

Kaitaia Abundant Life School

Annual Plan

2011

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.

Motto: Faith Excellence Whanaungatanga

Focus: Step up, step out

Appearance	<ul style="list-style-type: none"> Increased signage 	<ul style="list-style-type: none"> Increase the amount of signage around the school which reflects and reminds stakeholders of the purpose and mission of the school 	Principal
Biblical studies	<ul style="list-style-type: none"> To have a programme of biblical studies in the secondary school 	<ul style="list-style-type: none"> Investigate the possibility of this given current staffing and student interest 	Deputy Principal
EXCELLENCE (step up)			
School growth	<ul style="list-style-type: none"> Roll cap increase approved Greater numbers seeking entry due to enhanced reputation in community (Matt 5:16) 	<ul style="list-style-type: none"> Roll cap applications submitted as appropriate Advertising when student places are available using front signage. Website restructured 	Principal Administration officer
Holistic health	<ul style="list-style-type: none"> Focus on the well being of staff and students 	<ul style="list-style-type: none"> Counsellors/mentors available Student peer mentoring continued 	Deputy Principal
Quality teaching	<ul style="list-style-type: none"> High quality lessons taught in classes NZC and Key competency focus 	<ul style="list-style-type: none"> Refocus on use of learning intentions and success criteria throughout the school Specialist classroom teacher to have a particular focus on raising teacher effectiveness and student engagement in Y9-13 Subject specific software purchased to assist teaching and learning in Y1-4 and Y5-8 Inquiry model used widely in Y5-10 All teacher planning templates to have key competencies considered and documented. Assistant Principals to report on this once a term Ka Pai Mahi Ra to be continued for 1 term in Y5-8 Departmental focus on formative assessment and how it is used to include students in the learning process. This will 	Assistant Principals Specialist classroom teacher Assistant Principals Assistant Principals

	<ul style="list-style-type: none"> ▪ Focus on the use of formative assessment in all 3 departments ▪ Professional development 	<p>include meetings and trialling of strategies.</p> <ul style="list-style-type: none"> ▪ Assistant Principals to report once a term to the principal on the use of formative assessment in their departments ▪ 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 3. Releasing staff to observe colleagues in other schools 4. Releasing staff to attend NCEA cluster groups 	
<p>Quality learning</p>	<p><u>Academic targets:</u></p> <p>Y1-3 All students making progress towards the national standard for their level</p> <p>Y4-8 All students to be at or above the national standard for their year level in reading, writing and mathematics.</p> <p>Y9 All students to be at curriculum level 4 and working towards level 5 in asTTle Reading, Writing and Mathematics</p> <p>Y10 All students to be at curriculum level level 5 in asTTle Reading, Writing and</p>	<ul style="list-style-type: none"> ▪ Baseline data used to assess where students are at and how they are improving. Particularly assessment with: 6 year nets (observational surveys), PM benchmarks and the NZ exemplars ▪ Departments to focus on consistency in their overall teacher judgements (OTJ) against the NS exemplars. ▪ Evidence for the OTJ to come from: asTTle testing, formative assessments, portfolios of student’s work and possibly journaling. 	<p>Departmental staff and Assistant Principals</p>

	<p>Mathematics</p> <p>Students not expected to meet these goals to be classed as special needs and to have interventions as detailed in that section.</p> <p>Y11-13</p> <ul style="list-style-type: none"> • 100% of students to pass the level of NCEA they are sitting. • 100% students to achieve numeracy and literacy. • 20% of all NCEA certificates to be achieved with merit • 5% of all NCEA certificates to be achieved with Excellence • 1 scholarship at Y13 	<ul style="list-style-type: none"> ▪ 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 Y11-13 students to be tracked throughout the year to ascertain their likelihood of success in attaining their level of NCEA. ▪ Students to be involved in programmes tailored to their individual needs. An individual programme (IP) line in the timetable for Level 1,2 and 3 to allow focus for Video conference and Gateway students. ▪ STAR and Gateway courses designed to allow students to follow their interests and also achieve NCEA credit to further their likelihood of success ▪ 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 	
<p>Foster an academic culture of success</p>	<ul style="list-style-type: none"> ▪ 100% NCEA examination attendance. ▪ 80% Homework completion school wide ▪ All students coming to school daily with all school equipment ▪ Increased focus on academic 	<ul style="list-style-type: none"> ▪ Invite successful local models of success to speak to senior students ▪ Focus on these things in secondary assemblies ▪ Some motivational strategies trialled e.g. HW centre, positive 	

<p>Gifted and talented students</p>	<ul style="list-style-type: none"> ▪ Focus on meeting the needs of gifted and talented students 	<ul style="list-style-type: none"> ▪ One person to be given MU for the oversight gifted and talented programmes school wide ▪ Definition of Gifted and talented students adopted and inventory of students who are considered gifted/talented in a specific field to be developed ▪ Programme developed and documented to further meet their needs ▪ Y1-13 teacher meeting organised in term 1 to up skill staff on modern strategies for meeting the needs of Gifted/talented students. 	<p>Gifted and Talented coordinator</p>
<p>Raising Maori achievement</p>	<p>No disparity between the academic results of Maori and non-Maori.</p>	<ul style="list-style-type: none"> ▪ Regular consideration of Maori perspectives in all aspects of schooling. Ka hikitia to be used as a reference document. ▪ Strategies implemented to further engage with the Maori culture – see section on Tikanga Maori 	<p>Cultural coordinator and Assistant Principals</p>
<p>WHANAUNGATANGA (step out)</p>			
<p>School culture</p>	<ul style="list-style-type: none"> ▪ Emphasis on building tradition and identity 	<ul style="list-style-type: none"> ▪ First day of school year to include: full school powhiri, students taught the new school haka and a waiata. Clips and short messages from early pioneers of the school to be shared. 	<p>Principal, cultural coordinator</p>
<p>Staff</p>	<ul style="list-style-type: none"> ▪ Unity and spiritual growth ▪ Induction programme run by specialist classroom teacher 	<ul style="list-style-type: none"> ▪ Staff and BOT retreat before the school year begins with vision and team building as key foci ▪ Full staff devotions Monday to Thursday for growing together and commonality of vision ▪ Regular staff morning teas ▪ Two social events organised during the year 	<p>All staff</p> <p>Specialist classroom teacher</p>

<p>Education outside the classroom</p>	<ul style="list-style-type: none"> ▪ Camps and daytrips to be a significant part of the curriculum 	<ul style="list-style-type: none"> ▪ Camps organised for the following year levels: Y5,6,7,8,9,13 (leadership camp) as well as various trips including young leaders etc. 	<p>Assistant Principals</p>
<p>Student leadership</p>	<ul style="list-style-type: none"> ▪ Effective prefect leadership ▪ House group competition ▪ Develop a student led Ministry team ▪ Develop a student led Faith in action team consisting of students who are expected to be part of the Mission team in 2012 ▪ Student leadership training ▪ Give opportunities for student leaders to develop their skills 	<ul style="list-style-type: none"> ▪ Prefects to be appointed and given specific portfolios. ▪ Job descriptions for prefect portfolios, with clear objectives, written in consultation with the prefect appointed to that portfolio ▪ Staff member appointed to oversee House group competition ▪ Responsible for “Hungry” 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 ▪ 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 ▪ 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>Deputy Principal</p> <p>Coordinator Deputy Principal</p>
<p>Community involvement</p>	<ul style="list-style-type: none"> ▪ School outward focus on Serving our community ▪ Stakeholder survey ▪ School family fun day 	<ul style="list-style-type: none"> ▪ Continuation of the service theme initiatives begun in 2009, e.g.: Ka pai mahi ra. ▪ Service day school wide in term 3 ▪ Other initiatives to be considered as they arise. ▪ Survey written and filled out by stakeholders. Data reviewed. ▪ Day held on local Marae with sports events and kai 	<p>AP Middle school, DP</p> <p>BOT</p>

		<ul style="list-style-type: none"> ▪ Each department to have 2 community events annually. 	
Tikanga Maori	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 and students to learn waiata and school haka ▪ Increased use of Te Reo Maori by staff 	Cultural coordinator
Sport/culture	<ul style="list-style-type: none"> ▪ All students to be involved in a sport or a cultural event during the year 	<ul style="list-style-type: none"> ▪ Six sports to be developed during the year for inter school competition: rugby (including 7s and touch), tennis, volleyball, netball, softball, soccer ▪ Student involvement to be tracked to see if goal achieved 	Sport coordinator
COMPLIANCE			
Board of Trustees Policy Review Cycle	Key policies updated as per the cycle of review in the BOT manual	<ul style="list-style-type: none"> ▪ Policies to be reviewed: ▪ Delegations to the Principal ▪ Behaviour Management Policy ▪ Cash Management Policy ▪ Credit Card Policy ▪ Smoke free school policy ▪ Self review policy ▪ Staff Appointments Policy ▪ Enrolment Policy ▪ Complaints policy ▪ Protected disclosures policy 	BOT policy sub-committee

Reporting to parents	<ul style="list-style-type: none"> ▪ Consider KAMAR based reporting 	<ul style="list-style-type: none"> ▪ Reporting to parents reviewed in line with the national standards ▪ 2 parent teacher interview nights annually ▪ Reconsideration of the process of formal reporting 	SMT
National standards	<ul style="list-style-type: none"> ▪ National standards data effectively used as baseline data 	<ul style="list-style-type: none"> ▪ Policy written on how the overall judgements are to be made ▪ Procedures for recording of data to be documented ▪ Reporting against the standards to occur twice during the year 	SMT
Appraisal	<ul style="list-style-type: none"> ▪ All staff to be part of the annual appraisal cycle for the purposes of accountability and improvement. ▪ Appraisal system to be rewritten in line with the new registered teacher criteria 	<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 ▪ New appraisal documentation to be used 	Principal to delegate appraisal responsibilities and rewrite appraisal documentation
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 	
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 	<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 	BOT

	<ul style="list-style-type: none"> ▪ Professional and welcoming appearance 	Signage for the front of the school to be purchased	Principal
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
School Year	<ul style="list-style-type: none"> ▪ Number of half days open to comply with legislation 	<ul style="list-style-type: none"> ▪ 2011 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