

# **BEACHLANDS SCHOOL CHARTER**

**OUR LEARNING COMMUNITY WILL BE BASED  
UPON EFFECTIVE RELATIONSHIPS WHICH  
DEVELOP SKILLS, KNOWLEDGE AND HABITS,  
WHICH WILL BE USED TO THRIVE AND  
CONTRIBUTE EFFECTIVELY TO THE WORLD WE  
LIVE IN.**

**This charter will be annually updated in January each year**

Chairperson Board of Trustees

Date January 2012

**This Charter establishes the Mission, Aims, Objectives, Strategic Direction, Priorities and the National Standards Targets in the annually updated section.**

<b>OUR SCHOOL'S AIMS</b> <b>Aims are broad statements of intended outcomes in which the school expects to demonstrate performance in relation to the national educational guidelines and priorities.</b>	<b>OUR SCHOOL'S OBJECTIVES</b> <b>Objectives outline how the aims will be implemented through the Strategic Plan, Annual Plan and Curriculum Plan.</b>
<u><b>NAG 1 Curriculum Delivery</b></u> All year 1 to 8 students will experience success in a safe learning environment where there is an emphasis on improving numeracy and literacy especially in the years 1-8.	<u><b>NAG 1 Curriculum Delivery</b></u> Each year the Board through the principal and staff will develop, revise or confirm its Curriculum Plan and Charter. The charter will show it is giving effect to the National priorities and the learning needs of the students.
<u><b>NAG 1 Student Assessment</b></u> Through the use of student achievement information we will improve student outcomes, including those who are not achieving, or are at-risk of not achieving, or who have special learning needs. Plans for improving Maori Student outcomes will be set.	<u><b>NAG 1 Student Assessment</b></u> Each year the Board will ensure that its Charter sets National Standards targets and establishes plans for improving Maori Student learning outcomes, plus identified groups who are not achieving.
<u><b>NAG 2 School Self-Review</b></u> Document and maintain an on-going programme of self- review. We will report on achievement of students to students, parents and community.	<u><b>NAG 2 School review</b></u> The Board will have a triennial plan for the ongoing review of its plans and policies, ensuring that each plan and policy defines the procedures for its review. Reports from reviews and on Student Achievement will form the basis for deciding priorities for school development and improvement. This school will have a self-improving cycle.
<u><b>NAG 2 Community Consultation, Partnership and Involvement</b></u> Consult with parents, staff and any others in respect to the Charter. To reflect the positive values of the local community and to consider views of Maori people in the local area.	<u><b>NAG 2 Community Consultation, Partnership and Involvement</b></u> The Board will have a policy for achieving community consultation, partnership and involvement. Annual Reports will include the achievement of student targets and the analysis of the variance as well as the actual outcomes from priorities set.
<u><b>NAG 3 Personnel and Resources</b></u> To promote high levels of staff performance by being a good employer. To use educational resources effectively when recognising the needs of the students.	<u><b>NAG 3 Personnel and Resources</b></u> In consultation with staff, the Board will prepare policies to reflect its commitment to being a good employer. Policies will be reviewed regularly and revised as necessary. Resources will be provided according to budgets along with the quality professional learning.
<u><b>NAG 4 Finance and Property</b></u> Allocate funds to reflect school's priorities and monitor and control expenditure. To ensure annual accounts are prepared and audited. To follow conditions of an asset management agreement and implement a maintenance programme for a safe, healthy learning environment for students.	<u><b>NAG 4 Finance and Property</b></u> The Board will prepare an annual budget to fund the school's curriculum, personnel, and property and administration activities. The Board will monitor and control income and expenditure throughout the year, and ensure the preparation, audit and publication of the annual accounts. The Board will prepare and implement an on-going plan of property maintenance and development.
<u><b>NAG 5 Health and Safety</b></u> To comply with legislation and provide a safe physical and emotional environment for students and staff.	<u><b>NAG 5 Health and Safety</b></u> The Board will implement an on-going plan, for the provision of health and safety. An emotional environment will be ensured through the key words of friendship, encouragement, respect and nurture the implementation of appropriate programmes.
<u><b>NAG 6 Cultural Diversity</b></u> (61,3a(i)(ii)) Develop policies and practices that reflect New Zealand's cultural diversity, and the unique position of Maori culture - take all reasonable steps to ensure that instruction in Maori culture and language are provided for full time students.	<u><b>Cultural Diversity</b></u> The school's plans and policies will be implemented in ways that are sensitive to the cultural backgrounds and values of individual children and their families. This includes recognition of the unique position of the Maori people.

<b>CULTURAL DIVERSITY AND MAORI DIMENSION</b>	
<b>CULTURAL DIVERSITY</b>	<b>MAORI DIMENSION</b>
<p>All cultures within the school will be valued and accepted through active encouragement of a non racist school culture and ethos; encouraging students to share elements of their cultural heritage, where they differ from mainstream NZ culture.</p> <p>Staff members will ensure that students from all cultures are treated with respect and dignity, and will actively work towards high standards of achievement from all children irrespective of cultural backgrounds.</p>	<p>Beachlands School will endeavour to develop an awareness and understanding of Tikanga Maori and provide the means of fostering better cultural understanding consistent with the Treaty of Waitangi.</p>
<p>What reasonable steps will Beachlands School take to incorporate Tikanga Maori, (Maori culture and protocol) into the school's curriculum?</p>	
<ul style="list-style-type: none"> <li>• We encourage staff to acquire greater knowledge of Te Reo and Tikanga.</li> <li>• Programmes will have a Maori dimension wherever possible, through greetings, commands and language related to everyday labels for objects and concepts. Components of Tikanga will be incorporated into learning areas as appropriate to the topic and level and Marae visits.</li> </ul>	
<p>What will Beachlands School do to provide instruction in te reo Maori (Maori Language) for full time students whose parents ask for it?</p>	
<ul style="list-style-type: none"> <li>• All such requests will be given full and careful consideration by the Board of Trustees, with regard to personnel with the requisite skills and qualifications, the overall financial position and availability of accommodation within the school.</li> </ul>	
<p>What steps will be taken to discover the views and concerns of the school's Maori community?</p>	
<ul style="list-style-type: none"> <li>• A Maori Pacifica Liaison person reports to the Board once per term.</li> <li>• The school will consult with the Maori community through the Maori Liaison Person and through management initiatives such as newsletters and informal discussions through maintaining an open door policy.</li> </ul>	

<b>BEACHLANDS SCHOOL VALUES</b>
<p><b>I will...</b></p> <ul style="list-style-type: none"> <li>• <b>Listen to others.</b></li> <li>• <b>Care about others and treat them how I would like to be treated.</b></li> <li>• <b>Look after our property and our environment.</b></li> <li>• <b>Use my manners and speak positively to others.</b></li> <li>• <b>Be the best I can be.</b></li> <li>• <b>Be responsible for my actions.</b></li> </ul>
<b>QUALITY RELATIONSHIPS EQUALS QUALITY TEACHING AND LEARNING</b>

**CURRICULUM TARGETS REVIEW PERSONNEL FINANCE PROPERTY HEALTH LEGISLATION**

**NAG 1: CURRICULUM / STUDENT LEARNING OUTCOMES**

<b>STRATEGIC DIRECTION</b>	<b>2012 PRIORITIES</b>	<b>2013 PRIORITIES</b>	<b>2014 PRIORITIES</b>
*To implement teaching learning programmes based on the revised curriculum which will improve student learning outcomes.	Provide a range of motivational learning opportunities which meet the identified learning needs of individual students within each class.	To develop a greater degree of personalised learning for students where they can show greater self-responsibility.	To allow students to negotiate the curriculum according to the goals they have set for their learning.
*Through a range of assessment practices monitor the progress and achievement of students.	Students to be informed of their learning. For Ultranet to be a portal for students to share their learning needs and for students to reflect and feedback on their learning	Through assessment practice students to be aware of their levels of achievement and know what action is required to take to achieve progress.	To continue to connect assessment data with teaching practice, professional learning and resourcing.
*Give priority to student achievement in literacy and numeracy especially in the Years 1-8.	To implement a literacy contract to decrease the number of moderate learning needs in Literacy. To support parents in preparing their children for literacy and numeracy.	To decrease the number of students achieving below the National Standards expectation	To moderate National Standards data with other schools of similar size and decile.
*Using quality assessment information to target groups of students who need additional learning support. (Special and Gifted)	Through the data have effective conversations which led to change in teacher practice to meet student identified learning needs.	Through student responsibility and effective teaching practice all students will achieve their potential.	Teachers will be able to effectively cater for the diverse range of learning needs in their class.
Develop and implement teaching and learning strategies to address the needs of students identified	Provide feedback and modelling for teachers on how they have implemented strategies to meet the needs of their students.	To increase student voice in providing feedback on teaching and learning.	To build the teachers capacity to self-reflect and be self-responsible for change in their teaching practice.
*To consult Maori on plans and targets for student achievement	To engage in as many authentic opportunities in the Maori Culture as possible.	To have established a range of Maori protocols that are used when and where appropriate.	To continue to build the ability of staff and students to operate comfortably in both Maori and Pakeha contexts.
*Provide career education and guidance for Year 7 students and above	To identify the aspects of the BL which make students effective in the work force?	To continue to develop opportunities to be involved in a range of enterprises	To identify and build upon the strengths of each Y7 & 8 student.

REVIEW OF 2012 PRIORITIES for 2013 (Copy to Annual Report)

\* = National Education Priorities

**NAG 1 CURRICULUM ACTION PLAN FOR 2012**

<b>Action Required</b>	<b>Who</b>	<b>When</b>	<b>Intended Outcome</b>	<b>Actual Outcome</b>
Provide a range of motivational learning opportunities which meet the identified learning needs of individual students within each class.	All Staff	T 1-4	Teachers to work towards more personalised learning where children are provided with the awareness of their achievement, what their next steps are and what they are can do to become more successful as a learner.	
Students to be informed of their learning. For Ultramet to be a portal for students to share their learning needs and for students to reflect and feedback on their learning.	Brian, Megan, Stacey Teachers	T 1-4	To ensure all students teachers and parents are aware of the progress and achievement of each student and how they can be supported through feedback and personalised learning opportunities in Home Learning.	
To implement a literacy contract to decrease the number of moderate learning needs in Literacy. To support parents in preparing their children for literacy.	Contract Facilitator/S hirley	T 1-4	To inspire and motivate teachers to implement the best practice in literacy. To develop school-wide shared understandings, commitment and consistency in literacy practices. To improve all student outcomes in literacy.	
Through the data have effective conversations which led to change in teacher practice to meet student identified learning needs.	Shirley- senior teachers	T 1-4	Analysed data in core areas will identify groups of students with identified needs and will provide the basis for learning conversations about ways in which to improve student learning outcomes. Comparison of data between term 1 and term 4 will demonstrate improved student outcomes.	
Provide feedback and modelling for teachers on how they have implemented strategies to meet the needs of their students.	Contract literacy facilitator/ Shirley	T 1-4	Regular, planned and structured observations, feedback and feed-forward relating to literacy practices will enable teachers to identify areas where they are successfully meeting the needs of their students together with areas for improvement.	
To engage in as many authentic opportunities in the Maori Culture as possible.	Maori Lead teachers	T 1-4	All students will be provided with a range of opportunities to express the Maori language and culture, school wide and within their team.	
To identify the aspects of the BL which make students effective in the work force?	Barbs	T 1-4	To identify aspects of the BL that will improve student's ability to succeed academically and socially as well as success in making the most of job opportunities in the local community.	

**CURRICULUM TARGETS REVIEW PERSONNEL FINANCE PROPERTY HEALTH LEGISLATION**

**NATIONAL STANDARDS TARGET ACTION PLAN FOR 2012: LITERAcY**

**READING:**

**BASE DATA OTJ**

Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7	Yr 8
	34% at or above Green	73% at or above Turquoise	80% at or above the start of L2	75% at or above the end of L2	49% at or above the start of L3	64% at or above at the end of L3	51% at or above the start of L4

**NATIONAL STANDARDS SET (At Beachlands School the expectation as a Decile 10 school will be between 80-100% except where there is a group that has based data 10% or below)**

Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7	Yr 8
70% at or above Green	60% at or above Turquoise	80% at or above Gold	75% at or above the end of L2	70% at or above the start of L3	60% at or above at the end of L3	75% at or above at the start of L4	60% at or above at the end of L4

**GROUPS IDENTIFIED**

<b>Group Year 8 Boys Base Data is 50% well below NS</b>	<b>Group Year 6 Boys Base Data is 41% well below NS</b>	<b>Group Year 8 Maori Boys Base Data is 66% well below NS (9 boys in total)</b>
NS set 50% at or above the end of Level 4	NS set 41% at or above the end of L3	66% at or above the end of L4

**WRITING:**

**BASE DATA OTJ**

Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7	Yr 8
	79% at or above the start of L1	63% at or above the end of L1	73% at or above the start of L2	55% at or above the end of L2	48% at or above the start of L3	65% at or above the end of L3	41% at or above the start of L4

**NATIONAL STANDARDS SET (At Beachlands School the expectation as a Decile 10 school will be between 80-100% except where there is a group that has based data 10% or below)**

Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7	Y8
70% at or above the start of L1	80% at or above the end of L1	75% at or above the start of L2	80% at or above the end of L2	70% at or above the start of L3	60% at or above the end of L3	75% at or above the start of L4	60% at or above the end of L4
<b>Group Year 8 Boys Base Data is 58% well below NS</b>	<b>Group Year 6 Boys Base Data is 38% well below NS</b>		<b>Group Year 8 Maori Boys Base Data is 77% well below NS (9 boys in total)</b>				
NS set 58% at or above the end of Level 4	NS set 38% at or above the end of L3		77% at or above the end of L4				

<b>Literacy Action Plan - 2012</b>				
<b>Actions</b>	<b>Who</b>	<b>When</b>	<b>Intentions</b>	<b>Outcomes</b>
Develop a data base of groups of students within each class who are currently below expectations.	Shirley & Brian/ leadership team	T 1	To gather base data in order to monitor progress of groups of students with identified needs.	
Support Sally Muir as outside facilitator in literacy for 2012	Shirley – Lead teachers	T 1-4	To ensure success of the literacy contract and to maximise the learning opportunities for all teachers.	
To timetable regular observations and feedback of literacy.	Sally, Shirley and lead teachers	T 1-4	To provide all teachers with the opportunity for regular feed-back/feed-forward of their practice together with regular observations of literacy in other classes.	
Develop cohesive and sustainable model of literacy leadership across the school.	Sally, Shirley and lead teachers	T 1-4	To ensure the literacy contract has long-term benefits for literacy learning at Beachlands.	
Facilitate professional learning in foundation years practices; jolly phonics, brain gym, PMP.	Shirley, Kath, Jennie	T 1	To develop consistency of practice across all junior classrooms to ensure all 0-1 students are provided with the best start at school possible.	
Encourage teachers to become learner writers and make contributions to an on-line publication of our writing at school.	Shirley – all teaching staff	T 1-4	Teachers to develop their own personal literacy skills which will, in turn, impact on their teaching and therefore student outcomes.	
To assess the children from Y1-3 on their birthday in order to bring them into line with the reading standard	Shirley – all teaching staff	T 1-4	To be able to achieve 8- 100 % of children will be at and above the national standard.	
To set up action plans for the students that have been assessed as moderate needs in writing.	Shirley – all teaching staff	T 1-4	To track the progress of children who are performing below the National Standard.	
Through observations, modelling and professional meetings to improve the teacher's professional knowledge and expectations around written language.	Shirley – all teaching staff	T 1-4	The teachers will have a very clear understanding and expectation around the delivery of writing and reading across the school and within their area.	
To provide feedback to the teachers from Y1-8 regarding their teaching practice and the consistency of practice across their team.	Shirley, Sally	T 1-4	There will be a consistent delivery of practice throughout the school.	
Build in the expectation for improved writing outcomes through the attestation and appraisal system.	Shirley – all leadership	T 1-4	Teachers will monitor and be provided with feedback through the appraisal process.	

**CURRICULUM TARGET REVIEW PERSONNEL FINANCE PROPERTY HEALTH LEGISLATION**

**TARGET ACTION PLAN FOR 2012: NUMERACY**

**MATHS: Whole School**

**BASE DATA OTJ**

Yr1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7	Yr 8
	53% at or above the start of L1	63% at or above the end of L1	73% at or above the start of L2	55% at or above the end of L2	48% at or above the start of L3	65% at or above the end of L3	41% at or above the start of L4

**NATIONAL STANDARDS SET (At Beachlands School the expectation as a Decile 10 school will be between 80-100% except where there is a group that has based data 10% or below)**

Yr1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7	Yr 8
50% at or above L1	70% at or above the end of L1	75% at or above the start of L2	80% at or above the end of L2	70% at or above the start of L3	60% at or above the end of L3	75% at or above the start of L4	60% at or above the end of L4

**MATHS: Boys**

Yr1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7	Yr 8
		26% Boys well below NS					36% Boys well Below NS
NS set at 50% at and above the start of L2				NS set at 50% at and above the end of L4			

Shirley Winters		Mathematics Action Plan 2012		
Purpose: To continue the development of the numeracy and literacy practice across the school to improve student learning outcomes.				
Numeracy				
Actions	Who	When	Intentions	Outcomes
All members of the mathematics team to attend lead teacher workshops to ensure the numeracy team is sharing the most current practice regarding numeracy and the strands	Numeracy Team	T1-4	To ensure all team members pass on up to date information across the school.	
To develop a mathematics team 'action plan' using ideas and suggestions from workshops.	Numeracy Team	T1-4	To ensure professional learning opportunities are implemented across the school.	
Provide individual support and feedback for teachers who have professional learning needs and provide new staff with professional development opportunities in mathematics	Shirley Winters	T1-4	To ensure school wide consistency in mathematics teaching and to ensure that all staff have the ability to facilitate learning in numeracy.	
To continue developing moderation processes for assessing mathematics against National Standards	Shirley/lead teachers/staff	T1-4	To ensure effective assessment of maths and consistency across the school.	
To further develop a programme for mathematics support for students deemed at risk in their learning.	Shirley SENCO Tanya Foote	T1-4	To provide effective support for 'at risk' students and improve learning outcomes.	
To introduce the 'SPRING' programme to support year 1 & 2 students who are deemed at risk.	Shirley/ SENCO	T1-4	To ensure Y1 & 2 children get off the best possible start in numeracy.	
The monitor the progress of the students against the maths National standards throughout the year and to support all staff in identifying students who are below national standards and develop action plans to support their needs.	Shirley – lead teachers.	T1-4	To ensure all student have the opportunity to achieve their potential in mathematics	
To monitor groups of children identified in Year 5 and year 8 through the National Standards to ensure their progress.	Shirley – lead teachers.	T1-4	To ensure all student have the opportunity to achieve their potential in mathematics	
To continue to supply the necessary numeracy resources required for a growing roll	Shirley – lead teachers.	T1-4	To ensure all teaches have adequate resourcing to be able to deliver a high quality numeracy programme.	

**CURRICULUM TARGETS REVIEW PERSONNEL FINANCE PROPERTY HEALTH LEGISLATION**

**NAG 2: DOCUMENTATION & SELF-REVIEW / ASSESSMENT**

<b>STRATEGIC DIRECTION</b>	<b>2012 PRIORITIES</b>	<b>2013 PRIORITIES</b>	<b>2014 PRIORITIES</b>
To develop and monitor the school's strategic and annual action plans	To ensure interested parties have an opportunity to be part of Beachlands School Strategic Development.	To continue to connect with expertise in the community to enhance the delivery of education.	To over communicate the strategic direction for Beachlands as we link it to the Beachlands Learner.
To establish an ongoing programme of self review	Self-review to include all stakeholders, parents, staff and students.	All self-review to be data driven and shown through an action plan.	To continue to use data gather to build it into the on-going self-improving cycle.
*To report to parents on the achievement of individual students in relation to the national standards.	E-Portfolios up and working to inform parents of their child's progress and achievement. To use ORBIT to track students against the NS in Reading Writing and Mathematics.	Students have a high degree of ownership over the reporting process so it is in plain English.	To develop student learning conversations when reporting to their parents on progress and achievement.
To report to the BOT on the achievement of students, and of Maori students who are well below, below, at, above, well above in relation to the national standards	To celebrate the achievement of all ethnic groups on how they contribute to the world. All students are reported on to the BOT in relation to the National Standards.	Through the Teaching and learning reflections continue to identify groups in relation to the National Standards.	To decrease the number of Maori Pacifica and special needs students who are performing below the NS
To communicate and consult effectively and appropriately with the community	To promote a wide variety of ways and events for the community to participate in the learning at Beachlands School	To develop a parent forum for feedback to the teachers and BOT	To use ICT to enhance the consultation process.
To monitor and consolidate effective teaching and learning practice.	Teachers to be reflective, set goals and work to achieve them through being self responsible and high levels of collaboration.	Teachers to be in charge of their professional learning through the feedback received.	To reflect on teacher practice and use inquiry action plans for all teachers to make a difference.
REVIEW OF 2012 PRIORITIES for 2013 (Copy to Annual Report)			

**NAG 2 DOCUMENTATION & SELF-REVIEW ACTION PLAN FOR 2012**

<b>Action Required</b>	<b>Who</b>	<b>When</b>	<b>Intended Outcome</b>	<b>Actual Outcome</b>
To ensure interested parties have an opportunity to be part of Beachlands School Strategic Development.	Brian	T1-4	To communicate and present the strategic plan through the web, BOT reporting, parent meetings and staff development	
Self-review to include all stakeholders, parents, staff and students.	Brian BOT	T1-4	Ensure the Schooldocs review process is followed and all stakeholders are involved	
E-Portfolios up and working to inform parents of their child's progress and achievement.	Megan, Shirley, Stacey	T1-4	To continue to develop Ultranet as a way to provide feedback to students and parents on progress and achievement. Students to use Ultranet to record their learning logs.	
To use ORBIT to track students against the NS in Reading Writing and Mathematics.	Brian Shirley	T1-4	ORBIT to be used to report to parent's students and BOT on student progress and achievement.	
To celebrate the achievement of all ethnic groups on how they contribute to the world.	Leadership Ruth	T1-4	To identify different ethnic groups and provide recognition for them through academic and cultural achievement.	
All students are reported on to the BOT in relation to the National Standards.	Brian and Leadership	T1-4	This is to be down term by term for the purpose of reflection and action.	
To promote a wide variety of ways and events for the community to participate in the learning at Beachlands School	All teachers	T1-4	To work collaboratively towards a significant event that reflects the values, the Beachlands Learner and showcases achievement of the students.	
Teachers to be reflective, set goals and work to achieve them through being self-responsible and high levels of collaboration.	All Teachers	T1-4	To continue to empower teachers to be self-responsible and work in a high trust environment.	

**CURRICULUM TARGETS REVIEW PERSONNEL FINANCE PROPERTY HEALTH LEGISLATION**

**NAG 3: PERSONNEL / PROFESSIONAL LEARNING**

<b>STRATEGIC DIRECTION</b>	<b>2012 PRIORITIES</b>	<b>2013 PRIORITIES</b>	<b>2014 PRIORITIES</b>
To develop and further refine procedures which promote high levels of staff performance and consistent practice across the school	To have a highly effective professional learning community with staff committed to a team and to be the best they can be. To have a professional learning focus on the teaching of writing.	To develop the awareness of the language we use with children and staff. To ensure there is a high degree of consistency between class and staff behaviour.	All teachers to have individual professional learning programmes which are self-responsible and allow for a range of learning styles.
To staff the school to reflect the priorities stated in the schools' curriculum	As a growing school to induct all staff into the values and culture of Beachlands School. To strengthen the leadership level due to roll growth.	Teachers to be the guide on the side and able to teach self responsibility and to role model the values at all times.	All staff to understand the learning needs of their children and have an appropriate expectation and relationship with them.
To ensure a professional development plan which will equip staff to deliver quality teaching and learning (whole staff focus)	Teachers to own their professional learning and to be prepared to grow within a relationship which will challenge and support them.	Teachers professional needs are met through their close connection with colleagues who have the expertise and conversational skills.	Through PLOT develop the capacity of facilitation of learning amongst all staff and the power of learning talk.
To establish systems to ensure the BOT fulfils its role as a "Good Employer"	To have a higher level of engagement of the staff in the ability of getting to know each other.	For the staff to form agreements and to support and challenge one another in a safe environment.	To continue to develop effective systems to monitor the welfare of all staff.

REVIEW OF 2012 PRIORITIES for 2013 (Copy to Annual Report)

**NAG 3 PERSONNEL ACTION PLAN FOR 2012**

<b>Action Required</b>	<b>Who</b>	<b>When</b>	<b>Intended Outcome</b>	<b>Actual Outcome</b>
To have a highly effective professional learning community with staff committed to a team and to be the best they can be. To have a professional learning focus on the teaching of writing.	Leadership Team	T1-4	To have all staff committed and working to potential, All staff to be Beachlands Learners with a commitment to improving their ability in the teaching of reading and writing.	
As a growing school to induct all staff into the values and culture of Beachlands School. To strengthen the leadership level due to roll growth.	Leadership Team	T1-4	To have an increased number of leaders and potential leaders throughout the school involved in a wide range of actions which contribute to improving student learning outcomes.	
Teachers to own their professional learning and to be prepared to grow within a relationship which will challenge and support them.	Leadership Team	T1-4	Teachers who work collaboratively to ensure there is a consistently high level of quality teaching practice across the school.	
To have a higher level of engagement of the staff in the ability of getting to know each other.	Leadership Team	T1-4	Teachers will honour and act upon agreed values and statements and will develop a greater understanding of how to communicate effectively with one another.	

**CURRICULUM TARGET REVIEW PERSONNEL FINANCE PROPERTY HEALTH LEGISLATION**

**NAG 4: FINANCE & PROPERTY / RESOURCES**

<b>STRATEGIC DIRECTION</b>	<b>2012 PRIORITIES</b>	<b>2013 PRIORITIES</b>	<b>2014 PRIORITIES</b>
To allocate funds to reflect and support the school's strategic and annual action plans	To raise funds to meet the learning needs of the children and complete the action plans set.	To allocate funds into areas that is sustainable and provides the best return on enhancing student outcomes.	To investigate methods of raising money which are sustainable and have an on-going relationship
To develop and further refine internal procedures to monitor finance and expenditure.	To set up businesses with the students to generate the revenue and develop career potential.	To continue to develop entrepreneurial opportunities for students and businesses to work together.	To build stronger connections with business partners and sponsors
Implement an efficient programme of maintenance for school buildings and facilities	To develop a support list of businesses to maintain Beachlands School.	To develop the school facilities according to the priorities reflected in the five year plan	To maintain the school to a high standard with clear systems in place
Develop school facilities to reflect priorities as stated in the schools charter strategic plan, five year plan and schools property guide.	To initiate the work on the new 5YA plan and enhance the learning environment for the students	To provide facilities that enhances the collaborative learning community at Beachlands.	To continue to prioritise building plans to meet the growing school roll.

REVIEW OF 2012 PRIORITIES for 2013 (Copy to Annual Report)

**NAG 4 FINANCE & PROPERTY ACTION PLAN FOR 2012**

<b>Action Required</b>	<b>Who</b>	<b>When</b>	<b>Intended Outcome</b>	<b>Actual Outcome</b>
To raise funds to meet the learning needs of the children and complete the action plans set.	BOT PTA	T1-4	Through authentic learning opportunities all members of Beachlands School will be empowered to raise funds with a clear purpose in mind	
To set up businesses with the students to generate the revenue and develop career potential.	Leadership Teachers	T1-4	Through learning in the classroom all classes will work towards an entrepreneurial event in Term 4 which will involve seeking out business opportunities to engage the community.	
To develop a support list of businesses to maintain Beachlands School.	Brian PA	T1-4	To identify key stakeholders in our community who could become sponsors and approach them for support with the long term in mind and targeting big projects such as a school pool.	
To initiate the work on the new 5YA plan and enhance the learning environment for the students	Brian BOT	T1-4	To implement the building of a shared student learning centre that will enhance a higher level of collaborative learning. To continue to maintain the high quality of environment and implement the concept of the environment being the third teacher.	

**CURRICULUM TARGETS REVIEW PERSONNEL FINANCE PROPERTY HEALTH LEGISLATION**

**NAG 5: HEALTH & SAFETY / RELATIONSHIPS**

<b>STRATEGIC DIRECTION</b>	<b>2012 PRIORITIES</b>	<b>2013 PRIORITIES</b>	<b>2014 PRIORITIES</b>
*To provide a safe physical environment for students and staff.	To have programmes and funding in place to meet the needs of a growing roll.	To continue to develop student voice so they have input into the issue they face.	To continue the review processes in place to be assured children are safe.
*To provide a safe emotional environment for students and staff.	To have students who will take responsibility for their own actions and act upon the school values.	To train children in learning conversations which enable them to be self responsible	To continue to build agreements which ensure the emotional safety of students and staff
To develop programmes that improves the degree of self responsibility shown by parents, staff and students.	To provide the support and challenge required to grow an effective learning community.	To develop programmes which encourage self growth and responsibility through the values and Beachlands Learner	To build in the Beachlands Learner to all activities that will enhance the development of the whole child.
Develop or review, as appropriate Health and Safety legislation, policy and procedures.	Provide systems and procedures which meet the health needs of the children in our school as well as our community.	Continue to provide systems which are proactive in meeting the Health needs when identified.	To respond according to reviews and health legislation.

REVIEW OF 2012 PRIORITIES for 2013 (Copy to Annual Report)

**NAG 5 HEALTH & SAFETY ACTION PLAN FOR 2012**

Action Required	Who	When	Intended Outcome	Actual Outcome
To have programmes and funding in place to meet the needs of a growing roll.	Brian & BOT	T1-4	To be responsive and proactive to the growing range of health needs introduced into the school through new enrolments and safety issues that have arisen due to roll size. Road safety, transport etc	
To have students who will take responsibility for their own actions and act upon the school values.	Brian SENCO Teachers	T1-4	To continue to refine processes for the students to be aware of the consequences related to choices made. To build more opportunities for self-responsibility and resilience.	
To provide the support and challenge required to grow an effective learning community.	Leadership	T1-4	To ensure all teachers have a sense of commitment and belonging to the Beachlands Learning community due to the way leadership support and challenge other members in the language and conversation that is used.	
Provide systems and procedures which meet the health needs of the children in our school as well as our community.	Marianne		The H & S officer to monitor health and safety issues on behalf of the staff students and respond accordingly. Refer H & S Plan 2012	

**CURRICULUM TARGET REVIEW PERSONNEL FINANCE PROPERTY HEALTH LEGISLATION**

**NAG 6: LEGISLATION / ORGANISATION**

<b>STRATEGIC DIRECTION</b>	<b>2012 PRIORITIES</b>	<b>2013 PRIORITIES</b>	<b>2014 PRIORITIES</b>
Develop systems to comply with all current legislation through policy and procedure	To review policies and procedures according to review plan and current legislation.	To review policies and procedures according to review plan and current legislation.	To review policies and procedures according to review plan and current legislation.
REVIEW OF 2012 PRIORITIES for 2013 (Copy to Annual Report)			

**NAG 6: LEGISLATION ACTION PLAN FOR 2012**

<b>Action Required</b>	<b>Who</b>	<b>When</b>	<b>Intended Outcome</b>	<b>Actual Outcome</b>
To review policies and procedures according to review plan and current legislation.	Brian	T1-4	Through School docs to have thorough review systems in place for related members to have input and feedback	



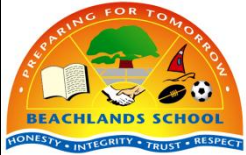
## Progress in Mathematics in relation to the National Standards

<b>New Zealand Curriculum Levels</b>	<b>Numeracy Strategy stage</b>	<p>The National Standards in Mathematics provide descriptions of how students are expected to solve problems in maths. They recognise that students vary in their responses and emphasise that <u>how</u> a solution is arrived at is a critical part of the standard.</p> <p>Teachers gather evidence across each strand of mathematics – Number and Algebra, Geometry and Measurement and Statistics over <u>the whole year</u> using a range of formal tools together with student reflection, conversations and observations of in-class work.</p> <p>A strong understanding of number is vital if students are to succeed in maths, and the strategies that students use to solve problems are a critical requirement for meeting the standard.</p>								
Late level 4 4P-A	Late Stage 7									
Early Level 4 4B-P	Early Stage 7									
Late Level 3 3P-A	Late Stage 6									
Early Level 3 3B-P	Early Stage 6									
Late Level 2 2P-A	Late Stage 5									
Early Level 2 2B-P	Early Stage 5									
Late Level 1P-A	Stage 4 Advanced Counting									
Early Level 1 1B-P	Counting	Stage 3								
		Stage 2								
		Stage 1								
<b>Time at School</b>		<b>After 1 year at school</b>	<b>After 2 years at school</b>	<b>After 3 years at school</b>	<b>At the end of year 4</b>	<b>At the end of year 5</b>	<b>At the end of year 6</b>	<b>At the end of year 7</b>	<b>At the end of year 8</b>	
<b>Key:</b>	<b>Below N.S.</b>			<b>National Standard</b>			<b>Above National Standard</b>			



## Progress in Reading in relation to the National Standards

<b>New Zealand Curriculum Levels</b>	Colour wheel levels for years 1-3	<p>National Standards are benchmarks of achievement and relate to the specific skills, attitudes and knowledge that students are required to have at the end of each year level. National Standards are <b>not just one test</b>, but a combination of assessments used to form an overall teacher judgement.</p> <p><b>Forming an OTJ (Overall Teacher Judgement)</b></p> <p>To form an OTJ teachers use a range of assessment evidence gathered over the year from formal tools as well as conversations with students and observations of class-work.</p> <p>It is important to remember that all students learn in different ways and make progress at different rates.</p>							
Late level 4 4P-A									
Early Level 4 4B-P									
Late Level 3 3P-A									
Early Level 3 3B-P									
Late Level 2 2P-A									
Early Level 2 2B-P	Gold								
Late Level 1P-A	Purple								
	Turquoise								
Early Level 1 1B-P	Orange								
	Green								
	Blue								
	Yellow								
	Red Magenta								
Time at School		After 1 year at school	After 2 years at school	After 3 years at school	At the end of year 4	At the end of year 5	At the end of year 6	At the end of year 7	At the end of year 8
Key	below N.S.			National Standard			Above National Standard		



## Progress in Writing in relation to the National Standards

<b>New Zealand Curriculum Levels</b>	<p>National Standards are benchmarks of achievement and relate to the specific skills, attitudes and knowledge that students are required to have at the end of each year level. National Standards are <b>not just one test</b>, but a combination of assessments used to form an overall teacher judgement.</p> <p><b>Forming an OTJ (Overall Teacher Judgement)</b></p> <p>To form an OTJ teachers use a range of assessment evidence gathered over the year from formal tools as well as conversations with students and observations of class-work.</p> <p>It is important to remember that all students learn in different ways and make progress at different rates.</p>								
Late level 4 4P-A									
Early Level 4 4B-P									
Late Level 3 3P-A									
Early Level 3 3B-P									
Late Level 2 2P-A									
Early Level 2 2B-P									
Late Level 1P-A									
Early Level 1 1B-P									
Time at School	After 1 year at school	After 2 years at school	After 3 years at school	At the end of year 4	At the end of year 5	At the end of year 6	At the end of year 7	At the end of year 8	
<b>Key</b>	<b>below N.S.</b>			<b>National Standard</b>			<b>Above National Standard</b>		