

**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.

Production Year

Incorporate Tikanga Maori and Te Reo where appropriate into class lessons.  
Tikanga Day celebrated during the year.  
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.

Encourage PTA involvement.

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 Day celebrated during the year.  
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.

Encourage PTA involvement.

Participate in Whangaroa Schools Sports and Cultural days.  
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**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 and maths time across the school. Affirm Numeracy at the head of maths learning.

Set achievement goals that are achievable but challenging, including setting 'high end' achievement goals for those children already at expected levels.

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 Quick 60 Early readers extra assistance group.  
Early Numeracy assistance provided to small groups.  
Orrs funding for Tre Williams.  
Continue Special Abilities extension group.

Identified School Wide Professional Development to be undertaken.

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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.

Review and refine appraisal system.

Review and refine reporting system.  
Create additional opportunities for parent/teacher dialogue.  
Continue Web Site work.  
Further review formal reporting to parents including National Standards reporting..

Continue appraisal system.

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

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**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.

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.

Complete Board self review.  
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consultation including review of Strategy for  
Maori Achievement  
Undertake Health Community Survey.

**NAG 3  
Personnel**

<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>Review appraisal process. Set school wide goals in Term 1 based on educational goals. <b>External appraisal for Principal</b></p> <p>Determine school wide PD focus -.Oral language and FMS in 2011. 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>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>
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**NAG 4  
Finance**

<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.</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>	<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>
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<p><b>Nag 4 Property</b></p>	<p>Implement an efficient and cost effective programme of maintenance for buildings grounds and facilities.</p> <p>Develop School's facilities to reflect priorities and the School's Charter and Strategic Plan.</p>	<p>Ongoing regular maintenance.</p> <p>Apply for rationalisation funding for Cub Den</p> <p>5YA projects begun</p> <ul style="list-style-type: none"> <li>• Hall roofing.</li> <li>• Electrical upgrade..</li> </ul>	<p>Ongoing regular maintenance.</p> <p>5YA projects begun</p> <ul style="list-style-type: none"> <li>• Sick Bay/Office counter</li> </ul>	<p>Ongoing regular maintenance.</p>
<p><b>NAG 5 Health &amp; Safety</b></p>	<p>Provide a safe physical environment for students and staff.</p> <p>Provide a safe emotional environment for students and staff.</p> <p>Ensure all legislation under Health and Safety is adhered to.</p>	<p>Maintain hazards check systems Emergency drills each term. Sunsafe policy adhered to.</p> <p>Review and refine behaviour plan. Continue value words.</p> <p>Staff First Aid Training. Review Nag 5 policies as per review.</p>	<p>Maintain hazards check systems Emergency drills each term. Sunsafe policy adhered to.</p> <p>Review and refine behaviour plan. Continue value words.</p> <p>Staff First Aid Training. Review Nag 5 policies as per review.</p>	<p>Maintain hazards check systems Emergency drills each term. Sunsafe policy adhered to.</p> <p>Review and refine behaviour plan. Continue value words.</p> <p>Staff First Aid Training. Review Nag 5 policies as per review.</p>

**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.  
Meet legal requirements of National Standards legislation. 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 - 2011

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

### Achievement Goals for 2011: Reading

#### Curriculum targets for 2011

	Whole School/Year Group	Budget	Responsible
<p><u>2010 Data</u></p> <p>85.35% of all children were reading at or above their chronological reading age.</p> <p>14.65% are reading below their chronological reading age and of these 10 children are reading in excess of 6 months behind.</p> <p>85.55% of Maori children were reading at or above their chronological reading age.</p> <p>14.45% are reading below their chronological reading age and of these 9 children are reading in excess of 6 months behind.</p>	<p><u>Target for 2011</u></p> <p>87 % of all students will be reading at or above their chronological reading age by 30<sup>th</sup> of November 2011.</p> <p>50% of all children Years 4-6 will be reading in excess of 12 months above the level expected at their age by 30<sup>th</sup> November 2011.</p> <p>Less than 8% of our children will be reading greater than 6 months below their chronological age by 30<sup>th</sup> of November 2011.</p> <p>87 % of all Maori students will be reading at or above their chronological reading age by 30<sup>th</sup> of November 2011.</p> <p>50% of all Maori children Years 4-6 will be reading in excess of 12 months above the level expected at their age by 30<sup>th</sup> November 2011.</p> <p>Less than 8% of Maori children will be reading greater than 6 months below their chronological age by 30<sup>th</sup> of November 2011.</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>Purchase further Rainbow Reading book stock.</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 - 2011**

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

**Achievement Goals for 2011: Numeracy**

**Curriculum targets for 2011**

	<b>Whole School/Year Group</b>	<b>Budget</b>	<b>Responsible</b>
<p><b>2010 Data</b></p> <p>80.53% of all children are working at or above their expected Numeracy level (Number).</p> <p>19.47% of all children are working near their expected Numeracy level.</p> <p>0% of all children are working at a level that places them at 'at risk' levels.</p> <p>80.95% of Maori children are working at or above their expected Numeracy level.</p> <p>19.05% of Maori children are working near their expected Numeracy level.</p> <p>0% of Maori children are working at a level that places them at 'at risk' levels .</p>	<p><b>Target for 2011</b></p> <p>80 % of all students will be working at or above their expected Numeracy level by 30 November 2011.</p> <p>15% of all children will be working at the numeracy level above that expected at their age by 30 November 2011.</p> <p>Measured by Numeracy Project achievement guidelines.</p>	<p>Teacher Aide time for 1.5 hours 3x per week early Numeracy knowledge groups.</p> <p>.</p> <p>Continue use of PAT Maths assessments – supported by RTL.B.</p> <p>.</p>	<p>All staff.</p> <p>Identify children requiring extra assistance for early Numeracy skills.</p> <p>.</p> <p>.</p>



## Kaeo Primary - 2011

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

**Achievement Goals for 2011: Spelling**

### Curriculum targets for 2011

	Whole School/Year Group	Budget	Responsible
<p><b>2010 Data</b></p> <p>62.18% of all children are working at or above their expected Spelling level.</p> <p>11.71% of all children are working near their expected Spelling level.</p> <p>26.11% of all children are working at a level in excess of 6 months below the level expected at their age.</p> <p>60.22% of Maori children are working at or above their expected Numeracy level.</p> <p>11.36% of Maori children are working near their expected Numeracy level.</p> <p>28.41% of Maori children are working at a level in excess of 6 months below that expected at their age.</p>	<p><b>Target for 2011</b></p> <p>70 % of all students will be working at or above their expected Spelling level by 30 November 2011.</p>	<p>Continue and refine Joy Alcock Spelling Programme.</p> <p>Professional Development all staff \$1,800.</p>	<p>Stephanie Campbell (Lead Teacher).</p> <p>All staff.</p>



**Kaeo Primary - 2011**

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

**Achievement Goals for 2011: Writing**

**Curriculum targets for 2011**

	<b>Whole School/Year Group</b>	<b>Budget</b>	<b>Responsible</b>
<p><b>2010 Data</b></p> <p>88.07% of all children are working at or above their expected Writing level.</p> <p>11.01% of all children are working near their expected Writing level.</p> <p>0.92% of all children are working at a writing level that places them at 'at risk' levels.</p> <p>84.88% of Maori children are working at or above their expected Writing level.</p> <p>13.96% of Maori children are working near their expected Numeracy level.</p> <p>1.16% of Maori children are working at a level that places them at 'at risk' levels.</p>	<p><b>Target for 2011</b></p> <p>85 % of all students will be working at or above their expected Writing level by 30 November 2011.</p>	<p>Literacy Professional Development for whole school. Classroom release self funded.</p>	<p>All staff.</p> <p>Literacy Professional Development for whole school.</p>