



Kaeo Primary School Charter

Mission Statement

*'Aim High – Stand tall
Taraia Nga Taumata – E Tu Teitei'*

Vision

That as our Year 6 children leave Kaeo Primary School they will be developing as confident, self motivated learners who understand themselves and how to relate positively to others. They will be beginning to question and investigate and to be excited by the world - willing to contribute to make it a better place. They will be becoming multi literate and developing the skills essential to leading a happy and fulfilled life.

Value Words

Learn, Love, Contribute, Grow.

Aims

Increase children's attendance at school.

Engage children in their learning.

Focus on Achievement.

Develop skills, knowledge, values and attitudes necessary to embrace life's challenges.

Develop self esteem, identity, leadership and civic responsibilities.

Value and practice Tikanga Maori

Charter Undertaking

In accordance with Section 64 of the Education Act, the Kaeo School Board of Trustees undertakes to take all reasonable steps to achieve the purpose, aims and objectives in this charter which have been approved by the Board following consultation with the community in terms of Section 61 and 63 of the Education Act, and to take full account of the National Education Guidelines and all statutory obligation. The Board has accepted this charter as its undertaking to the Ministry of Education.

This charter was submitted to the Ministry of Education for the Ministers approval on March 2010.

This charter will be annually updated.

Chairperson Board of Trustees:

Date:

This Charter establishes the Mission, Aims, Objectives, Strategic Directions and the Targets in the annually updated section

Kaeo Primary School

Our School has a long history, which began with the arrival of William Bramley, his wife and their seven children in 1859. A short time after his arrival William was appointed master of Kaeo Public School under the Board of Education. The original school was built in County Gully Road in 1877 and had a daily average attendance of fifteen pupils. Some years later, due to the cold and wet nature of the original site, the school moved to the site where our school stands today.

At that time there were many schools in the area, however, as time passed many of these smaller schools closed and Kaeo Public School grew until in 1941 it became Kaeo District High School, catering for children between the ages of five and sixteen.

In 1969, following a recommendation from the Commission on Education, Whangaroa College was established as a Form One to Seven School and Kaeo Primary School became a separate entity.

Kaeo Primary School children are predominantly Maori with around 84% of all children identifying as Tangata Whenua. Tikanga Maori including the use of Pepeha, Karakia, Waiata and Kapa Haka are features of our school.

Over recent times the school has been extensively remodeled and now offers the children a pleasant, safe and modern working environment.

As well as having five 'working' classrooms the school has a gym, a breakfast club room, and a Kiwi Can Room. We are proud of our well resourced library. Outside there are two adventure playgrounds, a swimming pool, large playing fields and netball courts. The school is a leading ICT school and is well equipped with various ICT's including a mobile laptop pod, computers, digital cameras, televisions, DVD/VCR's. Three classrooms have interactive whiteboards and the fourth is to be installed in 2010.

Most of the children travel to school by buses, which they share with the College students and students from other primary schools. For many of the children this is a considerable journey to and from school.

The school and staff are well supported by a committed and knowledgeable BOT.

Educational Goal- To raise the achievement of all students through:

Attendance:

- Encouraging regular attendance through the provision of rich, real and relevant teaching experiences.
- Carefully monitoring attendance and using the information gained to reduce number of absences.
- Actively working with agencies and the wider community to ensure/assist attendance.

Engagement:

- Developing pedagogy and teaching programmes that engage children in their learning.
- Actively and consciously building relationships with children that allow for teaching programmes and activities to be developed and delivered in a way that engages children in their learning.
- Involving local knowledge and people in our school and using our immediate environment as contexts for learning in particular through EOTC based learning.
- Providing resources and equipment (including a wide range of up to date ICTs) that help to engage children in their learning.
- Providing opportunities for 'Fun Days and Activities' at school e.g. Pet Day, Bad Hair Days, Maths Week, Book Week, Greats and Grans Day, Tikanga Days, Sports Days, art exhibitions, school wide performances.
- Providing opportunities for children to experience and learn new skills e.g. yoga, ukulele', arts, sports.
- Recognising the bi-cultural status of New Zealand and acknowledging and incorporating aspects of Pakeha and Maori cultures as a natural aspect of everyday school life but in particular by promoting Tikanga Maori and Te Reo. Sustaining Kapa Haka is an important goal for 2010.
- Encouraging the wider school community to play an active role in their children's learning and in the school in general.

Achievement:

- Focusing on raising achievement in core learning areas of Literacy and Numeracy through setting high goals and including goals for high performers.
- Understanding and targeting the learning needs of our children and developing programmes and activities to meet these.
- Developing and implementing assessment processes that allow for identified key learning to be recorded and used efficiently and effectively for both formative, summative and reporting purposes.
- Valuing and celebrating achievement in all learning areas.
- Recognising and catering for children's individual needs and strengths.
- Investing in the Professional Development of teachers to ensure that their pedagogy and curriculum knowledge is up to date.
- Using the teacher appraisal system to provide the opportunity for formative assessment of teachers work and improving pedagogy and outcomes for children.
- Developing a *Reporting to Parents* system that allows for clear communication between parents and the school that accurately informs parents of the progress, achievements and needs of their child and the ways in which they can assist their child's learning and which allows and encourages parents to discuss their child's progress and needs.
- Establishing a Special Abilities programme.

Strategic Plan 2010 – 2012

Strategic Goals -To

NAG 1 Curriculum

- Successfully implement the new New Zealand curriculum.
- Review and modify Teaching and Learning programmes to enhance student learning.
- Have all staff take an active part in professional development to improve their pedagogy and to increase the achievement of children.
- Actively focus upon and work to raise achievement in Literacy and Numeracy
- Raise achievement for Maori students.
- Plan and deliver a programme which incorporates Te Reo and Tikanga into classroom programmes
- Continue to widen the use of and improve the use of ICT for learning.
- Identify and address the special learning needs and abilities of students and groups of students.
- Refine and improve assessment processes.
- Involve parents in their child's education and in the wider school.
- Provide a range of opportunities so that all children can participate, compete, and excel, within and outside the school.
- Provide EOTC opportunities for our children.

NAG 2 Reporting and Review

- 1) To use the programme of Self Review: B.O.T and Curriculum to increase the effectiveness of the school.
- 2) To report to parents and the B.O.T on student achievement.
- 3) To communicate and consult effectively and appropriately with the community.
- 4) Implement the requirements of the National Standards.

NAG 3 Personnel

- Maintain systems that ensure the B.O.T fulfils its role as a good employer.
- Use the Appraisal process to promote high levels of staff performance.
- Use the Professional Development Plan to equip all teaching staff to deliver quality learning and ancillary staff to perform a quality job.
- Staff the school to enhance Teaching and Learning.

NAG 4 Finance

- Use funds in a way that reflects the School's Charter and Strategic Plan.
- Maintain systems to monitor finance and expenditure.
- Actively seek opportunities to raise additional funds for our school.

NAG 4 Property

- Implement an efficient and cost effective programme of maintenance for buildings grounds and facilities.
- Develop the School's facilities to reflect priorities and the School's Charter and Strategic Plan.

NAG 5 Health and Safety

- Provide a safe physical environment for students and staff.
- Provide a safe emotional environment for students and staff.
- Ensure all legislation under Health and Safety is adhered to.

NAG 6 Legislation

- Review the School's Policies and Procedures to ensure they comply with all current legislation.

Educational Goal: To raise achievement for all students through:

	Strategies	2010	2011	2012
NAG 1 Curriculum	<p><u>Attendance</u> Develop systems and procedures to monitor and record attendance.</p> <p>Develop ideas and methods to encourage regular attendance.</p> <p>Develop pedagogy and teaching programmes that encourage attendance.</p> <p>Actively work with agencies and the wider community to ensure/assist attendance.</p> <p><u>Engagement</u> Develop pedagogy and teaching programmes that engage children in their learning.</p> <p>Actively and consciously build relationships with children that allow for teaching programmes and activities to be developed and delivered in a way that engages children in their learning.</p> <p>Involve local knowledge and people in our school and using our immediate environment as contexts for learning in particular through EOTC based learning.</p> <p>Provide resources and equipment (including a wide range of up to date ICTs) that help to engage children in their learning.</p>	<p>Use ENROL system successfully.</p> <p>Continue to add attendance data to SMS and to review attendance each term and write to parents of children whose attendance is of concern.</p> <p>Continue incentives for children to achieve full attendance.</p> <p>Use new curriculum to develop programmes and activities that engage children.</p> <p>Continue to work with outside agencies to reduce absenteeism.</p> <p>New Curriculum fully implemented. Have an in-depth understanding of the new curriculum and develop programmes and activities that engage children. Continue to Inculcate values words throughout school.</p> <p>Continue to emphasise to teachers the benefits of building strong relationships with children. Select staff for their ability to relate positively and successfully with our children. Continue relevant readings programme.</p> <p>Develop themes that allows for the use of local people and our local environment and that reflect the needs of our children and community.</p> <p>Encourage EOTC experiences across the school.</p> <p>Maintain and update ICT equipment. Purchase IAW for Room 3. Investigate the purchase of COW at end of lease period.</p>	<p>Use ENROL system successfully.</p> <p>Continue to add attendance data to SMS and to review attendance each term and write to parents of children whose attendance is of concern.</p> <p>Continue incentives for children to achieve full attendance.</p> <p>Use new curriculum to develop programmes and activities that engage children.</p> <p>Continue to work with outside agencies to reduce absenteeism.</p> <p>Continue to gain an understanding of the new curriculum and to develop programmes and activities that engage children. Continue to Inculcate values words throughout school.</p> <p>Continue to emphasise to teachers the benefits of building strong relationships with children. Select staff for their ability to relate positively and successfully with our children. Continue relevant readings programme.</p> <p>Develop themes that allows for the use of local people and our local environment and that reflect the needs of our children and community.</p> <p>Encourage EOTC experiences across the school.</p> <p>Maintain and update ICT equipment. Purchase IAW for Room 7</p>	<p>Use ENROL system successfully.</p> <p>Continue to add attendance data to SMS and to review attendance each term and write to parents of children whose attendance is of concern.</p> <p>Continue incentives for children to achieve full attendance.</p> <p>Use new curriculum to develop programmes and activities that engage children.</p> <p>Continue to work with outside agencies to reduce absenteeism.</p> <p>Continue to develop how we use the new curriculum to develop programmes and activities that engage children. Continue to Inculcate values words throughout school.</p> <p>Continue to emphasise to teachers the benefits of building strong relationships with children. Select staff for their ability to relate positively and successfully with our children. Continue relevant readings programme.</p> <p>Develop themes that allows for the use of local people and our local environment and that reflect the needs of our children and community.</p> <p>Encourage EOTC experiences across the school.</p> <p>Maintain and update ICT equipment.</p>

**NAG 1
Curriculum**

Provide opportunities for 'Fun Days and Activities' at school e.g. Pet Day, Bad Hair Days, Maths Week, Book Week, Greats and Grans Day, Tikanga Days, Sports Days.
Provide opportunities for children to experience and learn new skills e.g. yoga, guitar, arts, sports.

Recognise the bi-cultural status of New Zealand and acknowledging and incorporating aspects of Pakeha and Maori cultures as a natural aspect of everyday school life but in particular by promoting Tikanga Maori and Te Reo.

Encourage the wider school community to play an active role in their children's learning and in the school in general.

Participate in Whangaroa Schools Sports and Cultural days.
Draw up schedule of special days and roster for organizing same.
Seek out visiting shows/arts/science opportunities.
Seek out opportunities to bring experts into our school.
Art Exhibition Year

Incorporate Tikanga Maori and Te Reo where appropriate into class lessons.
Tikanga Thursday special event.
Introduce dedicated Te Reo timetabling.
Develop Te Reo Benchmarks and add Te Reo to Assessment schedule and Classroom Manager.

Meet the teacher day. Teacher interviews twice a year. Increase assembly time to allow for children to share work – invite parents.
Encourage parent helpers.
Invite parents to share special days.

Participate in Whangaroa Schools Sports and Cultural days.
Draw up schedule of special days and roster for organizing same.
Seek out visiting shows/arts/science opportunities.
Seek out opportunities to bring experts into our school.

Production Year

Incorporate Tikanga Maori and Te Reo where appropriate into class lessons.
Tikanga Thursday special event.
Review Te Reo Benchmarks. Use assessment data to review progress of Te Reo teaching and learning.

Meet the teacher day. Teacher interviews twice a year. Increase assembly time to allow for children to share work – invite parents.
Encourage parent helpers.
Invite parents to share special days.

Participate in Whangaroa Schools Sports and Cultural days.
Draw up schedule of special days and roster for organizing same.
Seek out visiting shows/arts/science opportunities.
Seek out opportunities to bring experts into our school.

Art Exhibition Year.

Incorporate Tikanga Maori and Te Reo where appropriate into class lessons.
Tikanga Thursday special event.
Continue to use Te Reo benchmarks to guide teaching and learning.

Meet the teacher day. Teacher interviews twice a year. Increase assembly time to allow for children to share work – invite parents.
Encourage parent helpers.
Invite parents to share special days.
Volunteers for Fun Friday revamp.

**NAG 1
Curriculum**

Achievement

Focusing on raising achievement in core learning areas of Literacy and Numeracy

Understanding and targeting the learning needs of our children and developing programmes and activities to meet these.

Developing and implementing assessment processes that allow for identified key learning to be recorded and used efficiently and effectively for formative, summative and reporting purposes.

Valuing and celebrating achievement in all learning areas.

Recognising and catering for children's individual needs and strengths.

Investing in Professional Development of teachers to ensure that their pedagogy and curriculum knowledge is up to date.

Continue consistent Language time throughout the school. Introduce consistent maths time across the school. Affirm Numeracy at the head of maths learning. Continue Junior Literacy PD and extend to Seniors if possible.

Consolidate use of and understanding of the new curriculum to as a base to identify our children's needs. Continue to develop themes and activities that work towards meeting these needs.

Review SMS use to ensure that identified key learning areas for our children are at its core.

Continue to distinguish clearly between assessments that are formative and those which are summative on the assessment schedule. Monitor teacher's ability to use assessment data for formative reasons as part of the appraisal process.

Certificates used for all reasons – academic and social. Caught being good. Focused Friday – environmental theme. Increased newspaper publicity. Honours Board.

Continue Rainbow Reading programme, Talk2Learn and introduce Early readers extra assistance group.
Early Numeracy assistance provided to small groups.
Ors funding sought for Tre Williams.
Introduce Special Abilities extension group.

Junior Literacy PD for Junior School Teachers extending, if possible, to Senior School.
BT Courses - Victoria

Continue consistent Language and maths time across the school. Affirm Numeracy at the head of maths learning.

Consolidate use of and understanding of the new curriculum to as a base to identify our children's needs. Continue to develop themes and activities that work towards meeting these needs.

Review SMS use to ensure that identified key learning areas for our children are at its core.

Continue to distinguish clearly between assessments that are formative and those which are summative on the assessment schedule. Monitor teacher's ability to use assessment data for formative reasons as part of the appraisal process.

Certificates used for all reasons – academic and social. Caught being good. Focused Friday – environmental theme. Increased newspaper publicity. Honours Board.

Continue Rainbow Reading programme, Talk2Learn and introduce Early readers extra assistance group.
Early Numeracy assistance provided to small groups.
Ors funding sought for Tre Williams.
Introduce Special Abilities extension group.

Identified School Wide Professional Development to be undertaken.

Continue consistent Language and maths time across the school. Affirm Numeracy at the head of maths learning.

Consolidate use of and understanding of the new curriculum to as a base to identify our children's needs. Continue to develop themes and activities that work towards meeting these needs.

Review SMS use to ensure that identified key learning areas for our children are at its core.

Continue to distinguish clearly between assessments that are formative and those which are summative on the assessment schedule. Monitor teacher's ability to use assessment data for formative reasons as part of the appraisal process.

Certificates used for all reasons – academic and social. Caught being good. Focused Friday – environmental theme. Increased newspaper publicity. Honours Board.

Continue Rainbow Reading programme, Talk2Learn and introduce Early readers extra assistance group.
Early Numeracy assistance provided to small groups.
Ors funding sought for Tre Williams.
Introduce Special Abilities extension group.

Identified School Wide Professional Development to be undertaken.

Develop a Teacher appraisal system that provides the opportunity for formative assessment of teachers work and leads to improved pedagogy and improved outcomes for children.

Developing a *Reporting to Parents* system that allows for clear communication between parents and the school that accurately informs parents of the progress, achievements and needs of their child and the ways in which they can assist their child's learning and allows and encourages parents to discuss their child's progress and needs also.

Continue appraisal system.

Create additional opportunities for parent/teacher dialogue.
Continue Web Site work.
Implement National Standards requirements – stage 1.

Review and refine appraisal system.

Review and refine reporting system.
Create additional opportunities for parent/teacher dialogue.
Continue Web Site work.
Implement National Standards requirements – stage 2.

Continue appraisal system.

Create additional opportunities for parent/teacher dialogue.
Develop Web Site to increase home/school relationship.

**NAG 2
Reporting and
Review**

To establish a programme of Self Review:
B.O.T and Curriculum.

To report to parents and the B.O.T on
student achievement.

To communicate and consult effectively and
appropriately with the community.

Review and refine procedure and policy of self
review.
Introduce units of work review procedure.
Review policies as per review cycle.
Review and consolidate policy folders.
Continue teachers term reviews, year reviews.

Review written report format.
Introduce national Standards reporting.

Use newsletter to make public school wide
goals and achievement of same.
Report formally to community about progress
towards school wide goals.
Undertake formal Maori Community
consultation including review of Strategy for
Maori Achievement.

Complete BOT self review.
Introduce units of work review procedure.
Review policies as per review cycle.
Review and consolidate policy folders.
Continue teachers term reviews, year reviews.

Undertake community 'school satisfaction
'survey.

Use newsletter to make public school wide
goals and achievement of same.
Report formally to community about progress
towards school wide goals.
Undertake Health Community Survey.

Complete Board self review.
Continue to review units of work.
Review policies as per review cycle.
Review and consolidate policy folders.
Continue teachers term reviews, year reviews.

Refine written report format.
Review parent/teacher interview
timetable/format.

Use newsletter to make public school wide
goals and achievement of same.
Report formally to community about progress
towards school wide goals.
Undertake formal Maori Community
consultation including review of Strategy for
Maori Achievement.

<p>NAG 3 Personnel</p>	<p>Establish systems to ensure the B.O.T fulfils its role as a good employer.</p> <p>Review and modify the Appraisal process to promote high levels of staff performance.</p> <p>Develop a Professional Development Plan that equips all teaching staff to deliver quality learning and ancillary staff to perform a quality job.</p> <p>Staff the school to enhance Teaching and Learning.</p>	<p>Appoint new personnel if required. Review job descriptions for all staff.</p> <p>Continue appraisal process. Set school wide goals in Term 1 based on educational goals. External appraisal for Principal</p> <p>Junior Literacy PD extending to Senior School Continue ICT professional Development. Continue Spelling PD led by Lead Teacher.</p> <p>Develop a raft of experienced/reliable relievers. Principal to undertake SENCO role. Teacher Aide for ORRS support. Teacher Aide Literacy/Numeracy support role</p>	<p>Appoint new personnel if required. Review job descriptions for all staff.</p> <p>Review appraisal process. Set school wide goals in Term 1 based on educational goals. Appraisal by BOT for Principal</p> <p>Determine school wide PD focus. Continue ICT professional Development. Continue Spelling PD led by Lead Teacher.</p> <p>Develop a raft of experienced/reliable relievers. Principal to undertake SENCO role. Teacher Aide for ORRS support. Teacher Aide Literacy/Numeracy support role</p>	<p>Appoint new personnel if required. Review job descriptions for all staff.</p> <p>Continue appraisal process. Set school wide goals in Term 1 based on educational goals. External appraisal for Principal</p> <p>Determine school wide PD focus. Continue ICT professional Development. Continue Spelling PD led by Lead Teacher.</p> <p>Develop a raft of experienced/reliable relievers. Principal to undertake SENCO role. Teacher Aide for ORRS support. Teacher Aide Literacy/Numeracy support role</p>
<p>NAG 4 Finance</p>	<p>Use funds to reflect the School's Charter and Strategic Plan.</p> <p>Develop and maintain systems to monitor finance and expenditure.</p> <p>Actively seek opportunities to raise additional funds for our school.</p>	<p>Allocate budget areas to identified key learning areas. Allocate adequate funds for identified Professional Development. Undertake 5YPP requirements as per 5YPP. Use staffing to assist towards achieving educational goals. Draft new 5YPP.</p> <p>Review Asset register. Prepare audit material. Prepare budget – November.</p> <p>Seek PTA funds getter. Actively seek funding for extra activities/resources</p>	<p>Allocate budget areas to identified key learning areas. Allocate adequate funds for identified Professional Development. Undertake 5YPP requirements as per 5YPP. Use staffing to assist towards achieving educational goals.</p> <p>Review Asset register. Prepare audit material. Prepare budget – November.</p> <p>Actively seek funding for extra activities/resources</p>	<p>Allocate budget areas to identified key learning areas. Allocate adequate funds for identified Professional Development. Undertake 5YPP requirements as per 5YPP. Use staffing to assist towards achieving educational goals.</p> <p>Review Asset register. Prepare audit material. Prepare budget – November.</p> <p>Actively seek funding for extra activities/resources</p>

**Nag 4
Property**

Implement an efficient and cost effective programme of maintenance for buildings grounds and facilities.

Develop School's facilities to reflect priorities and the School's Charter and Strategic Plan.

Ongoing regular maintenance.

Shade for Sandpit area.

Complete re roof of library and main block.

Replace Library door.

Ongoing regular maintenance.

Begin new entranceway project.

Shade sails for junior play area.

Ongoing regular maintenance.

**NAG 5
Health & Safety**

Provide a safe physical environment for students and staff.

Provide a safe emotional environment for students and staff.

Ensure all legislation under Health and Safety is adhered to.

Review and maintain hazards check systems
Emergency drills each term.
Sunsafe policy adhered to.

Maintain and refine behaviour plan.
Inculcate value words.
Ensure that laws of natural justice are maintained and embraced.

Staff First Aid Training.
Review Nag 5 policies as per review.

Maintain hazards check systems
Emergency drills each term.
Sunsafe policy adhered to.

Review and refine behaviour plan.
Continue value words.

Staff First Aid Training.
Review Nag 5 policies as per review.

Maintain hazards check systems
Emergency drills each term.
Sunsafe policy adhered to.

Review and refine behaviour plan.
Continue value words.

Staff First Aid Training.
Review Nag 5 policies as per review.

**NAG 6
Legislation**

Review the School's Policies and Procedures to ensure that they comply with all current legislation.

Complete attendance registers twice daily.
Open school required number of half days.
BOT meet all legal requirements.
Meet all Health and Safety legislation.
Report to board using NAGs.
Introduce National Standards requirements – Stage 1.

Complete attendance registers twice daily.
Open school required number of half days.
BOT meet all legal requirements.
Meet all Health and Safety legislation.
Report to board using NAGs.
Introduce National Standards requirements – Stage 2.

Complete attendance registers twice daily.
Open school required number of half days.
BOT meet all legal requirements.
Meet all Health and Safety legislation.
Report to board using NAGs.
National Standards requirements undertaken.



Kaeo Primary - 2010

Strategic Goal: To actively focus upon and work to raise achievement in Literacy

Achievement Goals for 2010: Reading

Curriculum targets for 2010

	Whole School/Year Group	Budget	Responsible
<p><u>2009 Data</u></p> <p>82.05% of all children were reading at or above their chronological reading age.</p> <p>17.95% are reading below their chronological reading age and of these 15 children are reading in excess of 6 months behind.</p> <p>83.16% of Maori children were reading at or above their chronological reading age.</p> <p>16.84% are reading below their chronological reading age and of these 12 children are reading in excess of 6 months behind.</p>	<p><u>Target for 2010</u></p> <p>85 % of all students will be reading at or above their chronological reading age by 30th of November 2010.</p> <p>33% of all children Years 4-6 will be reading in excess of 12 months above the level expected at their age by 30th November 2010.</p> <p>Less than 8% of our children will be reading greater than 6 months below their chronological age by 30th of November 2010.</p> <p>85 % of all Maori students will be reading at or above their chronological reading age by 30th of November 2010.</p> <p>33% of all Maori children Years 4-6 will be reading in excess of 12 months above the level expected at their age by 30th November 2010.</p> <p>Less than 8% of Maori children will be reading greater than 6 months below their chronological age by 30th of November 2010.</p>	<p>Teacher Aide time Learning Support Funding to run Rainbow Reading, Talk to Learn, and Quick 60 programmes. Two terms \$1500, school funded two terms.</p> <p>Quick 60 Early Readers Programme \$532</p> <p>Early Literacy Professional Development for whole school. Classroom release funded through provider.</p>	<p>Whole staff. Provide balanced reading programme. Read to/with/by. Display love of reading – Book week, library sessions.</p> <p>Identify children requiring extra assistance for Rainbow Reading Programme.</p> <p>Identify children requiring extra assistance for Talk2Learn Programme.</p> <p>Identify Children in junior school requiring extra assistance through quick 60 programme.</p>



Kaeo Primary - 2010

Strategic Goal: To actively focus upon and work to raise achievement in Numeracy

Achievement Goals for 2010: Numeracy

Curriculum targets for 2010

	Whole School/Year Group	Budget	Responsible
<p>2009 Data</p> <p>77.39% of all children are working at or above their expected Numeracy level.</p> <p>20.87% of all children are working near their expected Numeracy level.</p> <p>1.74% of all children are working at a level that places them at 'at risk' levels.</p> <p>75% of Maori children are working at or above their expected Numeracy level.</p> <p>22.83% of Maori children are working near their expected Numeracy level.</p> <p>2.17% of Maori children are working at a level that places them at 'at risk' levels .</p>	<p>Target for 2010</p> <p>75 % of all students will be working at or above their expected Numeracy level by 30 November 2010.</p> <p>15% of all children will be working at the numeracy level above that expected at their age by 30 November 2010.</p> <p>Measured by Numeracy Project achievement guidelines.</p>	<p>Lead Teacher release 4 days (\$1000.00).</p> <p>Teacher Aide time for 1.5 hours 3x per week early Numeracy knowledge groups.</p> <p>Introduce use of PAT Maths assessments – funded and supported by RTLB.</p>	<p>All staff.</p> <p>Identify children requiring extra assistance for early Numeracy skills.</p>



Kaeo Primary - 2010

Strategic Goal: To actively focus upon and work to raise achievement in Spelling

Achievement Goals for 2010: Spelling

Curriculum targets for 2010

	Whole School/Year Group	Budget	Responsible
2009 Data	Target for 2010		
61.51% of all children are working at or above their expected Spelling level.	70 % of all students will be working at or above their expected Numeracy level by 30 November 2010.	Continue Joy Alcock Spelling Programme.	Stephanie Campbell (Lead Teacher).
10.09% of all children are working near their expected Numeracy level.	.	Professional Development all staff \$1,800.	All staff.
28.40% of all children are working at a level in excess of 6 months below the level expected at their age.	.		.
60.25% of Maori children are working at or above their expected Numeracy level.	.		.
12.05% of Maori children are working near their expected Numeracy level.			
27.71% of Maori children are working at a level in excess of 6 months below that expected at their age.			



Kaeo Primary - 2010

Strategic Goal: To actively focus upon and work to raise achievement in Writing

Achievement Goals for 2010: Writing

Curriculum targets for 2010

	Whole School/Year Group	Budget	Responsible
2009 Data	Target for 2010		
78.99% of all children are working at or above their expected Writing level.	80 % of all students will be working at or above their expected Writing level by 30 November 2010.	Early Literacy Professional Development for whole school. Classroom release self funded.	All staff. Early Literacy Professional Development for whole school. Classroom release funded through provider.
17.65% of all children are working near their expected Writing level.			
3.36% of all children are working at a writing level that places them at 'at risk' levels.			
77.56% of Maori children are working at or above their expected Writing level.			
19.38% of Maori children are working near their expected Numeracy level.			
3.06% of Maori children are working at a level that places them at 'at risk' levels.			



Kaeo Primary - 2010

Strategic Goal: To actively focus upon and work to raise achievement in Literacy

Achievement Goals for 2010: Reading

Curriculum targets for 2010

	Whole School/Year Group	Budget	Responsible
<p><u>2009 Data</u></p> <p>82.05% of all children were reading at or above their chronological reading age.</p> <p>17.95% are reading below their chronological reading age and of these 15 children are reading in excess of 6 months behind.</p> <p>83.16% of Maori children were reading at or above their chronological reading age.</p> <p>16.84% are reading below their chronological reading age and of these 12 children are reading in excess of 6 months behind.</p>	<p><u>Target for 2010</u></p> <p>85 % of all students will be reading at or above their chronological reading age by 30th of November 2010.</p> <p>33% of all children Years 4-6 will be reading in excess of 12 months above the level expected at their age by 30th November 2010.</p> <p>Less than 8% of our children will be reading greater than 6 months below their chronological age by 30th of November 2010.</p> <p>85 % of all Maori students will be reading at or above their chronological reading age by 30th of November 2010.</p> <p>33% of all Maori children Years 4-6 will be reading in excess of 12 months above the level expected at their age by 30th November 2010.</p> <p>Less than 8% of Maori children will be reading greater than 6 months below their chronological age by 30th of November 2010.</p>	<p>Teacher Aide time Learning Support Funding to run Rainbow Reading, Talk to Learn, and Quick 60 programmes. Two terms \$1500, school funded two terms.</p> <p>Quick 60 Early Readers Programme \$532</p> <p>Early Literacy Professional Development for whole school. Classroom release funded through provider.</p>	<p>Whole staff. Provide balanced reading programme. Read to/with/by. Display love of reading – Book week, library sessions.</p> <p>Identify children requiring extra assistance for Rainbow Reading Programme.</p> <p>Identify children requiring extra assistance for Talk2Learn Programme.</p> <p>Identify Children in junior school requiring extra assistance through quick 60 programme.</p>



Kaeo Primary - 2010

Strategic Goal: To actively focus upon and work to raise achievement in Numeracy

Achievement Goals for 2010: Numeracy

Curriculum targets for 2010

	Whole School/Year Group	Budget	Responsible
<p>2009 Data</p> <p>77.39% of all children are working at or above their expected Numeracy level.</p> <p>20.87% of all children are working near their expected Numeracy level.</p> <p>1.74% of all children are working at a level that places them at 'at risk' levels.</p> <p>75% of Maori children are working at or above their expected Numeracy level.</p> <p>22.83% of Maori children are working near their expected Numeracy level.</p> <p>2.17% of Maori children are working at a level that places them at 'at risk' levels .</p>	<p>Target for 2010</p> <p>75 % of all students will be working at or above their expected Numeracy level by 30 November 2010.</p> <p>15% of all children will be working at the numeracy level above that expected at their age by 30 November 2010.</p> <p>Measured by Numeracy Project achievement guidelines.</p>	<p>Lead Teacher release 4 days (\$1000.00).</p> <p>Teacher Aide time for 1.5 hours 3x per week early Numeracy knowledge groups.</p> <p>Introduce use of PAT Maths assessments – funded and supported by RTLB.</p>	<p>All staff.</p> <p>Identify children requiring extra assistance for early Numeracy skills.</p>



Kaeo Primary - 2008

Strategic Goal: To actively focus upon achieving our values goals.

Achievement Goals for 2009: Love

	Whole School/Year Group	Budget	Responsible
2008 Data <u>Limited</u> 3 Stand downs. Many instances of poor behaviour Some environment goals met but not embedded or understood by all. School not always enjoyed by all.	Target for 2009 No stand downs. Record instances of poor behaviour for comparisons for future years. Establish Envirogroup. Develop School Vision Map. Begin working on school vision. Develop and introduce school satisfaction survey for students and analyse.. Organise and run school wide enjoyment opportunities.	 \$300 caught being good prizes/printing. \$500 environmental ed. \$20 for printing.	 All staff. Paul. Paul



Strategic Goal: To actively focus upon achieving our values goals.

Achievement Goals for 2008: Contribute

Curriculum targets for 2008

	Whole School/Year Group	Budget	Responsible
2007 Data	Target for 2008		
Nil	<p>Contribute to local community through –.</p> <ul style="list-style-type: none"> - bus shelter - litterthon - Kauri Lodge visit. <p>Contribute to the wider world through-,</p> <ul style="list-style-type: none"> - 40hr famine - Wild Hair Day <p>Contribute to school through -,</p> <ul style="list-style-type: none"> - Envirogroup - Library work. - Helping others 		<p>Paul/Glenys/Helen</p> <p>Room 1/Whole School</p> <p>Paul/Envirogroup/Room 4/All</p>



Strategic Goal: To actively focus upon achieving our values goals.

Achievement Goals for 2008: Grow

Curriculum targets for 2008

	Whole School/Year Group	Budget	Responsible
2007 Data Nil	Target for 2008 In our ability to use and knowledge of ICT. Opportunities to enjoy school through fun activities. Better structure in our school day through- <ul style="list-style-type: none">- restructuring timetables.- Reviewing Fun Friday.- Amending Bible time.- Adding consistency to bell times. Developing self esteem and self worth.		All staff Paul All Staff.

