



GREENMEADOWS PRIMARY SCHOOL
School ID Number 2567
2011 CHARTER



GREENMEADOWS PRIMARY SCHOOL - 2011 CHARTER

(as adopted May 2011 by the Board of Trustees)

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INTRODUCTION

SCHOOL LOCATION

Greenmeadows Primary School is located on the corner of Osier Road and Gloucester Street, Greenmeadows, Napier.

Greenmeadows ~ *Many acres of fields of native grasses (c1857)*

Osier ~ *'A species of willow with flexible twigs used for basket making' Osier Road where the school is located leads to the banks of the Taipo Stream, on Tiffen's Greenmeadows Estate that once provided a source of the willow fronds (shown on a 1885 map).*

Gloucester ~ *Until 1934 Gloucester Street was known as Main Road Greenmeadows. In December that year the Duke of Gloucester visited Napier and this road was renamed after him.*

SCHOOL HISTORY

Greenmeadows School is a state, co-educational primary school, catering for Year 0 – Year 6 children. The school was opened on 1 October 1911 and for ten years occupied a local hall. In June 1921 staff and children moved into a new building on the present site; a building that was destroyed in the 1931 earthquake. The school reopened again in 1932 with many additional classrooms and renovations since then, the most recent being an upgrade of the Library and Administration Block commenced in 2007. There are presently 17 classrooms. School centennial celebrations are planned for October 2011.

SCHOOL PROPERTY AND GROUNDS

There are four main blocks, two of which were built in 1996 while the other two have been modernised. There are a range of other buildings on site including a modern dental clinic, storerooms and sheds.

Two adventure playgrounds provide opportunities for children to enjoy education outside the classroom. Our school is fortunate to have a large grass playing field as well as extensive hard court areas. The grounds have been landscaped and this is still progressing.

OUR CHILDREN

'Students are enthusiastic and generally highly focused on their learning. Relationships between students and their teachers are mutually respectful.'
'Students respond positively to teachers' expectations for learning and behaviour.' (ERO Report 2009)

For 2011, the grading roll is 419. The school removed an enrolment scheme in 2007. Children show a wide range of academic levels, ranging from well above average to those with specific learning needs. The school caters for all children through class, group and individual learning programmes. There are programmes aimed at Gifted and Talented children and others that identify those children requiring additional help to fulfill their potential.

Outside agencies are invited in as the need arises or as programmes require. These agencies include Literacy Teachers, Resource Teachers of Learning and Behaviour, Group Special Education, Teacher Support through Massey University College of Education, Hawke's Bay District Health Board– Dental therapists and Public Health Nurses, Children and Young Persons Service, Police, St John's Ambulance and NZ Fire service etc.

OUR STAFF

'Teachers are highly reflective. They care about students and their achievements. A collegial and collaborative approach among staff provides the basis for sound teamwork. Teachers are ready and willing to encompass change that benefits learning.' (ERO Report 2009)

Experienced, dedicated and caring professionals are committed to providing a safe, positive learning environment. High standards are evident across the school and a successful behaviour management system supports teachers and children's needs.

The Board funds some of the teaching staff and almost all support staff through the operational grant. They also recognise on-going professional development as vital for the continued growth of staff and school. All staff are encouraged to attend courses which reflect our children's current needs. Speech programmes and strategies for helping children on the Autistic spectrum are two areas of particular strength in our school. At the other end of the spectrum we encourage and celebrate our children with special abilities and talents. Our Gifted and Talented programme is growing with enrichment activities run using staff and community skills. Many senior students attend the Young Leaders Conference every year.

Staffing for 2011:

- Principal (non-teaching)
- Deputy principal
- Syndicate team leaders (Junior, Middle, Senior)
- Teachers (initially twelve Scale A)
- Additional teachers (for Reading Recovery, release for teachers, extension work)
- Office staff – (full-time Executive Officer & part-time Administration Assistant)
- Property Maintenance (includes caretaking)
- Cleaning staff
- Part-time support staff (six teacher aides)
- Reliable pool of relieving teachers

The school regularly hosts students from various pre-service training providers, including Massey University College of Education, Victoria University and Christchurch College of Education.

OUR BOARD OF TRUSTEES

The Board currently consists of six elected parent representatives, one staff representative and the principal. The Board is skilled, well aware of their governance responsibilities, and is proactive in providing for children's needs.

'The board governs effectively ... a strong strategic focus, involving board and senior management, sets direction for the board's operations.' (ERO Report 2009)

OUR PARENTS

We have a strong, active Parent Teachers Association involved in the school with a commitment to fundraising projects.

Parents/Caregivers are also involved in Rotary Reading, perceptual motor programme, sports coaching, school camps, class trips, canteen, road patrol

OUR AFTER SCHOOL CARE

OSCAR, a parent trust, provides quality before and after school care on site at the school. OSCAR is independent of the school but contribute to the funding of the enhancement of the school environment for all children. The OSCAR facility is highly regarded having won a regional award for its quality of programme in 2011.

OUR COMMUNITY

The suburb of Greenmeadows is characterised by a mix of older well established housing and more recently developed subdivision. The suburb is well resourced with a range of community facilities including a Community Centre, urban marae, Scouts/Guides, rest homes, Anderson Park, light industry, small shopping centre, churches, RSA, and Taradale Club.

Within the community there is a range of other local educational institutions. There is an established relationship with Greenmeadows Kindergarten as a key feeder to the school, as well as a range of other preschool facilities. A tradition of strong interaction with other local schools for both sporting and cultural events is also a feature.

The school benefits from community involvement in the following areas: senior citizens, service clubs, EIT, churches (religious instruction & other projects), hire of school facilities, sports clubs use of grounds, students from secondary schools on work experience and local celebrations.



2011- 2013 STRATEGIC PLAN

Our Vision: *Learn – Grow – Achieve:* To create in our learning community a passion & eagerness to *learn* for life, *grow* in skill & knowledge, *achieve* for the future.

Our Mission: To provide an enriching learning & teaching environment -where children & staff can *Learn – Grow – Achieve* to their fullest potential.

Our Core Values:

- 1 Child-centred programmes that create success for all and allow children 'to be children'.
- 2 Literacy, Numeracy & the Key Competencies are our core academic business
- 3 High expectations & standards for excellence, perseverance, school environment, social interactions
- 4 We strive to create a sense of belonging for all
- 5 Innovating– we trial new ideas & technology, make adaptations & keep what works
- 6 Nurturing positive partnerships between school and family - Collaborating with our learning community and involving them in the life of our school

The focus of this Strategic Plan is to:

- Describe outcomes & destination – 'Where we are going & where we want to be'
- Create alignment between the expectations of Children, Staff, Principal, Parents, Key Interest Groups, BoT, & Community.
- Describe the future, giving clarity to strategic areas to work on to achieve change.
- Consider always: "Does it make a difference to student achievement?" "Will it take us closer to our goal?"
- Describe & clearly picture what we want so our Principal can take us there.

Our Strategic Priorities:

- To promote & support the National Education Goals, National Education Priorities, National Administration Guidelines
- To raise our children's levels of achievement prioritising Literacy & Numeracy and the Key Competencies
- To protect the safety & well being of our children
- Raise levels of achievement for our Maori students

2011 2013 STRATEGIC GOALS

Focusing on Success & Achievement for All

To provide high quality learning opportunities enabling children to attain their full potential, fostering high standards, achievement & success by:

- Reviewing achievement to ensure all children have the opportunity for success in essential learning & skill areas of NZ Curriculum framework
- Meeting our goal: Every child will improve in English & Maths
- Meeting our goal: Key Competencies - Children will develop & improve in the key competencies
- Continuing to develop the school's programme for learning with our community by meeting the requirements of the national curriculum
- Creating a strategy for the development of e-learning within the school
- Identifying children at risk & putting in place programmes to improve children's achievement
- Continuing programmes & activities to recognise & respond to children with special abilities
- Valuing staff as a key resource in learning success: focusing on effective teaching strategies, planning & classroom management
- Promoting and encouraging self-directed, independent learning with children who are willing to take risks.
- Undergoing a process where the school develops learning expectations in Numeracy and Literacy that reflect the NZCF, national standards and our local educational goals and priorities

Shaping an Effective Documentation & Review Cycle:

To have an ongoing cycle of developing, monitoring & reviewing. To analyse & utilise data to make improvements, reporting as relevant on:

- The strategic & annual plans
- Self review processes, & our policies & procedures
- Children's achievement & curriculum programmes on a cycle

- Community collaboration & consultation
- Summary of actions taken by Principal on behalf of BoT

Promoting a Quality Learning Community

To promote & cultivate the school's unique character & quality learning focus extending an environment that:

- Reflects the school's spirit, is warm & welcoming
- Displays high standards, sense of pride & sets the scene for expectations of success
- Provides facilities & resources conducive to quality teaching & learning
- Increases the school profile in the community through strong public relations

Providing a Safe & Healthy School Environment

To promote a caring & positive, child-centred learning environment by:

- Actively working on a culture of respect for self & others
- Promoting & safeguarding the physical & emotional well-being of children and staff
- Completing health & safety self review & abiding by relevant legislation
- Encouraging respect for the school & wider environment.

Promoting Cultural Diversity

To promote programmes & an ethos which recognise:

- New Zealand's cultural diversity, the Treaty of Waitangi & the unique position of Maori as tangata whenua
- Mutual respect for the diverse ethnic & cultural heritage of NZ people
- An opportunity for the provision of religious education
- The aspirations of our Maori parents for their children.

Focusing on Personnel as a Priority

To recruit & retain high quality staff by:

- Promoting a school culture that expects high levels of performance & collegiality
- Ensuring the professional development plan reflects annual priorities, equipping staff to deliver quality teaching & learning programmes
- Maintaining systems to ensure the BoT fulfils its role as a 'good employer'
- Evaluating & monitoring teaching using the results for overall improvement & staff development

Maximising Our Financial Resources:

To monitor finances, allocating funds & resources to:

- Effectively support the teaching & learning programmes
- Reflect & support the goals of the school's Charter, Strategic & Annual Plan, & Curriculum initiatives
- Hold sufficient funds to carry out the 10 Year Property Plan
- Meet budgeting, financial reporting, & auditing responsibilities
- Liaise with key interest groups to foster sponsorship opportunities, grant applications & fundraising project

Enhancing Our Property Resources:

To provide a safe, stimulating & attractive environment by:

- Providing facilities & resources that are appropriate to the needs of the school & reflect the priorities profiled in the School's Charter
- Updating and implementing the school's 10 year property plan for maintaining & developing school assets.
- Planning to upgrade and improve the school environment with coordination and to enhance learning in the future

Fostering Community Connectedness

To focus on our Community Partnership Plan by:

- Promoting involvement of children, staff & parents in school & community activities
- Informing the school community of children's progress & school operations
- Fostering the vital role of parents as first teachers (by giving parents the skills, motivation & tools to actively participate in their children's formative learning & development)
- Actively encouraging parent participation in their children's learning & development
- Creating a culture of openness, warmth & vitality, developing strong partnerships & valuing collaborative consultation (between children, parents, staff, key interest groups, BoT & community).

Ensuring Compliance with Requirements:

- *To fully comply with regulatory & legislative requirements related to school operations by:*
- Following policies, procedures & systems
- Ensuring effective reporting systems are in place, particularly from Principal to BoT
- Collaborating with stakeholders to review the School Charter & Strategic Plan (BoT) & Annual Plan (Principal)
- Supporting the National Education Goals/Education Priorities/ Administration Guidelines

2011 ANNUAL PLAN GREENEMADOWS SCHOOL

NAG 1 - CURRICULUM

CORE GOALS

Literacy and Numeracy

Every child will improve in English and Maths

Key Competencies

At Greenmeadows School children will develop and improve their capabilities in key competencies

Key areas of development:

- Literacy –to develop teacher reflection on pedagogy when teaching writing and raise student achievement in written language
- New Zealand Curriculum Framework – continue to revise and develop programmes of learning and the school’s curriculum to meet the requirements of the new curriculum. Prepare updated Curriculum delivery plans in Reading (May), Written Language (June), Physical Education (September) and Numeracy (October)
- ICT – promote and develop increased learning opportunities for students and staff in ICT throughout the school as the second year of the ICT PD Digital Daze cluster activities
- Special Needs / Gifted and Talented education – extend the SENCO team in delivering programming focused on providing opportunities for success and achievement for all, and focusing on increasing provision on extension programmes
- School Expectations – consolidate and align school expectations with the NZCF and National Standard expectations in Written Language (Term 2), Reading (Term 3) and Numeracy (Term 4), using a process of moderation, reviewing learning programmes and establishing of clear guidelines

2011 TARGETS:

1. Written Language - To reduce the proportions of students across the school assessed as achieving ‘below’ expectation, and increase the proportions of students assessed as writing ‘above’ as part of the school’s strategy to raise achievement in Written Language
2. Reading – To have 90% of students across the school reading at or above expectation based on nationally normed assessments

NAG 2 - SELF REVIEW PLANNING REPORTING PROFESSIONAL DEVELOPMENT

- Charter review (April)
- Mathematics team reconvened (March)
- ICT PD project as part of ‘Digital Daze 2.0’ cluster (ongoing 3 year strategy)
- Provide sufficient student achievement information to enable informed decision making by the Board of Trustees (ongoing)
- Revise contents of SchoolDocs web-based policies and procedures site (ongoing)
- Monitor student progress using eTap SMS (ongoing)
- Continue to embed self review from STA workshop ideas, ERO, BoT (ongoing)
- Revise/finalise reporting to parents routines and systems (May)
- Website development (ongoing)
- Continue to build on links with PTA (ongoing)
- Utilise media opportunities to promote the school (ongoing)
- Maori: Focusing on Ka Hikitia Set up Maori consultative group (May)
- Professional development - focus on our annual targets (as per PD Plan)
- Parent information evenings Written Language Term 2 / ICT in learning Term 3
- BOT - Senior Staff/BoT Retreat incorporating an evaluation of year and targets, set targets and organisation for 2012 (November)

NAG 3 - PERSONNEL

- Revised job descriptions and performance agreements for all staff (by April)
- Teacher attestation carried Term 2; building of individual teacher portfolios continuing into Term 3 and 4
- Create a third SENCO role to coordinate Teacher aides programming to assist in SEG programmes and class programmes where applicable
- BoT funded SENCO and senior staff release
- Fixed term management units for ICT , Library, Sport , Music and Literacy leadership
- Appoint new fixed term junior staff as determined by the roll (May and September)
- 2012 positions available to be confirmed after October BoT meeting

NAG 4 - FINANCE & PROPERTY

- 'Heart of the School' project incorporating community collaboration (May – June)
- PTA supported Hall upgrade phase 2 -Heating (May)
- Commence new cycle with Judd Dougan in 5YPP/update Maintenance plan
- Budget preparation and review (March/July/November)
- Asset replacement – predominantly ICT, furniture
- Dental clinic future painted (May)
- Improve visual appearance of school with landscaping, signage, etc. (ongoing)
- Invoicing and financial reporting using Xero computer software (February)

NAG 5 - HEALTH & SAFETY

- Implement CD plan with regular fire and earthquake drills throughout year—see [Building WoF Manual](#) for full safety check details
- Hazard identification and removal (ongoing)
- EOTC procedures review for permission and categorizing levels of activity and associated risk
- Review Health and Safety as per SchoolDocs schedule including EOTC programmes, policies and procedures (September)
- Pupils safety policies and procedures reviewed: Antbullying and Internet (June)

NAG 6 - LEGISLATIVE COMPLIANCE

- Midterm elections for the Board of Trustees (October)
- Enrolment procedures reviewed (March)
- Roll Returns complete (March and July)

Annual Report on 2010 Target 1 - Greenmeadows School

<p align="center">Priority Area</p> <p align="center"><i>We set out to:</i></p>	<p align="center">Target</p> <p align="center"><i>We said we would:</i></p>	<p align="center">Outcome</p> <p align="center"><i>We have:</i></p>	<p align="center">Variance</p> <p align="center"><i>An analysis:</i></p>	<p align="center">Next Steps</p> <p align="center"><i>We will:</i></p>
<p>Improve STAR stanine scores for a selected group of children in year 3-6</p>	<p>To have 50% of year 3-6 children who scored a stanine 4 in the February STAR achieve a stanine 5 or above in the November STAR</p>	<p>Out of the thirty children who achieved a stanine 4 in February:</p> <p>70% achieved a stanine of 5 or higher in November (22 children)</p> <p><u>Breakdown of stanine achievement:</u></p> <ul style="list-style-type: none"> ● Stanine 3 – two children ● Stanine 4 – six children ● Stanine 5 – thirteen children ● Stanine 6 – five children ● Stanine 7 – two children ● Stanine 8 – two children 	<p>We exceeded the target for our group</p> <p>We were pleased that nine children achieved a stanine of 6 or higher</p> <p>Teacher action plans were written for the children in this target group. Specific steps were identified by teachers as how to achieve the target. Teachers focused on using close reading activities (a large element of the STAR test) and developing strategies to make meaning of text. Teachers also gave children lots of exposure to answering multiple choice questions (also a large part of the STAR test)</p>	<p>Continue to carry out STAR testing at the beginning and end of the year in 2011</p> <p>Continue to monitor those children who remained at stanine 4 and especially those children who achieved only a stanine 3 in the second test</p>

Annual Report on 2010 Target 2 - Greenmeadows School

Priority Area <i>We set out to:</i>	Target <i>We said we would:</i>	Outcome <i>We have:</i>	Variance <i>An analysis:</i>	Next Steps <i>We will:</i>
<p>Improve the reading ability of Maori children achieving below expectation</p>	<p>To have 50% of Maori students who are reading at one year or more below chronological age to be reading at * or above their chronological age by the end of 2010</p> <p>* Reading within six months below chronological age is considered within the "reading at" band</p>	<p>Out of the thirteen Maori children who were reading at one year or more below their chronological age at the beginning of the year:</p> <p>23% of this group has reached the target (three children)</p> <p>Overall, there are fifty three children identified as Maori on our roll. Therefore 71% of all Maori children are now reading at or above their chronological age</p>	<p>We didn't meet the target for our group. Only 23% of children met the target (three out of a group of thirteen)</p> <p>It must be noted that most children who did not reach the target made significant progress in reading over the year. Most children in the group were well over one year behind their chronological age</p> <p>Teacher action plans were written for the children in this target group. Specific steps were identified by teachers as how to achieve the target. Many teachers used support from Rita Palmer (consultant) and Mary Wise (RTLit) to develop strategies to assist children in the target group.</p>	<p>Continue to closely monitor Maori children who are reading one year or more below chronological age.</p> <p>Children will be placed on the special needs register for SENCOs to deliver appropriate support</p> <p>Implement teacher action plans to improve achievement of these children</p>

2011 ANNUAL GOALS

1. To reduce the proportions of students across the school assessed as achieving 'below' expectation, and increase the proportions of students assessed as writing 'above' as part of the school's strategy to raise achievement in Written Language

Background:

At the end of the 2010 school year all students were assessed by teachers in terms of their capability on written language. They were assessed by their class teacher as 'above expectation', 'at expectation' or 'below expectation'. 'Expectation' for the purpose of this exercise was defined as:

'in terms of school expectations, your experience as a teacher and using the written language exemplars to support the NZCF

Across the school the summaries were: Written Language 'Above' – 19% 'At' 55% 'Below' 26%

Analysis indicated:

- A disparity between writing assessment and a similar exercise with reading observations (Reading results had significantly less students 'below' 26% v 11%)
- A range in teachers categorizing
- Considerable concentration in the senior school (Years 5 and 6) in terms of students assessed 'above', almost half, with virtually all the remainder in year 1 group
- The highest concentration of students assessed as 'below' was in Years 3 and 4

What do we intend to do?

Create a written language strategy for the 2011 year aiming to:

Prioritise the development of Written Language in the school for 2011

Raise student achievement in written communication

Clarify teacher pedagogy and consistency of approach to teaching and assessing the next learning steps in Written Language

Allow staff to report to our parents and community with more certainty regarding levels of achievement, and for groups of students within the school

By the end of 2011 accurately gain an indication of student capabilities in Written Language to allow future goal-setting

2. Reading – To have 90% of students across the school reading at or above expectation based on nationally normed assessments

Background:

2010 normed assessments and teacher observations of student reading behaviours and skills indicate in excess of 85% of students experienced reading success to be classified as 'at' or 'above' expectation.

What do we intend to do?

Achieve 90% of students reading 'at' or 'above' expectation using nationally normed assessments (STAR and/or PAT reading comprehension)

Link reading behaviours to cross-curricular applications

APPENDICES TO STRATEGIC PLAN

Appendix 1: NATIONAL EDUCATION GOALS (NEGs)

Appendix 2: THE NATIONAL EDUCATION PRIORITIES (NEPs)

Appendix 1: NATIONAL EDUCATION GOALS (NEGs)

1. Education is at the core of our nation's effort 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.
2. The highest standards of achievement through programmes which enable all students to realise their full potential as individuals and as members of society.
3. Equality of educational opportunity in education for all New Zealanders, by identifying and removing barriers to achievement.
4. Development of the knowledge, understanding and skills needed by New Zealanders to compete successfully in the modern, ever-changing world.
5. 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.
6. High levels of competence in basic literacy and numeracy, science and technology and a broad education through a balanced curriculum.
7. Excellence achieved through the establishment of clear learning objectives, monitoring student performance against those objectives, and programmes to meet individual need.
8. Success in their learning for those with special needs by ensuring that they are identified and receive appropriate support.
9. Access for students to tertiary education and training and to a nationally and internationally recognised qualifications system to encourage a high level of participation in post school education in New Zealand.
10. Increased participation and success by Maori through the advancement of Maori education initiatives, including education in Te Reo Maori, consistent with the provisions of the Treaty of Waitangi.
11. Respect for the diverse ethnic and cultural heritage of New Zealand people, with acknowledgement of the unique place of Maori, New Zealand's role in the Pacific and as a member of the international community of nations.

Appendix 2: THE NATIONAL EDUCATION PRIORITIES (NEPs)

SUCCESS FOR ALL

All year 1 to 10 students will be given opportunities to gain the knowledge, skills, attitudes, and values identified in the New Zealand Curriculum Framework and the national curriculum statements.

A SAFE LEARNING ENVIRONMENT

Schools will provide a safe physical and emotional environment for all students.

IMPROVING LITERACY AND NUMERACY

Schools will place priority on improving student achievement in literacy and numeracy, especially in years 1 to 4. Special emphasis will be placed on students whose further education or training may be at risk through under-achievement in literacy and/or numeracy.

BETTER USE OF STUDENT ACHIEVEMENT INFORMATION

Schools will gather sufficiently comprehensive assessment evidence to evaluate the progress and achievement of their students, and to inform future teaching and learning programme priorities.

IMPROVING OUTCOMES FOR STUDENTS AT RISK

Drawing on dependable assessment evidence, schools will improve outcomes for students who are not achieving, or are at risk of not achieving, or have special learning needs.

IMPROVING MAORI OUTCOMES

Schools will work with Maori communities to plan, set targets for and achieve better outcomes for Maori students.

PROVIDING CAREER GUIDANCE

Schools will provide career education and guidance in year 7 and above. Special emphasis will be placed on career guidance for at risk students who are unprepared for the transition to the workplace or further study.

REPORTING

Schools will 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. They will also report on the progress of groups identified in these national education priorities

Appendix 3: NATIONAL ADMINISTRATION GUIDELINES (NAGs)

NAG 1 TEACHING AND LEARNING

Each Board of Trustees is required to foster student achievement by providing teaching and learning programmes which incorporate the New Zealand Curriculum (essential learning areas, essential skills and attitudes and values) as expressed in National Curriculum Statements.

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

- i) Develop and implement teaching and learning programmes:
 - a) to provide all students in years 1-10 with opportunities to achieve for success in all the essential learning and skill areas of the New Zealand curriculum;
 - b) giving priority to student achievement in literacy and numeracy, especially in years 1-4;
 - c) . 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:
 - a) student achievement in literacy and numeracy, especially in years 1-4; and then to
 - b) 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 New Zealand curriculum (as expressed in the National Curriculum Statements);
- iii) On the basis of good quality assessment information, identify students and groups of students; (including gifted and talented students)
 - a) who are not achieving;
 - b) who are at risk of not achieving;
 - c) who have special needs including gifted and talented students; and
 - d) 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 Maori community, develop and make known to the school's community policies, plans and targets for improving the achievement of Maori 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 3 PERSONNEL

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.
- iii)

NAG 5 HEALTH AND SAFETY

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) Where food and beverages are sold on school premises, make only healthy options available; and
- iv) Comply in full with any legislation currently in force or that may be developed to ensure the safety of students and employees

NAG 2 STRATEGIC PLANNING AND REPORTING

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 the National Education Guidelines through their policies, plans and programmes, including those for curriculum, assessment and staff professional development;
- ii) Maintain an on-going programme of self-review in relation to the above policies, plans and programmes, including evaluation of 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 Maori students against the plans and targets referred to in **1 v** above.

Where a school has students enrolled in years 1-8, the board of trustees, with the principal and teaching staff, is required to use National Standards to:

- (a) report to students and their parents on the student's progress and achievement in relation to National Standards. Reporting to parents in plain language in writing must be at least twice a year;
- (b) report school-level data in the board's annual report on National Standards under three headings:
 - i. school strengths and identified areas for improvement;
 - ii. the basis for identifying areas for improvement; and
 - iii. planned actions for lifting achievement.
- (c) report in the board's annual report on:
 - * the numbers and proportions of students at, above, below or well below the standards, including by Māori, Pasifika and by gender (where this does not breach an individual's privacy); and
 - * how students are progressing against the standards as well as how they are achieving.These requirements do not apply to boards of trustees that are working towards implementing *Te Marautanga o Aotearoa* until 2 February 2011.

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

NAG 4 FINANCE AND PROPERTY

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 6 COMPLIANCE

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

Appendix 4: OUR CORE VALUES DESCRIBED

Our Value Set:

Respect	Co-operation	Excellence	Tolerance	Perseverance
Compassion	Integrity	Independence	Innovation	Diversity
Good Manners	Community	Equity	Commitment	Self-esteem
Curiosity	Sustainability	Confidence	Inquiry	Collaboration
Participation	Honesty	Belonging		

Child-centred programmes = success for all children

- ★ We embrace **passion not policies** in learning
- ★ We are **innovative – we do what’s best for our children**
- ★ We let **children lead** the learning as well – plan with, not always for, or before
- ★ **Less** paper more teaching
- ★ We expect our children and staff to **enjoy learning** – fun and hard work
- ★ We want happy children who feel **free to dream**, develop talents and share their gifts with us
- ★ We teach and assess what **serves the best interests** of the child - we do it for our children not for outside agencies
- ★ We help children learn **while the learning is taking place**
- ★ Our parents **lend** us their children every day

Literacy, Numeracy and Key Competencies - our core academic business

- ★ Literacy and maths are fundamental but **not sufficient** as an education
- ★ We use **simple** themes – but develop richness and depth
- ★ We do less better – “**more of less**”
- ★ We plan **together**, evaluate together, appraise each other, and support each other
- ★ **We balance planning with preparation** to provide a quality learning programme
- ★ We “learn it in the **morning**, use it in the **afternoon**”

Belonging - everyone is in a team and every team combines to make learning happen here

- ★ We are blessed with **gifted children and staff** – we share these talents with each other
- ★ We **communicate well** – school and class newsletters, notices home, homework books
- ★ This school delegates “**power**” to children and staff on an agreed basis wherever possible
- ★ **Parents, children and staff are involved in all significant decisions** - through school council, meetings, surveys, questionnaires, team meeting discussion, and feedback to the Board and management team
- ★ We always welcome **parents**
- ★ Children can expect their teachers to be approachable, and so can parents
- ★ Parents can expect the **management team** to be approachable
- ★ We listen!

Innovation – we trial new ideas, make adaptations and keep what works

- ★ New **voices** lead to new thinking
- ★ We ‘**future look**’
- ★ All new stuff is not necessarily better – we **fight** for what parents and staff think is important
- ★ We understand **everyone has a voice**, but not all ideas are taken up – this is where we use school council
- ★ We make **time to talk** through class meetings and parent evenings
- ★ All teachers and children work in a manner consistent with these **school values**
- ★ Our **teachers emphasise** the art of teaching to ensure our children enjoy learning
- ★ We encourage our students to take ‘risks’ and push their capabilities

High expectations – excellence, perseverance, environment, social interactions

- ★ Our standards **don’t move**
- ★ In things of style we swim with the current, but in things of principle **we stand like a rock** (Thomas Jefferson)
- ★ We value and nurture **creative children and teachers** in our school
- ★ We all share **common beliefs and goals** – not clones but colleagues (children, staff and parents)
- ★ We are **loyal** to our children, our parents, our staff, the school, and the Board of Trustees
- ★ We are **open and honest** discussing issues not personalities
- ★ We discuss pupil needs and other issues **in-house** outside the hearing of those for whom knowledge would be inappropriate
- ★ We are; fair, firm, caring, sensitive and **talk with children** rather than at them
- ★ **We** know the importance of team spirit, sense of humour, morale of children and teachers
- ★ **Our rooms are:**
 - Orderly with resources in the appropriate location
 - Of such a work volume as to allow those who need to concentrate the opportunity to do so
 - Tidy and free of litter
 - Alive with quality displays
 - An environment where children are motivated by challenging, fun activities appropriate to their level of ability
 - An environment that is goal/purpose focused

APPENDIX 5: CONSULTATION PROCEDURES

PROCEDURAL TIMELINE		
What	How	When
Consultation with the school community	Biannual survey of parents: <ul style="list-style-type: none"> • desires and aspirations for their children. • to what extent the school is achieving these • how well are we achieving the school targets 	Term 3
Biannual consultation with Y5/6 parents re Positive Puberty Programme	Newsletter and parent meeting	2012
Consultation with the school 's Maori Community	Establishment of Maori consultation committee Development of a long term strategy	Term 2
Dates for Board: <ul style="list-style-type: none"> • Planning year • Lodging copy of updated Charter with MoE • Lodging copy of Annual Report with MoE 		<ul style="list-style-type: none"> • 1st January – 31st December • Term 2 2011 • May 30
RECORD OF CONSULTATION		
	Parental Survey	2009
	Positive Puberty consultation	2010 – Term 2

Appendix 6: OUR MÄORI COMMUNITY'S GOALS

We, as a whanau, would like to see the following points implemented within Greenmeadows Primary School for our Maori children and community.

1. A clear Maori Identity within the school
2. Te Reo for children, teachers and parents (involvement) to come from qualified sources
3. Principal / Board of Trustees to explore funding agencies to see if funding is available to assist in the education of our Maori children
4. Maori resources to be available in the school
5. Hauora checks in the school twice yearly or every term if possible
6. Resource teacher of Maori used to help plan and implement Tikanga and Te Reo within class programmes in the school
7. Participation in local Kapa haka festivals and providing children with a skilled tutor
8. Inclusion of Maori for the whole school in topic studies i.e.: history and knowledge of our surroundings etc, principles of the Treaty of Waitangi
9. Workshops to assist parents with their children's learning i.e.: reading, maths
10. Introduction of Maori words and phrases on the school newsletter
11. School Mission statement to have a Maori translation
12. Link made to local Marae and a Kaumatua involved with the school
13. Celebrate the diversity of Greenmeadows Schools many cultures

Appendix 7: 2011 BUDGET SUMMARY

		2011	2010
	Based on:	366 children	371 children
YEAR 2011 BUDGET SUMMARY			
A. OPERATING BUDGETS:			
INCOME			
	Government Grants	408000	388402
	Interest	5500	4000
	Local Funds Trading	1400	1250
	Local Funds Fundraising	19000	11500
	Local Funds Activities	47850	43510
	Surplus on Bus Operation (if applicable)		
TOTAL BUDGETED OPERATING INCOME		481750	448662
EXPENDITURE			
	Learning Resources	200525	187055
	Administration	138900	125985
	Property (excluding payment to painting contractor per 10YPP)	1141195	118125
	Local Fund Costs	0	2100
	Depreciation	28000	21000
TOTAL BUDGETED OPERATING EXPENDITURE		481620	454265
PROJECTED OPERATING SURPLUS FOR 2011		130	-5603

Appendix 8: PROPERTY PLANS

5 YEAR PROPERTY PROJECTS SUMMARY – CAPITAL WORKS		
2006/07	Nil	Nil
2007/08	Block A – Administration, Library, Staffroom upgrade incorporating replacement of paved forecourt and main toilet block upgrade	\$350,000
2008/09	Nil	Nil
2009/2010	Pool decommissioning and shed removal	\$18,000
2010/2011	Heart of the School project	\$105,000
CYCLICAL PROGRAMMED MAINTENANCE		
2006	Block B: R12 - 17 - painting	deferred
2007	Block A: R1 - 4, Admin, hall - painting	deferred
2008	Block I: R 5,6,7 – painting	deferred
2009	Whole school (catch up 2006-08)	\$56,000
2010	Dental Clinic: painting	\$2,500
2011	Nil	Nil

Appendix 9: PLANNING, REVIEWING & REPORTING PROCESS

Term	Planning	Budget	Review & Reporting
Term 1	Draw up annual plan based on: Curriculum targets for year Annual events	Implement new budget	Report to community of achievement of annual targets from previous year Annual audit report
Term 2	Implement plan	Review budget late in term	Curriculum reviews underway
Term 3	Implement plan		Curriculum review reports based on self review & achievement info
Term 4	Evaluate success of target achievement Reset curriculum targets for next year	Formulate next year's budget	Board/Senior Staff Retreat

Appendix 10: CURRICULUM REVIEW & IMPLEMENTATION PROCESS

Year	Curriculum area for review
2009	National Curriculum Literacy
2010	New Zealand Curriculum ICT PD cluster Literacy
2011	New Zealand Curriculum Written Language