



Dannevirke South School Charter

Dannevirke South School Charter

2013-2015

School ID: 2553

VISION STATEMENT:

Cementing the foundations for successful living & learning through striving for our personal best in everything we do.

For Dannevirke South School our vision is guided by the following principles:

- Students will be provided with opportunities to grow academically, emotionally, physically, socially, culturally.
- Students will accept that they have a responsibility to do their personal best in all endeavours while at South School.
- Students will be confident, motivated and successful ongoing learners in numeracy and literacy as a first priority.
- Students will be excited by their learning and motivated to become active participants in their own learning journey throughout their life.
- Students will develop the attributes and competencies to thrive in and contribute to a constantly changing world, and enable them to become productive & responsible 21C citizens
- Students will be encouraged to develop independence, leadership, respect and to value excellence.
- Students will understand the importance of nutrition & activity to all aspects of their health & well-being, including their mental, physical & emotional health.
- Teachers will use digital instructional technology to enhance their teaching and improve learning.
- The school community will value the partnership between parents, caregivers, teachers & students so that there is active and meaningful involvement by all parties.
- Consistently teaching, promoting and living a set of core commonly agreed values and high behavioural expectations
- We value, respect and appreciate the contribution to our school community of all cultures.
- We acknowledge and show understanding of the Treaty of Waitangi, te reo Maori & tikanga Maori.

MISSION STATEMENT:

'In Everything, Our Best'

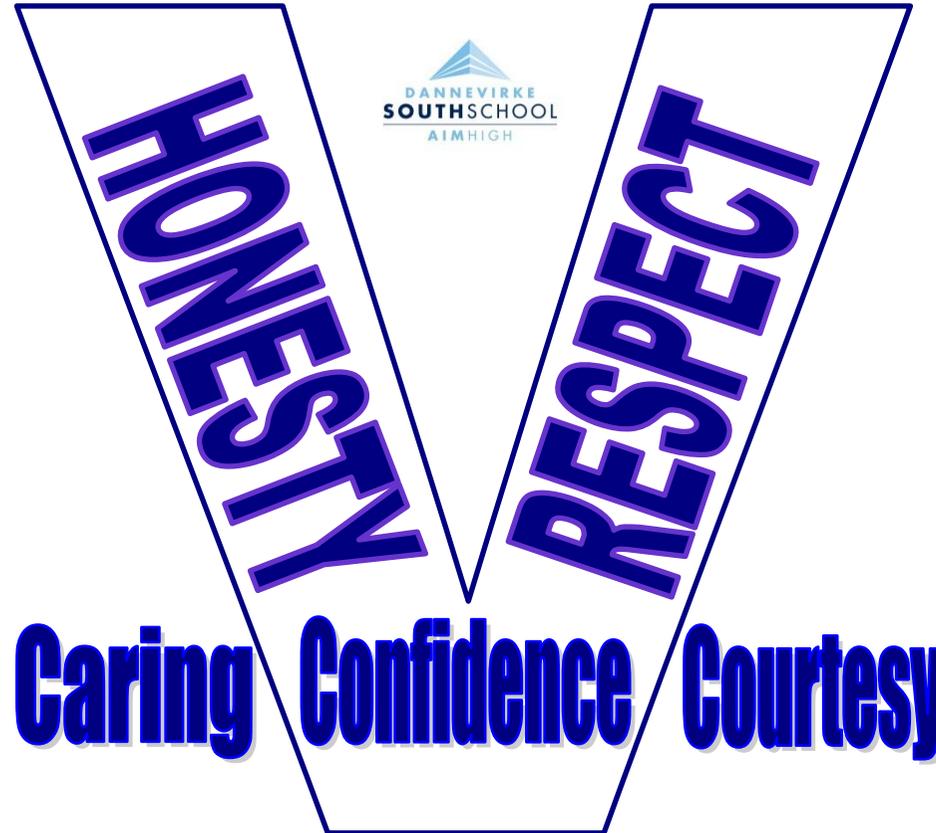
SHARED VISION:

These are the viewpoints of the key stakeholders in South School

<p>We, the STUDENTS want a school where...</p> <ul style="list-style-type: none"> • there is a friendly environment and you wake up in the morning and want to go to school. • the teachers have fun with the students. • the students are caring, hardworking, respectful and reliable. • there is a positive attitude and pride in our school 	<p>We, the PARENTS want a school where...</p> <ul style="list-style-type: none"> • the students, teachers, parents and community share one vision and work together to provide the best possible learning environment to enable students to achieve to a high level. • the students learn self-respect, discipline and value excellence • the school offers continued challenges for all of its students. • the students and teachers feel safe and are proud to be a part of the school.
<p>We, the TEACHERS want a school where...</p> <ul style="list-style-type: none"> • exciting and creative classroom practise takes precedence over paper work. • there is a relaxed but controlled and challenging environment, emphasising self-discipline, self-management, self-motivation, which all lead to self-confidence. • children and teachers feel safe and respect each other. • the parents and community supports the school and encourages new initiatives. • South will continue to be recognised as the 'school of choice' by the Dannevirke community. 	<p>We, the BOT want a school where...</p> <ul style="list-style-type: none"> • students can reach their full potential within a caring community • students want to be. • high quality learning takes place. • an emphasis is placed on social skills and values. • the school community is involved and valued • the teachers can best use their skills, in the knowledge they have the necessary resources and access to all professional development required.

Dannevirke South School Values

Excellence



Respect	Honesty	Excellence	Caring	Confidence	Courtesy
Whaka-ute	Pono-nga	Tino Pai-rawa	Manaaki	Maia	Whakaaro-atawai

Other Values that should be included as appropriate:

Consideration, cooperation, courage, commitment, determination, forgiveness, generosity, helpfulness, initiative, integrity, joyfulness, fairness, kindness, loyalty, orderliness, optimism, patience, perseverance, pride, reliability, resilience, self-discipline, tolerance, trustworthy, understanding, unity.

SCHOOL ENVIRONMENT

The school's vision statement and guiding principles describes the type of learning environment we want South to be. Our school community works at all times to provide an environment that is safe, caring, challenging, encouraging and supportive of every individual and their needs, skills and abilities.

We encourage every individual to strive for their personal best in everything they do at South School. We expect high standards and celebrate success across all spheres of learning and endeavour.

Our school's values are at the heart of this environment. Students are encouraged and supported to 'live' the values in everything they do.

ASPIRATIONS FOR THE 21 CENTURY

For students to be successful and productive in the 21C they will need to:

- Be effective communicators
- Be successful in Numeracy & Literacy
- Have technological capabilities
- Be exposed to a wide range of highly motivating learning opportunities across a range of New Zealand curriculum areas.
- Be self motivated and take responsibility for their own learning
- Think logically and critically and be creative and innovative
- Appreciate the contribution that cultural diversity makes to our school community & society.
- Acknowledge and show understanding of the Treaty of Waitangi, te reo Maori & tikanga Maori.
- Understand, model and live the agreed school wide values

Recognising New Zealand's Cultural Diversity...

The Board of Trustees and the South School learning community recognises the cultural diversity of New Zealand through the integration of te reo Maori (Language) and tikanga Maori (culture) into all curriculum areas.

The board is currently unable to provide te reo Maori in a bilingual or an immersion setting but will consider all requests for instruction in te reo Maori on a case by case basis and in light of current resourcing and capabilities at the time.

Regular inclusion of greetings, social phrases, names for classroom objects and instructions by teaching staff in daily lessons will ensure students familiarity and acceptance of te reo Maori and tikanga Maori as part of our bi-cultural heritage.

Our Local Goals...

1. To improve student achievement in:
 - A) Reading
 - B) Oral Language
 - C) Written Language
2. To improve student achievement in Numeracy.
3. To improve student achievement in those groups of students who participate in special needs or abilities programmes.
4. To enhance student achievement through the use of information and communication technologies in their learning.
5. To improve the achievement of Maori students in Literacy & Numeracy.

Strategic Section 2013-2015

<p>1. To improve student achievement in:</p> <p>A) Reading B) Oral Language C) Written Language</p>	<p>Strategies</p> <p>1.1. Set annual targets to improve literacy.</p> <p>1.2. Review literacy curriculum delivery.</p> <p>1.3. Examine and identify areas for improvement.</p> <p>1.4. Explore professional development opportunities.</p> <p>1.5. Provide extension activities to enhance learning.</p> <p>1.6. Regularly reflect on best evidence of practice led by Lead Teacher/Team Leaders</p> <p>1.7. Continue to develop formative assessment strategies to inform learning that best meet Dannevirke South School's literacy needs and the National Standards requirements.</p> <p>1.8. Utilise programmes that have proven successful within the learning environment e.g. cross grouping, individualised programmes for identified students.</p> <p>1.9. Seek "best practice" – identify and implement programmes that engage, motivate and raise achievement levels.</p> <p>1.10. Establish consistent school wide programmes and expectations, with learners setting realistic and achievable goals.</p> <p>1.11. Teacher Inquiry increasingly becomes a focus of our practice.</p>
<p>2. To improve student achievement in Numeracy.</p>	<p>Strategies</p> <p>2.1. Set annual targets to improve numeracy.</p> <p>2.2. Review numeracy curriculum delivery.</p> <p>2.3. Examine and identify areas for improvement.</p> <p>2.4. Explore professional development opportunities.</p> <p>2.5. Provide extension activities to enhance learning.</p> <p>2.6. Regularly reflect on best evidence of practice led by Lead Teacher/Team Leaders</p> <p>2.7. Develop assessment strategies to inform learning that best meet Dannevirke South School's numeracy needs and the National Standards requirements.</p> <p>2.8. Utilise programmes that have proven successful within the learning environment e.g. cross grouping, individualised programmes for identified students.</p> <p>2.9. Seek "best practice" – identify and implement programmes that engage, motivate and raise achievement levels.</p> <p>2.10. Establish consistent school wide programmes and expectations, with learners setting realistic and achievable goals.</p> <p>2.11. Teacher Inquiry increasingly becomes a focus of our practice.</p>

Dannevirke South School Charter

<p>3. To improve student achievement in those groups of students who participate in special needs or abilities programmes.</p>	<p>Strategies</p> <ul style="list-style-type: none"> 3.1. Provide SENCO with relevant PD and release time 3.2. Investigate and implement school wide programmes to meet student needs 3.3. Teacher aide development through PD 3.4. Ongoing review of special needs/abilities programmes
<p>4. To enhance student achievement through the use of information and communication technologies in their learning.</p>	<p>Strategies</p> <ul style="list-style-type: none"> 4.1. Develop an ICT Strategic Plan 4.2. Maintain and build on ICT software and hardware (e.g. develop strategic and cyclical maintenance and purchase plan) 4.3. PD for staff to enhance teacher and student capability 4.4. Use the Ministry “e-learning matrix” to help identify steps/objectives for learning and how to embed this into everyday practice (assessment, planning, teaching and learning) 4.5. Continue to establish digital classes in Year 6 to 8 initially and then to consider including Year 5.
<p>5. To improve the achievement of Maori students in Literacy & Numeracy</p>	<p>Strategies</p> <ul style="list-style-type: none"> 5.1. Consult annually with parents from our Maori community to ensure the needs of our Maori students are being met. 5.2. Keep regular contact with Rangitane and Kahungunu and take up opportunities for our Maori students. 5.3. Provide PD opportunity for staff. 5.4. Continue to revise the Ka Hikitia school implementation plan. 5.5. Implement best practice that improves teaching and learning for our Maori students and develop for our school where appropriate.

Dyslexia - 6 Dimensions of Good Practice			
	2013	2014	2015
Student learning, engagement and achievement	<ul style="list-style-type: none"> • Teams 1 & 2 - • Davis Learning Strategies, Y Soryl phonics • Team 3 - Clay words , focus and release 	<p>_____→</p> <p>_____→</p> <p>Team 4 – Digital classrooms</p>	
Engaging parents and whanau	<ul style="list-style-type: none"> • Fortnightly Newsletter • Website Tips/Info. • Parent Information evening with Davis Tutor • Parent Evening with Team 1 presentation Power Point. Individual interviews 	<p>_____→</p> <p>_____→</p>	
Effective Teaching	<ul style="list-style-type: none"> • Teachers trialling Dyslexia friendly strategies from 4D and Neil McKay • Implementation of DLS in Years 1-4 classes. • Inclusive and dyslexia friendly classrooms 	<p>_____→</p> <p>_____→</p> <p>_____→</p>	
Leading and managing the school	<ul style="list-style-type: none"> • Regular Staff meeting PD • Regular tips from 4D site on web site • All teams to utilise Neil McKay “Dyslexia Friendly Schools Kit” 	<p>_____→</p>	
Safe and inclusive culture	<ul style="list-style-type: none"> • Whole class teaching – eg DLS strategies, Neil McKay teaching ideas. (see “Removing Dyslexia as a barrier to achievement”). 	<p>PD with Neil McKay – “Total Teaching”.</p>	
Governing the school	<p>BOT support</p>		

National Standards Strategic Aim

1. To ensure that all students are able to access the New Zealand Curriculum as evidenced by progress and achievement in relation to the standards.
2. To ensure that the National Standards are used effectively to support improvement in student outcomes. Students will be supported to set their learning goals, including the ways they can achieve them. They will be supported through effective teacher practice which will cater for their students needs.
3. To ensure Maori students are supported and engaged in their learning and are achieving educational success. Whanau will be supported in knowing the achievement of their children, their next steps and know how they can support them in their learning.
4. All students including students with special needs will be supported in their learning so that they can make progress in relation to the New Zealand Curriculum.
5. Reading, Writing and Mathematics will be key learning areas for all students. Teachers will use evidence based practices to plan for their students learning. Regular monitoring by management of student progress and achievement, together with the expectation of students meeting expected learning milestones will become priorities and part of regular review.
6. All students will show progress and achievement each year in relation to the National Standards. Base line data will be used as part of our self review and reporting process together with the area of variance.
7. Students who are below and well below the National Standards will be expected to make accelerated progress (more than 1 year progress) each year.

Dannevirke South School Charter

<p>NAG 2 Review</p>	<p>Strategies</p> <ol style="list-style-type: none"> 1.1. Continue to review the school charter with the school community 1.2. Succession planning for new Board of Trustees in 2013 1.3. Board of Trustees Professional Development Programme implemented for Trustees 1.4. A review schedule is completed and followed 1.5. Regular financial reviews are undertaken using School Support expertise 1.6. The Board develops a governance manual and relevant training by the end of 2013 1.7. Curriculum review is undertaken and is reported to Board and Community 1.8. Maori community are regularly consulted on review matters 1.9. Students are given a voice where appropriate on review matters
<p>NAG 3 Personal</p>	<p>Strategies</p> <ol style="list-style-type: none"> 1.1. Continue to review the performance management system 1.2. Provide Professional Development for PMS 1.3. The Board implements strategies to ensure it continues to be a good employer 1.4. Staff successes are recognised
<p>NAG 4 Finance and Property</p>	<p>Strategies</p> <ol style="list-style-type: none"> 1.1. The 5YA Plan is reviewed in 2013 taking into account the strengthening work carried out in Block A during 2012/13 1.2. Assets replacement programme 1.3. Regular maintenance is completed 1.4. Cyclical maintenance is planned and completed (schedule for painting the whole school is completed in 2013) 1.5. Improve hard surface markings 1.6. Revise and update the school furniture replacement programme 1.7. MOE SNUP programme 1.8. Asphalt replacement 1.9. Develop adventure playground areas
<p>NAG 5 Health and Safety</p>	<p>Strategies</p> <ol style="list-style-type: none"> 1.1. Continue to develop policies and procedures to meet all EOTC requirements 1.2. Continue to review CyberSafety and consult with parents and the community 1.3. Ensure the community are consulted on the schools health programme (last completed in 2012) 1.4. School promotes healthy food and nutrition for all students

NAG 6 Legislation	Strategies 1.1. The Board complies with all applicable legislation 1.2. Attendance policy and procedures continued to be reviewed/developed to meet legislation and school requirements

Literacy

School Goal	Key Tasks	Expected Outcome	Responsibility	Time Frame
Goal 1 NAG 1	Writing development continues to be a whole school focus	Consistent school wide programme and expectations Programmes motivate and engage students	Massey University Facilitator Literacy Team All staff	Ongoing 2013
	The reading and writing matrices continue to be developed with staff that includes key indicators at each level and can be used to demonstrate progress and achievement	Matrices used for moderation, showing progress and achievement, providing student self-assessment/peer assessment	Literacy Team	Ongoing 2013
	Advanced Phonics programme, Professional Development and implementation Years 1-3	Attend Professional Development Course Classroom implementation	Literacy Team	Term 2
	Implement the TalkKit Oral Language Programme schoolwide in 2013	Attend the TalkKit Professional Development Programme – January 31 2013 Begin implementing the programme By the End of Term 1 assess students against the Oral Language Matrix Data reported to the Board Oral Language Programmes established using the classroom data At the end of the year students assessed against the matrix Team Leaders prepare reports detailing the impact of the programme	All Staff Team Leaders – preparation of reports	Programme – ongoing 2013 Matrix assessment – end of Term 2 and Term 4
	Achievement targets set and monitored (Separate action plan)	All students make progress Focus on targeted groups/individuals for accelerated progress	Literacy Team Principal All Staff	1 March to Ministry of Education
	Analyse School Wide Data Identify: areas of need, trends etc	Class programmes are designed to meet student needs	Principal Literacy Team	Term 2 Term 4
	Analyse school-wide literacy data 1. Mid Year 2. End of Year	Staff provide data according to timeline Data is analysed 1. Trends 2. Maori/Special Needs 3. Boys/Girls 4. Recommendation for teaching and learning <ul style="list-style-type: none"> • Progress • Successes made • Next steps 	Principal/Deputy Principal Literacy Team	End Term 2 End Term 4

Assessment for Learning

School Goal	Key Tasks	Expected Outcomes	Responsibility	Time Frame
Goal 1 NAG 1	Yearly Assessment Schedule Prepared	Staff follow timeline for assessments. Data is input into MUSAC.	Assessment Team Deputy Principal	Schedule – beginning Term 1 Data - onging
	MUSAC web based application evaluated.	Decision made on SMS provider	Assessment Team Principal	End of Term 1
	Student report format reviewed	Evaluate report format. Investigate ways of emphasising progress rather than achievement on written reports. Share revised format with staff before the end of Term 1. Teachers will have input into the draft before it is formalised. Liaise with SMS provider. Organise required SMS Professional Development.	Deputy Principal Report Team	Completed by the end of Term 1
	Community kept informed <ul style="list-style-type: none"> • Newsletter • Updates • Report format • Parent Evening 	Community have an improved understanding of the reporting process and format.	Deputy Principal Assessment Team	By the end of Term 1
	Moderation processes will be continued and streamlined where possible.	Regular whole staff meeting. Team meetings lead by Curriculum Leaders. Review documentation	Assessment Team	Ongoing 2013
	Expectations and protocols for moderation (OTJ) will be formalised. Stored in Google Docs and Team folders.	Team Leaders responsible for ensuring example of moderations are included in the Moderation Folder.	Team Leader Deputy Principal Assessment Team	Ongoing 2013 End of Term 3
	Investigate the use of e-portfolios.	e-portfolios fully researched. Team 4 trial and begin to implement a system based on good practice/research. Team 4 to keep staff advised. Team 4 continue trial throughout 2013.	Team 4 staff	Ongoing 2013
	Develop further ways to involve students in the formal reporting process. Consistency across the school	Students work towards setting and managing own goals. Students full participants in 3 way conferences. Develop documentation for STP Conferences.	Assessment Team All Staff	Ongoing

		Keep community fully informed.		
	Student/Parent/Whanau feedback on the reporting cycle <ul style="list-style-type: none"> • Understand reports? • How parents/students responded to reports • Improvements? • Manage by sampling 	Feedback sought after mid year reporting <ul style="list-style-type: none"> • Recommendations 	Assessment Team	End of Term 2
	Assessment Programme	Shared with Staff at Teacher Only Day January 2013 Staff use as guiding document Review continuously and update where necessary	Deputy Principal	Review ongoing

DANNEVIRKE SOUTH SCHOOL
ICT STRATEGIC PLAN
2012 - 2015

OBJECTIVES

1. To integrate ICT to give effect to the New Zealand Curriculum.
2. Principals to lead the integration of e-learning in their schools (strategic and operational).
3. To strengthen our professional learning community and increase connections with colleagues by sharing professional reflections online.
4. Teachers to integrate e-learning effectively into their practice creating an innovative and exciting learning environment for all students.
5. To increase the school community's understandings of the educational contribution of e-learning and to encourage family and whanau to actively participate in their child's learning.
6. To assist students in becoming successful digital citizens.
7. To increase the physical ICT resources in the school to support student's learning and achievement.

DANNEVIRKE SOUTH SCHOOL ICT STRATEGIC PLAN

1. 2012 – 2015 Integrate ICT to give effect to the New Zealand Curriculum / Te Marautanga o Aotearoa	
Goals	Success Criteria
<ul style="list-style-type: none"> i) Establish a clear understanding of effective pedagogies and the role of e-learning in implementing the NZC. ii) Apply teaching and learning strategies which involve e-learning that are consistent with the NZC 	<ul style="list-style-type: none"> ▪ The principal and teachers are engaging in professional reading and practices that result in increased understanding of effective teaching and learning strategies. ▪ Teachers will further develop effective pedagogy using thinking, questioning techniques, Inquiry Research and key competencies. ▪ Create and develop leadership roles for pupils with ICT. ▪ Teachers are planning and implementing teaching and learning strategies, involving e-learning. ▪ Learning and teaching will be guided by the Dannevirke South Inquiry Learning Process
2. Principals to lead the integration of e-learning in their schools (strategic and operational)	
Goals	Success Criteria
<ul style="list-style-type: none"> i) Increase the capability to lead the pedagogical understandings and change management strategies necessary for effective integration of e-learning within their schools. 	<ul style="list-style-type: none"> ▪ Apply effective change management strategies based on “Best Evidence Synthesis”. ▪ Demonstrate pedagogical understanding of effective e-learning integration through revised ICT strategic plans and use of data to monitor and inform practice.
3. Strengthen professional learning communities and increase connections with colleagues by sharing professional reflections online	
Goals	Success Criteria
<ul style="list-style-type: none"> i) Continue to develop a strong professional learning community within the school. ii) Apply a “Teaching as Inquiry” approach to support teachers to reflect on teaching/learning 	<ul style="list-style-type: none"> ▪ Staff are contributing with confidence to sharing sessions. ▪ Online tools are being used successfully to share and collaborate. ▪ Provide opportunity for staff to visit other classrooms and schools to learn with and from other students and teachers, as they model ICT integration. ▪ Staff are incorporating ways to professionally reflect on and share online their developing understandings about e-learning.
4. Teachers to integrate e-learning effectively into their practice creating an innovative and exciting learning environment for all students	
Goals	Success Criteria
<ul style="list-style-type: none"> i) Teachers will integrate e-learning strategies within their teaching that provide innovative and exciting ways for all 	<ul style="list-style-type: none"> ▪ There is evidence of teachers including innovative e-learning strategies within their curriculum planning and teaching. ▪ Teachers are reflecting on the effectiveness of their teaching in engaging students to become more motivated,

<p>students to learn and that also support the development of the key competencies.</p> <p>ii) Review and refine the school's ICT strategic plan and monitor its implementation.</p>	<p>successful, independent and collaborative learners.</p> <ul style="list-style-type: none"> ▪ Feedback from students shows that they are motivated and engaged in their learning. ▪ The ICT strategic plan has been reviewed and updated to ensure that it is meeting the school's needs, and is being implemented
<p>5. Increase the school community's understanding of the educational contribution of e- learning and encourage family and whanau to actively participate in their child's learning.</p>	
<p>Goals</p>	<p>Success Criteria</p>
<p>i) Increase the community's understanding of the educational contribution of e-learning.</p> <p>ii) Increase the level of online engagement of family and whānau in their child's learning.</p>	<ul style="list-style-type: none"> ▪ Where appropriate, communications with the community are showcasing examples of e-learning within the school and are providing opportunities for online feedback. ▪ Feedback from parents is showing a greater awareness and understanding of the educational contribution of e-learning. ▪ Celebration Day twice a year ▪ Continue to develop the school website for communicating with school community ▪ Through their curriculum planning and teaching strategies, teachers are providing more online opportunities for family and whānau to participate in their child's learning. ▪ Families and whānau are increasingly participating in online learning environments in ways that benefit their child's learning.
<p>6. Increase the physical ICT resources in the school to support students' learning and achievement.</p>	
<p>Goals</p>	<p>Success Criteria</p>
<p>i) Develop and implement a two year plan to progressively update and increase the school's physical ICT resources to support students' learning and achievement.</p> <p>ii) Review the ICT resources plan annually to ensure that it is meeting current and future school needs.</p>	<ul style="list-style-type: none"> ▪ The school has a workable, up-to-date plan that is being implemented effectively. ▪ SNUP completion ▪ Upgrade cabling when classrooms refurbished. ▪ Asset replacement schedule. ▪ Wireless upgrade ▪ Computers, notebooks and ipads purchased to support Year 7/8 digital class vision.
<p>7. To assist students in becoming successful digital citizens.</p>	
<p>Goals</p>	<p>Success Criteria</p>
<p>i) Teachers will provide learning opportunities that enable students to:</p> <ul style="list-style-type: none"> - be confident and capable users of ICT - apply ICT in ways that develop the key competencies in the NZ Curriculum - communicate online with others in respectful, safe and ethically appropriate ways. 	<ul style="list-style-type: none"> ▪ Students are selecting and applying a range of ICTs with confidence as an integral part of their learning. ▪ There is evidence of students regularly using ICT to support their development of the key competencies, especially in areas such as thinking, relating to others, participating and contributing. ▪ Students are relating to others online in positive and respectful ways. ▪ Students are aware of the importance of cybersafety when online and following appropriate procedures for school use.

Annual Plan Section

Numeracy

School Goal	Key Tasks	Expected Outcome	Responsibility	Time Frame
Goal 2 NAG 1	Achievement targets set for 2013	All students make progress Focus on targeted groups/students for accelerated progress	Principal Numeracy Team	By 1 March 2013
	Monitoring of targets	Team and staff meetings	Principal, Team Leaders, Numeracy Team	Ongoing
	Provide authentic learning opportunities (Inquiry Learning) to engage students.	Students are engaged in meaningful learning activities	Numeracy Team All staff	Ongoing
	Develop a school wide approach to rich mathematic maintenance and starter activities.	Teachers plan and teach maintenance starter activities daily Students are engaged	Numeracy Team Professional Development	Ongoing
	Continue to develop formative assessment practice that promotes improved learning.	Staff are able to confidently use a range of evidence sources to make a reliable OTJ.	Numeracy Team Staff Meetings – 1 each term	Ongoing
	Continue to investigate ways of effectively using the mathematics matrix.	Matrix used for moderation showing progress and achievement.	Numeracy Team	Ongoing
	Analyse school wide numeracy data 1. Mid Year 2. End of Year	Staff provide data according to timeline. Data is analysed: 1. Trends 2. Maori/Special Needs 3. Boys/Girls 4. Recommendations for teaching and learning <ul style="list-style-type: none"> • Progress • Successes made • Next steps 	Principal/Deputy Principal Numeracy Team	End of Term 2 End of Term 4

Annual Plan Section

Special Needs & Gifted and Talented

School Goal	Key Tasks	Expected Outcome	Responsibility	Time Frame
Goal 3 NAG 1	Identify "at risk students" in Literacy and Numeracy	Using Teacher as Inquiry: <ul style="list-style-type: none"> Teachers use data to develop programme. Support by DP Inquire into effectiveness Make necessary adaptations DP provide support <ul style="list-style-type: none"> Assessment Discussion on appropriate learning pathways for student Observation and feedback 	All Staff Assistant Principal	Ongoing
	Develop a Gifted and Talented Yearly Programme	Programme implemented. Programme reviewed. Recommendations for improvement considered for the next years programme.	Deputy Principal	Ongoing
	Continue to develop the DSS electronic Special Needs Register	Register is up to date. Register provides a streamlined system for teacher referrals and tracking of students.	Deputy Principal	Ongoing

ICT

School Goal	Key Tasks	Expected Outcome	Responsibility	Time Frame
Goal 4 NAG 1	Develop a strategic plan for ICT.	Plan is completed and begin implementation from Term 1	ICT Leader Principal	End of Term 1
	Professional Development opportunities.	Learning@school Roadshow April 2013	Team 4	April 2013
	Develop 3 more digital classes in 2013	Board provide funding Implementation Plan prepared and includes: <ul style="list-style-type: none"> Infrastructure Documentation Parent communication How will the impact of the digital class on student achievement be known? Report for Board of Trustees	Principal ICT Leader Principal	Ongoing 2013 Ongoing 2013

Dannevirke South School Charter

Annual Plan Section

Improving Outcomes For Maori Students

School Goal	Key Tasks	Expected Outcome	Responsibility	Time Frame
Goal 5 NAG 1	Review and develop the long term plan for Maori Achievement based on Kahikatea	Plan shared with all staff developed. Implementation becomes visible in the School	Staff Principal	End of Term 1
	Language Programme	Programme in place for the whole school.	Destine Team 3 & 4 Liz Team 1 & 2	Ongoing
	Students under achieving are identified and intervention programmes put in place.	Refer to: <ul style="list-style-type: none"> • Plan for improving achievement in Literacy & Numeracy • Student Targets 	Principal Teachers DP (mentoring)	Ongoing
	Consultation	Community consulted: <ul style="list-style-type: none"> • Maori achievement at mid year and end of year. • Families involved in discussions about students achievement. • Students given a voice by setting up Maori student leadership group. 	Principal Teachers	Ongoing
	Signage	School, students and community develop signs for the School	BOT Principal	Term 2
	Professional Development	Teachers area Leadership Group attendance Staff meeting & Team meeting language	Destine Liz	Ongoing

ICT Action Plan for 2013

Goals	Actions	Success Indicators	Responsible	Budget	Time Frame
Integrate ICT to give effect to the New Zealand Curriculum / Te Marautanga o Aotearoa					
	i) Staff engage in professional reading, complete reflective blogs and attend staff workshops to integrate thinking skills/ICT into the curriculum ii) Teachers apply teaching and learning strategies that develop thinking skills and ICT	<ul style="list-style-type: none"> ▪ Planning refers to thinking skills/ICT integration. ▪ Staff share outcomes of students' learning with other teachers ▪ Teachers integrate web 2.0 tools into the curriculum and share student's learning. ▪ Team 4 attend Ulearn Roadshow Conference & prepare a presentation for staff. 	Teachers/Team Leaders/ICT LT	\$1200	Ongoing April
Principals to lead the integration of e-learning in their schools (strategic and operational)					
	i) Increase the capability to lead the pedagogical understandings and change management strategies necessary for effective integration of e-learning within their schools.	<ul style="list-style-type: none"> ▪ Apply effective change management strategies based on "Best Evidence Synthesis". ▪ Demonstrate pedagogical understanding of effective e-learning integration through revised ICT strategic plans and use of data to monitor and inform practice. 	Principal/ICT LT		Ongoing
Strengthen professional learning communities and increase connections with colleagues by sharing professional reflections online					
	i) Continue to develop a strong professional learning community within the school. ii) Apply a "Teaching as Inquiry" approach to support teachers to reflect on teaching/learning	<ul style="list-style-type: none"> ▪ Staff contribute in sharing sessions. ▪ Google Docs used successfully to share and collaborate by staff. ▪ Opportunity for staff to visit South School digital classes to observe integration of ICT. ▪ Team 4 Digital Class regular sharing with all staff. ▪ Reflect online using teachers personal blog. 	Teachers/LT ICT Team 4 Teachers		
Teachers to integrate e-learning effectively into their practice creating an innovative and exciting learning environment for all students					
	i) Teachers will integrate e-learning strategies within their teaching that provide innovative and exciting ways for all students to learn and that also support the development of the key competencies. ii) Review and refine the school's ICT strategic plan and monitor its implementation.	<ul style="list-style-type: none"> ▪ Continue to develop the concept of Digital Classes in team 4 (refer separate plan) <ul style="list-style-type: none"> - BYOD - LT workshops - Google Docs - Development of e portfolio's ▪ Evidence of e-learning strategies in planning and teaching. ▪ Teachers are reflecting on their practice. ▪ Feedback from students shows that they are motivated and engaged in their learning. ▪ ICT plan has been reviewed and updated to ensure that it is meeting the schools needs and is being implemented. 	Team 4 Teachers/Team Leaders LT ICT Principal/LT ICT		

Dannevirke South School Charter

Review

School Goal	Key Tasks	Expected Outcome	Responsibility	Time Frame
NAG 2	To review governance policy and operational policy	BOT undertake training in: <ul style="list-style-type: none"> Review Preparing a Governance Manual 	Principal BOT	Training Term 1 and 2 Documentation completed Term 2
	To review 3 curriculum areas: <ul style="list-style-type: none"> Science Technology Mathematics 	Teaching and Learning programmes reviewed. Reviewed report provided for the Board	Curriculum Leaders	Science – By the End of Term 2 Technology – By the End of Term 3 Mathematics – By the End of Term 3
	Board of Trustees develop a review programme	Review is completed by Board of Trustees. Written reports provided to the Board of Trustees by the Board member responsible. Includes full community consultation	Principal BOT	Ongoing 2013
	Prepare a Community Consultation time line	BOT prepare timeline Consultations are completed	Principal BOT	Ongoing

Dannevirke South School Charter

Personnel

School Goal	Key Tasks	Expected Outcome	Responsibility	Time Frame
NAG 3	Ensure effective Performance Management System is in place	Attestation procedures completed Teachers meet teacher criteria through the DSS Teaching as Inquiry Programme Classroom Observations completed Appraisal interviews completed PRT Programmes established for beginning teachers and teacher mentors Team Leaders continue leadership training with Carol Lynch	Principal Team Leaders Staff	Ongoing
	Provide quality professional development for staff	Teaching as Inquiry Literacy contract with Massey Phonics PD Dyslexia initiatives PRT Programme Inquiry Learning S Staff workshop sessions including ICT, Inquiry Learning, Interactive Whiteboards etc Leadership programme	Principal Team Leaders	Ongoing
	Leadership development	All staff in positions of leadership participate in Leadership programmes available	Principal	Ongoing

Property/Health and Safety

School Goal	Key Tasks	Expected Outcome	Responsibility	Time Frame
NAG 5	Revise the School Property Plan	Work with School Support Napier and the MOE to establish a revised 5YA Plan	Principal BOT	Ongoing
	Other projects	Investigate asphalt resurfacing Renew asphalt court markings Investigate new equipment for playgrounds Painting of school exterior	Principal BOT	Ongoing
	Boiler maintenance and operator training	Boiler is maintained prior to use for winter Caretaker is fully trained in the operation and all safety aspects of the running of the boiler	Principal BOT	Ongoing

Student Achievement Targets.

Dannevirke South School Charter

Writing

- To increase the number of students achieving at or above the National Standards in Writing.

Baseline data:

- 2012 National Standards Data shows that 68.1% of students are achieving at or above the National Standard.

	Well below	Below	At	Above
All Students	3.7%	28.2%	59.7%	8.4%
Maori	5.1%	33.7%	59.2%	2%
Boys	5.7%	36.2%	55.3%	2.8%
Girls	1.9%	21%	63.7%	13.4%

Targets

- Year 5 to 8 Maori students well below and below in 2012 will have made more than 1 years progress and will be achieving the writing standard.
- Year 5 to 8 boys well below and below in 2012 will have made more than 1 year progress and will be achieving the writing standard.

Action to Achieve Targets	Led by	Budget	Timeframe
Review achievement data from 2012 and identify the students' needs	Principal Curriculum Leaders		Week 4 Term 1
Inform parents/whanau of target students and discuss how home help will assist	Class Teachers		On-going
Within teams decide on strategies to be used and continue to inquire into what is working and what is not	Team Leaders		Term 1 for choosing strategies. Each team meeting target students' progress is monitored
Collect student voice from target groups	Class teachers		Beginning, middle and end of year
Through providing authentic contexts teachers will endeavour to engage and motivate target students to write	Class Teachers		Ongoing
Give regular and constructive feedback and feedforward	Class Teachers		Ongoing
Collect time 1 and time 2 writing samples to see impact of interventions.	Team Leaders will report back on impact		Term 4
Continue writing professional development	Whole staff		First 6 months
Teachers will undertake teaching as inquiry focussing on target students	Deputy Principal		Ongoing
Teachers will moderate writing within and across teams	Team Leaders		Ongoing
Collect and analyse November data to inform future decisions for 2014	Principal Curriculum Teams		November

Mathematics

1. To increase the number of students achieving at or above the National Standards for Mathematics.

Baseline data:

- Overall 72% of students are achieving at or above the standard
- A greater proportion of Maori students achieve below or well below the standard
- As students progress through the school there is a greater number of students achieving below the standard
- Beginning at Year 3 the achievement for boys and Maori students declines through to Year 8. By Year 7 and 8 more boys and Maori do not achieve the standard.

Teachers' data shows that the following areas continue to require attention:

- Provide authentic learning opportunities including financial literacy.
- Consolidate strategies before moving on. Ensure Place Value knowledge is well developed.
- A school wide approach to daily rich maintenance starter activities.

	Well below	Below	At	Above
All Students	3.4%	23.8%	60.4%	12.4%
Maori	7.1%	27.6%	62.2%	3.0%
Boys	3.5%	24.1%	61%	11.3%
Girls	3.2%	23.6%	59.9%	13.4%

Targets

- Maori students below or well below the standard in 2012 will have made more than 1 years progress and will be achieving the mathematics standard
- Boys below or well below the standard in 2012 will have made more than 1 years progress and will be achieving the mathematics standard
- Year 7 and 8 students below or well below the standard in 2012 will have made more than 1 years progress and will be achieving the mathematics standard
- Year 5 students below or well below the standard in 2012 will have made more than 1 years progress and will be achieving the mathematics standard

Dannevirke South School Charter

Action to Achieve Targets	Led by	Budget	Timeframe
Review Achievement Data and February PAT to determine targeted group needs.	Maths Team		Term 1
Review March PAT Results to further strengthen targeting individual group needs.	Destine All Staff		End Term 1
Report to the Board of Trustees on progress towards meeting the targets – mid year and end of year	Curriculum Leader Team Leaders Principal		End Term2 End Term 4
Interview target group to identify number strategies they prefer to use-selected students Collect student/parent voice	Maths Team		Term 1
GloSS procedure to be reviewed, modelled and moderated to ensure schoolwide consistency.	Maths Team		Early Term 2 staff meeting-ongoing
Those using mathematics as teacher inquiry to meet regularly with Caroline and to report successful moments.	Caroline & individual teachers		Ongoing
Meet with parents and whanau of target group students to look at ways of supporting students-STP conferences/ Bangers and Maths (ring target families)	Maths Team		Term 1/2 Conferences Term 2 Bangers and Maths
Develop integrated maths units that develop the use of number strategies and authentic problem solving	All Teachers		Ongoing
Incorporate a unit on financial literacy. Ask for the Bank to continue with their financial literacy programme. PrEP unit in term 4	All teachers Principal All teachers		Ongoing Term 4
Analyse November data to inform progress and planning for 2014	Principal Maths Team		Term 4
Participate in the Ministry of Education ALiM project	Principal Destine & Julianne	\$6500 Ministry of Education funded	Term 2/3

Reading

1. To increase the number of students achieving at or above the National Standards for Reading.

Baseline data:

- National Standard data collected in November 2012 shows that 84.8% of students were achieving at or above the National Standard.
- In 2013 Professional Development in Reading will be a focus to further strengthen our teaching and learning programme.

	Well below	Below	At	Above
All Students	3%	12.1%	63.6%	21.2%
Maori	6.1%	16.3%	64.3%	13.3%
Boys	5%	14.3%	65.7%	15%
Girls	1.3%	10.2%	61.8%	26.8%

Targets

- All children who are not reaching the National Standard in 2012 will have made accelerated progress to meet the reading standard.
- To move at least 10% of Maori and boys from at the standard to above the standard in reading.

Action to Achieve Targets	Led by	Budget	Timeframe
Review achievement data from 2012 and identify the students' needs	Principal Curriculum Leaders		Week 4 Term 1
Inform parents/whanau and invite to 'Home Reading' workshops	Literacy Team		Ongoing
Collect student voice on attitudes and preferences towards reading of target students	Class Teachers		Ongoing
Share goals with children and have them record ongoing progress	Class Teachers		Ongoing
Within teams decide on strategies to be used to accelerate reading and continue to inquire into what is working and what is not	Team Leaders		Term 1 for choosing strategies. Each team meeting target students' progress is monitored
Use Running Records at regular intervals for diagnostic information and next step teaching	Class Teachers		Ongoing
Begin to moderate Reading within and across teams	Team Leaders		Ongoing
Through providing authentic contexts and opportunities to read teachers will endeavour to engage and motivate target students	Class Teachers		Ongoing

Give regular and constructive feedback and feedforward	Class Teachers		Ongoing
Begin whole staff professional development in reading			Second 6 months of year
Teachers will undertake teaching as inquiry focussing on target	Deputy Principal		Ongoing
Team leaders will report on impact of interventions	Team Leaders		Term 4
Collect and analyse November data to inform future decisions for 2014	Principal Curriculum Teams	Dannevirke South School Charter	Term 4

Initiatives to meet targets

1. Fulltime release for Deputy Principal (Caroline) in a teacher mentoring role.
 - * Assist identifying targeted students
 - * Interview targeted students
 - * Assist to analyse student data
 - * Provide advice on intervention strategy to meet student needs
 - * Monitor with teacher student progress
 - * Assist/monitor teacher to use the Teacher Inquiry Approach.
2. Whole School Writing and Reading Professional Development Project for all staff to continue in 2013 – focus on formative assessment.
3. Planning to meet the needs of students who exhibit indications of dyslexia.
4. Leadership Professional Development
5. TalkKit Oral Language Programme

Supporting Documentation...

Dannevirke South School has the following documentation (some either under development or being reviewed) available on request that supports its long term curriculum development and implementation priorities, its financial objectives and systems, health and safety provisions and property plans.

- Annually updated development plan.
- Health & Safety plan.
- Ten year property plan.
- Budgets and financial policy.
- Board policies and procedures.
- Performance management systems.
- Professional development plan.

- School review programme.
- Behaviour management programme.
- SENCO procedures and guidelines.
- ICT Strategic Plan.
- Assessment and Reporting schedule.
- Curriculum Delivery Plan
- Community Consultation
- Teaching and Learning Plans
- Maori Achievement Plan

Dannevirke South School Charter