

Kaitaia Abundant Life School

Annual Plan

2010



Abundant Life
A School with a difference

Our mission is to be a Christian School that partners with families to produce young people of academic and personal excellence in a safe environment.

Matt 5:14-16

You are the light of the world. A city on a hill cannot be hidden. Neither do people light a lamp and put it under a bowl instead they put it on its stand and it gives light to everyone in the house. In the same way let your light shine before men that they may see your good deeds and praise your Father in heaven.

**Inward Foci: Improving learning in the Classroom and collectively growing in
Christian character**

Outward focus: Serving our Community

The following goals are to be initiated in 2010 with their intended completion by December 2010

Area	Goal	Action statement	Responsible
SPECIAL CHARACTER			
Devotions programme	<ul style="list-style-type: none"> ▪ School wide approach to teaching scriptural values in the devotions lessons and assemblies ▪ Holistic Christian teaching and devotions to be the key focus for staff professional development and programme development within an NZC framework. 	<ul style="list-style-type: none"> ▪ Assemblies and class devotions to be based around the NZC terminology, particularly the key competencies and the values 	Principal and DP pastoral
Character development	<ul style="list-style-type: none"> ▪ To have students who espouse many of the behavioural and character traits of Godly young men and women ▪ To have our students operating at acceptable standards for young people with such traits 	<ul style="list-style-type: none"> ▪ Teaching of values, morals and virtues ▪ Assessment of how teachers are teaching devotions and how effective is it being in terms of positively impacting on the development of students' character, behaviour and self discipline assessed through surveys ▪ Students to be caring, not selfish and the incidence of fighting/bullying to decrease as evidenced by surveys ▪ Manners to be evident eg door opening and saying thankyou ▪ Cleanliness around the school to be focussed on ▪ Merit certificate system to be reorganised as Faith or Excellence or Whanaungatanga certificates 	DP
Service	<ul style="list-style-type: none"> ▪ School outward focus on Serving our community 	<ul style="list-style-type: none"> ▪ Continuation of the service theme initiatives begun in 2009, particularly: Ka pai mahi ra and secondary service team. ▪ Other initiatives to be considered as they arise. 	Principal HOD Middle school
Staff	<ul style="list-style-type: none"> ▪ Unity and spiritual growth ▪ Biblical conflict resolution/management to be a focus 	<ul style="list-style-type: none"> ▪ Staff and BOT retreat before the school year begins with vision and conflict management as key foci ▪ Full staff devotions Monday to Thursday for growing together and commonality of vision ▪ Regular staff morning teas ▪ One social event organised each term 	Principal

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Biblical conflict management	<ul style="list-style-type: none"> ▪ Consideration of the integration of restorative practices into the special character fabric of the school. ▪ Staff Professional Development on biblical conflict management 	<ul style="list-style-type: none"> ▪ Teacher only day at retreat on restorative justice ▪ Staff sessions on how to resolve conflict biblically 	DP Pastoral
Missions focus	<ul style="list-style-type: none"> ▪ Increase the interaction with the Joshua foundation school in Magugu. 	<ul style="list-style-type: none"> ▪ Pen pal links between students from Magugu and Kaitaia ▪ Mufti days to raise funds. ▪ Coordinator appointed. 	Magugu coordinator
Student leadership	<ul style="list-style-type: none"> ▪ Develop a student led Ministry team ▪ Develop a student led Faith in action team 	<ul style="list-style-type: none"> ▪ Responsible for Monday prayer meetings ▪ Organise the assembly devotions 4 teams in the year ▪ Other initiatives to be considered • Assist with our missions focus including the 40 hour famine 	DP pastoral

Area	Goal	Action statement	Responsible
CULTURAL			
Raising Maori achievement	No disparity between the academic results of Maori and non-Maori.	<ul style="list-style-type: none"> • Pastoral care of all students to be a focus at senior management level, including mentoring and counselling coordination where required. • Regular consideration of Maori perspectives in all aspects of schooling. Ka hikitia to be used as a reference document. • Each student at NCEA level 1-3 to have an assigned academic mentor from within the secondary department who will advise and assist students and whanau. • All students to be tracked throughout the year as to their likelihood of success in attaining their level of NCEA. 	Coordinated by Deputy principal.
Cultural events	Range of Maori cultural activities in the school to be a focus	<ul style="list-style-type: none"> • Powhiri, mihi, waiata and hangi to be regular features of the school • Kapa haka to be taught throughout the school and Kapa haka groups to be raised up in the different year levels. • Hangi run for the purposes of : fundraising, cultural experience, teaching and learning, student leadership opportunity and community identity • Staff to learn some waiata during the year 	Cultural coordinator
Cultural identity	Develop a school waiata and haka		Cultural coordinator

<p>Gifted and Talented</p>	<ul style="list-style-type: none"> ▪ Strategies implemented to meet the needs of gifted and talented students 	<ul style="list-style-type: none"> ▪ School-wide policy written on the strategies used to identify and cater for these students ▪ Inquiry model used widely in Y5-10 ▪ Differentiation of class programmes based on ability to occur in all classes 	<p>SMT</p>
<p>Special needs</p>	<ul style="list-style-type: none"> ▪ Strategies implemented to meet the needs of special needs students 	<ul style="list-style-type: none"> ▪ Special needs coordinator (SENCO) to oversee and liaise with teachers writing individual education plans (IEPs) for these students ▪ Teacher aides and specialist teachers to be employed as funding allows ▪ SENCO to consult with HODs and report to SMT on a regular basis ▪ Establish a special needs committee to discuss issues 	<p>SENCO</p>
<p>Student achievement</p>	<p>Y1-3:</p> <ul style="list-style-type: none"> • All students to be at or above the expected numeracy stage (as per the numeracy contract) for year 3 by the end of year 3. • All students to be at or above their chronological age for reading as ascertained by PM Benchmarks (Y1-2) and the Probe assessment tool (Y3). • All students to be at or above their chronological age for writing as ascertained by the NZ exemplars assessment tool. <p>Y4-10:</p> <ul style="list-style-type: none"> • Every student to be at or above their expected level as given in the national standards in reading and writing. • All students to be at or above the expected numeracy stage for their year level 	<ul style="list-style-type: none"> • Focussed teaching, professional development and targeting of individual students. • Reading coaches for students • Lexia computer programme to assist with struggling students • Teacher aide time allocated for students identified as struggling. <ul style="list-style-type: none"> • HOD Middle school to oversee the use of asTTle data in the classroom from Y4-10. Particularly to oversee the implementation of strategies which target weaknesses shown by the data. • Teacher aide time allocated for students identified as 	<p>Heads of Departments</p>

	<p>Y11-13</p> <ul style="list-style-type: none"> • 100% of all students to pass the level of NCEA they are sitting. • 100% students to achieve numeracy and literacy. • 20% of all Achievement Standards to be passed with merit • 5% of all Achievement Standards to be passed with Excellence, <p>National standards</p> <ul style="list-style-type: none"> • All students in Years 1-8 to be assessed against the national standards and our target is that all students are at or above the standard for their level in reading, writing and numeracy. 	<p>struggling.</p> <ul style="list-style-type: none"> • PAT tests to be investigated and trialled as an alternative assessment in comparison to asTTle in Y5-8 • Y9-10 teacher aide to be employed <ul style="list-style-type: none"> • Every student from Y11-13 academically tracked to ensure they are likely to succeed in their given level of NCEA. • Each student given an academic mentor who monitors their progress. • Career pathways to be established for each student in Y11-13. • All STAR and Gateway courses to offer unit standards at the appropriate level to allow students to develop and investigate career pathways for example in trades, hospitality, sport and recreation. • Allocation of 5 periods to core subjects 	
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<p>Student leadership</p>	<ul style="list-style-type: none"> ▪ Prefect system to develop our senior student leaders ▪ House system continued and upgraded to be a key component of life in the school ▪ Student leadership training ▪ Give opportunities for student leaders to develop their skills ▪ Special character leadership as per the special character section 	<ul style="list-style-type: none"> ▪ Appoint and mentor prefects in their role as key student leaders ▪ Appoint a House system coordinator to increase the number of house events in the school ▪ Appoint house captains and deputy house captains ▪ Encourage a student-led house system with emphasis on competition and enjoyment ▪ Leadership camp at the beginning of the year ▪ Training courses for student leaders. ▪ Worship band to lead praise in school assemblies ▪ Prefects to speak in school assemblies ▪ Hangi fundraisers to be facilitated by students ▪ Full school events to have strong student leader profile ▪ All student leaders to be involved in peer mentoring/mediation. ▪ Appoint middle school student leaders to facilitate the growth of student leadership throughout the school 	<p>Principal and DP</p> <p>House coordinator</p> <p>SMT</p>

Area	Goal	Action statement	Responsible
NAG 2 DOCUMENTATION REVIEW			
Board of Trustees Policy Review Cycle	<ul style="list-style-type: none"> ▪ Key policies updated as per the cycle of review in the BOT manual 	Governance policy Study Grants for staff Funding Education Outside the Classroom Policy Equal Employment Opportunities Policy Theft and fraud prevention Health and safety policy Child abuse policy Internet acceptable use policy Laptop lease policy	BOT Policy subcommittee
Code of conduct	<ul style="list-style-type: none"> ▪ Staff code of conduct written 	Written, ratified by BOT and given to all staff	
Reporting	<ul style="list-style-type: none"> ▪ Biannual reporting to parents 	<ul style="list-style-type: none"> ▪ Reporting system completely reviewed and evaluated in line with the new national standards. 	Senior management team

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NAG 3 PERSONNEL			
Appraisal	<ul style="list-style-type: none"> ▪ All staff to be part of the annual appraisal cycle for the purposes of accountability and improvement. 	<ul style="list-style-type: none"> ▪ All staff appraised. Appraisal cycle to begin, as per Performance Management Handbook, early in term 1 with setting of performance objectives and end in term 4 with the final appraisal interview against those objectives and the professional standards/job description 	Principal to delegate appraisal responsibilities
Positions of responsibility	<ul style="list-style-type: none"> ▪ Appoint staff to various positions of responsibility in the school and allocate management units and middle management allowances accordingly 	<ul style="list-style-type: none"> ▪ Positions of responsibility allocated from the beginning of year 	Principal
Professional Development	<ul style="list-style-type: none"> ▪ Professional development budget to focus on 2 key areas: <ol style="list-style-type: none"> 1. Releasing senior staff to up skill in areas of school interest 2. Releasing staff to have 1:1 sessions with senior staff or outside providers to allow more accurate uptake of professional development and on-going evaluation of this <p>Areas of school professional development in 2010 to focus principally on Special Character and the “Christianisation of the NZC”.</p>	<ul style="list-style-type: none"> ▪ Organise appropriate professional development for various staff members ▪ Appraisal based professional development which is generally one of: classroom pedagogy, ICT, behaviour management, literacy, Maori student initiatives ▪ REAP used for local professional development. ▪ Senior staff to attend NZACS leaders conference. 	SMT
Student attendance	<ul style="list-style-type: none"> ▪ Student attendance to average over 90% 	<ul style="list-style-type: none"> ▪ Appoint a student attendance officer to oversee student attendance and report to Principal 	SMT
New staff	<ul style="list-style-type: none"> ▪ Integrate new staff fully into the life of the school 	<ul style="list-style-type: none"> ▪ Induction programme and buddy teacher system organised 	Specialist classroom

			teacher
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NAG 4 FINANCE AND PROPERTY			
Finance	<ul style="list-style-type: none"> ▪ To operate the school in a fiscally responsible manner within the 2010 budget as ratified by the BOT 	<ul style="list-style-type: none"> ▪ All budget holders to be directly responsible to the Principal for the good stewardship of their area and for remaining within their allocated budget ▪ School to remain within budget for 2010 ▪ Prepare 2011 budget 	Principal
Buildings and Facilities	<p>10 year Maintenance Plan and Asset Register maintained</p> <ul style="list-style-type: none"> ▪ Plan development for further growth of school in consultation with the Board of Proprietors ▪ Professional and welcoming appearance 	<ul style="list-style-type: none"> ▪ 10 year maintenance plan submitted ▪ Asset register updated ▪ Consider strategies in 2010 for the alleviation of particular areas of need: Music and Physical Education and primary school ▪ Consider longer term strategies for housing of increased role numbers and renovation of areas e.g. ICT <p>Signage for the front of the school to be purchased</p>	BOT

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ICT network	<ul style="list-style-type: none"> ▪ Maintain and grow the ICT capabilities of the school 	<ul style="list-style-type: none"> ▪ 31 more PCs brought in to the school and networked. These are to be set up as small pods in a number of the classes. ▪ Emphasis on use of digital technology wherever appropriate to enhance learning or facilitate teaching ▪ Purchase ICT equipment as appropriate and within the budget ▪ Emphasis on all documentation being in digital format backed up on the school's network ▪ Subject specific software to be purchased for primary and middle school departments in line with 2009 ERO review recommendations. ▪ Edtech contracted to service the network on site 4 times annually and to maintain the network remotely 	Principal and ICT network administrator
Area	Goal	Action statement	Responsible
NAG 5 HEALTH AND SAFETY			
Education outside the classroom	<ul style="list-style-type: none"> ▪ Safe education outside the classroom to be a key component of education 	<ul style="list-style-type: none"> ▪ Relevant procedures and systems to be adhered to by all teachers 	Principal
NAG 6 LEGISLATIVE REQUIREMENTS			
School Year	<ul style="list-style-type: none"> ▪ Number of half days open to comply with legislation 	<ul style="list-style-type: none"> ▪ 2010 calendar written to comply with MOE requirements 	Principal
Reports	<ul style="list-style-type: none"> ▪ Provide annual report to BOT and MOE 	<ul style="list-style-type: none"> ▪ Written and submitted as per the requirements 	Principal