Develop/support the involvement of parents in coaching/tutoring sports and music.	School Sports coordinator to liaise with Sport Tasman to offer training	Craig Logan	
Annual consultation with Maori community.	Ensure we timetable meetings to review plans, and set new goals	Kirstin Goomes Pete Mitchener Steve Whiti	\$200
Continue to have family social events at school such as meet the teacher and curriculum nights, investigate sports nights.	Staff rep to discuss BOT involvement at School nights.	Sarah Davies Kirstin Goomes Pete Mitchener	
Support PTA in fund raising, encourage new members	Liaise with PTA to ensure BOT are aware of upcoming events.	Kirstin Goomes Pete Mitchener	
Continue positive relationships with all of the Early Childhood Centres.	Ensure we continue to touch base with each ECC and their BOT	Kirstin Goomes Sarah Davies	
Investigate developing relationships with Cluster BOTS	Discuss at Principal Cluster meeting.	Pete Mitchener	
Interim data			
Final data			
Recommendations			





STRATEGIC PLAN FOR: NAG 5 Health and Safety



What will be done	How	Who is responsible?	Resources allocated
Develop walking school buses to follow our Getting to School Safely Plan.	Parent survey on who would use it and who could facilitate.	Pete Mitchener Sheryl Wilson	\$100 for prizes
Develop our Cyber Safety forms to be completed annually by the students.	ICT Lead teacher to work with cluster schools to develop systems.	Andrew Thompson	N/A
Ensure all buildings and grounds are maintained to provide a safe environment including annual check of Trees.	Caretaker to keep Principal informed of any vandalism, graffiti and/or wear and tear. Caretaker to immediately action the reinstatement of a safe environment.	Kerry McAlpine Pete Mitchener Sheryl Wilson	Vandalism, property maintenance money.
Ensure all Road Patrollers are trained by PEO and parents sign forms giving permission for their child.	Year 6 Teacher is to ensure the timetable is made up of trained students with permission.	Dean Goad Craig Logan	N/A
Investigate system with House 44 on using workers to regularly sweep all alleys to get rid of glass.	Principal to contact House 44.	Pete Mitchener	N/A
To facilitate safe cycling course for senior children to keep them safe in our community.	Senior class teacher to coordinate programme with PEO	Senior Syndicate	N/A
To facilitate Keeping ourselves Safe course for all children to keep them safe in our community.	Health leader to coordinate with PEO	Senior Syndicate	N/A
To ensure soap and paper towels are available in all student and staff toilets.	Caretaker to install and monitor usage.	Kerry McAlpine	Cleaning Budget
Reapply for HDMI signs on the Main Road Stoke crossing.	Liaise with Marg Parffit from NCC	Pete Mitchener	N/A
Interim data			
Final data			
Recommendations			



SECTION C: Improving Student Achievement Annual Plan, Targets and Outcomes 2012



ACTION PLAN: STUDENT ACHIEVEMENT TARGETS

Target 1	Target Area <i>Literacy- Writing</i>
Annual Aim: To raise the rate of progress for all students deemed at risk of not achieving at the level of the National Standard for Writing.	Students Group <i>Gender</i> Boys <i>Ethnicity</i> Maori <i>Student Year</i> 1-6, particularly Years 2, 5&6
Annual Target: The identified Male, Maori students in every class will be working "At the National Standard" in Writing.	
Baseline Data: Analysis of school-wide data in December 2011 identified concerns across the school in Writing. Analysis of the school-wide data shows: <ul style="list-style-type: none"> • 44% of all students are below or well below the Nat Std in writing. • 59% of all boys are below or well below the National Standard in writing. In contrast 30% of girls are below or well below the national standard in writing. • In ethnicity 50% of Maori students are below or well below the national standard in writing. • 44% of NZ Europeans are below or well below the national standard in writing. • 16% of Pasifika students are below or well below the national standard in writing 	

ACTION PLAN

What will be done	When by	Who is responsible?	Resources allocated
Use the data obtained from the Nat Stds testing in 2011 to identify 2 male students achieving below the national standard from each class as Targets.	Jan 2012	Sarah Davies	
Use the data obtained from the Nat Stds testing in 2011 to identify 1 student achieving "At the Standard" from each class to monitor baseline progress.	Jan 2012	Sarah Davies	
The Targeted students will complete a writing sample to inform current teacher of next steps in line with the Literacy progressions.	Term 1	Class Teachers Sarah Davies	Staff Meeting time to familiarize with sample, interpreting data and identifying areas for support
Staff development with Deb Grover around Switched on to Spelling, Literacy Learning Progressions and Nat Std moderation	Term 2	Class Teachers Sarah Davies Deb Grover	Staff meeting time, possibly Teacher release days for training. PD Budget




What will be done	When by	Who is responsible?	Resources allocated
All identified students will have specific goals and action plans/objectives to develop teaching programmes.	Term 1	Class Teachers Syn Leaders Sarah Davies Deb Grover	Term 1 Reporting to parents template.
Implement the School-wide Writing Process. Differentiated at different levels and appropriate stages to keep pace with the National Standards.	Term 1	Sarah Davies Craig Logan All Staff	Staff Meeting time to share junior process. Develop whole school process.
Share the school writing process with parents. Discuss ways to help your child to support progress.	Term 2	Sarah Davies Class Teachers	Parent Information Night
All classes will have ability based writing programmes.	Term 1	Class Teachers	Staff Meeting to look at set up.
All students' books will display "WALTS", in their books.	All Year	Class Teachers	Syndicate Meeting time for set up and review
Ensure the students are at the parent teacher conference to own what their next steps and goals are for the year.	Term 1	Class Teachers, parents	Advertising in newsletter.
Share exemplars with the students and get the students to articulate what their next steps are.	All Year	Class Teachers	MOE generated exemplars
Staff will meet once a term to discuss progress of target students and to moderate narrative samples. We will investigate the opportunities of moderating across our cluster.	All Year	Syndicate Leaders Class Teachers	Meeting time, Cluster opportunities.
Brainstorm with Boys, Maori students and staff on meaningful contexts for writing topics.	All Year	Class Teachers	Class time
Staff Development around the MOE resource "learning through talk", building on from previous years work. Direct correlations are made between the ability to share ideas verbally and the ability to share ideas in writing.	Term 3	Sarah Davies Karena Shannon	Meeting time
Purchase Lexia to compliment Switched on to Spelling and Multi Lit.	Term 1	Peter Mitchener Sarah Davies	Resource Budget \$3000
Celebrate success by sharing writing within the class, at Assembly, sending home as learning stories.	All Year	Class Teachers	Class time
Each term award the Liz Shaw Memorial Literacy Award for excellence in writing.	Each Term	Pete Mitchener Syndicate Leaders	Photo, Certificate



What will be done	When by	Who is responsible?	Resources allocated
Complete formative assessments to measure progress and report to parents and BOT	End of Term 2	Sarah Davies Class Teachers	Standardized measurement tools
Complete summative assessments to measure outcomes and report to parents and BOT to plan for the following year.	Nov 2012	Sarah Davies Class Teachers	Standardized measurement tools
Continue meeting with the Maori parent group to develop annual goals.	All year	Pete Mitchener Dean Goad Steve Whiti	Maori Budget
Continue to develop the goals from the consultation, i.e Kapa Haka for all, pronunciation lessons for staff.	All year	Pete Mitchener Dean Goad	Maori budget
Develop programmes around Ka Hikitia to ensure we are developing and celebrating the whole person.	All year	All staff	Staffing for music tuition Applications to funding agencies to pay for sport fees
Teachers to share ideas within our school and cluster on best practice for teaching our Male and Maori students. Professional Reading.	All year	Pete Mitchener Dean Goad	Staff Meeting Time
Interim data			
Final data			
Recommendations			



Target 2		Target Area <i>Literacy- Reading</i>	
<p>Annual Aim: To raise the rate of progress for all students deemed at risk of not achieving at the level of the National Standard for Reading.</p>		<p>Students Group</p> <p><i>Gender</i> Boys</p> <p><i>Ethnicity</i> Maori</p> <p><i>Student Year</i> 2</p>	
<p>Annual Target: The identified Male, Maori students in Year 2 will be working "At the National Standard" in Reading.</p>			
<p>Baseline Data: Analysis of school-wide data in December 2011 identified 28% of all students are below or well below the National Standard in Reading. Concern lies with the Year 1 cohort with 59% of students reading below or well below the National Standard. 80% of Year 1 boys and all Year 1 Maori students are below or well below the National Standard in reading.</p>			
ACTION PLAN			
What will be done	When by	What will be done	When by
Use the data obtained from the Nat Stds testing in 2011 to identify the male/Maori students achieving below the National Standard in Year 2 2012.	Jan 2012	Use the data obtained from the Nat Stds testing in 2011 to identify the male/Maori students achieving below the National Standard in Year 2	Jan 2011
Develop plans to support these individuals	Term 1	Develop plans to support these individuals	Term 1
Ensure the students are at the parent teacher conference to own what their next steps and goals are for the year.	Term 1	Ensure the students are at the parent teacher conference to own what their next steps and goals are for the year.	Term 1
Junior Syndicate will meet every month to discuss progress of target students	All Year	Junior Syndicate will meet every month to discuss progress of target students	All Year
Brainstorm with staff, ways to engage, Māori students and boys research of engagement strategies for boys into reading	All Year	Class Teachers	Class time
All staff will complete professional development on the Literacy Learning Progressions and National Standards	Term 2	Sarah Davies, Deb Grover	Staff Meeting time PD Budget



What will be done	When by	What will be done	When by
Staff Development around the MOE resource “learning through talk”, building on from previous years work. Direct correlations are made between the ability to share ideas verbally and the ability to be able to read.	Term 3	Sarah Davies Karena Shannon	Meeting time
Continue meeting with the Maori parent group to develop annual goals.	All year	Pete Mitchener Dean Goad Steve Whiti	Maori Budget
Continue to develop the goals from the consultation, i.e Kapa Haka for all, pronunciation lessons for staff.	All year	Pete Mitchener Dean Goad	Maori budget
Develop programmes around Ka Hikitia to ensure we are developing and celebrating the whole person. Work with staff on the Tātaiako Competencies.	All year	All staff Kiri Paterson	Staffing for music tuition Applications to funding agencies to pay for sport fees
Teachers to share ideas within our school and cluster on best practice for teaching our Male and Maori students. Professional Reading.	All year	Pete Mitchener Dean Goad	Staff Meeting Time
Brainstorm with staff/advisors ways to engage Māori students and boys. Gather research on engagement strategies.			
Work with Māori community at the consultation meetings on how to engage parents as first teachers of their child.	Term 2	Pete Mitchener Steve Whiti Dean Goad Kiri Paterson	
Interim data			
Final data			
Recommendations			




Target 3		Target Area <i>Mathematics</i>	
Annual Aim: To raise the rate of progress for all students deemed at risk of not achieving at the level of the National Standard for Maths.		Students Group	
Annual Target: The identified Year 3 and 6 students in every class will be working "At the National Standard" in Mathematics.		<i>Gender</i> Boys/Girls	
Baseline Data: Analysis of school-wide data in December 2011 shows 37% of all students are below or well below the National Standard in maths. Year 2's and Year 5's have over 40% below or well below the National Standard. Gender or Ethnicity is not a factor		<i>Ethnicity</i> : All	
		<i>Student Year</i> 3 &6	
ACTION PLAN			
What will be done	When by	What will be done	When by
Use the data obtained from the Nat Stds testing in 2011 to identify Target students in Years 3 and 6 achieving below the national standard	Jan 2012	Use the data obtained from the Nat Stds testing in 2011 to identify Target students in Years 3 and 6 achieving below the national standard	Jan 2011
All identified students will have specific goals and action plans/objectives to develop teaching programmes.	Term 1	All identified students will have specific goals and action plans/objectives to develop teaching programmes.	Term 1
Share the school Maths programme with parents. Discuss ways to help your child to support progress.	Term 2	Sarah Davies Class Teachers	Parent Information Night
All classes will have ability based maths programmes.	Term 1	Class Teachers	Staff Meeting to look at set up.
All group' books will display "WALTS", in their books.	All Year	Class Teachers	Syndicate Meeting time for set up and review
Ensure the students are at the parent teacher conference to own what their next steps and goals are for the year.	Term 1	Class Teachers, parents	Advertising in newsletter.
Share exemplars with the students and get the students to articulate what their next steps are.	All Year	Class Teachers	MOE generated exemplars
In Syndicate meetings discuss progress of target students.	All Year	Syndicate Leaders Class Teachers	Meeting time, Cluster opportunities.



What will be done	When by	What will be done	When by
Purchase resources to support ability groupings.	Term 1	Sarah Davies	Resource Budget \$1000
Complete formative assessments to measure progress and report to parents and BOT	End of Term 2	Sarah Davies Class Teachers Craig Logan	Standardized measurement tools
Complete summative assessments to measure outcomes and report to parents and BOT to plan for the following year.	Nov 2011	Sarah Davies Class Teachers	Standardized measurement tools
Interim data			
Final data			
Recommendations			



Target 4 Cultural Audit & Preparedness for Refugee Students

<p>Strategic Goal: To have a stated and widely known commitment to supporting and celebrating diversity</p>	<p>Target Area <i>All curriculum Areas</i></p> 
<p>Annual Target: To undertake an extensive “cultural audit” to identify current effective practice and areas for further development.</p>	<p>Students Group</p>
<p>Historical Position: Stoke School has predominantly been a bi-cultural school with 35% of our school Maori, 6% Pasifika, 3% other ethnicities. The remaining students being NZ European. In 2011 we had 5 ESOL students who are Asian, Dutch and Tongan. These students work with a Teacher’s Aide to develop competencies around English.</p>	<p><i>Gender</i> Boys/Girls <i>Ethnicity</i> All <i>Student Year</i> 1- </p>

ACTION PLAN					Budget
What will be done	How	When by	Tick or Dot	Who is Responsible?	Resources allocated (\$292.75 per day)
Explicitly cement our school vision (particularly the diversity component) throughout our school, physically and verbally.	Develop the diversity aspect throughout our school planning, teaching, classrooms and property.	All Year		Class Teachers Pete Mitchener	Staff Meeting PB4L Funds
Support agencies/networks/resources established before the enrolments of refugee families.	Support from Tjitske Hunter from the MOE Attend the Nelson Pasifika Network Learning Community.	Term 1		Pete Mitchener Kelly Diskin	1 Day Release \$292.75
Induction/Enrolment process and transition into School for families.	Visit schools such as Victory and develop Stoke School process	Term 1		Kelly Diskin	2 Days Teacher Release \$585.50
Parent forum to discuss four key themes with existing parents from other cultures.	<ol style="list-style-type: none"> 1. What are the important cultural and religious celebrations for your ethnicity that could impact on your child @ school? 2. What responsibilities are expected of your chn in the family and outside of the school. 3. What do you expect for the future of your chn, es jobs, continued educ 4. What parent expectations do you have of the a) Teachers b) School? 	Term 2 2012		Lead Teacher Staff Pete Mitchener	



What will be done	How	When by	Tick or Dot	Who is Responsible?	Resources allocated (\$292.75 per day)
All identified students will have specific goals and action plans/objectives to develop teaching programmes.	Upon Enrolment School Entry Assessments are done to ascertain needs	2012		Lead Teacher Class Teacher	Teaching Aids and resources \$500
Move from a Bi-cultural approach to Multi -Cultural	Celebrate the cultural diversity we have within our school and share languages and cultures.	Term 1		Whole Staff	
External support to develop programmes	Migrant Refugee and International Education Team News from MOE	All Year		MOE	MOE
Buddy School links to share ideas	Develop links with Victory School to share ideas.	2012		Lead Teacher	
In-depth focus- staff-release to spend time with migrant families.	Teachers released from classes to talk about things that are culturally important to them, particularly celebrations.	Upon arrival		All Teachers of students	2 Reliever Days \$585.50
Support for Students who are Second Language Learners	Release for class teachers to have special time with these students.	Upon arrival		All Teachers of students	3 Reliever Days \$585.50
Teacher to share best practice and ideas within our school on this project and implications for teaching	Staff Meeting time put aside to share and celebrate ideas.	Term 4 2012		Whole Staff	Staff Meeting Time
Professional Development for Teachers and Teachers Aides.	Enrol teachers and teachers' aides in appropriate courses. Release them to visit schools to learn best practice	2012			\$500
Salary to employ bi-lingual Teacher's Aide	Employ tutor at \$16 an hour, for 6 hours a week, for 19 weeks ie 2 terms	Upon arrival			\$1800
Interim data					
Final data					
Recommendations					



Target 5 Special Education, Oral Language and Preparedness for School



Strategic Goal: To ensure all children are catered for at Stoke School.	Target Area All Curriculum Areas
Annual Target: To undertake an extensive “special needs audit” to identify current effective practice and areas for further development.	Students Group Gender Boys/Girls Ethnicity All Student Year 1-6
Historical Position: Stoke School had 1 health plan, 1 behaviour plan and IEPs, 8 children to be closely monitored, 3 referred to have IEPs of which 4 female, 18 male, 7 Māori (all male) and 1 Pasifika (female).	

ACTION PLAN					Budget
What will be done	How	When by	Tick or Dot	Who is Responsible	Resources allocated (\$292.75 per day)
<ul style="list-style-type: none"> Conduct and analyse an audit of learning support TA use to ascertain their role in the classroom. 	Survey staff. Review TA job descriptions. Develop action plan with a three-tier approach to support.	T 1		Pete Sarah TA CT	SENCO release
<ul style="list-style-type: none"> A term by term learning support meeting with LS providers 	Meetings. Present programmes. Review children’s need in programmes	Term by term		Sarah RTL GSE SLT TA	Meeting times SENCO release
<ul style="list-style-type: none"> Review school enrolment data collection to capture learning needs earlier. 	New interview procedures incorporating parent knowledge of B4 school check specific to id LS Formal feedback to CT around teaching needs.			Sarah Karena / Jo	Office staff
<ul style="list-style-type: none"> Professional Development to specific related curriculum needs Oral language Writing 	MOE delivered PD around ‘Learning to Talk’ through Y1-3, Y4-6. Jnr school Review HPP.			Sarah Class T Karena	Learning through Talk All teacher MOE support.
<ul style="list-style-type: none"> School entrance assessment. Refine data collection and teacher inquiry into data. 	Karena – assess further children who were id with need for further investigation (referral to external agencies) Utilise syndicate time to look at “What?” “So What?”			Karena Sarah	10 days per term



What will be done	How	When by	Tick or Dot	Who is Responsible	Resources allocated (\$292.75 per day)
<ul style="list-style-type: none"> Implement aspects of action of action plan developed in T1. 	Resource plan Amend Target 5 to continue to develop audit	T2-Y4		Pete Sarah	DP release x 2
<ul style="list-style-type: none"> Liaise with pre-schools to identify needs earlier 	Buddy programmes with all pre-schools.	Term 1		Sarah Jane	Serco 1 x release
<ul style="list-style-type: none"> Communicate school expectations to pre-school parents. 	Coordinate meetings with parents at each pre-school like we do with Kindy			Sarah Gaye Pete	
Interim data:					
Final data:					
Recommendations:					



Target 6 School-Wide Positive Behaviour for Learning



<p>Strategic Goal: To build a sustainable culture of respect and competence in partnership with the whole school community to have strong student engagement and academic achievement.</p>	<p>Target Area <i>All Curriculum Areas</i></p>
<p>Annual Target: To develop consistent expectations across all settings and by all staff</p>	<p>Students Group</p>
<p>Historical Position: Stoke School has always prided itself on a feeling of family and a sense of a “country” school in the city. In four years Stoke has quickly grown by three classrooms and has explored ways to develop consistency of programmes and expectations across the school.</p>	<p><i>Gender</i> Boys/Girls <i>Ethnicity</i> All <i>Student Year</i> 1-6</p>

ACTION PLAN					Budget
What will be done	How	When by	Tick or Dot	Who is Responsible	Resources allocated (\$292.75 per day)
Staff Commitment Obtained	MOE Rep presents an overview of the programme, commitment and possible outcomes	Term 4 2010	√	Gary McClintoch from MOE PB4L Team	Staff Meeting
Collate benchmark data on systems and understanding.	Conduct the EBS survey to assess the effectiveness of behaviour support systems within the school.	Term 1 2011	√	Kiri Paterson	1 Day Release \$292.75
PB4L Team Established	Representatives of the school; established meeting times, roles and communication system.	Term 1 2011	√	Kiri Paterson Pete Mitchener Sarah Davies Jane Rawson Craig Logan	3 Days Teacher Release \$878.25 Resource books \$31.48
Common Purpose & Approach to Discipline	Statement of Purpose developed and published.	Term 2 2011	√	PB4L Team	
	PB4L Launched within the School and the Community			PB4L Team	
	PB4L team up-skilled in approach and requirements.	All Year	√	Shane Winterton MOE	3 training days for 4 Teachers, Release x12= \$3513 Petrol = \$130.69



What will be done	How	When by	Tick or Dot	Who is Responsible	Resources allocated (\$292.75 per day)
	Parents Informed about PB4L	Term 2 2011		PB4L Team	
	Branding possibilities/use of school logo	Term 4		PB4L Team	
Expectation System:	3-5 School Wide Behavioural Expectations developed. Students, Staff and parents consulted	Term 3	√	PB4L Team	
	Matrix of Rules developed for all settings	Term 3	√	PB4L Team	MOE
	Visuals created and posted in all settings.	2012		PB4L Team	Rewards \$ 91.00
	Review existing and related policies to ensure alignment with PB4L.Review Nag 5 Health and Safety	Term 4	√	Pete Mitchener	
Teaching System:	School Policy / procedure identified to embed the teaching of expectations within the school community.	2012		Pete Mitchener	
	Whole staff up-skilled in the PB4L approach to teach classroom and non-classroom routines.	2012		Whole Staff by PB4L Team	
	Lesson Plans developed for teaching expectations/rules	2012		Whole Staff	
Reinforcement System:	Continuum of procedures for encouraging expected behaviours, rewards/recognition, linked to expectations for all students.	2012		Whole Staff	Staff Meeting Time



What will be done	How	When by	Tick or Dot	Who is Responsible	Resources allocated (\$292.75 per day)
Problem Behaviour Response System:	Establish Systems for responding to behavioural violations. Major vs Minor.	Term 1 2012		PB4L Team	
SWPB4L Implementation System:	Establish information system to include basic reports on 1. Location 2. Type of behaviour, 3. Student, 4. Time of day	Term 1 2012		PB4L Team	
	Continue skill development and ongoing review	Ongoing		PB4L Team	PB4L fund of \$10000 Budget \$4937.17 Total \$

Interim data: We developed a team incorporating 4 staff members, 1 BOT member and our RTL(B). Kiri and Pete were selected as our school coach and leader and job descriptions were allocated to all members.

The team attended P.D in Nelson and Marlborough.

The parent community was informed of our progress and surveys were sent out and gathered around developing our 3-5 key words.

The students were involved in discussing the school rules and were excellent at expressing their thoughts and ideas.

The students came up with the words Respect, Responsibility and Safety as our main themes, the parents echoed these thoughts and the teachers supported this concept.

The BOT was informed about progress and plans for development were shared. The team has put together a matrix of rules and reinforcement steps.

The teachers have developed a series of lessons to reinforce the school rules.

Final data/Next Steps:



PROCEDURAL INFORMATION

Stoke School will lodge a copy of its annual updated charter to the Ministry of Education by the start of the school year, annually.

Stoke School will lodge a copy of its Annual Targets to the Ministry of education by the beginning of the school year, annually.

Stoke School will consult regularly with its community, including its Maori and Pasifika community, as part of its three year self-review cycle.

Targets for student achievement will be identified by annual assessment against the National Standards.

In addition to the above, the school's Maori and Pasifika community will be consulted on its expectations for its student's achievements in literacy and numeracy annually.

A copy of this charter is available to the community at the school office

