

Carterton School CHARTER

Carterton School for quality education

2008

Carterton School
Holloway Street
Carterton
Ph 06 379 4010 Fax 06 379 4011
Email- admin@carterton.school.nz
Web Site - carterton.school.nz

**School Number
2820**

DESCRIPTION OF SCHOOL

2008

Carterton School is a state co-educational full primary school catering for children from New Entrants to Year 8 (5 to 13 year olds). The school is a Grade U5 and is rated decile 4. The site of the school is near the centre of the town adjacent to Carrington Park. The roll of the school fluctuates and in the middle of the year is usually about 320 - 330 children.

Over recent years the school has had major building renovation projects and these have provided the school with a new and modern teaching environment. The building projects have included renovating classrooms, four new withdrawal rooms, a new library, new computer suite, new resource room, new toilet facilities, renovated staffroom and new courts and pavement areas. The school now has an outstanding setting, which includes a hall, swimming pool and generous grounds. A joint scheme between the school and the Carterton District Council allowed for a new entranceway to the school – new roadway, new carpark, cycle lane and planned landscaping.

The school staff is a dedicated team who make a positive contribution to all aspects of school life. There are four permanent positions of leadership - Principal, Deputy Principal, Assistant Principal and a senior teacher. The school operates in four learning teams led by those with positions of permanent responsibility and a school created leadership position. Staff responsibilities and Curriculum responsibilities are shared. The teaching staff are assisted with quality Support Staff. The school employs an Administration Manager to ensure maximum outputs are achieved in school operations.

The Board of Trustees govern the school with outstanding commitment. The achievements of the Board and the PTA have been major factors in school development in recent years. Parent support for the school is always at a high level and is enhanced by the Open Door policy and effective home/school communications.

Innovative developments are a regular feature at Carterton School with some recent schemes as follows: - (a) Pre-school Programme for four year olds. (b) Observatory and Weather Station.(c) Adult Night Classes. (d) After School Learning Academies. (e) Special learning opportunities in Music Tuition, Japanese, Spanish and Enrichment Classes.(f) PreP(Primary Enterprise Programme)(g) Enviroschool. (h) Lexia Learning Programme. (i) PMP Programme. (j).After School Care facility to assist working parents.

Carterton School has an excellent reputation in the community. This has been created through quality governance by the Board of Trustees, a highly committed staff, high standards of learning in the basics, provision of a wide range of extra learning opportunities, a commitment to innovation and technology, and a true community school philosophy.

DESCRIPTION OF CARTERTON SCHOOL'S COMMUNITY

Carterton is a “country town” of about four thousand people, situated in the Wairarapa Valley 12km south of Masterton and 95km from Wellington. There is also a rural population who rely upon the town for their needs. Farming is mainly dairying with some sheep farms. Two school buses feed the school from the outlying districts with other children using the public commuter bus services on the main highway. The town’s population is increasingly transient. Many people commute daily to Wellington to work. The cost of housing has risen markedly in recent years as Carterton has become a town of choice for many people. The town has a supermarket, excellent medical services and a central accessible railway station. These features, coupled with the

pleasant easy going lifestyle, are attracting increasing numbers of Wellingtonians and others to settle in the town. “The Daffodil Capital” has a bright future when these factors are considered.

Carterton School Board of Trustees

MISSION

The School's Purpose

Carterton School will provide all students with opportunities to strive towards their potential through quality education.

Carterton School for Quality Education

CHARACTERISTICS AND VALUES

- A sense of purpose and pride
- High levels of expectations in all teaching and learning activities
- A caring and fun learning place
- The respect for others and for the property of others
- Children's individuality and education needs
- Leadership, teamwork

- Supportive teaching environment
 - Staff awareness and effectiveness
 - Open-door policy which really works
 - Technology part of learning process
- Respect and understanding of all peoples be they of other cultures, with a disability or simply different from the majority

VISION

For our Children

Curriculum and Learning

We expect each student to pursue excellence in learning and achievement in academic, sporting and cultural areas.

Objectives:

- Programmes provided will assist students towards their full academic potential.
- Priority will be given to Literacy and Numeracy.
- Programmes will provide coverage of the seven essential learning areas of the NZ Curriculum and promote competency in the essential skills.

- Programmes will provide a wide range of learning opportunities in sporting and cultural areas.
- Students progress and achievement will be assessed, recorded and reported to demonstrate student performance.

School and Community

We foster positive school and community interaction.

Objectives:

- Carterton School will be a community school with genuine community involvement.
- The school will have policies and practices which are sensitive to community needs.

Self Esteem and Respect

We aim to focus on a Virtues programme.

Objectives:

- School programmes will build self esteem and confidence in students.
- Students will learn and practise respect for other people and their property through values, attitudes and role models.

Learning Opportunities

We provide a wide range of learning opportunities.

Objectives:

- Students will have a wide range of learning opportunities, additional to regular classroom programmes.
- Staff will contribute to extra curricula learning opportunities for the students.
- The community will be involved in contributing to the extra learning opportunities.

Preparing for Change

We plan to help prepare students for change.

Objectives:

- Learning programmes will be developed to enhance students ability to successfully adapt to the regular changes they face in their lives.

Other School Community Aspirations for Carterton School

- The school will strive to improve educational outcomes for all students.
 - a) There will be innovative leadership
 - b) There will be supportive parental involvement
 - c) There will be programmes and opportunities to cater for the under achieving and the most able students.
- Students learning opportunities will be wide and varied.
 - a) The New Zealand Curriculum will be the basic focus of learning programmes.
 - b) Sporting and cultural activities will be plentiful.
 - c) High expectations of achievement will permeate all aspects of Board governance, Staff management and Student performance.
 - d) Teamwork will be evident in all aspects of school life

- The school will be an environment which encourages educational growth.
- Grounds will be attractive with play and learning provisions
- Buildings and facilities will be designed to allow maximum educational learning opportunities.
- Modern resources for teaching and learning will be utilised.

Reflecting Cultural Diversity

Carterton School will reflect and recognise New Zealand's cultural diversity and in particular Tikanga Maori and Te Reo.

The whole life of the school will recognise, value and honour the heritage of all New Zealand pupils and have an awareness of our biculturalism as well as the present multi-cultural setting.

Aim - the school will ensure that all reasonable steps are taken to provide instruction for full-time students requesting tuition in tikanga Maori and te reo Maori

1. **We recognise** and value all cultural backgrounds, in particular Maori.
2. **We will ensure** that topics dealing with the heritage of the Maori are included in the curriculum, e.g. Te Reo lessons, Taha Maori in lessons where appropriate and Kapa Haka.
3. **We will provide** opportunities for children to look at curriculum topics from a Maori perspective.
4. **We will recognise** and promote learning styles that do not disadvantage Maori children.
5. **The use of** the Maori language will be valued in school.
6. **Curriculum areas** where practical, particularly Science and Social Studies(NZ History) will include a Maori perspective.
7. **Teaching styles** will reflect and enhance the group orientation and oral traditions of Maori children.
8. **Teachers will** be given opportunities to improve their confidence and knowledge in this area.

OUR PEOPLE

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| BOARD OF TRUSTEES & PTA | STAFF | CHILDREN |
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|---------------------------------|--------------------------------|---------|--|--|---|--|
| Heather Lucas | Chairperson | Elected | Alison Woollard Principal | | Sharon Smith Teacher Aide | New Entrants to Year 8 Our school is decile 5. Roll July 1 st 2006 - 322 Wairarapa champions in <ul style="list-style-type: none"> • Matharapa • Yr.7 Speech Competition • Chess • Cross country • BP Technology challenge • Safe Cyclists • Table Tennis Our children are open, friendly, enthusiastic and positive about learning |
| Sarah Smith | Parent rep | Elected | Bryn Rees Deputy Principal | Mick Ludden Teacher | Cindy Cooper Teacher Aide | |
| Minty Hunter | Parent Rep | Elected | Ronny Tankersley Asst. Prin | Guusje de Schot RTL | | |
| John Fraser | Parent Rep | Elected | John Le Grice Sen Teacher Barbara Whitburn, Team Leader | Carolyn Silverwood RTL Bob Fowlds Kapa Haka | Faith Patrick Teacher Aide | |
| Peter Mele | Parent Rep | Elected | Lesley Kennedy Teacher Kirsty Hull Teacher | Debbie Fryer ORRS Teacher Tricia Bullock CRT Teacher | Lee Cameron Teacher Aide | |
| Dave Ryan | Parent Rep | Co-opt | Lesley Stewart Teacher | Wendy Mackay Teacher Aide | Jill Galbreath Support Tch Learning | |
| | | | Raewyn Harden Teacher Jo Taia Teacher | Maureen Ashby Music Tutor Francelle McPhee Teacher Aide | Tricia Rope Support Tch Raana Campbell Support Tch Learning | |
| Barbara Whitburn | Staff Rep | Elected | Lesley Schofield Teacher Michael O'Connell Teacher | Rae Andrews Admin Manager | David Rossiter Caretaker | |
| RAE Andrews | BOT Sec | | Andrea Wingate Teacher | Margaret Hutchings Office Sec | Jane Ball Cleaner | |
| Alison Woollard | Principal | | | Sandra Gray Teacher A./Lib | David Hutchings Groundsman | |
| Sheryl Thompson | PTA President | | Lesley Alecock Job share teacher Felicity Edwards Job share teacher | Wendy Wills Teacher Aide | Heather Baddeley, Dental Therapist | |
| Caroline O'Neil Gaylene Dale | PTA Treasurer PTA Secretary | | | | | |

Carterton School's Contribution to the National Education Priorities

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| Success for all | All Carterton School students will be given opportunities to gain the knowledge, skills, attitudes and values identified in the NZ Curriculum Framework. |
| A safe learning environment | Carterton School will endeavour to provide a safe physical and emotional environment for all students. Procedures are continually developing to identify and eliminate unsafe practices at Carterton School. These will be reviewed regularly. |
| Improving Literacy and Numeracy | Carterton School will place priority on improving student achievement in literacy and numeracy esp in Years 1-4. We will place special emphasis on students whose further education may be at risk through under-achievement in literacy or numeracy. |
| Better use of student achievement | Carterton School will continue to gather sufficiently comprehensive assessment evidence to evaluate the progress and achievement of our students, and to inform future teaching and learning programme priorities. |

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| information | |
| Improving outcomes for students at risk | Drawing on dependable assessment evidence, Carterton School will continue to plan to improve outcomes for students who are not achieving, or at risk of not achieving, or have special learning needs. |
| Improving Maori students' outcomes | Carterton School will work with its Maori parents and community to plan and set targets focussing on achievement for learning outcomes for Maori students. |
| Providing Career Guidance | Carterton School will provide career education and guidance in Year 7 & 8 students. |
| Reporting | Carterton School will report to students and their parents on the achievement of individual students and to the community on the achievement of students in the school as a whole. We will also report on groups of students identified in these national education priorities. |

| What is working well in Carterton School | |
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| Working Well | Evidences |
| Learning Programmes | High levels of achievement in Assessment data. Parent surveys indicate very high level of satisfaction in quality education being delivered. |
| Board Governance | Parent Survey results Highly successful - facilities, resources, staffing. |
| Leadership - Relationships etc | Parent Survey results - every returned form agreed the school had a good reputation in the community. Staff Survey results on Principal's Leadership -very positive. |
| Curriculum Delivery | Parent survey - being delivered effectively. Assessment and evaluations reflect success and positive results. |
| Facilities/Resources | Parent Survey - Well resourced - Excellent facilities |

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| Reporting to the Community | Parent Survey – large majority of parents satisfied. Excellent community relationships. School open, staff approachable, pre-school liaison and programme Consultation meetings – Maori, Health, Charter and Goals |
| Provision of Extra Learning Opportunities | Parent Survey – Numerous opportunities provided. High level of participation by students. |
| Behaviour Management | P.T.A. Top Notch. Steps/Assertive Discipline Plan. Detentions, Stand Downs at a very low level. “Fuss Busters” in the playground. |
| Physical Growth and Development & Fitness | Student and school achievement in inter-school sports and challenges – outstanding achievements repeated year after year. Wairarapa Champions in many areas. |
| I.C.T. | Student ability/skills in ICT especially in purpose built Computer Suite. Children using ICT for research and presentation of research. Community use of computer suite. |

AIMS AND OBJECTIVES - Based on NAG's

| AREA | AIMS | SPECIFIC OBJECTIVES |
|---|--|---|
| <ul style="list-style-type: none"> • CURRICULUM DELIVERY AND CONTEXT (NAG 1 AND NAG 2) | <ul style="list-style-type: none"> • Ensure a balanced curriculum is delivered as per NAG 1 <ul style="list-style-type: none"> • Provide required extension and remedial programmes to eliminate barriers to student learning • Children are encouraged to take a growing responsibility for their learning and behaviour • Use of specialist staff and outside experts to provide impact and expertise in school programmes • Provide such pastoral care as is required to ensure children participate fully and effectively in school settings | <ul style="list-style-type: none"> • An emphasis is to be placed in literacy, numeracy, social skills, essential skills • Provision for ORRS children, English Recovery, Enrichment Programmes, ESOL, Peer Mediation, Top Notch Behaviour Programme • Each year the BOT will ensure priorities and targets are set according to the needs highlighted through self review including Prof. development • Employ staff for Te Reo Maori, English Recovery, Japanese Language, utilise RTLB, Speech Therapists, R.T. Literacy, Health Professionals • Ensure appropriate intervention where required regarding care, protection, physical safety and general well-being of students |

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| ASSESSMENT & REPORTING (MAG 1 AND MAG 2) | <ul style="list-style-type: none"> • Monitor student progress and achievement • Use formal and informal methods to assess ongoing learning needs • Provide assessment information for the purpose of aggregation and for the purpose of diagnosing school trends and subsequent apportioning of funding, especially literacy and numeracy • Report on progress | <ul style="list-style-type: none"> • Assess entry levels of students, Running records • Ongoing in-class assessment of teaching and learning • PAT, STAR, Burt Reading, Burt Spelling, 6 yr Net, Writing Exemplars • Sample work each term • Mid year and end of year written reports • Aggregated assessment for school annual goals in numeracy and literacy • Formal parent interviews twice per year. Informal parent interviews |
| HUMAN RESOURCES (MAG 3) | <ul style="list-style-type: none"> • Employ quality staff able to deliver, representative of the school's community where possible • Continually up-skill and update teaching skills • Sufficient staff employed to deliver and support quality programmes • BOT membership reflects the school community • BOT committed to role as a good employer | <ul style="list-style-type: none"> • Only employ registered teachers • Staff reflect an appropriate mix of gender, age and ethnicity • Planned system of staff development • Optimum teacher/pupil ratios maintained according to resources that are available. Appropriate support staff and specialist teachers employed when necessary • Co-opt and or consult members of community if necessary • BOT ensures plans, policies, job descriptions, appraisals are completed |
| FINANCE (MAG 4) | <ul style="list-style-type: none"> • Budget prepared for all school activities and expenditure • Monitored and financial statements prepared for Audit | <ul style="list-style-type: none"> • BOT will prepare and present a budget to cover all curriculum activities, property improvements, maintenance, staffing and administration. The BOT Finance Chairperson and Principal will report monthly on the control and use of school finance and prepare the financial statements |
| AREA | AIMS | SPECIFIC OBJECTIVES |

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| PROPERTY / PHYSICAL ENVIRONMENT (MAG 5) | <ul style="list-style-type: none"> • Provide a safe, healthy attractive environment • Maintenance, improvements and upgrade of resources • Appoint Health & Safety Reps | <ul style="list-style-type: none"> • Identify, eliminate, isolate or minimise hazards • Prepare and implement an ongoing programme of maintenance and improvements of school site and resources – 10 yr/5 yr Property Plan • Meet health and safety requirements • Involve staff in planning of Health and Safety matters • Developing ongoing recycling and waste management schemes |
| COMMUNITY PARTICIPATION (MAG 1) | <ul style="list-style-type: none"> • The BOT will consult with its community and encourage community support and involvement | <ul style="list-style-type: none"> • Regular consultation with community including: • Health consultation (every 2 years) • Te Reo Maori consultation (February each year) • Parent Surveys (Self Review in August) • Community Consultation meetings – annually plus extra meetings as required • Weekly newsletters – to all parents/caregivers • Parent interviews • Early childhood liaison and Pre-School visits • Community newsletters – to all households in Carterton (2,600 copies distributed) • Informal parent/staff discussions. |
| NZs CULTURAL DIVERSITY & THE UNIQUE POSITION OF MAORI CULTURE (MAG 1) | <ul style="list-style-type: none"> • Our school is committed to developing policies and practices that reflect NZs cultural diversity and the unique position of Maori culture | <ul style="list-style-type: none"> • All class programmes have Taha Maori integrated in programmes • Te Reo Maori programme accessible to all children • Kapa Haka Programme (Community performances, Festival performances) • Promote understanding of other cultural groups through school programmes • Show Maori students achievement compared to the whole school population |

CARTERTON SCHOOL

Strategic Plan

The Strategic Plan sets out the school's goals for the next 5 years and has been developed from the combination of the school's vision statement, the goals set for each year and the school plan to meet the National Administration Guidelines. Visions and strategies in the plan have been developed through ongoing community consultation.

The plan will be reviewed annually by the Board of Trustees as while, it provides a set of goals we are aware that these goals will be subject to change.

**CARTERTON SCHOOL BOARD OF TRUSTEES
STRATEGIC PLAN**

GOAL 1 – Student Learning and Achievement :-

| To be a school where the focus is on quality learning programmes of student achievement. | | | |
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| Objectives/Goals | Strategies/Actions | Responsibility | Timeframe |
| 1. To provide a well qualified and committed teaching team and | <ul style="list-style-type: none"> ● Appoint well qualified staff who have the skills and commitment to deliver quality education ● Provide quality in-service training ● Provide harmonious working conditions | Principal & BOT Principal & BOT Principal & BOT | Every appointment Annually Ongoing |
| 2. To prioritise Literacy and Numeracy as an ongoing school focus | <ul style="list-style-type: none"> ● Set Literacy and Numeracy annual goals ● Literacy & Numeracy the focus for class programmes ● Funding for Professional Development and Resources | Community/ BOT/Staff Class teachers BOT | Annually Annually Annually |
| 3. To develop quality learning programmes which cater for the full range of learning | <ul style="list-style-type: none"> ● Targeted, sequenced class programmes. ● Special Needs programmes (English Recovery, ESOL, Enrichment Classes, etc) ● Document ongoing interaction between syndicates | Class teacher Teachers & Support Staff. Principal | Ongoing Ongoing Ongoing |

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| 4. To ensure students have the opportunities to succeed at school | <ul style="list-style-type: none"> ● Programmes to teach the NZ Curriculum ● Programmes learner focussed. ● Effective teacher planning and teaching ● Second chance learning opportunities ● Provide Te Reo Maori programmes and ensure Maori students are catered for (also Kapa Haka group) | Principal & DP. Class teacher Class Teacher Class Teacher Te Reo Maori Tutor | Ongoing Ongoing Ongoing Ongoing Ongoing |
| 5. To ensure class size and composition is best for maximising learning within the | <ul style="list-style-type: none"> ● Manage the classes for best advantage to all students ● Plan for new entrant intake | Principal A.P. | Beginning of Year Each term |
| 6. To encourage students to have a positive experience at school and to foster | <ul style="list-style-type: none"> ● Student goal planning ● Academic, sporting, cultural and citizenship activities ● Student responsibilities | Class teacher All staff All staff | Each term Ongoing Ongoing |

GOAL 1 Student Learning Achievement continued ...

| Objectives/Goals | Strategies/Actions | Responsibility | Timeframe |
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| 7. To develop assessment and reporting procedures to meet the requirements of the NZ Curriculum | <ul style="list-style-type: none"> ● To operate assessment and evaluation systems ● To keep ongoing and full records for all students ● To fully report students progress and achievement to parents ● To report student progress to the BOT ● To operate the Classroom Manager programme. ● Organise school wide assessment procedures to assist with future planning ● To develop and implement AtoL assessment principles | All staff Class Teacher Class Teacher Class Teacher Class Teacher Teachers & Principal Principal and Staff | Ongoing Ongoing At report times Ongoing Ongoing At specified dates. As from Term4 2004. |

**CARTERTON SCHOOL BOARD OF TRUSTEES
STRATEGIC PLAN**

GOAL 2 Extra Student Learning Opportunities :-

To provide a wide range of extra learning opportunities for Carterton School students

| Objectives/Goals | Strategies/Actions | Responsibility | Timeframe |
|--|---|--|---|
| 1. To provide extra planned programmes to cater for students needs | <ul style="list-style-type: none"> ● REAP Programmes. DARE. Kia Kaha. ● Chess. Technology Challenge ● Australian Competitions in Maths, Science, English, Writing, Spelling, Computers ● RTLB Assistance ● Designcraft –Yrs.7 & 8 ● Learning Academies –after school ● School magazine. Prep Programme | Principal D.P. Staff Responsibility Principal D.P. Staff responsibility Staff responsibility | 2 or 3 per year Biennial Annually Ongoing Ongoing Annually Annually |

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| 2. To provide sporting and cultural learning opportunities | <ul style="list-style-type: none"> ● Choir/Music tuition ● House System. House captains. School Councillors. Sports Academies ● Discos. Social Dancing. ● Cross Country/Harriers ● Inter-school sports events(Swimming, Athletics, Gymnaestrada, Cross Country) ● Saturday Netball & Mod Softball ● Yr 8 Tararua Challenge and Marae Visits for Year 7 students. ● Wairarapa Science Fair ● Kapa Haka Festival. Other Marae visits. Camping programme. | Staff Responsibility Staff Responsibility Principal Staff Responsibility Staff Responsibility Staff Responsibility Staff Responsibility Staff Responsibility Staff responsibility | Annually Annually Annually Annually Annually Annually Annually Annually |
| 3. To provide extra opportunities for more able students | <ul style="list-style-type: none"> ● Enrichment Classes. Problem Challenge. ● Learning Academies (after school) ● Weather Forecasting ● Matharapa/Speech/Chess/Technology Challenges ● School Council and Young Leader's Academy ● Australasian competitions. Science, Maths, English, Writing, Spelling,Computers | BOT & Principal Principal Principal Staff Responsibility Principal Staff Responsibility | Annually Annually Annually Annually Annually |
| 4. To be a Science Learning school | <ul style="list-style-type: none"> ● Observatory & Astronomy ● School Science Fair and Wairarapa Science Fair ● Outdoor Science Equipment –weather, pipehenge | Principal Sc Responsibility Principal | Ongoing July/Aug On going |

**CARTERTON SCHOOL BOARD OF TRUSTEES
STRATEGIC PLAN**

GOAL 3 ICT Development :-

To be a leading school in Technology and ICT development

| Objectives/Goals | Strategies/Actions | Responsibility | Timeframe |
|------------------------------------|---|--|--|
| 1. To develop a long term ICT plan | <ul style="list-style-type: none"> ● Continually upgrade the computers ● To add to the range of the school's technology equipment ● To train staff in ICT ● To teach computer lessons in the computer suite ● Laptop Computers for teachers – BOT contribution | Computer Committee Princ /Computer Com Staff Responsibility Staff Responsibility BOT | Ongoing Ongoing Ongoing Ongoing Renewal-2006 |

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| 2. To operate a Computer Committee with Board and Staff membership | <ul style="list-style-type: none"> ● To plan the development of school wide ICT through a Computer Committee ● To provide a purchase programme backed by the Board | Staff Responsibility BOT and Computer Com. | Annually Annually |
| 3. To enhance the use of the Computer Suite and the computerised Library and Resource Storage Room | <ul style="list-style-type: none"> ● To provide a part time computer teacher (when possible in budget) ● To run extra computer learning programmes (e.g. Learning Academy) ● To run joint computer/Library class programmes ● To operate Adult Evening classes in computers ● To provide access to the wider community for using the Computer Suite when not being used by the school | BOT Lead ICT Teacher Class teachers Principal Principal | Annually Annually Annually Each term Ongoing |

**CARTERTON SCHOOL BOARD OF TRUSTEES
STRATEGIC PLAN**

GOAL 4 Student Needs :-

To provide for the emotional and behavioural needs of Carterton School students.

| Objectives/Goals | Strategies/Actions | Responsibility | Timeframe |
|--|--|--|--|
| 1. To provide programmes in Health Education and life skills | <ul style="list-style-type: none"> ● DARE. Kia Kaha. Road Safety ● Sexuality Lessons on Changes at Puberty ● Programmes building self esteem, respect and confidence ● Opportunities to enhance students ability to cope with challenges and future changes ● Virtues programme | D.P. D.P. Class Teacher Class Teacher Staff Responsibility | Biennial Biennial Annually Annually Annually |

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| 2. To operate a school wide positive behaviour programme | <ul style="list-style-type: none"> ● To run a school wide “Top Notch Behaviour” programme ● To provide positive incentives for appropriate behaviours ● To operate a Playground Mediator’s system (“Fuss Busters”) ● Buddy system | Principal/DP D.P. D.P. Class Teacher | Ongoing Ongoing Ongoing Annually |
| 3. To provide guidelines for student behaviour and conduct | <ul style="list-style-type: none"> ● Discipline booklet ● A set of guiding school rules ● A STEPS/Assertive discipline system for inappropriate behaviours ● To “staff role model” respect, tolerance and sensitivity towards others | Principal/DP Principal Principal/DP All staff | Annually Ongoing Ongoing Ongoing |
| 4. To provide a plentiful supply of fixed and consumable play equipment to encourage positive behaviours and relationships | <ul style="list-style-type: none"> ● To construct and maintain outdoor play equipment To paint new playground court markings ● To provide plentiful sports equipment for play times | BOT/Prin/Admin Man Staff Responsibility In sport | Ongoing Ongoing |

**CARTERTON SCHOOL BOARD OF TRUSTEES
STRATEGIC PLAN**

GOAL 5 Community School :-

| <u>To be a Community School catering for local Carterton characteristics</u> | | | |
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| Objectives/Goals | Strategies/Actions | Responsibility | Timeframe |
| 1. To operate an “Open Door” policy | <ul style="list-style-type: none"> ● To have the school grounds open to the community 24 hours a day –“No gates” ● To allow parents open right of entry to classrooms at all times ● To hold Open Days for the community ● Community Newsletters – the whole of Carterton District | Principal Principal Principal Principal | Ongoing Ongoing Ongoing Annually |

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| 2. To make school resources available to the community | <ul style="list-style-type: none"> ● Hall hire – wide range of community groups ● Grounds use ● Observatory – Astronomical Society involvement ● Confidence Course ● Adult Evening Classes ● After School Care Programme. | Office Secretary Principal Principal BOT/Principal BOT/Staff Resp. BOT | Ongoing Ongoing Ongoing Ongoing Each term Ongoing |
| 3. To encourage the community to get involved in the school | <ul style="list-style-type: none"> ● To run a free Pre-Schooler programme for four year olds ● To fully involve the Board, PTA in all school activities ● To use “Outdoor Education” in a community sense.(Trips, visits, assistance) ● To provide plenty of school functions for community attendance –Concerts, performances, sports, gala, Pet Day etc ● To maximise utilisation of school facilities and resources outside school hours ● Classroom Reading Programme – St David’s Church helpers ● Parent/Community coaches for Sports teams, Chess, etc. | A.P. All staff All staff All staff Principal/BOT Principal All Staff | Ongoing Ongoing Ongoing Ongoing Ongoing Ongoing Ongoing |
| 4. To Communicate our excellence as a school to the Carterton community. Communicate – “Carterton School delivers quality education” | <ul style="list-style-type: none"> ● To market the school positively – including planned media assistance ● To communicate clearly to the community –Community News, Media reports, participation in Carterton District Activities(e.g. ANZAC Parade, Carterton Daffodil Festival, Carterton Town Christmas Parade) ● To fully develop the role of the Board of Trustees as parent/community reps. ● To hold Open Days, send out Profile Booklets and promote the school through positive “word of mouth” and hold school promotions. ● School groups going off site to visit community groups with performances or entertainment | Principal/BOT/Staff Principal/BOT/Staff Principal/Staff Principal/Staff Staff | Ongoing Ongoing Ongoing Ongoing Ongoing |

**CARTERTON SCHOOL BOARD OF TRUSTEES
STRATEGIC PLAN**

GOAL 6 Facilities – buildings, grounds, assets :-

To provide the best possible learning environment for Carterton School students.

| Objectives/Goals | Strategies/Actions | Responsibility | Timeframe |
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| 1. To develop and operate quality financial and property systems | <ul style="list-style-type: none"> ● To operate the school within approved budget systems ● Ensure funding is used for the best possible outcomes ● Ensure property programmes are planned ● To ensure the school is equipped with modern teaching aides and equipment | Principal / Admin Mang BOT/ Principal BOT/ | Ongoing Ongoing Annually Ongoing |
| 2. To provide the best possible teaching and learning spaces with supportive spaces enhancing school | <ul style="list-style-type: none"> ● Environment Programme- trees, garden, garden shed, compost bins etc ● Upgrade Dental Clinic – Interior painting, roof) | BOT BOT | 2005-2006 Complete in 2006 |
| 3. To provide attractive and appropriate grounds and outdoor facilities | <ul style="list-style-type: none"> ● Upgrade the school entrance ● Develop the “Village Green” concept to the next level ● Upgrade the swimming pool environment ● Upgrade concrete and pavement areas ● Create student gardens as part of Enviroschools programme | BOT BOT BOT BOT Staff & Students | 2006 Ongoing Ongoing 2005 2005 - 2006 |

**CARTERTON SCHOOL BOARD OF TRUSTEES
STRATEGIC PLAN**

GOAL 7 Innovation :-

To enhance and expand on innovative features of Carterton School development.

| Objectives/Goals | Strategies/Actions | Responsibility | Timeframe |
|-------------------------|---------------------------|-----------------------|------------------|
|-------------------------|---------------------------|-----------------------|------------------|

| | | | |
|---|--|--|--|
| 1. To enhance the partnership with community groups | <ul style="list-style-type: none"> ● To continually plan developments with the Carterton District Council ● Involve "Sport Wairarapa" regularly ● Encourage community use of school facilities: Wairarapa Dance Club, Scottish Dancing Club, Probus (Computer Suite), Rotary Club, St Johns, Rangers, Holiday programmes | BOT / Principal Staff Responsibility Principal | Ongoing Ongoing Ongoing |
| 2. To provide children with Outdoor Education opportunities | <ul style="list-style-type: none"> ● Expand school Camp and Field Trip programmes ● Develop closer links with community organisations in mutually helpful roles | Principal/Teachers BOT/Principal | 2006 Ongoing |
| 3. To ensure that every year 3 or 4 major new initiatives are activated in school development | <ul style="list-style-type: none"> ● "Teachers as Learners" concept adopted ● Staff, Board and Parents - self review gives rise to new ideas ● Keep abreast of educational changes and developments ● Carterton Community – "Community Needs" to be addressed ● Initiatives from newly appointed staff –adopt ideas new staff bring with them | Staff BOT BOT/Staff BOT/Staff New Staff | Ongoing Annually Ongoing Ongoing Ongoing |

Annual Plan for 2008 Carterton School

The Carterton School Board of Trustees has consulted widely on the preparation of the Charter and the Annual Plan including consulting the Maori community.

Formation of the Plan. Reviewing 2007 School Development and Setting the 2008 Annual Plan.

| When and How it was Reviewed | Who Reviewed it | What was Reviewed |
|---|---|--|
| Written Surveys. Meetings. Discussion groups. October (Review and Planning Meeting). | Written Questionnaire surveys - 1. Staff (Teachers. Support Staff) 2. Parents (incl. BOT) 3. Students(Yr.4-8). Review Meetings - Staff, Board of Trustees | Strategic Plan. Annual Plan including- Student Achievement Goals/Targets |
| Ongoing self review throughout the year but especially in October - December | Board of Trustees. | Student Achievement. Strategic Plan and Annual Plan |

Finalising the 2008 Annual Plan.

Plans based on:-

- 1.Review & Planning programme above.
- 2.BOT Policies
- 3.Meeting the requirements of the MOE NAGs.

Carterton School Annual Plan 2008

| Carterton School Strategic Plan/ | Carterton School 2008 Annual Plan Goals | 2008 BOT Resources, Funding |
|---|--|------------------------------------|
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| Goal | | |
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| <p>1. To be a school where the focus is on quality learning programmes of student achievement.</p> | <p>1. Numeracy All teachers to be involved in and successfully complete Numeracy Project development. (ENP year 2, ANP year 1) Students in years 1-4 will be achieving at or above curriculum expectation in Numeracy. Those identified as At Risk in Addition/Subtraction at the end of 2007 will be monitored on a termly basis. All students in years 5-8 make progress in strategy and knowledge when comparing initial and final diagnostic assessments. Teachers report increased understanding of and confidence in teaching numeracy.</p> <p>Reading Students in years 3-8 are achieving at or above the expected level for their age according to national norms.</p> <p>2. Curriculum Delivery Teachers develop an understanding of the purpose and content of the revised curriculum. School curriculum plans reflect the new curriculum. A member of school management team designated as curriculum leader to plan the development along side principal and deputy principal.</p> <p>3. Healthy/Enviroschool All members of school community understand the need to reduce, recycle and reuse resources. Waste is reduced over the year. School behaviour management procedures reviewed and developed.</p> <p>4. ICT To develop the use of digital video/music skills using new Mac hardware.</p> <p>5. Reporting to parents Regular reporting cycle is finalised, reflecting student, parent and</p> | <p>Release days for testing and to work with adviser. Funding from MOE for some aspects of development (PD and resourcing). \$5800 (MOE and BOT funding).</p> <p>Support references for staff. PD as available.</p> <p>\$1100 for Envio School initiatives (PTA and BOT)</p> <p>Telecom points</p> |

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| | <u>teacher needs and best practice.</u> | |
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| 2. To provide a wide range of extra learning opportunities for Carterton School students. | <p><u>To plan programmes which provide for extra learning opportunities</u></p> <p><u>Areas of implementation.</u> REAP Programmes - science camp, maths, art. All levels of school. Australasian Competitions in English, Science, Maths, Computers, Writing, Spelling. RTLB assistance. Technology programme (Makoura College for Year 7 & 8). After School Learning Academies. Sports and Cultural exchanges with other schools. Choir. House Captains. School Councillors. Tararua Challenge (overnight at Powell Hut). Science Fairs. Speech Competitions. Chess Competitions. Matharapa. BP Technology Challenge. Camping programmes. Kapa haka (whole school). Enrichment Classes. Astronomy group. PrEP Programme (odd years not in 2008).</p> | <p>Designcraft -\$2 700. - Makoura College equipment/facilities. Learning Academies. BOT to subsidise the funding of these activities/events/programmes where appropriate/possible.</p> |
| 3. To be a leading school in technology and ICT development | <p><u>1.To provide enhanced student access and learning in ICT</u></p> <p><u>Areas of implementation.</u> Regular lessons in computer suite -all students. Computers in classrooms accessible to students. Use of digital cameras. Use of data projectors. Use of digital video. Computer learning academy - after school programme including web pages. Develop pod of computers. Survey computer capacity etc (add below too). Movie camera -PD for staff in use then student specialist group developed. Develop buddy system with students. Integration of ICT into classroom learning programmes.</p> <p><u>2.To upgrade ICT equipment and facilities for staff and students and develop use of School Master programme.</u></p> <p><u>Areas of implementation.</u> On-going staff training, workshops and support. Use of Library computers to be refined.</p> | <p>Computer repairs. Computer Upgrades. Digital camera. Data Projectors. Laptop Computers for all Teachers. After school workshops. Computer suite available for Adult Classes at night - separate courses for Beginners and Advanced.</p> |

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| | <p>Staff using School Master for planning, assessment and administration (esp roll).</p> <p><u>3.To encourage the full use of the computer suite.</u></p> <p><u>Areas of implementation.</u> Student academies in computers. Adult night classes. Community access to computer suite outside school hours. Review computer suite use.</p> | |
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| <p>4. To provide for the emotional and behavioural needs of Carterton School students.</p> | <p><u>To provide programmes in Health Education and positive behaviour.</u></p> <p><u>Areas of implementation.</u> Sexuality lessons on Changes at Puberty yr 5-8. Programmes in self esteem, respect and confidence - KOS, girls self defence for yr 7&8. Road Safety programmes. Safe Cycling. Sunsmart. Playground mediators (Fuss Busters). Class buddy systems. Staff as role models. Outdoor play equipment and plentiful supply of sports gear at play breaks. Police Education Programmes - 2008 DARE (To be finalised). Whanau weeks at least twice during the year.</p> <p>Support from external agencies (RTLB, GSE etc)</p> <p>School wide values programme to be reviewed and renewed.</p> <p>Behaviour management procedures to be reviewed.</p> | <p>Top Notch Behaviour Programme -Incentives - \$2 000. Police Education Officers involvement in lessons. Public Health Nurse involvement. Wairarapa Cancer Society - subsidies, resources. Sunsmart. Smokefree. Choice Health Wairarapa. Road Safety Programmes - Road Safety Coordinator.</p> |
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| <p>5. To be a “Community School” reflecting Carterton characteristics and linking our school to the local community</p> | <p><u>1.To involve the Carterton Community in school life.</u> <u>Areas of implementation.</u> School grounds open 24 hours -continue “no gates” policy. Open Door access to all parents at all times. School and Community Newsletters (2,500 copies twice per year). Encourage hall hire, ground use, computer suite use. Adult Evening classes. Continue to host “After School” care programme. Operate free Pre-Schoolers’ programme every Friday afternoon. Fully functioning PTA. New Parents welcoming - afternoon teas (one per term). Involvement of community in Outdoor Education - trips, camps, over night stays. Invitation to community to school functions - Pet Day, Gala, Concerts, Inter-School Sports and culture events. Open days. Profile Booklet. School Calendar. St David’s Church helpers - reading programme. Manage positive school marketing. Participate in Carterton Activities - Carterton Daffodil Festival, Carterton Christmas parade, ANZAC Day (school and community services) Web page development. Municipal hall development and the implications for our school property development.</p> <p><u>2.To fully implement the role of the Board of Trustees as community parent representatives.</u> <u>Areas of implementation.</u> Maintain a full Board to ensure continuity. Encourage BOT members to train. Support roles of BOT members - job descriptions, sub-committees, annual time line of actions. Engage in on-going self-review, planning and implementation of strategic and annual plans. Heighten profile of BOT members.</p> | <p>Community Newsletter - (production and delivery) Pre-School Programme resources - \$300. BOT funding and subsidies for these activities/events/programmes where appropriate.</p> <p>BOT Training -\$600.</p> |
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| <p>6. To provide the best possible learning</p> | <p><u>1. To operate effective BOT systems in Finance and Property.</u> <u>Areas of implementation.</u> All internal finance management will be according to the Internal</p> | |
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| <p>environment for Carterton School students.</p> | <p>Control Policy. The annual audit will be completed before the due date according to the Ministry of Education Guidelines. Continue to employ BOT Administration Manager (19 hrs per week). Operate fully functioning BOT Committees in Finance and Property. Surplus funds are to be built up if possible.</p> <p><u>2. Upgrade school outdoor environment.</u> <u>Areas of implementation.</u> Native bush area— complete plantings, student gardens, garden sheds, worm farms, recycling / reducing (paper, plastic and other items), compost bins. Entranceway Upgrade ongoing project. 5 Year Property Plan - utilisation of funding available (2008 final year). Undertake regular property maintenance programme. Review pool maintenance and upkeep.</p> | |
| <p>7. To enhance and expand on innovative features of Carterton School development</p> | <p><u>New ideas and programmes to be incorporated into school programme.</u>(Some carry over from 2007) <u>Areas of implementation.</u> Some Inquiry learning units taught. PMP –Motor Skills programme. <u>Staff</u> - Assessment - Use of STAR assessment for teaching. Numeracy development implemented and all workshops attended. PAT - Maths online results used to plan teaching. AtoL implementation to continue - refresher staff meeting in term 2. <u>Community.</u> PTA afternoon teas to welcome new parents to our school. <u>Students.</u> Rotary Speech Competition. Sport Wairarapa initiatives. Extend Enviroschool initiatives. Healthy lunch scheme continued. Chess Competitions. Astronomy group. Academies.</p> | <p>Staffing allowance of 0.2 for DP release and 0.1 for other responsibilities. Enviroschools - \$1100 (PTA and BOT) plus Carterton District Council facilitator.</p> |

Numeracy

| | | |
|---|---|------------------------------|
| Goal Improving Literacy and Numeracy. | Curriculum / Essential Skill Area Across the curriculum Numeracy | |
| Target 1. <u>Students in years 1-4</u> Students in years 1-4 will be achieving at or above curriculum expectation in numeracy. Students at risk will be monitored on a Termly basis. 2. <u>National Cohorts for Years 5-8 students.</u> To have every child placed on the National Cohorts scale by using the Diagnostic Testing System by the end of the year. All year 5-8 students have made progress when comparing beginning and end of year data. 3. <u>Teachers report increased understanding of and confidence in teaching numeracy.</u> | Budget / Resources \$4000 Numeracy equipment \$6000 Numeracy PD | |
| Background Data 1. This is the second year of ENP, and the first year of ANP. While many yr 1-4 students are achieving at or above the expected national level in the various areas of numeracy there are many who are in the 'cause for concern' or 'at risk' level. (Ref Carterton School 2008 Initial Numeracy Report) 2. Yr 5-8 students will be tested at the beginning and end of year to review their achievement against national achievement. 3. Survey at beginning and end of year. | | |
| Actions Teachers will: <ul style="list-style-type: none"> • Attend all training • Implement numeracy project teaching • Include a numeracy goal in their personal goals for the year. | Achieved Outcomes | Analysis / Reflection |

Reading

| | | | |
|--|--------------------------|--|------------------------------|
| Goal | | Curriculum / Essential Skill Area | |
| Improving Literacy and Numeracy. | | Across the curriculum English | |
| Target Students in years 3-8 are achieving at or above the expected level for their age according to national norms. A comparison of results from the STAR and running record tests in March and October shows a decrease in the number of students 'at risk'. | | Budget / Resources \$1500 PD budget \$1700 English budget (for all areas) | |
| Background Data STAR assessments have been completed in March. In each year group there are at risk readers: Year 3 = 15, Year 4 = 16, Year 5 = 6, Year 6 = 5, Year 7 = 7, Year 8 = 5. Because of the identified need the Special Needs programme provided by teachers and teacher aides is focusing on Literacy skills. | | | |
| Actions Teachers will: <ul style="list-style-type: none"> Analyse data for their class Share data with their learning team Provide appropriate teaching intervention (may include teacher aides) Compare results at the end of the year. | Achieved Outcomes | | Analysis / Reflection |

| | | |
|--|--|------------------------------|
| To build a sustainable, environmentally friendly culture and practices at Carterton School. | Across the curriculum | |
| Target School waste is reduced. A school Enviro-group is established. One 'whanau week' (cross school grouping) has an environmental focus. | Budget / Resources \$1100 (school and PTA support) | |
| Background Data A waste audit was carried out in 2007 – this will continue in 2008. Students have been involved in a range of environmental activities, but no formal group has been established. Whanau weeks have been very successful in developing a whole school / community sense. Previously these have had an art, maori or science focus. | | |
| Actions <ul style="list-style-type: none"> • Waste audit completed twice through the year. • Enviro group established and have regular meetings. • Whanau week in second part of the year. | Achieved Outcomes | Analysis / Reflection |

Actions for achieving annual goals to be reported to MOE 2008

Goal 1: Numeracy achievement through the school.

Students in years 1-4 will be achieving at or above curriculum expectation in Numeracy.

| <i>Action</i> | <i>Responsibility</i> | <i>Resourcing</i> | <i>Timeline</i> | <i>Success indicators</i> |
|--|---|---|------------------------------|--|
| Teachers of year 1-4 students use end of 2007 Early Numeracy Project diagnostic assessment information to group students in class for teaching. (For students new to school diagnostic interview completed, others could have GloSS completed.) A record will be kept of individual student achievement levels at the beginning of the year indicating at risk students, and those needing extension. Results will be compared to national expectations. Gender, maori / non-maori identified. | Class teachers, team leader to monitor. Principal to review results. | Possible release time for assessments (CRT or other in-school release). | Completed by end March. | Results collated. |
| Teaching intervention. | Class teachers. | ENP resources. | Through the year. | |
| Teachers of year 1-4 students complete Early Numeracy Project assessment using GloSS. Record results and compare to start of year. | Class teachers. Team leaders to support. Principal to review results. | Possible release time for assessments (CRT or other in-school release). | Completed by end of October. | Comparison of March - October results show a higher number of students at or above the expected level. |

Those identified as At Risk in Addition/Subtraction at the end of 2007 will be monitored on a termly basis.

| <i>Action</i> | <i>Responsibility</i> | <i>Resourcing</i> | <i>Timeline</i> | <i>Success indicators</i> |
|--|--|---|--|---|
| <p>At risk students identified.</p> <p>GloSS addition and subtraction interview completed at the beginning of each term. Comparative results recorded. Teaching groups adjusted according to results. Support from numeracy lead teachers and / or numeracy adviser.</p> | <p>Class teacher.</p> <p>Class teacher.</p> <p>Team leader to monitor.</p> | <p>Use end of 2007 or GloSS results.</p> <p>Additional resources may be needed to support the teaching groups.</p> <p>Teacher aide time if available.</p> | <p>By end of March.</p> <p>By end of week 2 each term.</p> | <p>Termly assessments of students at risk are completed and recorded.</p> <p>Fewer students in the 'at risk' category at the end of the year.</p> |

All students in years 5-8 make progress in strategy and knowledge when comparing initial and final diagnostic assessments.

| <i>Action</i> | <i>Responsibility</i> | <i>Resourcing</i> | <i>Timeline</i> | <i>Success indicators</i> |
|--|---|--|--|--|
| <p>Teachers of year 5-8 students complete the Advanced Numeracy Project diagnostic assessment for each student in class. Results are recorded on School Master and on web. Results used to group students for teaching.</p> <p>End of year (October) students re-interviewed and progress monitored against national expectations.</p> | <p>Class teacher supported by numeracy leader.</p> <p>Results recorded to web.</p> <p>Class teacher supported by numeracy leader.</p> | <p>2 days release pre teacher. One day paid by MOE, one by school.</p> <p>Funding for input of data. (Approx \$100)</p> <p>2 days release pre teacher. One day paid by MOE, one by school.</p> | <p>By end of March.</p> <p>By end October.</p> | <p>All results recorded onto web and School Master.</p> <p>Results used to group students in class for teaching.</p> <p>All students have made progress in strategy and knowledge areas.</p> |

Teachers report increased understanding of and confidence in teaching numeracy.

| <i>Action</i> | <i>Responsibility</i> | <i>Resourcing</i> | <i>Timeline</i> | <i>Success indicators</i> |
|--|-----------------------|-------------------|-------------------|--|
| Survey of teachers at start of year. (ENP and ANP) | Principal | - | By end of March. | Teacher confidence and understanding has increased through the year. |
| Survey of teachers at end of year. | Principal | - | By end of October | |

Goal 2: Reading achievement in years 3-8.

Students in years 3-8 are achieving at or above the expected level for their age according to national norms.

A comparison of results from the STAR and running record reading tests in March and October shows a decrease in the number of students 'at risk'.

| <i>Action</i> | <i>Responsibility</i> | <i>Resourcing</i> | <i>Timeline</i> | <i>Success indicators</i> |
|--|--|--|---------------------------|--|
| STAR assessments completed. Results recored. Running record assessments completed. STAR and running records used to identify students at risk. Class groups organised according to need. | Teacher Teacher English committee / learning teams / principal review results. | - - | By end of March. | Results collated. |
| Teaching intervention. | | Teacher aide time. Reading group materials. Adviser support of required. | Ongoing through the year. | |
| STAR and running record assessments completed. Results recorded with students at risk identified. Comparison made with term 1 results. | Teacher English committee / learning teams / principal review results. | | By end of October | Results compared, a decrease in the number of students 'at risk' reported. |

Goal 3: Healthy / Enviro school.

School waste reduced. Recycling and reuse increased.
 Student Enviro group established.
 One 'Whanau week' has an Enviro focus.

| <i>Action</i> | <i>Responsibility</i> | <i>Resourcing</i> | <i>Timeline</i> | <i>Success indicators</i> |
|--|-----------------------|---|-----------------------------|---------------------------|
| Waste audit completed. | Jo Taia | Class time | Mid-end term 1 | |
| Recycling audit completed. | Jo Taia | Class time | Mid-end term 1 | |
| Enviro group established. Regular meetings. Action | Barbara Whitburn | Some meeting time in class time, some at lunch time. | Set up by end of term 1. | |
| Waste audit completed. | Jo Taia | Class time | Mid-end term 4 | |
| Recycling audit completed. | Jo Taia | Class time | Mid-end term 4 | |
| Whanau week (cross school grouping) with Enviro focus. Whanau week - children are cross grouped across the school and rotate to different teachers to complete a range of activities. | Barbara Whitburn | Planning time for teachers at staff meeting. | Term 4 | |

School Wide Assessments & Goals 2008

Purposes.

1. Identify areas of need/weaknesses.
2. Identify areas of strength.
3. To establish a baseline position.
4. To indicate the degree of progress
5. "Curriculum Snapshots" - a 3 Year Cycle.

Responsibilities.

| | |
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| Ensure test is done and results entered. | The Curriculum Leader |
| Collate the results from School Master & produce graphs/lists etc. | John Le Grice assisted by Curriculum Committee Leaders |
| Draw conclusions, state findings, set new goals | Curriculum Leaders & the Principal |
| Present findings to the BOT/Community | Principal with Curriculum Leaders. |

Schoolwide assessment data

| <u>Date</u> | <u>Assessment</u> | <u>Reporting to</u> | <u>Year group</u> | <u>What to do with results</u> | <u>Teacher/Leader Action</u> |
|-------------------|--|--|-------------------|---|--|
| March November | Running Records | Report to BOT | All school | Enter in School Master | Each Class Teacher |
| March November | STAR -Test of Reading (Form B in 2008) | Report to BOT and MOE | Years 3 - 8. | Enter in School Master | Years 3 - 8 Teachers. John Le Grice |
| March November | Asttle Reading (Optional) | Report to BOT | Years 4 - 8. | Enter in School Master | Years 4 - 8 Teachers. John Le Grice |
| March November | Spelling - Essential List Test | Report to BOT | All school | Enter in School Master | English Curriculum Committee Bryn Rees |
| March November | Maths Basic Facts Test. Made by Maths Curriculum Committee | Report to BOT | All school | Enter in School Master | Maths Curriculum Committee Ronny Tankerlsey |
| March October | PAT Maths Test. GloSS (ENP) Diagnostic (ANP) | Student Achievement Goal. Report to BOT and MOE | Years 1 - 8. | Enter in School Master | Maths Curriculum Committee. Michael O'Connell Ronny Tankersley |
| March November | Recycling and Waste audit | Student Achievement Goal. Report to BOT and MOE | All school | Curriculum Committee will collect data and collate | PE/Health Curriculum Committee. Barbara Whitburn. Jo Taia. |
| March November | Test of Surface Features | To BOT | Years 3 - 8. | Enter in School Master | English Curriculum Committee Raewyn Harnden. |
| March | PAT Listening Skills (Set B in 2008) | Teacher /Parent Information To BOT | Years 3 - 8. . | Enter in School Master. Submit to NZCER for Analysis | Years 3 - 8 Teachers. John Le Grice |
| All Year | 6 yr. Net Test | Report to BOT | All 6 yr olds. | Compared with 8 yr old test for the same child. | Lesley S & Ronny T. Graph results to indicate "age added" |

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| | | | | | over the 2 year period. |
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‘Curriculum Snapshots’. Schedule of Reporting/Presenting to the BOT.

| Year | Curriculum Area | Teacher/Leader. (Assisted by others in the Curriculum Committee) | BOT Meeting | |
|-----------------------|---|---|--------------------|--|
| 2008 then 2011 | Social Studies | Barbara Whitburn | April | |
| 2008 | ICT Skills | John Le Grice | June | |
| 2008 | The Arts. Dance and Drama. | Raewyn Harnden | September | |
| 2008 | Outdoor Education | Bryn Rees | November | |
| 2009 then 2012 | Technology | Barbara Whitburn | April | |
| 2009 | Physical Education | Jo Taia | June | |
| 2009 | Te Reo and Kapa Haka | | September | |
| 2009 | Gifted and Talented Programmes Prep. Programme | Bryn Rees. Mel MacGregor | November | |
| 2010 then 2013 | PE. Swimming | Jo Taia | April | |
| 2010 | The Arts. Music and | Raewyn Harnden | May | |

| | | | | |
|-------------|---------------------------------|-------------------------|------------------|--|
| | Visual. | | | |
| 2010 | Science. | Ronny Tankersley | September | |
| 2010 | NZ History and Heritage. | Bryn Rees | October | |
| 2010 | Designcraft. | Jo Taia | November | |

NATIONAL ADMINISTRATION GUIDELINES

“The Board of Trustees of Carterton School has in place a documented set of procedures to ensure that the national goals are met. These procedures detail under each guideline (i) the education goal, (ii) the associated administration guidelines, (iii) the relevant and related Carterton School policies.

The Board of Trustees and school staff will also ensure that they meet the National Administration Guidelines in all school operations at a high level. In particular:

1. The Carterton School Board of Trustees will 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.

The Board, through the Principal and staff is required to:

a) develop and implement teaching and learning programmes:

- to provide all students in years 1-7 with opportunities to achieve for success in all the essential learning and skill areas of the New Zealand Curriculum;
- giving priority to student achievement in literacy and numeracy, especially in years 1-4;

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

- student achievement in literacy and numeracy, especially in years 1-4; and then to:
- 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);

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

- who are not achieving
- who are at risk of not achieving

- who have special needs and
- aspects of the curriculum which require particular attention;

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

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

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

2. The Carterton School Board of Trustees will:

a) develop a strategic plan which documents how they are giving effect to the National Education Guidelines through their policies, plans and programmes, including those for curriculum, assessment and staff professional development;

b) maintain an ongoing programme of self-review in relation to the above policies, plans and programmes, including evaluation of information on student achievement;

c) report to students and their parents on the achievement of individual students, and to the school's community on the achievement of students as a whole and of group identified through 1. c) above, including the achievement of Maori students against the plans and targets referred to in 1. e) above.

3. According to the legislation on employment and personnel matters, the Board of Trustees will in particular:

a) develop and implement personnel and industrial policies, within policy and procedural frameworks set by the Government from time to time, which promote high levels of staff performance, use educational resources effectively and recognise the needs of students;

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

4. According to legislation on financial and property matters, the Board of Trustees will in particular:

a) allocate funds to reflect the school's priorities as stated in the charter;

b) monitor and control school expenditure, and ensure that annual accounts are prepared and audited as required by the Public Finance Act 1989 and the Education Act 1989;

c) comply with the negotiated conditions of any current asset management agreement, and implement a maintenance programme to ensure that the school's buildings and facilities provide a safe, healthy learning environment for students.

5. The Board of Trustees will:

a) provide a safe physical and emotional environment for students;

b) comply in full with any legislation currently in force or that may be developed to ensure the safety of students and employees.

c) promote healthy food and nutrition for all students; and

d) where food and beverages are sold on school premises, make only healthy options available.

6. The Board of Trustees will comply with all general legislation concerning requirements such as attendance, the length of the school day, and the length of the school year.

Charter/Annual Plan approved by Carterton Board of Trustees

Dated:.....

Signed:.....

Ministry of Education approval

Dated:.....

Signed:.....