

Charter and Annual Report for 2011 Targets & Strategic Plan for 2012



School Name: North Loburn School
School ID Number: 3447
Period: 2012-15



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INTRODUCTION

North Loburn is a decile 9 U3 rural full primary school, located in North Canterbury. The school has a growing roll fed by subdivision of local farmland into 'lifestyle blocks'. The school community is made up of a mix of families who have long historical connections to the area and to the school, and a growing number of new residents to the area (of whom a significant number are also new residents to New Zealand).

The school is the hub of the community and enjoys active support from attending families and the wider community. Parental involvement in learning, property maintenance, fundraising and promotion of the school are special traits, which the Board of Trustees wish to nurture and maintain as the school grows and develops.

The school has a well-established focus on supporting innovative, quality teaching using digital technologies to maximize student achievement, engage the community and remove barriers presented by geographical isolation.

Vision

- To nurture well-rounded citizens of the future with a lifelong passion for learning.

Values

PRIDE

- Personal Best + Perseverance
- Respect + Responsibility
- Integrity + Innovation
- Determination + Diversity
- Enjoyment + Excellence

Mission statement

- To realize all students full potential in knowledge, skills and attitude.
- To equip each student with the knowledge, confidence and skills to continue learning throughout out their lives.
- To develop empathy, respect and tolerance for others
- To engage parents and the wider community in the students' learning and the school's vision.
- To provide a safe and stimulating educational environment
- To maintain and develop the caring, sharing North Loburn School "family" spirit
- To recognize New Zealand's cultural diversity, in particular tikanga Maori and Te Reo Maori.



North Loburn School's Major Strategic Goals 2012-2015

Student Achievement

We will improve outcomes for students by providing quality teaching programmes

- consistent planning
- focus on assessment
- providing sufficient resourcing

Reflect and Review

We will establish and maintain a robust system of self review

- review cycle

Physical Environment

We will enhance our school grounds through landscaping and additional buildings

- new classroom, hall
- develop pool area
- landscaping, upgrading play equipment

Community Connection

We will involve our community in all aspects of school life.

- Maori consultation
- community Education

Celebrating Achievement

We will celebrate student success in all aspects

- Summit Challenge

What Goes Around Comes Around

North Loburn School 2012



Term One - The Production Cycle

The knowledge: Learn about the ways in which people participate in economic activities and about the consumption, production, and distribution of goods and services.

The Values: Innovation and Diversity

Respect Focus: Please and Thank You

School wide events: Swimming Sports, Flower show, Famine Camp

Key Competency Focus: Managing Self

Term Two - Cycles and Systems

The knowledge: Keeping ourselves safe

The Values: Integrity and Responsibility

Respect Focus: Greetings and Replies

School wide events: Cross Country, Life Education

Key Competency Focus: Relating to Others

Term Three - Cycling around our Solar System

The knowledge: Investigate and understand relationships between the Earth, Moon, Sun, solar system, and other systems in the universe.

The Values: Excellence and Personal Best

Respect Focus: Consider others when moving around our school

School wide events: Winter Sports, Speech Comp

Key Competency Focus: Thinking

Term Four - The Cycle of Giving

The knowledge: Giving back to the community through the arts.

The Values: Determination and Enjoyment

Respect Focus: Respecting property

School wide events: Athletic Sports, Community Prizegiving and Breakup

Key Competency Focus: Participating and Contributing

STRATEGIC SECTION

National Priorities

North Loburn School will determine its priorities by focusing on national priorities and identifying local priorities.

National Priorities are currently determined to be:

- Providing a safe physical and emotional environment for students; NAG 5
- Providing opportunity for success in all the essential learning and key competency areas of the New Zealand Curriculum; NAG 1
- Improving literacy and numeracy, especially in years 1-4; NAG 1
- Developing a range of assessment and evidence gathering practices that provide comprehensive, evidence-based data to evaluate the progress and achievement of students to inform next steps and priorities for learning and to gauge progress against the rest of New Zealand. NAG 1 + 2
- Developing and implementing teaching programmes aimed at improving outcomes for students who are not achieving, or who are at risk of not achieving or who are classified with special needs NAG 1 + 5
- Improve the achievement of Maori students NAG 1
- Report to and consult with students and parents on achievement of individual students and to the community on achievement of students as a whole and groups of students. NAG 1 + 2

North Loburn School's Additional Priorities

- Our children will be literate and numerate
- Our children's individual talents, gifts and abilities will be fostered
- Our children will be discerning, adaptable and up-to-date users of information
- Our children will develop creative and analytical thinking skills
- Our children will develop the attributes of great citizenship

Quality teaching and learning at North Loburn School involves:

- Ensuring children are learning to learn
- Authentic experiences
- Achieving excellence
- Nurturing connections
- Fostering equity
- Continuity
- Developing cultural heritage
- Developing relationships

The board's strategic priorities for supporting quality teaching and learning

Student Achievement (SA)

- We will improve outcomes for students by providing quality teaching programmes and adequate resourcing.

Reflect and Review (RR)

- We will establish and maintain a robust system of self review

Physical Environment (PE)

- We will enhance our school grounds through landscaping and additional buildings

Community Connection (CC)

- We will involve our community in all aspects of school life.

Celebrating Achievement (CA)

- We will celebrate student success in all aspects

PROCEDURAL INFORMATION

Procedure

North Loburn School will lodge a copy of its annually updated charter to the Ministry of Education by the end of February annually.

Consultation

North Loburn School consults and interacts with its community regularly as part of its cycle of self review. Consultation and interaction includes;

- Regular weekly newsletters for parents and caregivers of children.
- Community newsletter / newspaper once a term to all community members delivered to homes.
- Up-to-date school website showcasing academic, sporting and cultural activities and achievements.
- Parent information and consultation meetings.
- Community education classes.
- Parent surveys
- Policy review consultation

Student Achievement

Achievement targets for student will be identified by an ongoing schedule including interviews, standardized assessment tasks, written assessment, observations and other appropriate methods.

Maori Community

In addition to the above, parents and caregivers of identified the Maori children within our school will be consulted.

Personnel

We adhere closely to our Equal Employment Opportunities Policy (EEO). No teaching appointments were required in 2011, and we continue to follow the guidelines of this policy. (Providing professional development opportunities, handling any possible grievances (none noted during 2011), and ensuring a positive, supportive appraisal process.

Communication

A copy of the school's charter is available to the parents at the school office

NORTH LOBURN SCHOOL AND CULTURAL DIVERSITY

North Loburn Primary School Board of Trustees, through its policies and programmes, respects and values New Zealand's diverse cultural heritage. The guidelines of our policy are:

1. Every student and staff member who attends North Loburn School will have the opportunity to engage with, learn about and practice Māori culture.
2. North Loburn School will work towards:
 - ensuring proactive engagement of Māori parents, in making decisions about Māori education
 - including the school vision, values, strategy and curriculum.
 - ensuring active Māori representation on, or participation in, school Governance.
 - providing staff the opportunity for professional development in te reo me ona tikanga Māori (Māori language and customs).
 - providing opportunities and/or relief for willing Māori staff to take cultural leadership roles in the school.
 - engaging and promoting positive Māori role models within the school and wider community.
 - providing all students in the school with opportunities to learn and practice tikanga, basic reo, toi Māori (Māori Arts), by following the school wide plan.
 - providing opportunities for interested students to become fluent in te reo
 - including mātauranga (Māori knowledge/understanding), tikanga and reo in all curriculum areas.
 - integrating Māori values in school life on a daily basis, including relationships.
 - observing tikanga in formal school events.
 - wherever possible, developing a sustainable relationship with local Marae / Hapū.
3. North Loburn School will plan, monitor and review its progress against these guidelines on an annual basis.

If a whanau requests a higher level of Tikanga and/or Te Reo than is at present evident in our School's Maori programme, the staff and family will discuss and explore the following options:

- Further explain the existing programmes.
- Further extend the existing programmes, if and as appropriate;
 - Dual enrolment with Correspondence School.
 - Provide in school support and resources to further enhance inclusion of Te Reo and Tikanga within the child's classroom.
 - Explore other schools who may offer programmes closer to their expectations.
 - Other negotiated actions.

ANNUAL SECTION 2011

National Priorities	2011	Outcomes	Done?
Providing a safe physical and emotional environment for students (PE)	<p>Review Student Welfare Coordinator role & impact</p> <p>Consult students/parents on safety and bullying</p> <p>Analysis and review of Restorative Practices (The PRIDE Pack)</p> <p>Implement 10YP</p> <p>Update school entrance including replacing front fence.</p> <p>Add additional senior play equipment, possibly challenge/confidence course.</p>	<p>Role clearly defined. Impact reviewed.</p> <p>Parents/students will have been consulted, changes to procedure/policy where required</p> <p>Staff review of 'The PRIDE Pack' and training offered where required.</p> <p>Outstanding items from 2011-12 -Volley-board wall installed -Update front entrance -Upgrade senior play area (these items now moved end 5YP, as Special Needs fence will be installed in 2012)</p>	<p>Yes Yes Yes Yes</p>
Providing opportunity for success in all the essential learning and essential skill areas of the New Zealand Curriculum (SA, RR)	<p>Review Essential Learning Areas</p> <p>Maintain a cycle of self review of learning areas (ERO rec')</p> <p>Carry out staff workload review.</p> <p>Review the extent to which the School vision is embedded into Curriculum (ERO rec')</p>	<p>Essential Learning Areas included in the cycle of self review. (English done, Technology not done)</p> <p>Cycle of Self Review formalised</p> <p>Review staff workload</p> <p>Series of staff meetings held to review and ensure consistency</p>	<p>Partly Yes Yes Yes</p>
Improving progress and achievement in literacy and numeracy, especially in years 1-4 (SA)	<p>Targets developed based on analysis of needs.</p> <p>School wide Literacy programme reviewed</p> <p>Reviewing School Wide Literacy plan</p> <p>Library refurbished with focus as school literacy centre.</p>	<p>Strategic targets set by teachers, in consultation with the BOT</p> <p>School Wide review of Literacy Programme, and school Literacy Plan.</p> <p>Upgrade library issuing software Refurbish library shelving/layout</p>	<p>Yes Yes Yes</p>
Developing a range of assessment and evidence gathering practices that provide comprehensive, evidence-based data to evaluate the progress and achievement of students to inform next steps and priorities for learning and to gauge progress against the rest of New Zealand (SA, RR)	<p>Implement assessment practices (ERO rec')</p> <p>Implement National Standards in accordance with Ministry requirements</p>	<p>Enhance school wide assessment practices, as per ERO rec'</p> <p>Evidence based review of targets & achievement undertaken.</p> <p>Training in Assembly provided for teachers to enter and access assessment data.</p> <p>Report to parents on student progress against National Standards</p>	<p>Yes Yes Yes Yes</p>

Developing and implementing teaching programmes aimed at improving outcomes for students who are not achieving, or who are at risk of not achieving or who are classified with special needs (SA)	Maintain provision of learning support staff in school.	Ensure Teacher Aide Timetables and reviewed each term	Yes
	Review impact of support staff on student achievement.	Provide opportunities for Professional Development for Support Staff wherever possible.	Yes
	Review effectiveness of Project Boost	Support staff impact review carried out and reported to BOT	Yes
Improve the achievement of Maori students (SA, CC)	Consult Maori community (ERO rec)	Identify Maori families within the school. Establish and maintain regular contact with Maori families, and consult where required.	Yes
	Analyse, monitor and report on Maori achievement. Build goals into 2012 strategic plan where required.	Report on Maori achievement as part of ongoing assessment reporting process.	Yes
NLS's Additional Priorities	2011	Outcomes	Who
Reporting to students and parents on achievement of individual students and to the community on achievement of students as a whole and groups of students (CC, SA)	Develop evidence-based assessment/reporting practices.	Major school professional development in the area of assessment.	Yes
	Improve parental access to evidence of and interpretation of learning progress via digital portal	Review standardised assessment practices across Yr3-8 classes, and set clear guidelines in place for school wide assessment.	Yes
		Review and strengthen systems for reporting to parents.	Yes
		Make strategic goals available on website	Yes
The individual talents, gifts and abilities will be fostered (SA, CC, CA)	Review of COGs programme and impact on learning/child development.	School wide review of Gifted and Talented programme. Report to BOT	Yes
	REACH programme provided.	REACH outings run throughout the year	Yes
Our children will be discerning, adaptable and up-to-date users of information (SA, CC)	Information literacy required component of staff planning/teaching.	Apple Bus Tours for new teachers	N/A
	Ensure community laptop library is renewed at rate of 1/3 per year.	ICT resources maintained and kept up to date (software upgrades etc)	Yes
	Provision of sound systems in classrooms	Ongoing professional development in computer literacy	Yes
	Priority weighting given to reading and library resources	Purchase sound systems for senior classrooms.	Yes
	Explore option of 1:1 laptops for senior students.	Purchase junior readers and library books to meet demands of growing roll.	Yes
	Review ICT requirements	Explore possibilities of DLT's ie iPad, iPod Touch etc as a viable learning tool in the senior class.	Yes
	Ensure continued purchase of laptops to replenish community laptop library.	Yes	

Our children will be literate and numerate (SA)	Ref – National Priorities Section	Ref – National Priorities Section.	
Our children will develop creative and analytical thinking skills (SA, RR, CC)	Staff PD review on children's information & thinking skills. Continue to develop Library as a creative learning space	Offer music tuition after school or during lunchtimes. See above	Yes
Quality teaching and learning at North Loburn	2011	Outcomes	Who
Ensuring children are learning to learn (SA)	Staff PD focus on children's information & thinking skills.	Refer above	
Authentic experiences (SA)	Children to implement what they learn in authentic contexts Dimension of assessment to include application of knowledge/skills to authentic tasks.	As part of assessment review, explore ways of recognising progress where learning in authentic contexts.	Yes
Achieving excellence Modeling excellence Identifying excellence (SA, CC, CA)	Public celebration of achievement at all levels in all spheres. PRIDE values system maintained	School wide events co-ordinated to involve whole school collaboration wherever possible. Staff take opportunities to celebrate success wherever possible.	Yes Yes
Nurturing connections (CC)	Maintain parental involvement in teaching and learning Provision in 5YA to explore viability of remodeling senior classroom block as an agile learning space.	Induction training attended by any new BOT members. All BOT members offered MoE/NZSTA courses. ICT classes offered to parents	Yes Yes Partly
Fostering equity (CC)	Resourcing and initiatives to be balanced school-wide Policy to ensure financial status is never barrier to participation	Principal's Discretionary account to be used to assist families where needed. Community to be informed of financial support informally.	Yes Yes
Continuity (SA, RR)	Collaborative planning for school wide themes. Regular school-wide learning activities.	Whole school curriculum focus established and followed throughout the year. School wide events co-ordinated to involve whole school collaboration wherever possible.	Yes Yes
Developing cultural heritage (CC)	Maintain school wide programme of Te Reo (ERO rec')	School wide Te Reo to continue in 2011, using the curriculum plan and programme developed in 2009/10	Yes

LONG TERM STRATEGIC OVERVIEW 2012-15

National Priorities	2012	2013	2014	2015
Providing a safe physical and emotional environment for students (PE)	Analysis and review of Restorative Practices (The PRIDE Pack) Implement 10YP Update school entrance including replacing front fence.	Review systems for Hazards identification Analysis and review of Restorative Practices (The PRIDE Pack) Consult students/ parents on safety and bullying Build volleyboard on court area New Toilet block Review Health and Safety Policies Implement 10YP	Review Student Welfare Coordinator role & impact Consult students/ parents on sexuality education Add additional senior play equipment, possibly challenge/ confidence course Implement 10YP	Analysis and review of Restorative Practices (The PRIDE Pack) Review Health and Safety Policies Implement 10YP
Providing opportunity for success in all the essential learning and key competencies of the New Zealand Curriculum (SA, RR)	Review of PRIDE values system. Maintain a cycle of self review of learning areas -Mathematics (Number and Algebra) -Health and PE Collect and report student progress against Key Competencies Implement findings of workload review.	Continue to implement Essential Learning Areas in accordance with the NZC Maintain cycle of self review of learning areas -English (Listening, Reading and Viewing) -Science Collect and report student progress against Key Competencies	Review Essential Learning Areas Maintain cycle of self review of learning areas -Mathematics (Geometry, Statistics and Measurement) -Learning Languages Collect and report student progress against Key Competencies Carry out staff workload review.	Review of PRIDE values system. Maintain cycle of self review of learning areas -English (Speaking, Writing and Presenting) -Social Sciences Implement findings of workload review.
Improving progress and achievement in literacy and numeracy, especially in years 1-4 (SA)	Maintain Resourcing and PD for Teacher Aides. Review TA timetables each term. Targets developed based on analysis of needs. School-wide spelling surface/ features programme reviewed. Reviewing School Wide Numeracy plan.	Maintain Resourcing and PD for Teacher Aides. Review TA timetables each term. Targets developed based on analysis of needs. Maintain cycle of self review of English (Listening, Reading and Viewing) Review school wide consistency in classroom planning	Maintain Resourcing and PD for Teacher Aides. Review TA timetables each term. Targets developed based on analysis of needs. Maintain cycle of self review of Mathematics (Geometry, Statistics and Measurement)	Maintain Resourcing and PD for Teacher Aides. Review TA timetables each term. Targets developed based on analysis of needs. Maintain cycle of self review of English (Speaking, Writing and Presenting)

Developing a range of assessment and evidence gathering practices that provide comprehensive, evidence-based data to evaluate the progress and achievement of students to inform next steps and priorities for learning and to gauge progress against the rest of New Zealand (SA, RR)	Review assessment in the area of Numeracy. Implement National Standards in accordance with Ministry requirements	Review NLS assessment schedule Implement National Standards in accordance with Ministry requirements	Review assessment in the Essential Learning Areas. Implement National Standards in accordance with Ministry requirements	Major school professional development focus on assessment Implement National Standards in accordance with Ministry requirements
Developing and implementing teaching programmes aimed at improving outcomes for students who are not achieving, or who are at risk of not achieving or who are classified with special needs (SA)	Ensure professional development for support staff. Maintain Resourcing for Project Boost.	Maintain provision of learning support staff in school. Maintain Resourcing for Project Boost.	Maintain provision of learning support staff in school. Review impact of support staff on student achievement. Review effectiveness of Project Boost	Ensure professional development for support staff. Maintain Resourcing for Project Boost.
Improve the achievement of Maori students (SA, CC)	Consult Maori community on targets Analyse, monitor and report on Maori achievement. Build goals into strategic plan where required.	Consult Maori community on targets Analyse, monitor and report on Maori achievement. Build goals into strategic plan where required.	Consult Maori community on targets Analyse, monitor and report on Maori achievement. Build goals into strategic plan where required.	Consult Maori community on targets Analyse, monitor and report on Maori achievement. Build goals into strategic plan where required.
Reporting to students and parents on achievement of individual students and to the community on achievement of students as a whole and groups of students (CC, SA)	Maintain evidence-based assessment/reporting practices. Explore idea of parental access to, evidence of, and interpretation of learning progress via digital portal.	Maintain evidence-based assessment/reporting practices. Review and strengthen systems for reporting to parents.	Maintain evidence-based assessment/reporting practices. Review externally referenced assessment practices across Yr3-8 classes.	Major school professional development focus on assessment. Improve parental access to evidence of, and interpretation of, learning progress via digital portal.
Information in the monthly financial statements is accurate and sufficiently detailed for financial decision making. (RR) The audited financial accounts show that income and expenditure has been appropriately recorded and classified. (RR)	Audit compliance with financial policies and procedures. Review the content of the monthly statements. Audit of annual accounts. Review financial management policy.	Audit compliance with financial policies and procedures. Review the content of the monthly statements. Audit of annual accounts.	Audit compliance with financial policies and procedures. Review the content of the monthly statements. Audit of annual accounts. Review financial management policy.	Audit compliance with financial policies and procedures. Review the content of the monthly statements. Audit of annual accounts.

<p>A budget is produced prioritising expenditure according to strategic goals. (RR)</p> <p>Annual income meets budget and expenditure is within budget. (RR)</p>	<p>Produce an operating income and expenditure budget including fixed assets which maintains financial viability.</p> <p>Monitor income and expenditure against budget.</p> <p>Take corrective action if appropriate.</p> <p>Review budget in mid-year.</p>	<p>Produce an operating income and expenditure budget including fixed assets which maintains financial viability.</p> <p>Monitor income and expenditure against budget.</p> <p>Take corrective action if appropriate.</p> <p>Review budget in mid-year.</p>	<p>Produce an operating income and expenditure budget including fixed assets which maintains financial viability.</p> <p>Monitor income and expenditure against budget.</p> <p>Take corrective action if appropriate.</p> <p>Review budget in mid-year.</p>	<p>Produce an operating income and expenditure budget including fixed assets which maintains financial viability.</p> <p>Monitor income and expenditure against budget.</p> <p>Take corrective action if appropriate.</p> <p>Review budget in mid-year.</p>
<p>North Loburn School does not suffer loss from theft or fraud. (RR)</p> <p>School property is kept secure. (PE)</p>	<p>Maintain theft and fraud prevention procedures.</p> <p>Review theft and fraud prevention policy.</p>	<p>Maintain theft and fraud prevention procedures.</p> <p>Review school security and ensure all staff are aware of this.</p>	<p>Maintain theft and fraud prevention procedures.</p> <p>Review theft and fraud prevention policy.</p>	<p>Maintain theft and fraud prevention procedures.</p> <p>Review school security and ensure all staff are aware of this.</p>
<p>Capital property and maintenance expenditure accords with strategic goals. (PE)</p> <p>There are written and current plans for capital works and long term maintenance. (PE)</p>	<p>Follow 5yp and 10yp.</p> <p>Work with appointed project managers to ensure property plans are implemented.</p> <p>Review property management policy.</p>	<p>Review 5yp and 10yp.</p> <p>Work with appointed project managers to ensure property plans are implemented.</p>	<p>Review 5yp and 10yp.</p> <p>Work with appointed project managers to ensure property plans are implemented.</p> <p>Review property management policy.</p>	<p>Review 5yp and 10yp.</p> <p>Work with appointed project managers to ensure property plans are implemented.</p>
<p>North Loburn School's Additional Priorities</p>	<p>2012</p>	<p>2013</p>	<p>2014</p>	<p>2015</p>
<p>The individual talents, gifts and abilities will be fostered (SA, CC, CA)</p>	<p>Maintain SUMMIT challenge.</p> <p>Maintain Gifted and Talented register</p> <p>REACH programme provided.</p>	<p>Maintain and review SUMMIT challenge.</p> <p>Maintain Gifted and Talented register.</p> <p>Review of COGs programme and impact on learning/child development.</p> <p>REACH programme provided.</p>	<p>Maintain SUMMIT challenge.</p> <p>Maintain Gifted and Talented register</p> <p>REACH programme provided.</p>	<p>Maintain SUMMIT challenge.</p> <p>Maintain Gifted and Talented register</p> <p>REACH programme provided.</p>

Our children will be discerning, adaptable and up-to-date users of information (SA, CC)	Information literacy required component of staff planning/teaching. Ensure community laptop library is renewed at rate of 1/3 per year. Explore student use of MLTs in senior classes.	Information literacy required component of staff planning/teaching. Ensure community laptop library is renewed at rate of 1/3 per year. Review of server and networking infrastructure Review ICT requirements	Information literacy required component of staff planning/teaching. Ensure community laptop library is renewed at rate of 1/3 per year. Priority weighting given to reading and library resources Explore option of 1:1 laptops for senior students.	Information literacy required component of staff planning/teaching. Ensure community laptop library is renewed at rate of 1/3 per year. Priority given to reading and library resources
Our children will be literate and numerate (SA)	Ref – National Priorities Section	Ref – National Priorities Section.	Ref – National Priorities Section	Ref – National Priorities Section
Our children will develop creative and analytical thinking skills (SA, RR, CC)	Review success of itinerant Music teacher programme	Provision in 5YA to explore viability of remodeling senior classroom block as an agile learning space.	Staff PD review on children's information & thinking skills. Continue to develop Library as a creative learning space	Review success of itinerant Music teacher programme
Quality teaching and learning at North Loburn School	2012	2013	2014	2015
Ensuring children are learning to learn (SA)	Maintain professional development for teachers.	Continue implementation of metacognitive practices at all levels	Staff PD focus on children's information & thinking skills.	Major school professional development focus on assessment
Authentic experiences (SA)	Children to implement what they learn in authentic contexts Dimension of assessment to include application of knowledge/skills to authentic tasks.	Children to implement what they learn in authentic contexts Dimension of assessment to include application of knowledge/skills to authentic tasks.	Children to implement what they learn in authentic contexts Dimension of assessment to include application of knowledge/skills to authentic tasks.	Children to implement what they learn in authentic contexts Dimension of assessment to include application of knowledge/skills to authentic tasks.
Achieving excellence Modeling excellence Identifying excellence (SA, CC, CA)	Public celebration of achievement at all levels in all spheres. PRIDE values system maintained	Public celebration of achievement at all levels, in all spheres PRIDE values system maintained	Public celebration of achievement at all levels in all spheres. PRIDE values system maintained	Public celebration of achievement at all levels in all spheres. PRIDE values system maintained

Nurturing connections (CC)	Continue to foster parental involvement in teaching and learning	Continue to foster parental involvement in teaching and learning Offer community education in areas such as ICT	Maintain parental involvement in teaching and learning	Continue to foster parental involvement in teaching and learning Explore viability of parental access to evidence of and interpretation of learning progress via digital portal (ePortfolios)
Fostering equity (CC)	Resourcing and initiatives to be balanced school-wide Policy to ensure financial status is never barrier to participation	Resourcing and initiatives to be balanced school-wide Policy to ensure financial status is never barrier to participation	Resourcing and initiatives to be balanced school-wide Policy to ensure financial status is never barrier to participation	Resourcing and initiatives to be balanced school-wide Policy to ensure financial status is never barrier to participation
Continuity (SA, RR)	Collaborative planning for school wide themes. Regular school-wide learning activities.	Collaborative planning for school wide themes. Regular school-wide learning activities.	Collaborative planning for school wide themes. Regular school-wide learning activities.	Collaborative planning for school wide themes. Regular school-wide learning activities.
Developing cultural heritage (CC)	Maintain school wide programme of Te Reo	Maintain school wide programme of Te Reo	Review school wide programme of Te Reo	Maintain school wide programme of Te Reo

The Board maintains and regularly reviews a policy for financial control, financial management, accounting and audit practices. (Appended)

The Board has an agreed current 5/10 year property plan approved by the Ministry of Education, covering capital works and scheduled maintenance to maintain and develop a safe and healthy environment and to protect the assets of the school & crown. (Appended)

ANNUAL SECTION 2012

National Priorities	2012	Outcomes	Who	Timeframe
Providing a safe physical and emotional environment for students (PE)	Analysis and review of Restorative Practices (The PRIDE Pack)	Staff review of 'The PRIDE Pack' if required and training offered where required. (ie new staff)	Simon Anne	Term Three
	Implement 10YP	Outstanding items from 2011	Simon	End of Year
	Update school entrance including replacing front fence.	-New Pool changing sheds -Volley-board wall installed Special Needs fence Begin work on toilet block upgrade	Simon Simon	Term three End of Year
Providing opportunity for success in all the essential learning and key competencies of the New Zealand Curriculum (SA, RR)	Review of PRIDE values system.	Essential Learning Areas included in the cycle of self review.	Simon	End of Year
	Maintain a cycle of self review of learning areas -Mathematics (Number and Algebra) -Health and PE	Mathematics (Numeracy and Algebra)	Tanya/ Lois	End of Year
	Collect and report student progress against Key Competencies	Health and PE (incl Sexuality Education)	Anne	Term Three
	Implement findings of workload review.	Implement findings of 2011 staff workload survey Continue to collect and analyse data on Key Competencies	Simon Anne	End of Year Each term
Improving progress and achievement in literacy and numeracy, especially in years 1-4 (SA)	Targets developed based on analysis of needs.	Strategic targets set by teachers, in consultation with the BOT	Simon Staff BOT	Term One
	School-wide spelling surface/ features programme reviewed.	School Wide review of Numeracy Programme, and school Numeracy Plan.	Tanya/ Lois	End of Year
	Reviewing School Wide Numeracy plan.			
Developing a range of assessment and evidence gathering practices that provide comprehensive, evidence-based data to evaluate the progress and achievement of students to inform next steps and priorities for learning and to gauge progress against the rest of New Zealand (SA, RR)	Review assessment in the area of Numeracy.	Enhance school wide assessment practices, as per ERO rec'	Simon	Term Two
	Implement National Standards in accordance with Ministry requirements	Evidence based review of targets & achievement undertaken.	Simon Anne	End of Year
		Training in Assembly provided for teachers to enter and access assessment data.	Staff	Term One
		Report to parents on student progress against National Standards	Staff	End of Year

Developing and implementing teaching programmes aimed at improving outcomes for students who are not achieving, or who are at risk of not achieving or who are classified with special needs (SA)	Ensure professional development for support staff. Maintain Resourcing for Project Boost.	Ensure Teacher Aide Timetables and reviewed each term Provide opportunities for Professional Development for Support Staff wherever possible.	Anne Simon	End of each term All year
Improve the achievement of Maori students (SA, CC)	Consult Maori community on targets Analyse, monitor and report on Maori achievement. Build goals into strategic plan where required.	Identify Maori families within the school. Establish and maintain regular contact with Maori families, and consult where required. Report on Maori achievement as part of ongoing assessment reporting process.	Simon Tanya Julie Simon	End of Year End of Year
Reporting to students and parents on achievement of individual students and to the community on achievement of students as a whole and groups of students (CC, SA)	Maintain evidence-based assessment/reporting practices. Explore idea of parental access to, evidence of, and interpretation of learning progress via digital portal.	Continue major school professional development in the area of assessment. Use SMS to streamline assessment gathering Explore possibilities of parental access via digital portal. Make strategic goals available on school website	Simon Anne All Staff Simon Lois Simon	End of Year Term One End of Year Term One
Information in the monthly financial statements is accurate and sufficiently detailed for financial decision making. (RR) The audited financial accounts show that income and expenditure has been appropriately recorded and classified. (RR)	Audit compliance with financial policies and procedures. Review the content of the monthly statements. Audit of annual accounts. Review financial management policy.	BOT agree to appoint an external auditor. Principal and BOT chair to thoroughly review monthly financial reports, report back at BOT meeting. Accounts audited by external auditor (Ainger Tomlin) Reviewed as per policy review schedule	BOT Simon/ Martin/ Diane External auditor BOT	End of Year Monthly End of Year End of Year
A budget is produced prioritising expenditure according to strategic goals. (RR) Annual income meets budget and expenditure is within budget. (RR)	Produce an operating income and expenditure budget including fixed assets which maintains financial viability. Monitor income and expenditure against budget. Take corrective action if appropriate. Review budget in mid-year.	Budget set at the beginning of the year, after consultation with staff. Income and expenditure maintained at financially viable rates.	BOT Simon/ Martin BOT	First BOT Meeting Monthly June Meeting

North Loburn School does not suffer loss from theft or fraud. (RR) School property is kept secure. (PE)	Maintain theft and fraud prevention procedures. Review theft and fraud prevention policy.	North Loburn School does not suffer loss from theft or fraud. School property is kept secure.	BOT BOT	Ongoing End of year
Capital property and maintenance expenditure accords with strategic goals. (PE) There are written and current plans for capital works and long term maintenance. (PE)	Follow 5yp and 10yp. Work with appointed project managers to ensure property plans are implemented. Review property management policy.	Capital property and maintenance expenditure follows North Loburn's long term goals identified in the 5YP Reviewed as per policy review schedule	Simon/ Paul BOT	Ongoing End of year
North Loburn School's Additional Priorities	2012	Outcomes	Who	Timeframe
The individual talents, gifts and abilities will be fostered (SA, CC, CA)	Maintain SUMMIT challenge. Maintain Gifted and Talented register REACH programme provided.	Review Summit challenge. Report to BOT REACH outings run throughout the year	Simon Anne	Term Three End of Year
Our children will be discerning, adaptable and up-to-date users of information (SA, CC)	Information literacy required component of staff planning/teaching. Ensure community laptop library is renewed at rate of 1/3 per year. Explore student use of MLTs in senior classes.	Apple Bus Tours for new teachers ICT resources maintained and kept up to date (software upgrades etc) Ongoing professional development in computer literacy Purchase junior readers and library books to meet demands of growing roll. Explore possibilities of DLT's ie iPad, iPod Touch etc as a viable learning tool in the junior class. Ensure continued purchase of laptops to replenish community laptop library. ICT stocktake - review hardware and prepare buying plan	Simon Lois Simon Simon Lois Simon Lois Simon	End of Year End of Year End of Year End of Year End of Year End of Year End of Year
Our children will be literate and numerate (SA)	Ref – National Priorities Section	Ref – National Priorities Section.		
Our children will develop creative and analytical thinking skills (SA, RR, CC)	Review success of itinerant Music teacher programme	Review success of music tuition.	Anne	Term 3

Quality teaching and learning at North Loburn School	2012	Outcomes	Who	Timeframe
Ensuring children are learning to learn (SA)	Maintain professional development for teachers.	Refer above Refer above		
Authentic experiences (SA)	Children to implement what they learn in authentic contexts Dimension of assessment to include application of knowledge/skills to authentic tasks.	Continue to collect and analyse data from School Wide Key Competency rubrics. Recognising progress where learning in authentic contexts.	Simon Anne	Each term
Achieving excellence Modeling excellence Identifying excellence (SA, CC, CA)	Public celebration of achievement at all levels in all spheres. PRIDE values system maintained	School wide events co-ordinated to involve whole school collaboration wherever possible. Staff take opportunities to celebrate success wherever possible.	All Staff All Staff	End of Year End of Year
Nurturing connections (CC)	Continue to foster parental involvement in teaching and learning	Induction training attended by any new BOT members. All BOT members offered MoE/NZSTA courses. ICT classes offered to parents	Martin Martin Simon	End of Year End of Year End of Year
Fostering equity (CC)	Resourcing and initiatives to be balanced school-wide Policy to ensure financial status is never barrier to participation	Principal's Discretionary account to be used to assist families where needed. Community to be informed of financial support informally.	Simon Simon Diane	End of Year End of Year
Continuity (SA, RR)	Collaborative planning for school wide themes. Regular school-wide learning activities.	Whole school curriculum focus established and followed throughout the year. School wide events co-ordinated to involve whole school collaboration wherever possible.	All Staff All Staff	End of Year End of Year
Developing cultural heritage (CC)	Maintain school wide programme of Te Reo	School wide Te Reo to continue in 2012, using the curriculum plan and programme developed in 2009/10	Simon Tanya	End of Year

RESULTS AND ANALYSIS OF VARIANCE FOR 2011 STUDENT TARGETS

Target 1: Writing Surface Features - Spelling

- Cohort - School-wide

Initial position (Start of 2011)

Across the school there are 20% of students performing below their chronological age for spelling. 80% are at or above their chronological age, with 42% performing above. This is based on results from the Peters Spelling Test in March 2011.

By the end of term 4, the number of students achieving below their chronological age for spelling will be no more than 15%

	Number of children sitting test	> 1 Yr BCA	< 1 Yr BCA	= CA expectation	< 1 Yr ACA	> 1 Yr ACA	% within or above expectation
Year 1	9	0%	0%	56%	22%	22%	100%
Feb 2011	12	0%	0%	8%	50%	42%	100%
Oct 2011							
Year 2	10	0%	0%	40%	30%	30%	100%
Feb 2011	10	0%	0%	10%	20%	70%	100%
Oct 2011							
Year 3	18	0%	11%	56%	11%	22%	100%
Feb 2011	18	0%	5%	47%	16%	32%	100%
Oct 2011							
Year 4	10	10%	0%	30%	20%	40%	90%
Feb 2011	8	0%	13%	24%	0%	63%	100%
Oct 2011							
Year 5	11	31%	8%	39%	0%	22%	69%
Feb 2011	13	38%	0%	38%	0%	24%	62%
Oct 2011							
Year 6	18	22%	11%	28%	22%	17%	78%
Feb 2011	18	22%	11%	39%	0%	28%	78%
Oct 2011							
Year 7	11	18%	36%	36%	0%	9%	82%
Feb 2011	9	22%	22%	22%	12%	22%	78%
Oct 2011							
Year 8	13	23%	8%	23%	8%	38%	77%
Feb 2011	15	13%	13%	7%	20%	47%	87%
Oct 2011							
School av.	100 (104)	11% 12%	9% 8%	38% 27%	15% 14%	27% 39%	89% 88%

Key

- > 1 Yr BCA = spelling age more than 1 year below chronological age.
- < 1 Yr BCA = spelling age less than 1 year below chronological age.
- = CA = spelling age equals chronological age.
- < 1 Yr ACA = spelling age less than 1 year above chronological age.
- > 1 Yr ACA = spelling age more than 1 year above chronological age.

Results

The target “**the number of students achieving below their chronological age for spelling will be no more than 15% (up from 20% at beginning of the year)**” has **NOT** been met. At the end of the year 20% of students were achieving below their chronological age for spelling.

Summary of results for the whole school:

Start: 20% of students performing below their chronological age for spelling.

End: 20% of students performing below their chronological age for spelling.

Start: 80% are at or above their chronological age.

End : 80% are at or above their chronological age.

Start: 42% performing above their chronological age.

End: 53% performing above their chronological age.

Most years levels have shown improvements apart from Y5 and Y6. Particularly noteworthy, is 100% students are achieving within a year, at or above of their chronological age in Y0-4.

Conclusions

Most years levels have shown improvement apart from Y5 and Y6. Some of these pupils were well below at the start of the year and continue to do so. They may have made gains but not large enough to register on this chart above. e.g. more than two years below at the start of the year and now still greater than a year below. This is not registered as a change on this chart above.

Once student move into Y5/6 they no longer receive the phonics programme. This was decided mainly because of the logistics involved. Some pupils had not completed the programme at the end of 2010. This decision may need to be reviewed and an adapted programme for this level may be worthwhile.

Recommendations

- 1. All pupils in Y5 or Y6 who are well below or below their chronological age need to ensure they know all the words on the essential word list. This could be an expectation much like learning basic maths facts.*
- 2. A phonics programme could be completed with Teacher Aide assistance that only includes Year 6 and 7 in 2012. This could revise Stage 5 and move onto Stage 6 and 7.*
- 3. Parent support with the learning of the essential word lists would be beneficial.*
- 4. Keep the phonics programme going in year 0-4 as it appears this helping with spelling.*
- 5. Keep the SmartWords programme going in Year 7/8 as this also appears to be working successfully.*
- 6. Ensure a robust spelling programme for 2011 Y5/6 includes: essential word for those that need these, phonic skills for those that need these, spelling rules, correctly locating spelling errors in their own work, working with commonly misspelt words and correctly spelling words at their own level.*
- 7. Explore other ways of assessing spelling in the senior school. Is the Peters Spelling Test the best tool to use? Look at using the Supplementary Spelling Test for Year 4-8 in 2012.*

Target 2: Writing Surface Features - Spelling

- Cohort - Year 4-6 students

Initial position (Start of 2011)

This cohort has 62% of students at a stanine 4 or below, based on results from the Supplementary Spelling test. Only 16% are achieving at a stanine 6 or greater.

By the end of Term 4, 50% of Year 4-6 students will be stanine 5 or above in the Supplementary Spelling test.

Results

If exactly the same students are compared at the beginning and end of the year:

- February - 43% of students are achieving at a stanine 5 or greater
- November - 54% of students are achieving at a stanine 5 or greater

The target has been met . i.e. 54% of students are stanine 5 or above in the *Supplementary Spelling test*.

Stanine	Verbal Description	% rank	NLS 2010 (NZ 2010)	Number N.L. pupils Feb 2011	% Y4/5/6 N.L. pupils Feb 2011	Maori students	Number N.L. pupils Nov 2011	% N.L. pupils Nov 2011	Maori students
9	Outstanding 4%	96%+	0% (4%)	1	3%		0	0%	
8	Above Average 19%	89-95%	16% (19%)	3	8%		7	19%	
7		77-88%		3	8%		2	5%	
6	Average 54%	60-76%	57% (54%)	2	5%		2	5%	
5		40-59%		7	19%	1	9	25%	1
4		23-39%		9	25%	1	8	22%	1
3	Below Average 19%	11-22%	25% (19%)	6	16%		2	5%	
2		4-10%		2	5%		3	8%	1
1	Low 4%	-4%	2% (4%)	4	11%	1	4	11%	

Conclusions

Many of the pupils who are finding spelling difficult have always done so and progress is very slow. Many of these students did not receive all the phonics programme during the Years 1-4. This could have made a difference. A very robust spelling programme will need to be in place in 2012 for these students. Extra TA assistance may also be beneficial e.g. phonics programme especially for this age group but starting at a more junior level i.e. revision of Stage 5 phonics. There are still 17 pupils in the Y4-6 cohort who are in the stanine 1-4 range. Most of these are pupils from Y5/6. Their difficulties lie in all four areas tested. Year 5's have difficulty spelling words accurately and locating words spelt incorrectly. Year 6 difficulties tend to lie more with spelling the words correctly.

Recommendations

1. Focus on the essential word lists for Y6/7 pupils in 2012
2. TA time given for instruction in phonics for the pupils in Y6/7. This may require some discussion as these pupils are likely to feel is beneath them.
3. Structured lessons in spelling rules, common errors.
4. Exercises given where errors need to be located and corrected. e.g. proof reading their own written work, proof reading exercises etc.
5. Wall displays in classrooms of essential words
6. Weekly spelling lists of essential lists sent home to parents
7. Cultivating an attitude in pupils of the benefits of spelling correctly.

Target 3: Writing Surface Features

- Cohort - School-wide

Current position (Term 3 2010)

At the end of Term 3, 2010, teachers carried out detailed school wide assessment in writing. Rubrics were used by the teachers and moderation was undertaken to ensure consistency in marking. Surface Features (grammar, spelling, punctuation) and Deeper Features (written content) were separated for more specific indicators of achievement in writing. From these, Surface Features was identified as an area of school wide concern by teachers. This aligns with Targets 1 and 2 which have a clear spelling focus.

Based on Term 3, 2010 data, 73% of this cohort are currently at or above their expected level at the beginning of 2011)

By the end of Term 4, at least 90% of all students will be achieving at or above their level expected for Surface Features in writing.

Results

Mid Year Data

Surface Features	Level 1			Level 2			Level 3			Level 4			Level 5	
	B	P	A	B	P	A	B	P	A	B	P	A	B	P
Year 1 (8)		1 (12%)	7 (88%)											
Year 2 (10)			3 (30%)	7 (70%)										
Year 3 (19)		1 (5%)	4 (21%)	3 (16%)	8 (42%)	3 (16%)								
Year 4 (9)					1 (11%)	6 (67%)	2 (22%)							
Year 5 (13)		1 (8%)		2 (15%)		1 (8%)	5 (38%)	3 (23%)	1 (8%)					
Year 6 (19)						1 (5%)	4 (21%)	6 (32%)	7 (37%)				1 (5%)	
Year 7 (11)				1 (9%)					2 (18%)	6 (55%)		1 (9%)	1 (9%)	
Year 8 (15)					1 (7%)		2 (13%)		2 (13%)	4 (27%)		6 (40%)		

Deeper Features	Level 1			Level 2			Level 3			Level 4			Level 5	
	B	P	A	B	P	A	B	P	A	B	P	A	B	P
Year 1 (8)		4 (50%)	4 (50%)											
Year 2 (10)			1 (10%)	7 (70%)	2 (20%)									
Year 3 (19)			3 (16%)	7 (37%)	8 (42%)	1 (5%)								
Year 4 (9)					1 (11%)	6 (67%)	2 (22%)							
Year 5 (13)		1 (8%)			2 (15%)	1 (8%)	2 (15%)	6 (46%)	1 (8%)					
Year 6 (19)							3 (16%)	3 (16%)	9 (47%)	3 (16%)				1 (5%)
Year 7 (11)					1 (9%)				2 (18%)	6 (55%)		2 (18%)		
Year 8 (15)						1 (7%)	1 (7%)		1 (7%)	3 (20%)	2 (12%)	6 (40%)	1 (7%)	

Conclusions/ Points to Ponder

- Target is on the way to being met by the end of the year.
- 14% of students are at risk of not achieving target and 11% are below expected level at mid year.
- Extra Teacher Aide time is being given to students who are below expected level and these pupils have always been a focus while at North Loburn School.
- Writing assessment in 2010 was completed on Argument writing and 2011 was completed on Instructional Writing. This needs to be taken into account as well.
- Boys tend to prefer Instructional writing and it is more precise and therefore scores could vary from 2011
- Instructional writing may not be a good choice for future moderation as this type of writing does not encourage the use of diverse language features and a variety of punctuation.

Next Steps

- Record procedures for school wide consistency in writing (done- July 2011)
- Focus on students at risk
- Continue with PD focus for staff i.e. all staff to attend literacy courses and PD with outside facilitator at school
- Introduce esTTle to record scores and make overall writing judgements (done)
- Staff to attend spelling workshop (done) and decide where to from here with regard to spelling

Targets 4-5: National Standards

Initial Position (Term 3 2011)

These targets were added at the request of the Ministry of Education, after representatives attended a Board of Trustees meeting on 13th September 2011. They were not developed as part of our community consultation process and do not reflect the wishes of the Board and the school community. North Loburn School will endeavour to meet these targets to fulfill their legal requirements in accordance with the Education Act.

The school will collect base-line student achievement data against National Standards for all year levels for reading, writing and mathematics. The school will build the capability of our teachers to assess progress and achievement in relation to the National Standards.

These targets have been met. Base line data was collected at the end of 2011 and has been used to set targets for the 2012.

2012 TARGETS FOR STUDENT OUTCOMES

Target 1: Mathematics

Current position (Start of 2012)

In our Year 4-6 cohorts, 13 students (31%) are 'below' or 'well below' the expected level of achievement against the National Standards for Mathematics. This is based on OTJs made at the end of 2011 and reported to parents in the end of the year reports.

	Well below	Below	At	Above
Year 4	21% (4)	11% (2)	53% (10)	15% (3)
Year 5	10% (1)	10% (1)	50% (5)	30% (3)
Year 6	15% (2)	23% (3)	47% (6)	15% (2)
Cohort	17%	14%	50%	19%

By the end of Term 4, 32 or more Year 4-6 students (76%) will 'at' or 'above' the expected level for Mathematics.

Target 2: Mathematics (Maori Students)

Current position (Start of 2012)

- In our Year 4-6 cohorts of 5 Maori, 3 students (60%) are below the expected level of achievement against the National Standards for Mathematics. This is based on OTJs made at the end of 2011 and reported to parents in the end of the year reports.

	Well below	Below	At	Above
Year 4	0% (0)	50% (2)	0% (0)	50% (2)
Year 5	0% (0)	0% (0)	0% (0)	0% (0)
Year 6	0% (0)	100% (1)	0% (0)	0% (0)
Cohort		60%		40%

By the end of Term 4, 3 or more of our Year 4-6 Maori students (60%) will be 'at' or 'above' the expected level for Mathematics.

Target 3: Writing

Current position (Start of 2012)

In our Year 6-8 cohorts, 9 students (22%) are 'below' or 'well below' the expected level of achievement against the National Standards for Writing. This is based on OTJs made at the end of 2011 and reported to parents in the end of the year reports.

	Well below	Below	At	Above
Year 6	31% (4)	0% (0)	62% (8)	7% (1)
Year 7	5% (1)	16% (3)	63% (12)	16% (3)
Year 8	0% (0)	11% (1)	78% (7)	11% (1)
Cohort	12%	10%	66%	12%

By the end of Term 4, 35 or more Year 6-8 students (85%) will 'at' or 'above' the expected level for Writing.

Target 4: Writing (Maori Students)

Current position (Start of 2012)

- In our Year 6-8 cohorts of 5 Maori students, one is below (20%) the expected level for achievement against the National Standards for Writing. This is based on OTJs made at the end of 2011 and reported to parents in the end of the year reports.

	Well below	Below	At	Above
Year 6	0% (0)	0% (0)	100% (1)	0% (0)
Year 7	0% (0)	25% (1)	75% (3)	0% (0)
Year 8				
Cohort		20%	80%	

By the end of Term 4, all of our Year 6-8 Maori students (100%) will be 'at' or 'above' the expected level for Writing.

Strategic Plan for Targets 1-2

Performance Indicators	Support required	Mid Year Evaluation
<ul style="list-style-type: none"> •Basic facts knowledge improved (foundation for strong numeracy) •Student confidence in Mathematics increased. •Mid year testing to assess progress towards targets. •Principal to monitor performance during teacher appraisal. •End of year testing - NUMPA or IKAN •OTJs at end of year reporting 	<ul style="list-style-type: none"> •Teaching staff focussed on basic facts fluency and giving weighting in planning. •Use of numeracy PD facilitator to advise staff if required. •Teacher aides used for group teaching sessions and general assistance in class. •Budget for Teacher Aides •Principal to monitor support during performance appraisal. •Student materials and class resources to be given budget priority. •Support for Maori families where required. 	

Strategic Plan for Targets 3-4

Performance Indicators	Support required	Mid Year Evaluation
<ul style="list-style-type: none"> •Class teachers place continued emphasis on robust writing and spelling programmes. •Supplementary spelling providing knowledge of all aspects of spelling i.e. spell correctly, spotting correct and incorrect spelling word in and out of context. •Student confidence in writing increased. •Mid year testing to assess progress towards targets. (Moderated Writing Samples - revised Asttle Rubrics) •Principal to monitor performance during teacher appraisal. •End of year testing •OTJs at end of year reporting 	<ul style="list-style-type: none"> •Teacher aides used for spelling rules, learning of essentials word list •Resource teacher of literacy to be engaged for specific students. • Monitoring of students of concern. •PD & professional support around writing and spelling. •Use of Literacy advisor where required. •Project Boost provided for seven boys in spelling and writing. Lessons in writing targeting sentence structure, regular individual modeling, developing a love of writing. • Essential Spelling lists; encouragement to learn these at home as well as at school. 	

Annual Principal's Report



2011

It is my pleasure to present this summary of the year at our neat little school.

Steady Growth

As with 2010, 123 children attended our school at the end of Term Four. We have a steady stream of new entrants predicted over the next few years, and North Loburn School will continue to grow.

Staffing

Our staffing remains unchanged from 2010, and our teachers did a fantastic job delivering innovative and effective learning programmes throughout the year. In addition to the excellent work our teachers do in raising student achievement I would like to highlight the some extra roles they take on.

Assistant Principal, Anne Hughes, had responsibility for our Special Needs programme, and also ran our outdoor education extension programme; REACH. Lois Pettigrew continues to run our successful gifted and talented education programme, and her students also take responsibility for production of our excellent community news publication; Karetu Konnection. She has the responsibility for maintaining our ICT resources. Tanya Connelly and Aisling O'Connor shared responsibility for EnviroSchools in the school, establishing and maintaining many successful initiatives. Adele Warburton also organises two of our most important annual fixtures: the Flower Show and Pet Day, and does an amazing job transitioning our new entrants into school life.

Our support staff are superb, and go above and beyond the call of duty for our children. As always, Diane Lintott works well beyond her paid hours to ensure the smooth running of the administration side of the school. Robyn Norriss is dedicated to everything about our school and passionate about students' welfare. Jenny McClintock continued her excellent work with Project Boost, co-ordinating the successful website writing project this year. Kathryn Kay is another valuable and experienced addition to the learning support team and spent the majority of her time supporting in Kauri which had a large class number. We are fortunate to have such experienced and effective teacher aides at our school. Robyn Plaisted remains committed to our library and maintains this essential resource for us. Vicki Chronican does an incredible job performing the thankless job of cleaning our school at the end of each day, and over the holidays. Our caretaker, Ken Hawke, is a valuable 'Jack of all trades' to have on call. We took on a part time gardener, Jodi Metcalfe, for an two hours each fortnight and she has embraced her new role enthusiastically. John Rivers is more than just a Bus driver to our school community and we appreciate his passion and dedication to North Loburn School. We are fortunate to have a strong team working with and for our children.

Professional Development

This year, North Loburn School continued to consolidate the implementation of NZC into the school programme. Through inquiry learning, effective use of ICTs and by focussing on the key

competencies, teachers are delivering quality learning experiences. We had a major focus on Writing, working with Garry Taylor in a Ministry Funded 'Assessment and Leadership' programme. This enabled us to review and streamline our planning, teaching and assessment in Literacy. Our teaching team made the most of the PD opportunities this year. We also hosted many visitors, showing others the great stuff happening at North Loburn School.

Sporting and Cultural excellence

As always, our students were given the opportunities to compete, and experience success, in a range of sporting codes. There were many examples of outstanding individual success in 2011. Many of our students also took full advantage of the cultural development opportunities on offer: chess (North Canterbury champions again, Cantamaths, problem solving, NSW exams, school musical, Agrikids). Tikanga Maori has a more prominent place in the North Loburn Curriculum since the implementation of a programme of Te Reo in 2010.

Curriculum Achievement

The targets that were set at the beginning of 2011 were mostly achieved by the end of the year. In Literacy, children are attaining very pleasing levels of achievement, however, there are still areas for improvement. We have noticed from the end of year trends in Literacy testing that this will require continued attention in 2012, and that a strategic focus will be required in Numeracy and Literacy next year.

Other school wide developments

In 2011 Enviroschools initiatives were once again more prominent - as we work towards our Green Gold Award. The (near) completion of the Eco-Shed was a significant achievement. North Loburn School students won awards on the Cancer Society Video Competition, and travelled to Masterton to represent the school in the Agrikids national finals.

Property

2011 was another busy year for Property. With the Canterbury Earthquakes causing minor structural damage to our school, remedial work was carried out at the end of the year. The upgrade of the pool changing sheds has been longer and more drawn out than was expected. We have begun the process of installing a special needs fence for a student who will start in 2012. We have also finalised our new 10 year property plan with School Support. Thank you again to Ken Hawke for the astounding amount of hours of hard work behind the scenes and property projects, particularly with our landscaping this year.

Home and School Association

This great team of supportive parents continue to offer our children the extras that our annual operating grant can't cover. The Home and School Association do more than fundraising – they help bring our community together. They have overseen a variety of successful events, one being the wonderful 'Stars for a Night' evening.

Wider parental support

So many of you offer the school great support, thanks to all those who took part in: working bees, pool monitoring, acting as classroom helpers, and providing transport for many, many trips.

Our learning community is truly a wonderful place to work.

Simon Green
Principal

From the Board Chair

I am delighted to present the North Loburn School end of year report for 2011

For Canterbury, 2011 has undeniably been one of the most challenging years in the Province's history. Although spared the direct impact of the earthquakes that hit our city, the school community witnessed the pressures on our local town of Rangiora as well as welcoming some Christchurch students for a short while after February 22nd

Against this, I think you will all agree that you can't underestimate the importance of community to family security and wellbeing. North Loburn School has a strong sense of community spirit. Every time I come to the school I never fail to appreciate just how special our school is.

Schools like North Loburn don't just happen by accident. It is thanks to the hard work and commitment of Simon Green our principal and his team of staff. Together with families, many of whom give hours of their time to school activities, this work is reflected in our student achievement and the growth of well rounded young individuals.

This year we have continued to invest in our school, with the upgrade to the pool and completion of the school hall with a new multipurpose stage. The purchase of the stage was very timely for the school production "Locked in the Library" which brought out the creative talents of student and staff alike.

For 2011, the board continued to focus on the basic issues of literacy and numeracy. Such skills underpin student success and provide board members with tangible areas against which to monitor the school and gauge success.

In 2011 board member Damien Haines stepped down. Our thanks go to him for his support, especially with regard to the pool upgrade and the school bus contract with the Ministry of Education. In addition, we also saw parents Julie Nathan and Paul Simpson join the board as well as seeing the return of Dayle McDury, a former chair of the board. Welcome all!

Finally it would be remiss if I did not recognise the efforts of the Home and School committee. This small group of parents makes a positive difference to our school through social events and fundraising, allowing our community to retain the family feel and providing funds for the little extras that we would struggle to purchase otherwise. Many thanks to this group for their continued efforts in 2011

As the Chair, I am delighted to be part of a fantastic school community. My thanks to the Board, staff and community for their continued support through the year.

Martin Witt
Board Chair