

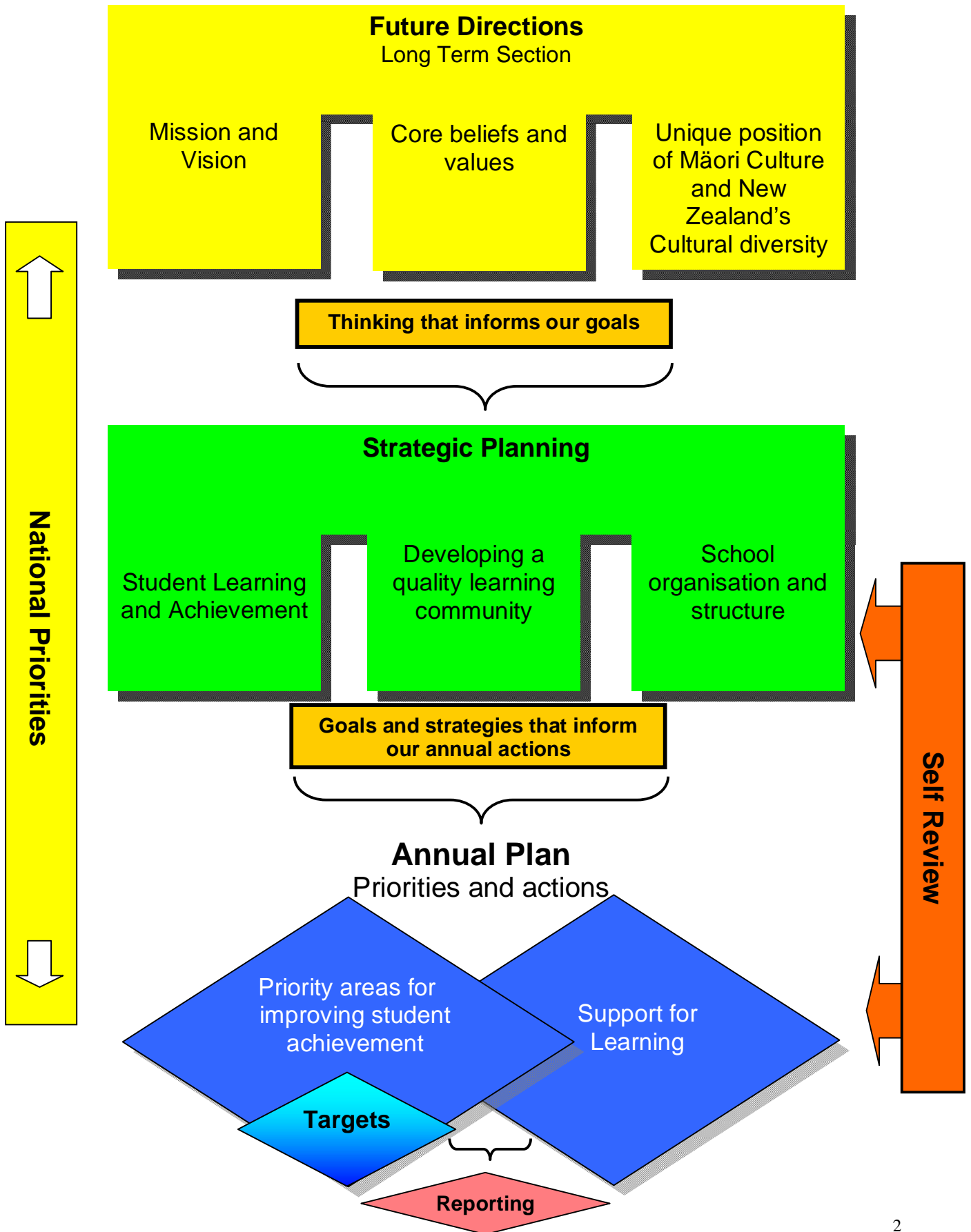
GOVERNING AND MANAGING GLENHOLME SCHOOL

Plotting our Educational Path 2009 - 2011 STRATEGIC PLAN



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THE CHARTER



GLENHOLME SCHOOL CHARTER

“What will students need to know and be able to do for tomorrow’s world?”

Mission Statement – the school’s purpose

“To provide our tamariki with the stimulation, challenge and support needed to become successful 21st century learners”.

Vision

“An exceptional provider of quality education”.

By:

- Having a commitment to rigorous self review in all aspects of school life

Providing an educational environment that:

- prioritises student achievement in literacy and numeracy, especially years 0 – 4
- prioritises the national standards
- challenge and support students to develop the key competencies
- challenges and encourages all students to participate
- ensures students enjoy learning
- ensures students experience success
- ensures students develop positive relationships and a sense of self worth
- recognises and meets the needs of individual students
- has targets for improving the achievement of Maori students

Having programmes that are:

Based and structured on our Glenholme School Values



GLENHOLME SCHOOL VALUES

Glenholme School Values:

- What values will the children learn at Glenholme School?
- What does the community expect of Glenholme School?

- **Pride**

- pride for yourself and developing self esteem
- pride and supporting others
- pride for school and school property
- pride in achievement and success

- **Respect**

- respect for the rules, guidelines and law
- respect for others' views, traditions and beliefs
- respect for elders

- **Responsible**

- responsible for your self-action and comments
- responsible for developing positive relationships with others
- responsible for your learning

- **Honesty**

- honest to yourself and others
- creating a habit of honesty
- developing trust and fairness

Underpinned always with a 'Go for it' attitude

"Values that become a habit develop the citizen of tomorrow"



KEY COMPETENCIES

By developing the Key Competencies, the 21st century Glenholme School students become confident, connected, actively involved and life-long learners.

- **Thinking**

Glenholme School students who are competent thinkers and problem solvers actively seek, use and create knowledge. They reflect on their learning, draw on personal knowledge and intuitions, ask questions and challenge the basis of assumptions and perceptions.

- **Using Language Symbols and Text**

Glenholme School students will demonstrate that they can interpret, understand and use words, numbers, symbols and images, movement and technologies in a range of context and learning areas.

- **Managing Self**

The Glenholme School student who is confident at managing them self is self motivated, and able to establish goals, make plans, manage projects and set high standards for themselves.

They have a “Go For It” attitude, positive self-worth and a self awareness that enables them to act appropriately in challenging situations.

- **Relating to Others**

To relate to other effectively the Glenholme School student needs to be able to listen actively, recognise different points of view, co-operate, negotiate and share ideas.

- **Participating and Contributing**

By participating in and contributing to their learning the Glenholme School students are empowered to be responsible for their learning progress and have ownership of their learning. This level of involvement encourages them to be active life-long learners.

CULTURAL DIVERSITY AND MĀORI DIMENSION

Our School will reflect New Zealand's Cultural Diversity

By

Respecting and valuing Glenholme Schools cultural diversity

Encourage Maori representation on the Board of Trustees

School-wide and classroom programmes reflecting cultural similarities and differences

English for Speakers of Other Languages programmes successfully operating throughout the school

Unique position of Maori culture at Glenholme School

The school curriculum will recognise the unique position of Maori in New Zealand society.

The curriculum will acknowledge the importance to all New Zealanders of Maori and Pakeha traditions, histories and values (N.Z. Curriculum Framework).

The school will embrace the Ka Hikitia – Managing For Success - The Maori Education Strategy 2008 -2012 document.

The Board will take every opportunity to consult with our Maori community through.

- *Encouraging and attend regular whanau hui*
- *B.O.T. representation and or senior leaders at such meetings*
- *School annual report on Maori student achievement*
- *Community survey every three years regarding Maori Student Achievement*
- *Encourage the school community to engage in the annual marae visits and school events and occasions*

The School will demonstrate a potential approach for Maori in education that has three underlying principles.

- *Maori Potential: all Maori learners have unlimited potential*
- *Cultural Advantage: all Maori have cultural advantage by virtue of who they are*
- *Inherent Capability: all Maori are inherently capable of achieving success*
- *Culture Counts*
- *Productive partnerships*

The school will incorporate Tikanga Maori (Maori culture and protocol) and Te reo Maori into the school's curriculum.

- *Staff engagement in Tikanga Maori me Te Reo Maori*
- *Te Reo / Tikanga Maori at staff meetings and B.O.T. meetings*
- *Teams will visit local marae annually*
- *Appropriate powhiri to take place for special school events*
- *Development of waiata in team and school assemblies*
- *Annual overnight marae stays for year 5/6*
- *Kapa haka roopu confident in the performing arts*
- *Instruction provided according to staff competence*
- *The Haere Tonu programme will be used as a basis for instruction in all classrooms*
- *Students able to recite individual pepeha – appropriate to age level*

Professional Development

- Numeracy
- Literacy – LIFE Cluster
- Student Health and Well - Being
- Maori Student Achievement – Hikairo rationale
- Boys Education
- ICT
- Improved use of assessment
- New Zealand Curriculum
- Key Competencies

Learning Areas

- Numeracy
- Literacy
- Implementation of the New Zealand Curriculum
- Development of Key Competencies
- Learning Communities
- Embrace the Ka Hikitia – Managing For Success 2008 - 2012 document

STRATEGIC GOALS

- GOAL 1:** Students will have developed the confidence and personal skills to be effective problem solvers, to accept new challenges and try new things.
- GOAL 2:** Students will have the knowledge and skills to make positive choices for their own Health and Well Being.
- GOAL 3:** The use of Information and Communication Technology (ICT) will be an integral part of student’s learning programmes and integrated into the wider school life.
- GOAL 4:** Maori learners participating, achieving and contributing to Glenholme School through successful relationships and interactions with peers, staff and improve whanau partnerships.

Teachers

Raise student achievement levels through effective:

- professional development,
- planning, teaching practice and delivery,
- meaningful contexts,
- purposeful learning activities,
- memorable learning experiences
- analysis of assessments
- Building positive relationships

STRATEGIC PLAN 2009 - 2011 Overview “Improving Student Achievement”

OPERATIONAL GOALS

- GOAL 1:**
The majority of students will have effective literacy strategies for their age and ability.
- GOAL 2:**
The majority of students will have effective numeracy strategies for their age and ability.

Student Achievement

- Numeracy – NumPA, PAT
- Literacy – STAR , e-asTTle
- Maori student achievement
- Attendance
- ICAS competitions
- Roto Maths, NewsTeam
- Sports
- SOLO Taxonomy

Buildings

- Attractive and vibrant environment
- Classroom Upgrades
- Programme Maintenance
- Regular carpet cleaning
- Upgrade main office
- Remove and recycle old ICT equipment

Grounds

- Safe and attractive environment
- Upgrade gardens
- Upgrade school entrance fences
- A Block developments for outside learning including deck and sunshades

School Community

- Consultation
- Continue school vision and values
- Develop a greater appreciation of different cultures
- FOT’s / Whanau Support Group

GLENHOLME SCHOOL CHARTER SECTION 2 STRATEGIC PLAN 2009 - 2011

GLENHOLME SCHOOL CHARTER SECTION 2 STRATEGIC PLAN 2009 – 2011

GOAL 1: The majority of students will have developed the confidence and personal skills to be effective problem solvers, to accept new challenges and try new things.

OBJECTIVES	ACTIONS
<p>1.1 <i>Board of Trustees will help provide an environment where students will have the confidence and personal skills to be effective problem solvers, to accept new challenges and try new things.</i></p>	<ul style="list-style-type: none"> • Commit to providing appropriate finances to continue to purchase appropriate resources. • Commit to providing appropriate finances for professional development. • Support strategies to engage the wider Glenholme community in supporting the school values.
<p>1.2 <i>Teachers will use a range of strategies to help students investigate questions and solve problems.</i></p> <p><i>Teacher will help students take responsibility for acting in ways consistent with the Glenholme School Values.</i></p>	<ul style="list-style-type: none"> • Professional Development on Thinking Skills, Inquiry learning and SOLO Taxonomy. • Implement guidelines for integrating Thinking Skills across the curriculum.. • Utilise ‘Glenholme School Philosophy of Learning’ to identify the key attributes of successful learners. • Develop our understanding of the Key Competencies for integrating in to planning and programmes. • Gifted and Talented programmes that engage children in new challenges and problem solving. • Develop assessment practices across the school that engages children in personal goal setting and self review. • Consolidate teachers using ‘Brain Compatible’ strategies to build confidence, co-operation and independence. • Focus on the Glenholme School Values. • Have a ‘Student Health and Well-Being Learning Community’ focused on classroom, playground and school wide programmes to promote and entrench the values within school culture. • Regular staff discussion on incorporating the values. • Implement strategies to engage the wider Glenholme community in supporting the school values.

<p>1.3 <i>Students will take responsibility for acting in ways consistent with the agreed school values.</i></p> <p><i>Students will have the confidence and opportunities to extend themselves and take on new challenges.</i></p>	<ul style="list-style-type: none">• Demonstrate the “Go for It” Attitude• Demonstrate Glenholme School Values.• Engage in quality and range of extra-curricular activities.• Engage in a range of new learning experiences including education outside the classroom.• Engage in the performing arts opportunities e.g. annual alternating art week/ school production, talent show, choir, J rock, Kids for Kids and kapa haka.• Students engage in Gifted Kids Programme.• Engage in Te Reo Maori and Tikanga Maori experiences.• Compete successfully in inter-school events both sporting and academic.
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**GLENHOLME SCHOOL CHARTER SECTION 2
STRATEGIC PLAN 2009 – 2011**

GOAL 2: The majority of the students will have the knowledge and skills to make positive choices for their own Health and Well Being.

OBJECTIVES	ACTIONS
<p>2.1 <i>Board of Trustees will help provide an environment that students will have the knowledge and skills to make positive choices for their own Health and Well Being.</i></p>	<ul style="list-style-type: none"> • Review Health Curriculum Implementation Plan. • Commit to providing appropriate finances to continue to purchase of appropriate resources. • Commit to providing appropriate finances for professional development. • Engage our community in positive action to support our children’s Health and Well Being.
<p>2.2 <i>Teachers will develop student health and well-being through, skills to engage students in regular physical activity and by promoting and implementing health and safety teaching and learning programmes.</i></p>	<ul style="list-style-type: none"> • Review Health Curriculum Implementation Plan. • Consolidate the implementation of PMP for NE and year 1 children. • Maintain the use of the Sparc ‘Tool Box’ resource and Jump Jam as part of a physical activity programme. • Implement programmes/activities in classrooms to promote high levels of active participation by children. • Continue organized lunchtime sport activities by Sport and Recreation co-ordinator. • Implement Road Sense programme school wide. • Engage in Education Outside the Classroom. • Student Health and Well-Being Team will implement a social skills programme where intervention for individual students is necessary. • Ensure we have programmes and practices in the school that support healthy eating and minimise “treats”. • Implement Restorative Thinking Practices. • Engage our community in positive action to support our children’s Health and Well Being.
<p>2.3 <i>Students will use positive problem solving approaches to resolve conflict.</i></p>	<ul style="list-style-type: none"> • Active participants of the Glenholme School Values. • Active participants of the road patrol and student support programmes. • Active School Councilors demonstrating leadership for Glenholme School. • Utilise positive behaviour strategies in the Achievement Card System. • Engage in Restorative Thinking Practices.
<p>2.4 <i>Students will have the knowledge and</i></p>	<ul style="list-style-type: none"> • A school wide focus on sun safety in Term 1/4, including strategies to increase use of sun hats. • Demonstrate healthy eating options in their own lunchbox choices.

skills to make healthy choices in everyday life.

- Utilise the Kick Start Breakfast Club.
- Demonstrate road sense and follow the New Zealand Police guidelines.
- Engage Life Education to support classroom programmes.

**GLENHOLME SCHOOL CHARTER SECTION 2
STRATEGIC PLAN 2009 – 2011**

GOAL 3: The use of Information and Communication Technology (ICT) will be an integral part of student's learning programmes and integrated into the wider school life.

OBJECTIVES	ACTIONS
<p>3.1 <i>Board of Trustees will help provide an environment that will ensure ICT is an integral part of students learning programmes.</i></p>	<ul style="list-style-type: none"> • Commit to providing appropriate finances to continue to purchase improved technologies. • Commit to providing appropriate finances for professional development. • Commit funding towards upgrading A4 into a successful ICT teaching and learning facility. • Commit funding towards providing a wireless network, upgrading school communication capabilities. • Support the Rotorua Central ICT Cluster Professional Development Collaboration.
<p>3.2 <i>Teachers will develop confidence in ICT particularly with School Master, ACTIVBoards and Smartnet to support teaching and learning programmes and for assessment and reporting requirements.</i></p>	<ul style="list-style-type: none"> • On going training in the features in School Master. • Ongoing PD to use new features in the Smartnet Server. • School Master assessment tools fully implemented in the classrooms. • Use of the electronic attendance feature in School Master. • Professional Development for staff with (or interested in) ACTIVBoards. • Staff and students to fully utilize the Oticon Sound System in the classroom. • Professional development for staff with the interactive work stations. • Staff building confidence, knowledge and skills with Information and Communication Technology that will benefit teaching and learning programmes. • Staff fully active in the Rotorua Central ICT Cluster Professional Development Collaboration. • Staff providing teaching and learning programmes with Information and Communication Technology to develop and build students skills, abilities and achievement.
<p>3.3 <i>Students will be confident users of computers as an information source and working tool in the classroom.</i></p>	<ul style="list-style-type: none"> • A sequential programme of Information Skills will be implemented. • Purchase and integrate the use of mobile PC's/ notebooks as a classroom learning tool. • Computer Suite active, efficient and effective for whole class teaching and learning programmes. • Students will use a range of Information and Communication technologies within their classroom programmes. • Investigate the use of other technology in the classroom as part of the curriculum.

**GLENHOLME SCHOOL CHARTER SECTION 2
STRATEGIC PLAN 2009 – 2011**

GOAL 4: Maori learners are successfully participating, achieving and contributing to Glenholme School.

OBJECTIVES	ACTIONS
<p>4.1 <i>Board of Trustees will help provide an environment that will ensure Maori learners are present, engaged and achieving.</i></p>	<ul style="list-style-type: none"> • Annually review Maori Student Achievement. • Commit to providing appropriate finances to purchase appropriate resources. • Commit to providing appropriate finances for professional development. • Commit to increasing professional learning and capability of teachers. • Consult Maori school community regarding needs and aspirations for Glenholme School students. • Encouraging whanau and iwi authority involvement in education. • Embrace the Ka Hikitia – Managing for Success - The Maori Education Strategy 2008 -2012 document.
<p>4.2 <i>Teachers will develop confidence te reo me tikanga Maori to help Maori learners excel and successfully realise their cultural distinctiveness and potential.</i></p>	<ul style="list-style-type: none"> • Recognise that culture counts – knowing, respecting and valuing who students are, where they come from and building on what they bring with them. • Build successful relationships with students and productive partnerships with parents and whanau. • Engage in appropriate professional development. That increases professional learning and capabilities and confidence of teachers in te ao Maori. • Demonstrate culturally responsive teaching – Hikairo Rationale. • Improve transitions to school for Maori learners. • Strengthen home-based literacy partnerships. • Use existing communications programmes and other resources to clarify what whanau can expect the school will provide in terms of teaching and learning, and their rights and responsibilities as parents and whanau. • Strengthen numeracy development in Years 1 and 2. • Strengthen literacy development in Year 1 and 2. Maori learners who turn 6 years old will be reading at Blue/Green level on the colour wheel when tested for the 6 Year Observation Survey. • Raising Maori student achievement will linked effectively to professional development.
<p>4.3 <i>Maori Learners will be successfully participating, achieving and contributing to Glenholme School.</i></p>	<ul style="list-style-type: none"> • Maori learners are present at school. • Maori learners are engaged in school and school activities. • Maori learners are achieving in literacy and numeracy at the national norm by the end of their first two years at school. • Maori learners engage in literacy and numeracy intervention programmes that will support / accelerate their skills and abilities. • Maori learners experience teaching and learning programmes within a tea o Maori concept.

	<ul style="list-style-type: none">• Maori learners demonstrate the Glenholme School Values.• Maori learners feel valued and respected, they recognise that they have unlimited potential, that being Maori is an asset and that they are inherently capable of achieving success.
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GLENHOLME SCHOOL CHARTER SECTION 3

2010 ANNUAL TARGETS

Teaching and Learning Programme Development (NAG 1)

- Glenholme School Values
- Improving Maori student achievement
- Continue 5 year old literacy intervention programme
- Continue HPP/PPP literacy intervention programme
- Lift reading achievement through guided reading programmes
- Continue Reading Recovery literacy intervention
- Classroom use of technologies for learning
- Differentiated learning programmes that cater for students with special needs and or who are gifted and talented
- Planning, teaching and learning programmes that include SOLO taxonomy
- Gift Kids Programme for gifted and talented students
- Individual Educational Plans for students with special needs

Finance (NAG 4)

- Board to financially support Literacy Intervention Programmes with MOE
- Utilise Ngati Whakaeue funding for HPP/PPP and 5 year old literacy intervention programme
- Board to fund 2010 Professional Development
- Board to fund In-Kind professional development for LIFE Cluster and Rotorua Central ICT Cluster
- Financially support students for the Gifted Kids
- Leadership professional development

Property (NAG 4)

5 Year Plan items:

- Hall, C8 /9 and C1 and 2

Capital Budget Items:

- Computer hardware in A4, Electronic Work Stations, New Server, Classroom furniture, Library books, Sports equipment

Human Resources (NAG3)

- Employ a teacher aides for Literacy Intervention Programmes
 - Literacy leader to monitor Literacy Intervention Programmes
 - programmes support
 - PRT teachers to undertake Numeracy Project training
 - Numeracy, Literacy & Maori Student Achievement
 - Reading Recovery release teacher
 - Teacher aide support in identified classrooms
 - Employ teacher aide for support in class/s
 - Tutors for HPP/PPP programmes
- PROFESSIONAL DEVELOPMENT**
- Margaret Thornburg - Restorative Thinking Practices
 - LiFE Cluster – Principal and Lead Teachers - focus
 - Rotorua Central ICT Cluster– Principal and Lead Teachers - focus

2010 ANNUAL PLAN OVERVIEW

Priority Areas for Improving Student Achievement and Annual Targets

Reading

- PIKOPIKO - After one year at school students will read at the Green level of 'Ready to Read' seen text with at least 90% accuracy.
- POHUTUKAWA - After three years at school students will read at the Gold level of 'Ready to Read' seen text with at least 90% accuracy.

Writing

- KOWHAI - After two years at school students will meet the writing demands of the New Zealand Curriculum at Level one.

Mathematics

- TOTARA – At the end of Year 5 students will meet the demands of the New Zealand Curriculum at early Level 3 (Stage 6 beginning).

Health & Safety (NAG 5)

- Implement programmes under guidance of the Student Health and Well-Being Team
- Health and Safety Officer Election
- Develop Health and Safety Reporting
- Review all external surfaces for safety
- Health curriculum review

Administration (NAG 6)

- Develop staff use of School Master administration programmes, printing lists, creating groups and using the special needs register
- Develop staff use with ENROL
- Development of NZCER online assessment for PAT, STAR and e-asTTle

Documentation and Self – Review (NAG 2)

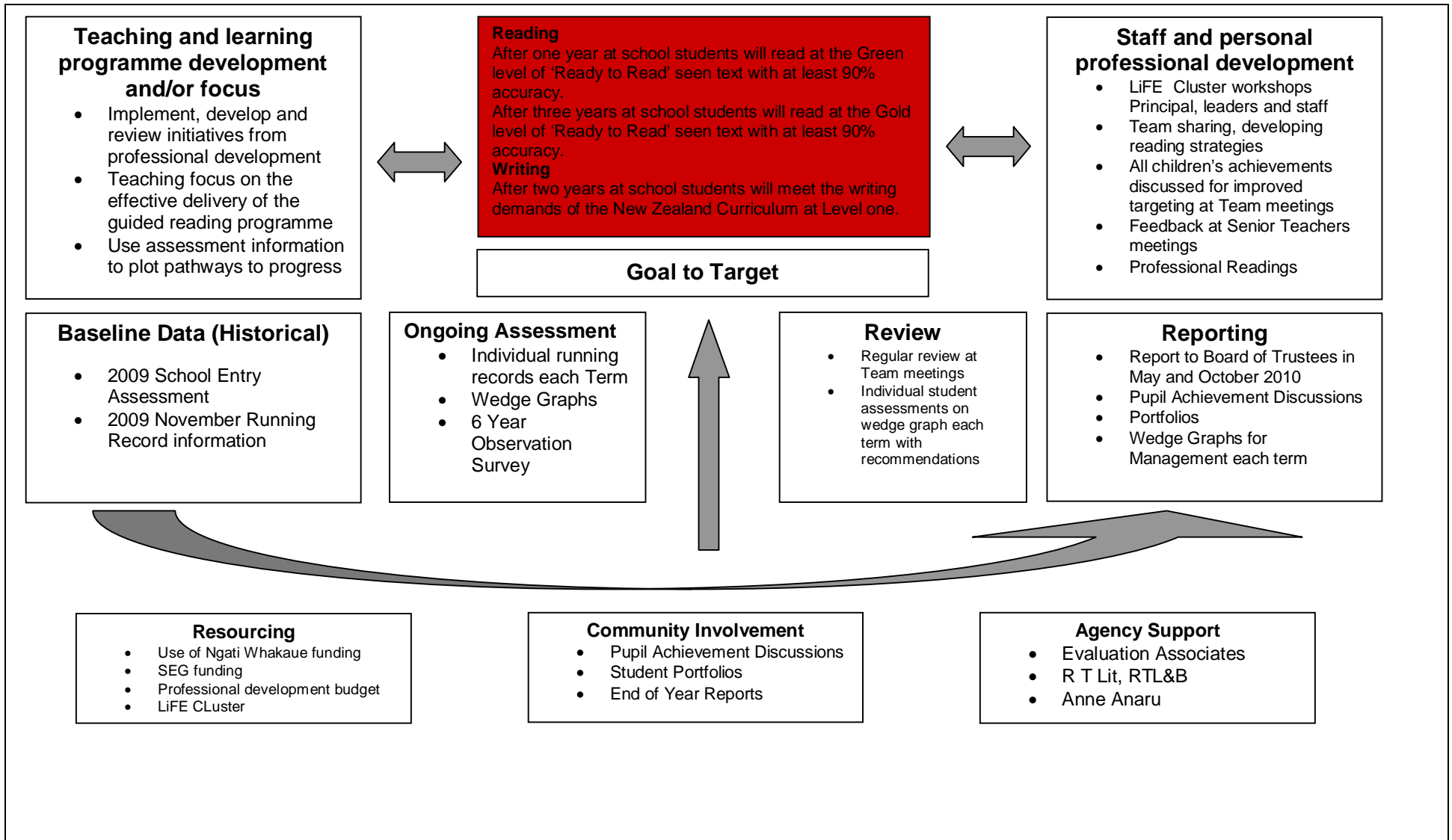
- Review policies and procedures for Health and Safety and new legislation
- Curriculum Procedure reviews for Health, and whole school Numeracy Assessment
- Community consultation on the Health Curriculum

Attachments

- Professional Development
- Curriculum Review Timetable
- Board Review Timetable
- Board Meeting Timetable
- Capital Budget
- School Organisation

ANNUAL ACHIEVEMENT TARGET ONE for 2010

Goal 1: The majority of students will have developed effective literacy skills for their age, particularly in oral communication and reading comprehension, with specific interventions for students with moderate needs.



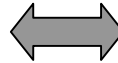
Objectives	Strategies	Anticipated Duration	Self Review/Reporting
<i>What are we planning to do?</i>	<i>How are we going to do this?</i>	<i>How long will it take?</i>	<i>Where have we got to and what do we intend to do next?</i>
1. Ensure all teachers have skill, knowledge and understanding of the planning and teaching the reading	<ul style="list-style-type: none"> • Literacy identified as a Team development goal • Reflected in appraisal development and documentation • Professional conversations • Classroom observations 	<ul style="list-style-type: none"> • Ongoing 2010 	<ul style="list-style-type: none"> •
2. Provide effective professional development that enhances classroom practice and student achievement	<ul style="list-style-type: none"> • Literacy Lead Team attend the LiFE Cluster workshops • Literacy Lead Team provide professional development for staff • Reading Recovery Training • RTL&B, RTLit, Literacy Advisor from SSS and DP 	<ul style="list-style-type: none"> • Ongoing 2010 	<ul style="list-style-type: none"> •
3. Ensure all teachers have skill, knowledge and understanding of the how to analyse student achievement information	<ul style="list-style-type: none"> • Use target as wedge graph information for classes with individual student information collated • Monitor student information • Senior teacher utilises release for classroom observations • Team members moderate student achievement and assessment information at team meetings • Literacy lead Teachers are observed by Evaluation Associates • Literacy lead teachers observe members of their Teams classroom practice 	<ul style="list-style-type: none"> • Ongoing 2010 	
4. Ensure effective administration of Running Records and 6 Year Observation Survey are	<ul style="list-style-type: none"> • Maire Clay video of 6 year Observation Survey • Review running record administration 	<ul style="list-style-type: none"> • Term One 	

standardised.	<ul style="list-style-type: none"> • Team members moderate practice • Professional discussions 		
5. Review the progress of all children in Teams especially those at risk and below the wedge graph targets	<ul style="list-style-type: none"> • Team meetings to review at risk • Share strategies and developments • Plot pathways to progress • Monitored and moderated • Team minutes • Report to Board of Trustees in May and October 2010 	<ul style="list-style-type: none"> • Ongoing 2010 • DP to attend selected meetings 	

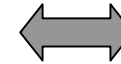
ANNUAL ACHIEVEMENT TARGET TWO for 2010

Teaching and learning programme development and/or focus

- Follow the Glenholme School Implementation Plan
- Teaching focus on the effective delivery of the Numeracy Project
- School wide support from Principal



Goal 2: The majority of students will have effective numeracy strategies for their age and ability.
Target 2:
At the end of Year 5 students will meet the demands of the New Zealand Curriculum at early Level 3 (Stage 6 beginning).



Staff and personal professional development

- School wide PD
- Use of national achievement levels to set standard
- Discussions for improvement at Totara and Senior Leaders meetings
- ENP 1st Year training

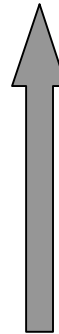
Goal to Target

Baseline Data (Historical)

2009 PAT information
2009 NumPA achievement levels

Ongoing Assessment

- NumPA
- I Can Sheets
- PAT
- ICAS Maths Comp



Review

- Performance Management
- Numeracy observations
- Monitoring and moderating information

Reporting

- Principal/staff discussions
- Management observations
- Team and to staff meetings
- B.O.T May and November 2010

Resourcing

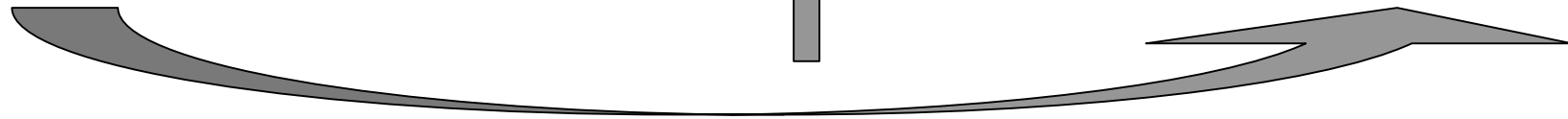
- Enhanced Programme Fund
- SEG funding
- Professional development budget

Community Involvement

- Pupil Achievement Discussions
- Student Portfolios
- End of Year Reports
- Displays, class, school newsletters

Agency Support

- School Support Services
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Objectives	Strategies	Anticipated Duration	Self Review/Reporting
<i>What are we planning to do?</i>	<i>How are we going to do it?</i>	<i>How long will it take?</i>	<i>Where have we got to and what do we intend to do next?</i>
1. Ensure all teachers have skill, knowledge and understanding of the planning and teaching the reading	<ul style="list-style-type: none"> • Numeracy Project Framework • Numeracy identified as a Totara Team development goal - will see a range of strategies being used and reflected in 2010 appraisal development • Observations • Professional conversations 	<ul style="list-style-type: none"> • Ongoing 2010 	
2. Provide effective professional development that enhances classroom practice and student achievement	<ul style="list-style-type: none"> • Lead Teacher workshops • School Support Service workshops and advisor • ENP 1st Year Training • Staff and Team meetings 	<ul style="list-style-type: none"> • Ongoing 2010 	
3. Ensure all teachers have skill, knowledge and understanding of the how to analyse student achievement information	<ul style="list-style-type: none"> • Work with Numeracy expert • Lead Teachers • Team Meetings • Professional conversations • Senior teacher utilises release for classroom observations • Team members moderate student achievement and assessment information at team meetings 	<ul style="list-style-type: none"> • Ongoing 2009 	
4. Ensure effective administration of NumPA, and PAT are standardised across Glenholme School	<ul style="list-style-type: none"> • DP to monitor • Principal and DP provide relevant information for staff • Team and staff meetings • Numeracy Project guidelines • Glenholme School Implementation Plan 	<ul style="list-style-type: none"> • Term One • Ongoing 2010 	

<p>5. Review the progress of all children in Totara Team especially those at risk achieving below Stage 4 or Stanine 1-4 in PAT</p>	<ul style="list-style-type: none">• Team meetings to review at risk• Share strategies and developments• Plot pathways to progress• Monitored and moderated• Team minutes• Report to Board of Trustees in May and November 2010	<ul style="list-style-type: none">• Ongoing 2010• DP to attend selected meetings	<ul style="list-style-type: none">•
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GLENHOLME SCHOOL CHARTER SECTION 4 OPERATIONAL PLAN 2009 - 2011

GLENHOLME SCHOOL CHARTER SECTION 4 OPERATIONAL PLAN 2009 – 2011

GOAL 1: The majority of students will have effective literacy strategies for their age and ability.

OBJECTIVES	ACTIONS
<p>1.1 <i>Board of Trustees will help provide an environment where students will have effective literacy strategies for their age and ability.</i></p>	<ul style="list-style-type: none"> • Commit to providing appropriate finances to continue to purchase appropriate literacy resources. • Commit to providing appropriate finances for literacy professional development. • Commit to financial supporting literacy intervention programmes such as Reading Recovery. • Commit to financial support for teacher aides to support classroom programmes during literacy. • Commit to financial support of the LIFE Cluster programme.
<p>1.2 <i>Management will help provide an environment where students will have effective literacy strategies for their age and ability.</i></p>	<ul style="list-style-type: none"> • Identify other contestable and community funds to support intervention programmes. • Identify appropriate Ministry of Education support intervention programmes. • Management to be involved in the LiFE Cluster Executive Team and as the Literacy Lead Teacher at Glenholme School. • Management to support professional development for Literacy Lead Teachers.
<p>1.3 <i>Teachers will provide effective literacy practices in the teaching and learning programmes. Students with moderate needs will have intervention to accelerate progress to chronological age in literacy.</i></p>	<ul style="list-style-type: none"> • Provide balance literacy programmes that include guided reading and writing and oral language. • Deputy Principal to monitor all literacy interventions. • Continue the 5 year old 'Talk to Learn' programme with Ngati Whakaue funding for Maori students. • Continue HPP/PPP with Ngati Whakaue funding for Maori students. • Reading Recovery literacy intervention. • Support staff for junior classroom/s during literacy. • Target each team for specific professional development related to reading programmes. • Utilize the skills and knowledge of the Resource Teachers of Literacy and Reading Advisor. • Regularly review targets for student achievement in reading, particularly our 6 year olds.

	<ul style="list-style-type: none"> • Continue to implement Glenholme School Literacy. • Work towards achieving Annual Targets and National Standards gathering evidence to demonstrate student progress and achievement.
<p>1.4 <i>All students will participate in effective literacy programmes.</i></p>	<ul style="list-style-type: none"> • Engage in quality literacy programmes across the school. • Student's are grouped for instruction according to their ability and needs. • Student with moderate needs receive learning support. • Student's context for learning and practice will include games; individual, partner/peer and group literacy practice. • Practice activities are designed to develop reading and writing strategies and problem solving skills and abilities. • Students are aware of their literacy learning intentions.
<p>1.5 <i>Classroom assessment practices will effectively identify and monitor student achievement in literacy.</i></p>	<ul style="list-style-type: none"> • Review whole school formative and summative assessment practices in reading to effectively record student achievement in literacy. • Classroom assessment practices will include the sharing of literacy learning intentions with the learners. • Develop suitable recording pages for the student management system and portfolio books. • Gather relevant evidence to demonstrate student progress and achievement against Annual Targets and National Standards.

**GLENHOLME SCHOOL CHARTER SECTION 4
OPERATIONAL PLAN 2009 – 2011**

GOAL 2: The majority of students will have effective numeracy strategies for their age and ability.

OBJECTIVES	ACTIONS
<p>2.1 <i>Board of Trustees will help provide an environment where students will have effective numeracy strategies for their age and ability.</i></p>	<ul style="list-style-type: none"> • Commit to providing appropriate finances to continue to purchase appropriate resources. • Commit to providing appropriate finances for professional development. • Commit to financial supporting numeracy intervention programmes.
<p>2.2 <i>Teachers will demonstrate a sound understanding of the Numeracy Project Strategy Stages and Knowledge.</i></p>	<ul style="list-style-type: none"> • Maintain the Numeracy Project focus • Engage in Numeracy professional development via Numeracy Learning Community, teacher workshops, team meetings and the appraisal process. • Numeracy lead teacher to support whole school. • Engage School Support Services advisors as required. • Release new staff to train in the Numeracy Project. • Teachers follow the Glenholme School Implementation Plan. • Monitor achievement of Maori (boys) students in mathematics, as a group previously identified as at risk. • Monitor achievement of female students in mathematics, as a group previously identified as at risk.
<p>2.3 <i>All students will participate in math programmes that incorporate effective teaching to develop numeracy strategies and knowledge.</i></p>	<ul style="list-style-type: none"> • Engage in quality numeracy programmes across the school • Students are grouped for instruction according to their ability and needs. • Students context for learning and practicing knowledge and strategies will include games; individual, partner/peer and group practice activities; rehearsing sequences; etc. • Practice activities are designed to develop mental strategies and problem solving.
<p>2.4 <i>Classroom assessment practices will effectively identify and monitor student achievement in numeracy.</i></p>	<ul style="list-style-type: none"> • Review whole school formative and summative assessment practices in mathematics to effectively record student achievement in Numeracy. • Develop suitable recording pages for the student management system and portfolio books.

Full Board of Trustees

- Attend monthly meetings
- Review NEGs / NAGs as they impact on Glenholme School
- Support management and staff to create successful learning environment
- 2010 Election
- Professional Development for new Trustees

Student Progress

- Monitor student achievement
- Analyse school trends
- Support new initiatives
- Monitor school targets

Sub Committees

- Form sub-committees when necessary
- Initiate and implement specific project developments

Finance

- Approve 2010 budget
- Operate a surplus budget
- Monitor budget control
- Prep for Annual Audit
- Prep for MOE Audit
- Approve funding for new phone and computer technologies

Learning Area Reports

- **Literacy** – May and November
- **Numeracy** – May and November
- **Maori Student Achievement** – June, September and December

BOARD OF TRUSTEES 2010 ANNUAL PLAN

Buildings and Grounds

- Hall interior painted
- C8/ C9 interior painted
- Safe and attractive environment
- Upgrade school entrance and gardens
- Upgrade school fences
- A4 Upgrade
- A Block developments

Policy and Procedures

- Review Procedures
- Review Governance and Operational Policies
- Review Uniform Policy
- Review Charter and Strategic Plan for 2009 – 2011

Personnel

- Appoint new staff as required
- Monitor school culture
- Approve discretionary leave
- Adhere to the NEZI Collective Agreements or Individual / Employment Agreement

Consultation and Communication Community Groups

- School weekly newsletter
- Class placements
- Open days
- Reception
- Meet the Teacher Evening
- Parent help forums
- Health and Safety
- Reading Together Workshops
- FOTS Meet monthly support fundraising ventures and involvement
- Build whanau membership involvement and knowledge – Home Hui