

ANNUAL PLAN 2012

NATIONAL ADMINISTRATION GUIDELINE 1 'CURRICULUM'					
ACTIVITY	PRIORITY 2012	RESPONSIBILITY	RESOURCES	WHEN	EXPECTED OUTCOMES
1.1.1 Prepare and implement a NZ Curriculum: LnT Programme for each of the Learning Areas		BoT Pr St Wh	Time PD \$	By Term I & then ongoing	A NZ Curriculum: L n T Programme for each of the Learning Areas that provides all students with the opportunity for learning success is prepared.
1.1.2 Give added attention to accelerating student achievement in areas identified in 2011 curriculum reviews.	⌚	BoT Pr St Wh	Time PD \$	In Term I & then ongoing	Resourcing, Professional Development, teacher support, and improved planning, practice and assessment, will accelerate student achievement in areas identified in the 2011 Curriculum Review - Mathematics: Number (fractions, decimals, percentages, proportion, rates) - English: Writing (deep features) - Science: Nature of Science (Reasoning and Problem Solving, Investigating) H&PE: Personal Health and Physical Development (Physical Activity, Sport Studies)
1.1.3 Prepare and implement a School Curriculum: LnT Programme for each of the Learning Areas	⌚	BoT Pr St Wh	Time	By Term I and then ongoing	A School Curriculum: L n T Programme, for each of the Learning Areas, detailing content, objectives, learning indicators, learning activities, assessment activities and an organization are collectively prepared, documented and implemented.
1.1.4 Prepare and implement LnT Programme Content 2012		BoT Pr St Wh	Time	By Term I & then ongoing	Content and topics are selected, organized and where appropriate, grouped to provide coverage and to make holistic links across all curriculum areas.
1.1.5 Incorporate the Key Competencies in all LnT Programmes		BoT Pr St	Time PD	Ongoing	Teaching, student learning, student achievement and use of the Key Competencies is a key focus in all learning and teaching activity.
1.1.6 Incorporate the use of I&CT in all LnT Programmes		BoT Pr St	Time PD \$	Ongoing	Teaching, student learning and use of I&CT is a key focus in all learning and teaching activity.
1.1.7 Further enhance the interactive school intranet to support administration, resource management, professional development and curriculum delivery		BoT Pr St	Time PD \$	In Term I and then ongoing	Administration, resource management, professional development and curriculum delivery are improved and enhanced by the use of an interactive internet.
1.1.8 Provide students with off site dial in access to the intranet		BoT Pr St	Time	In Term I and then ongoing	Student learning, student achievement and parent involvement are enhanced by students having 24/7 access to their files and to resources.
1.1.9 Continue the development and growing the resources collection of Te Tari Whainga Maatauranga library/Information Centre		BoT Pr St	Time \$	Ongoing	Te Tari Whainga Maatauranga library/Information Centre is the information hub for the school.
1.1.10 Participate in the Team Solutions AsTTle (Writing) Professional Development Programme		MoE BoT Pr St	Time PD \$	Ongoing	Student learning, student achievement and teacher PD are enhanced by participation in the Team Solutions AsTTle (Writing) Professional Development Programme.
1.1.11 Organize the delivery of curriculum, the selection of pedagogy and assessment activity around authentic inquiries.	⌚	BoT Pr St	Time PD \$	By Term I and then ongoing	Student engagement, participation and achievement will be enhanced by learning being organized around authentic inquiries.
1.1.12 Train Staff to use I&CT hardware and resources in their classroom programmes		BoT Pr St	Time PD \$	Ongoing	Increased teacher confidence in the use of I&CT hardware and resources in their classroom programmes.
1.1.13 Train Staff to use electronic teaching stations in their classroom programmes		BoT Pr St	Time PD \$	Ongoing	Increased teacher confidence in the use of use electronic teaching stations in their classroom programmes.
1.1.14 Incorporate the use of questioning skills and thinking strategies in all LnT Programmes		BoT Pr St	Time PD \$	Ongoing	Students learn and apply in all areas of the curriculum, questioning skills and thinking strategies.
1.1.15 Participate in Professional Development about incorporating the Key Competencies		BoT Pr St	Time PD \$	By Term IV	Student learning, student achievement and teacher confidence are enhanced by participation in Professional Development about incorporating the Key Competencies.
1.1.16 Give priority to student achievement in literacy		BoT Pr St Wh	Time PD \$	Ongoing	Teaching, student learning and student achievement in literacy is a priority in all teaching and learning activities.
1.1.17 Participate in the Auckland Intermediate Schools' Association Professional Development Learning Network to raise teacher capability and capacity in the teaching of writing		BoT Pr St	Time PD \$ MoE	Ongoing 2012-2013	Student learning, student achievement and teacher confidence, capacity and capability are enhanced by are enhanced by participation in the Auckland Intermediate Schools' Association Professional Development Learning Network.
1.1.18 Give priority to student achievement in numeracy		BoT Pr St Wh	Time PD \$	Ongoing	Teaching, student learning and student achievement in Numeracy is a priority in all teaching and learning activities.
1.1.19 Give priority to students participation in regular quality physical activity	⌚	BoT Pr St Wh	Time PD \$	Ongoing	Teaching, student participation and learning and student achievement in Physical Education is a priority activity.
1.1.20 Design, raise funds for through the locally raised funds programme and construct in stages, the components in the 'School in the Community Property Development Plan'		BoT Pr Wh Com	Time \$s	On Going	Outdoor fitness equipment, an adventure playground, a cycle confidence course and sports facilities that provide for and encourage outdoor activity for a healthy lifestyle for our students and the community.
1.2.1 Prepare and implement an annual Assessment and Evaluation Programme	⌚	BoT Pr St Wh	Time \$	In Term I & then ongoing	An annual Assessment and Evaluation Programme that provides all students with the opportunity for learning success, is prepared, documented and implemented.
1.2.2 Prepare and implement an annual National Standards Programme	⌚	BoT Pr St Wh	Time \$	By Term IV	An annual National Standards Programme that provides all students and their Parents/ Caregivers with useful information about the student's achievement, learning and next step is prepared, documented and implemented.
1.2.3 Respond to parents/caregivers concerns about their children's learning		Pr St Wh	Time	Ongoing	Strategies to enhance individual student's learning and achievement are formulated and implemented in collaboration with parents/caregivers.
1.2.4 Use standardized tests, PA Tests: Listening, Reading and Mathematics; University of NSW International Competitions & Assessments for Schools: English, Mathematics and Science, NZCER Information Skills Tests and NUPMA to compare students' achievement with a larger cohort		Pr St	Time PD \$	Terms I, II and III	Comparison of students achievement with a wider cohort will assist teachers to make accurate and informed decisions about individual and groups of students' achievements, learning and next steps and achievement in relation to the National Standards.
1.2.5 Customize Electronic Assessment Records, (OLE On Line Learning Environment) to provide teachers, curriculum managers, the school administration and Board of Trustees with accurate, relevant information		Pr St	Time \$	By Term I and then ongoing	Information about student learning and student achievement is collected electronically and can be interrogated to: provide information about individuals, identified groups and the total student population; to make comparisons; to make decisions about achievement in relation to the National Standards and to help with decisions about next learning, priorities and resourcing.
1.2.6 Customize Interactive Electronic Assessment Records (OLE On Line Learning Environment) to share information and to further encourage student and parent/caregiver participation in learning assessment		BoT Pr St Wh Com	Time PD \$	In Term I and then ongoing	Information about student learning and student achievement is collected electronically, shared and responded to by teachers, students and parents/caregivers.
1.2.7 Receive student achievement information from all stakeholders		BoT Pr St Wh Com	Time PD \$	Ongoing	Information from many sources improves decisions about and learning outcomes for students.

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ACTIVITY	PRIORITY 2012	RESPONSIBILITY	RESOURCES	WHEN	EXPECTED OUTCOMES
1.2.8 Use TKI, asTTle and Item Banks to enhance assessment practices		Pr St	Time PD	Ongoing	TKI resources, The asTTle utility and Item Banks resources, assist teachers to make accurate and informed decisions about individual and groups of students achievements.
1.2.9 Train Staff to use Electronic Assessment Records		BoT Pr St	Time PD \$	Ongoing	Increased teacher confidence in, and use of, Electronic Assessment Records.
1.2.10 Compare the achievements of Maori and Pasifika students, with the whole school cohort.		BoT Pr St	Time PD \$	Terms II & IV	Accurate and comparable information about student achievement will help enhance the achievement of nationally identified at risk students.
1.3.1 Identify students who are not achieving, who are at risk of not achieving and/or have special needs		BoT Pr St Wh Com	Time PD	Ongoing	Information from a range of sources is used to identify students who are not achieving, who are at risk of not achieving and/or have special needs.
1.3.2 Identify, review and revise aspects of the curriculum and programmes that do not meet the needs of the students		BoT Pr St Wh Com	Time PD \$	Ongoing	From information gathered and review activities, aspects of the programme that are not meeting the needs of students will be identified and changed.
1.3.3 Use specialist teachers to deliver the Arts: Visual and The Arts: Music, Dance and Drama Programmes		BoT Pr St	Time PD \$	Ongoing	Specialist Teachers working in specialist studios and with specialist equipment and resources, deliver the Arts Learning and Teaching Programmes.
1.4.1 Implement a balanced curriculum appropriate to the needs of emerging adolescent student		BoT Pr St Wh	Time	Ongoing	A school programme that incorporates a wide range of age appropriate activities and meets the academic, physical, artistic, cultural and social needs of emerging adolescent students is prepared and implemented.
1.4.2 Prepare and implement an annual Learning Support Programme	⌚	BoT Pr St Wh	Time PD \$	In Term I and then ongoing	A programme involving both in class and with drawn activities using classroom teachers, specialist teachers and teacher aides, to accelerate the achievement of students who are under achieving, is prepared and implemented.
1.4.3 Prepare and trial implement a 'Blitz' Learning Staircase Learning Support Programme	⌚	BoT Pr St Wh	Time PD \$	In Term I	A programme involving continuous and intensive support for students who are significantly under achieving and who have had a history of being in learning support programmes, is prepared and implemented.
1.4.4 Fund additional Teacher hours to enhance the Learning Support Programme	⌚	BoT	\$	December previous year	Teacher Hours, in addition to Staffing entitlement, will enhance the Learning Support Programme and will accelerate the progress of students who have been identified as under achieving.
1.4.5 Prepare and implement an annual ESL Programme		BoT Pr St Wh	Time PD \$	In Term I and then ongoing	A programme involving both in class and with drawn activities using classroom teachers, specialist teachers and teacher aides, to support ESL students, is prepared and implemented.
1.4.6 Prepare and implement a Learning Support Programme for students identified as 'Special Education'		BoT Pr St Wh	Time PD \$	In Term I and then ongoing	A programme that demonstrates inclusive practices, involving both in class and with drawn activities using classroom teachers, specialist teachers, teacher aides, MoE and Support Agencies and IEPs to support 'High Needs' students, is prepared and implemented.
1.4.7 Prepare and implement a Learning Support Programme for students identified as 'High Needs'		BoT Pr St Wh	Time PD \$	In Term I and then ongoing	A programme that demonstrates inclusive practices, involving effective transitions, opportunity for the students to participate and contribute, both in class and with drawn activities using classroom teachers, specialist teachers, teacher aides, MoE and Support Agencies and IEPs to support 'High Needs' students, is prepared and implemented.
1.4.8 Prepare and implement an annual Extension Programme to meet the needs of gifted and talented students		BoT Pr St Wh	Time	In Term I & then ongoing	An Extension Programme to meet the needs of gifted and talented students, using Staff strengths and expertise in the 7 ELAs, is prepared and implemented.
1.4.9 Prepare and implement an annual Enhanced Curriculum Programme		BoT Pr St Wh	Time \$	In Term I & then ongoing	Students apply and use the knowledge and skills they have learnt in a range of activities and situations.
1.4.10 Provide a Camp experience for all students		BoT Pr St Wh Com	Time \$	In Term I	A three day Camp Experience is prepared and implemented.
1.4.11 Extend the range of options provided in the Enhanced Curriculum programme		BoT Pr St Wh Com	Time PD \$	Ongoing	Using Staff and community strengths, expertise and resources, the range of options provided in the Enhanced Curriculum programme is extended.
1.4.12 Work with other local schools and societies to enhance the Waterwise Programme in the community		BoT Pr St Wh Com	Time PD \$	Ongoing	An at school and on water Waterwise Programme involving sailing and water safety activities is prepared and implemented.
1.4.13 Strengthen co-operation with Nagisa, Hiroshima, Senior and Junior High, Cheong-ju Middle and Jingying and other selected Asian schools	⌚	BoT Pr St Wh Com	Time	Ongoing	Home and away Exchanges with Nagisa, Hiroshima, Senior and Junior High School continue to be options available to students and interactions with Cheong-ju Middle and Jingying Schools are continued. Korean and Chinese schools, provide positive experiences for students and the school.
1.4.14 Prepare and implement an English support Programme for International students.	⌚	BoT Pr St	Time PD \$	By Term I and then ongoing	A programme involving both in class and with drawn activities using classroom teachers, specialist teachers and teacher aides, to support International Students, is prepared and implemented.
1.5.1 Continue consultation with the Maori Community		BoT Pr St Wh Com	Time	By Term III	There is a two way flow of information that enhances curriculum planning, delivery, reporting and review and student achievement.
1.5.2 Accelerate the academic achievements of Maori students		BoT Pr St Wh Com	Time PD \$	In Term I & then ongoing	Resourcing, Professional Development, teacher support, improved planning, practice and assessment and Maori Community Partnerships, will accelerate Maori Student academic achievement.
1.5.3 Prepare and implement a second language programme in Te Reo Maori		BoT Pr St Wh Com	Time PD \$	By Term I & then ongoing	A second language programme in Te Reo Maori is prepared and delivered in all classrooms.
1.5.4 Prepare and implement Te Reo me ona Tikanga and Taha Maori Programme		BoT Pr St Wh Com	Time PD \$	By Term I and then ongoing	ATe Reo Maori and Te Reo me ona Tikanga and Taha Maori Programme that introduces the Maori perspective, includes basic words, phrases, protocols and tikanga is prepared and delivered in all classrooms.
1.5.5 Prepare and implement Kapa Haka Programme		BoT Pr St Wh Com	Time PD \$	In Term I & then ongoing	A Kapa Haka Programme that is consistent with the Te Reo Maori Programmes is prepared and available to all students.
1.5.6 Provide an overnight marae experience as part of the Kapa Haka Programme	⌚	BoT Pr St Wh Com	Time PD \$	In Term IV	A four day weekend to Northland and a marae experience is prepared and implemented.
1.5.7 Participate in the teaching of a second language programme in Te Reo Maori and Te Reo me ona Tikanga and Taha Maori Professional Development		BoT Pr St Wh Com	Time PD \$	In Term I and then ongoing	Student learning, student achievement and teacher confidence are enhanced by participation in the teaching of a second language programme in Te Reo Maori and Te Reo me ona Tikanga and Taha Maori Professional Development.
1.5.8 Continue BoT Training		BoT Pr St Wh Com	Time PD \$	Ongoing	The BoT is better informed about curriculum.
1.5.9 If there are sufficient enrolments, provide a Maori Bilingual Class		BoT Pr St Wh Com	Time PD \$	Ongoing	If there are sufficient enrolments, a fluent Te Reo Maori speaking, fully registered Teacher will deliver the classroom programme to the children of Parents/Caregivers who request for their instruction to be in Te Reo Maori.
1.5.10 Continue consultation with Pasifika Communities		BoT Pr St Wh Com	Time	By Term III	There is a two way flow of information that enhances curriculum planning, delivery, reporting and review and student achievement.
1.5.11 Accelerate the academic achievements of Pasifika students		BoT Pr St Wh Com	Time PD \$	In Term I & then ongoing	Resourcing, Professional Development, teacher support, improved planning, practice and assessment and Pasifika Community Partnerships, will accelerate Pasifika Student academic achievement.
1.6.1 Prepare and implement an annual Career Education and Guidance Programme		BoT Pr St	Time PD \$	By Term IV	Students receive appropriate information and are better placed to make decisions about future courses and career choices.

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NATIONAL ADMINISTRATION GUIDELINE 2 'PLAN, REVIEW, REPORT'

ACTIVITY	PRIORITY 2012	RESPONSIBILITY	RESOURCES	WHEN	EXPECTED OUTCOMES
2.1.1 Collect information to formulate the 2012-14 School Plan		BoT Pr St Wh Com	Time PD \$	By Term I	All school stakeholders provide relevant information to assist with the preparation of the School Plan.
2.1.2 Prepare the 2012-14 School Plan	⌚	BoT Pr St Wh Com	Time PD \$	By Term I	A School Plan which reflects the school's priorities and can be delivered within available resources is prepared, published and implemented.
2.1.3 Prepare the 2012 Annual and Curriculum Target Plans	⌚	BoT Pr St Wh Com	Time PD \$	By Term I	2012 Annual and Curriculum Target Plans that detail the School Plan are prepared, published and implemented.
2.1.4 Report on the 2012-14 School Plan		BoT Pr St Wh	Time	December	Information pertaining to the 2012-14 School Plan is gathered and summarized and a report is prepared, published and available.
2.1.5 Report on the 2012 Annual and Curriculum Target Plans		BoT Pr St Wh	Time	December	Information pertaining to the 2012 Annual and Curriculum Targets Plans is gathered and summarized and reports are prepared, published and available.
2.1.6 Prepare a 2012 Enrolment and Communication Plan	⌚	BoT Pr St Wh Com	Time	By Term I	An ongoing programme of activities involving the Board, the School, students, Parents/Caregivers and the community informs the community about the school.
2.1.7 Prepare a 2012 Organization	⌚	BoT Pr St Wh	Time \$	By Term I	An Organization that makes best use of available resources to meet the needs of students and the school is prepared, published and implemented.
2.2.1 Review Policies as detailed in the cyclic Review Schedule		BoT Pr St Wh Com	Time	By Term IV	Policies are reviewed and updated as required, to reflect changing circumstances. Policies are published and available.
2.2.2 Review Procedures as detailed in the cyclic Review Schedule		BoT Pr St Wh Com	Time	By Term IV	Procedures are reviewed and updated as required, to reflect changing circumstances. Procedures are published and available.
2.2.3 Review Management Programmes as detailed in the cyclic Review Schedule		BoT Pr St Wh Com	Time	By Term IV	Management Programmes are reviewed and updated as required, to reflect changing circumstances. Management Programmes are published and available.
2.2.4 Review The School Curriculum: L & T Programmes and Annual Outline as detailed in the cyclic Review Schedule		BoT Pr St Wh.Com	Time	By Term IV	The School Curriculum: L & T Programmes are reviewed and updated as required, to reflect changing circumstances. L & T Programmes and Content 2012 are published and available.
2.2.5 Review Strand and Achievement Objective coverage in the : L & T Programmes in each of the seven Essential Learning Areas		Pr St	Time	By Term IV	An Annual Review of Strand and Achievement Objectives Coverage in each of the 7 Essential Learning Areas will provide detailed information about curriculum coverage.
2.2.6 Review A & E Programme as detailed in the cyclic Review Schedule		BoT Pr St Wh.Com	Time	By Term IV	A & E Programmes are reviewed and updated as required, to reflect changing circumstances. A & E Programmes are published and available.
2.2.7 Review The Annual Organization as detailed in the cyclic Review Schedule		BoT Pr St Wh.Com	Time	Each Term	The Annual Organization is reviewed and updated annual, to reflect changing circumstances. The Annual Organization is published and available.
2.2.8 BoT undertakes PD to improve understanding of self review		BoT	Time PD \$	On Going	The BoT is better informed about roles and responsibilities.
2.3.1 Inform Parents/Caregivers about curriculum and student reporting		BoT Pr St Wh	Time	On Going	Information published in the prospectus, in newsletters, at meetings, on the website and at guidance workshops, makes Parents/Caregivers better informed about curriculum and student reporting.
2.3.2 Inform, guide and train Parents/Caregivers about the OLE (On Line Learning Environment)	⌚	BoT Pr St Wh Com	Time	On Going	Information published in the prospectus, in newsletters, at meetings, on the website and at guidance workshops, makes Parents/Caregivers better informed about and confident to use, the OLE to contribute to their child's learning.
2.3.3 Report to Parents/Caregivers about the achievement of their child	⌚	BoT Pr St Wh Com	Time PD \$	On Going	Parents/Caregivers have electronic off site access to learn about their child's learning and to contribute to their child's OLE (Learning Logs, Reflective Journals, Inquiry Log, Conferencing Log) Students and Parents/Caregivers receive informal information about their child's achievement and learning. Students and Parents/Caregivers receive written reports about their child's achievement and learning.
2.3.4 Students are involved in the assessment and reporting processes	⌚	BoT Pr St Wh Com	Time PD \$	On Going	Through their OLE and participation in Student Led Conferences, students are better equipped to make informed decisions about their learning.
2.3.5 Consider and respond to items raised by parents/caregivers in the 2011 Community Communications Survey		BoT Pr St Wh Com	Time	On Going	As appropriate, introduce new, or make modifications to existing school procedures to items identified in the 2011 Community Communication Survey.
2.3.6 Report to Parents/Caregivers when there are causes for concern		BoT Pr St Wh Com	Time PD \$	On Going	Individual Parents/Caregivers receive timely information when there are causes for concern about their child's learning.
2.3.7 Report to the Board about curriculum design and delivery and assessment and evaluation design and implementation		Pr St Wh	Time	In Term I	The Board receives reports about curriculum design and delivery and assessment and evaluation design and implementation and is better informed to make decisions about curriculum.
2.3.8 Report to the Board about student achievement		Pr St Wh	Time	Terms I, II and IV	The Board receives reports about student achievement and is better informed to make decisions about curriculum.
2.3.9 Report to the Board about Maori and Pasifika student achievement		Pr St Wh	Time	Terms I, II and IV	The Board receives reports about nationally identified at risk groups of students' achievement and is better informed to make decisions about curriculum.

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NATIONAL ADMINISTRATION GUIDELINE 2 'PLAN, REVIEW, REPORT'

ACTIVITY	PRIORITY 2012	RESPONSIBILITY	RESOURCES	WHEN	EXPECTED OUTCOMES
2.3.10 Report to the Board about personnel		Pr St Wh.	Time	Each Meeting	The Board receives reports about Appointments, Professional Development, Performance Management and Equal Employment Opportunities and is better informed to make decisions about personnel.
2.3.11 Report to the Board about finance		Pr St Wh	Time \$	Each Meeting	The Board receives reports about finance, is better informed to make decisions about finance and is able to monitor that income and expenditure and expenditure is as planned and within limits as set.
2.3.12 Report to the Board about property		Pr St Wh	Time PD \$	Each Meeting	The Board receives reports about Property, Health and Safety, Cleaning, Evacuation and is better informed to make decisions about property.
2.3.13 Report to the Board about implementation of the Annual Plan	⌚	Pr	Time	June, Sept, Nov	The Board receives reports about the implementation of the Annual Plan and is better informed to make decisions about the Principal's performance.
2.3.14 Report to the community about student achievement, personnel, finance, property and health and safety		BoT Pr St Wh	Time	By December	The community is better informed about and can contribute to decisions about student achievement, personnel, finance, property and health and safety.
2.3.15 Report to the Maori Community about student achievement, personnel, finance, property and health and safety		BoT Pr St Wh	Time	By December	The Maori Community is better informed about and can contribute to decisions about student achievement, personnel, finance, property and health and safety.
2.3.16 Promote the school in the community	⌚	BoT Pr St Wh Com	Time \$	On Going	In school publications, the print and electronic media and interactions in the community, student achievement will be celebrated and the school's profile will be enhanced.
2.3.17 Have Plans, Policies, Procedures, Programmes and Reports published and available		Pr St Wh	Time	On Going	Staff, Board, Parents/Caregivers, Whanau and the community are informed about the school by having access to hard and electronic copies of Plans, Policies, Procedures, Programmes and Reports.
2.3.18 Have current Plans, Policies, Procedures, Programmes, Reports, Board meeting, curriculum and enrolment information available on the school website.		Pr St Wh	Time	On Going	Staff, Board, Parents/Caregivers, Whanau and the community are informed about the school by having access to up to date electronic information about the school.

NATIONAL ADMINISTRATION GUIDELINE 2A 'PLAN, REVIEW, REPORT'

ACTIVITY	PRIORITY 2012	RESPONSIBILITY	RESOURCES	WHEN	EXPECTED OUTCOMES
2A.1.1 Prepare and implement an annual Assessment and Evaluation Programme	⌚	BoT Pr St Wh	Time \$	In Term I & then ongoing	An annual Assessment and Evaluation Programme that gathers information about student achievement in relation to the National Standards is prepared, documented and implemented.
2A.1.2 Report to students and Parents/Caregivers about the students' achievement in relationship to the National Standards	⌚	BoT Pr St Wh Com	Time PD \$	On going & y by Dec	Students and Parents/Caregivers receive information in plain English about the student's achievement in relationship to the National Standards, including the next step, and are better equipped to make informed decisions about the student's achievement and learning
2A.1.3 Review the Student Report format		BoT Pr St Wh	Time PD	In Term I	A report format that informs students and their Parents/Caregivers about the student's achievement in relation to the National Standards levels of achievement and the next learning steps is prepared.
2A.1.4 Undertake professional development about the National Standards		BoT Pr St Wh	Time PD \$	On going & by Dec	Board and Teachers better understand the goals and the implementation of the National Standard.
2A.1.5 Provide students and parents/caregivers with information about the National Standards		BoT Pr St Wh	Time	On going & by Dec	Through information provided informally and through Newsletters and on the website students and parents/caregivers are better informed and
2A.1.16 Further enhance the school's SMS including the OLE to provide students, parents/caregivers, teachers and the school with information about students' achievement in relationship to the National Standards		BoT Pr St Wh	Time \$	In Term I & then ongoing	The SMS is able to be used to collect, collate and interrogate student achievement information in relationship to the National Standards to better inform stakeholders and to assist with reporting and planning.
2A.1.7 Moderate school wide National Standards Assessment		BoT Pr St Wh	Time PD	On going & by Dec	All teachers have an accurate and common understanding of the National Standards and there is increased consistency in school wide assessments
2A.1.8 Monitor ESOL funded students' progress against the English Language Progressions		BoT Pr St Wh	Time	On going & by Dec	Judgments of ESOL funded students' Reading and Writing achievement is made against the English Language Progressions not the National Standards
2A.2.1 Report to the Board about National Standards	⌚	Pr St Wh	Time	Term IV	The Board receives reports about student achievement in relation to the National Standards and is better informed to make decisions about curriculum and achievement..

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NATIONAL ADMINISTRATION GUIDELINE 3 'PERSONNEL'					
ACTIVITY	PRIORITY 2012	RESPONSIBILITY	RESOURCES	WHEN	EXPECTED OUTCOMES
3.1.1 Prepare a Personnel Management Programme		BoT Pr St Wh	Time	By Term IV	A Personnel Management Programme, that details all regulations, rights, expectations and procedures relating to personnel, that is consistent with current employment agreements covering employees and is within policy and procedural frameworks as set by the government, is prepared, published and implemented.
3.1.2 Prepare a 2012 Professional Development Programme	⌚	BoT Pr St Wh	Time PD \$	In Term I	A Professional Development Programme, that supports high levels of staff performance in meeting student needs, is prepared, published and implemented.
3.1.3 Participate in the teaching of a second language programme in Te Reo Maori and Te Reo me ona Tikanga and Taha Maori Professional Development	⌚	BoT Pr St Wh	Time PD \$	In Term I and then ongoing	Student learning, student achievement and teacher confidence are enhanced by participation in the teaching of a second language programme in Te Reo Maori and Te Reo me ona Tikanga and Taha Maori Professional Development.
3.1.4 Undertake professional development to learn about implementing the NZ Science Curriculum in authentic inquiry learning contexts		BoT Pr St	Time PD \$	Ongoing	Student learning, student achievement, delivery of the NZ Science Curriculum and teacher confidence, are enhanced by participation in Professional Development about the NZ Science Curriculum.
3.1.5 Undertake professional development to learn about implementing the NZ Social Studies Curriculum in authentic inquiry learning contexts		BoT Pr St	Time PD \$	Ongoing	Student learning, student achievement, delivery of the NZ Social Studies Curriculum and teacher confidence, are enhanced by participation in Professional Development about the NZ Social Studies Curriculum.
3.1.6 Prepare a 2012 Beginning Teacher's Professional Development Programme		BoT Pr St	Time PD \$	In Term I	A Beginning Teacher's Professional Development Programme, that meets the professional requirements of registration is prepared, published and implemented.
3.1.7 Prepare a 2012 Performance Management Programme		BoT Pr St Wh	Time PD \$	In Term I	A Performance Management Programme, that supports high levels of staff performance in meeting student needs, is prepared, published and implemented.
3.1.8 Continue professional development to learn about and to implement 'Four Minute Walk Throughs'	⌚	BoT Pr St	Time PD \$	Ongoing	The school as a professional learning community is further developed, quality data collected efficiently, leads to reflective practice, improved teacher performance and enhanced student achievement.
3.1.9 Prepare a 2012 Professional Standards Programme		BoT Pr St Wh	Time PD \$	In Term I	A Professional Standards Programme, that supports high levels of staff performance in meeting student needs, is prepared, published and implemented.
3.1.10 Consult with Staff and prepare Performance Management Agreements and the 2012 Professional Standards Programme		BoT Pr St Wh	Time PD \$	In Term I	Performance Management Agreements that accurately reflect the requirements of the NZTC Professional Standards are negotiated and prepared A Professional Standards Programme, that supports high levels of staff performance in meeting student needs, is prepared, published and implemented.
3.1.11 Prepare a 2012 Equal Employment Opportunities Plan		BoT Pr St Wh	Time PD \$	In Term I	An EEO Plan, that supports equality in the school work place, is prepared, published and implemented.
3.1.12 Prepare a 2012 Organization		BoT Pr St Wh	Time \$	In Term I	An Organization that makes best use of available personnel resources to meet the needs of students, is prepared, published and implemented.
3.1.13 Participate in the Team Solutions AsTTle (Writing) Professional Development Programme.		MoE BoT Pr St Wh	Time \$	All Year	High quality professional advice and development will promote high levels of staff performance in meeting student needs.
3.1.14 Undertake professional development to learn about implementing the Key Competencies in Learning and Teaching Programmes	⌚	BoT Pr St	Time PD \$	By Term IV	Student learning, student achievement and teacher confidence are enhanced by participation in Professional Development about the Key Competencies.
3.1.15 Undertake professional development to learn about implementing and reporting on the National Standards		BoT Pr St	Time PD \$	By Term IV	Student learning, student achievement, parent/caregiver engagement and teacher confidence are enhanced by participation in Professional Development about the National Standards.
3.1.16 Participate in the Auckland Intermediate Schools' Association Professional Development Learning Network to raise teacher capability and capacity in the teaching of writing		BoT Pr St	Time PD \$ MoE	Ongoing 2012-2013	Student learning, student achievement and teacher confidence, capacity and capability are enhanced by are enhanced by participation in the Auckland Intermediate Schools' Association Professional Development Learning Network.
3.1.17 Undertake professional development to learn about accelerating academic achievement for Maori Students	⌚	BoT Pr St	Time PD \$	Ongoing	Maori Student learning, Maori student academic achievement, delivery of the NZ Curriculum to Maori Students and teacher confidence, are enhanced by participation in Professional Development about accelerating academic achievement for Maori Students
3.1.18 Undertake professional development to learn about accelerating academic achievement for Pasifika Students	⌚	BoT Pr St	Time PD \$	Ongoing	Pasifika Student learning, Pasifika student academic achievement, delivery of the NZ Curriculum to Pasifika Students and teacher confidence, are enhanced by participation in Professional Development about accelerating academic achievement for Pasifika Students
3.1.19 Undertake professional development to learn about boys learning and boys needs	⌚	BoT Pr St	Time PD \$	Ongoing	Boys learning, boys academic achievement, delivery of the NZ Curriculum to boys and teacher confidence, are enhanced by participation in Professional Development about boys learning and boys needs.
3.2.1 Implement all Personnel Policies, Procedures and Programmes fully and correctly		BoT Pr St Wh	Time \$	On Going	The Board of Trustees fulfills its role and meets all obligations as a Good Employer. All Teachers are registered. Provisionally registered and subject to confirmation registration teachers have a programme guidance and support.

ANNUAL PLAN 2012

NATIONAL ADMINISTRATION GUIDELINE 4 'FINANCE AND PROPERTY'

ACTIVITY	PRIORITY 2012	RESPONSIBILITY	RESOURCES	WHEN	EXPECTED OUTCOMES
4.1.1 Review the 5 Year Financial Forecast, to reflect the school's priorities		BoT Pr St Wh	Time PD	By Term II	A Financial Forecast, within expected income and reflecting the school's identified priorities and assists with long term planning.
4.1.2 Prepare an Annual Operational Budget, to reflect the school's priorities	⌚	BoT Pr St Wh	Time	December previous year	An Operational Budget, within expected income from grants, salaries and locally raised funds and reflecting the school's identified priorities is prepared and published.
4.1.3 Prepare an Annual Capital Purchases Budget, to reflect the school's priorities	⌚	BoT Pr St Wh	Time	December previous year	A Capital Purchases Budget, within expected income from grants and locally raised funds and reflecting the school's identified priorities is prepared and published.
4.1.4 Prepare and implement a locally raised funds programme to include fund raising activities, The Pasifika Parking Project, Monster Book Sale and applications to appropriate charities.	⌚	BoT Pr St Wh Com	Time	In Term I and then ongoing	An ongoing programme of activities involving fund raising activities, enrolling international students The Pasifika Parking Project, Monster Book Sale and applications to appropriate charities will provide the Board with additional funding to implement all planned programmes.
4.1.5 Prepare and implement a locally raised funds programme to include enrolling international students and providing professional development programmes for international teachers.	⌚	BoT Pr St Wh Com	Time	In Term I and then ongoing	An annual programme of activities involving, enrolling international students and providing professional development programmes for international teachers will provide the Board with additional funding to implement all planned programmes.
4.1.6 Manage the roll	⌚	BoT Pr St Wh Com	Time	On Going	An ongoing programme of activities involving the Board, the School, students, Parents/Caregivers and the community increases the roll to capacity.
4.1.7 Establish a Pasadena Intermediate School Home Zone.	⌚	BoT Pr St Wh	Time	By Term III	Following consultation with the community, a home zone is established, required procedures and documentation are completed and the zone approve by the MoE.
4.1.8 Prepare a Monitor the 2012 Cash Position		BoT Pr St Wh	Time	By Term I	A monthly Statement of Cash Position will help the Board and School better manage the financial resources.
4.1.9 Review the level of Costs and Contributions Schedule		BoT Pr St Wh Com	Time	By Term II	A Costs and Contributions Schedule that contributes to the delivery of high quality Learning and Teaching Programmes that the community can sustain.
4.1.10 Fund additional Teacher hours to enhance the Learning Support Programme	⌚	BoT Pr St Wh	\$	December previous year	Teacher hours, in addition to Staffing entitlement, will enhance the Learning Support Programme and will accelerate the progress of students who have been identified as under achieving.
4.2.1 Review the Finance Management Programme		BoT Pr St	Time	By Term IV	A Finance Management Programme, that details all regulations, requirements and procedures relating to Financial monitoring, control, reporting and audit is prepared, published and implemented.
4.2.2 Prepare and have audited the Annual Report		BoT Pr St Wh	Time ProfServ \$	By Term II	Appoint an Auditor. An Annual Report, that accurately reflects the position of the school is prepared in accordance with the Public Finance Act and Education Act.
4.2.3 Maintain an Asset Register and Inventory		BoT Pr St	Time	On Going	Accurate records of assets, stock and property will assist with management.
4.2.4 Implement all Finance Policies, Procedures and Programmes fully and correctly		BoT Pr St Wh Com	Time ProfServ \$	On Going	Appoint an Accountant. The BoT fulfills its role and meets all its obligations with regards financial management, monitoring and reporting, in accordance with the Public Finance Act & Education Act. Variance against budget is identified and explained.
4.2.5 Prepare a 2012 Organization		BoT Pr St Wh	Time PD \$	By Term I	An Organization that makes best use of available financial resources in meeting student needs, is prepared, published and implemented.
4.3.1 Review the Property Management Programme		BoT Pr St Wh	Time	By Term IV	A Property Management Programme, that details all regulations, requirements and procedures relating to Property occupancy, management, maintenance, control, reporting and audit is prepared, published and implemented.
4.3.2 Complete the Projects planned for completion in 2011/12 in the MoE Funded Five Year Property Programme	⌚	BoT Pr St	Time MoE \$\$	By July	Completion of the designated projects, to the required standard, on time and within budget, will enhance the learning environment for students and the working environment for staff.
4.3.3 Include in the 10 Year Property Plan project 'Upgrade of the Entrance', provision for exterior displays of student art, a Maori carving and an appropriate acknowledgement of Matua Ben Tawhiti's contribution to the school.		BoT Pr Wh	Time MoE \$\$	By Term IV	Displays of student art, a Maori carving and an appropriate acknowledgement of Matua Ben Tawhiti's contribution to the school. will enhance the quality of the new school entrance and further promote Maori procedures in the school's operation
4.3.4 Prepare a 2012 Property Maintenance Programme		BoT Pr St Wh	Time \$	In Term I	A Property Maintenance Programme, that contributes to maintaining the school and assesses as a clean, safe and attractive environment, is prepared, published and implemented.
4.3.5 Prepare a 2012 Cleaning Programme		BoT Pr St	Time \$	In Term I	A Cleaning Programme, that contributes to maintaining the school and assesses as a clean, safe and attractive environment, is prepared, published and implemented.
4.3.6 Prepare a 2012 Organization		BoT Pr St Wh	Time \$	By Term I	An Organization that makes best use of available resources to maintaining the school and assesses as a clean, safe and attractive environment, is prepared, published and implemented.
4.3.7 Prepare the Projects planned for completion in 2012/13 in the MoE Funded Five Year Property Programme and apply to the MoE for the allocated funding	⌚	BoT Pr St Wh Com	Time MoE \$	By July	Detailed planning, budgets, cash flows, work schedules will secure funding from the MoE for the planned Projects.
4.3.8 Design, raise funds for through the locally raised funds programme and construct in stages, the components in the 'School in the Community Property Development Plan'		BoT Pr Wh Com	Time \$\$	On Going	Outdoor fitness equipment, an adventure playground, a cycle confidence course and sports facilities that provide for and encourage outdoor activity for a healthy lifestyle for our students and the community
4.3.9 Engage a MoE approved property consultant to help review the current 10 Year MoE funded Property Programme and prepare, to new MoE requirements, the next 10 Year MoE funded Property Programme	⌚	BoT Pr St Wh Com	Time	By July	The new 10 Year Property Programme is prepared to meet the changing needs of the school and it meets the new MoE requirements..
4.3.10 Implement all Property Policies, Procedures and Programmes fully and correctly		BoT Pr St Wh Com	Time PD \$	On Going	The BoT fulfills its role and meets all its obligations with regards property.

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NATIONAL ADMINISTRATION GUIDELINE 5 'HEALTH AND SAFETY'					
ACTIVITY	PRIORITY 2012	RESPONSIBILITY	RESOURCES	WHEN	EXPECTED OUTCOMES
5.1.1 Prepare a 2012 Property Maintenance Programme	8	BoT Pr St Wh	Time PD \$	In Term I	A Property Maintenance Programme, that provides a safe physical and emotional environment for students, is prepared, published and implemented.
5.1.2 Prepare a 2012 Cleaning Programme		BoT Pr St Wh	Time PD \$	In Term I	A Cleaning Programme, that provides a safe physical and emotional environment for students, is prepared, published and implemented.
5.1.3 Prepare a 2012 Health and Safety Programme		BoT Pr St Wh	Time PD \$	In Term I	A Health and Safety Programme that provides a safe physical and emotional environment for students, is prepared, published and implemented.
5.1.4 Prepare a 2012 Emergency Programme		BoT Pr St Wh Com	Time	In Term I	An Emergency Programme, that provides a safe physical and emotional environment for students, is prepared, published and implemented.
5.1.5 Prepare specific Health and Safety and Emergency Plans for given at risk situations		BoT Pr St Wh Com	Time	In Term I	Specific Health and Safety and Emergency Plans for given at risk situations, that provide a safe physical and emotional environment for students, is prepared, published, rehearsed and implemented.
5.1.6 Prepare a 2012 Behaviour Management Programme.		BoT Pr St Wh	Time	In Term I	A Behaviour Management Programme, that provides a safe physical and emotional environment for students, is prepared, published and implemented.
5.1.7 Prepare a 2012 Risk Management Programme		BoT Pr St Wh	Time PD \$	In Term I	An Risk Management Programme, that identifies, physical and emotional risks in advance and provides a safe physical and emotional environment for students, is prepared, published and implemented.
5.1.8 Participate in selected Health Programmes including TYLA, Self Defence, Financial Management, Life Education Trust, Red Cross First Aide		BoT Pr St Wh Com	Time PD \$	By Term I	Participation in selected Health Programmes, will help all students make healthy lifestyle choices. And decisions
5.1.9 Prepare a 2013 Year 7 Induction Programme	8	BoT Pr St Wh	Time \$	In Term I	An Induction Programme for 2012 Year 7 students that includes a range of pre enrolment activities will assist students to make a smooth transition from primary to intermediate school.
5.1.10 Publish a 2012 Student Information Book		BoT Pr St Wh	Time \$	In Term I	A Student Information Book that provides students with import school information and empowers them to make choices and decisions their learning and their health and safety.
5.1.11 Prepare a 2012 Organization		BoT Pr St Wh	Time	By Term I	An Organization that provides a safe physical and emotional environment for students, is prepared, published and implemented.
5.1.12 Implement all Health and Safety Policies, Procedures and Programmes fully and correctly		BoT Pr St Wh Com	Time PD \$	On Going	All Health and Safety Policies, Procedures and Programmes are fully and correctly implemented to provide a safe physical and emotional environment for students
5.1.13 Provide on line information about preadolescent development for Parents/Caregivers		BoT Pr St Wh Com	Time \$	On Going	Parents/Caregivers are better informed about the characteristics, mannerisms and needs of preadolescent behaviour.
5.1.14 Gather information through surveys and informally about health and safety from the students		BoT Pr St Wh Com	Time PD \$	On Going	Information about health and safety gathered from the students will be used to improve health and safety and will further support student wellbeing.
5.1.15 Coordinate pastoral care information		BoT Pr St Wh Com	Time PD \$	On Going	Online recording of anecdotal information about students will improve communication and collaboration between involved parties and will further support student wellbeing.
5.1.16 Analyze accident and injury information		BoT Pr St Wh Com	Time	July Dec	Information about accident and injury incidents will guide decisions about making the school environment safer.
5.1.17 Support Health authorities with the implementation of the Year 7 Immunization and Vaccinations Programmes		BoT Pr St Wh Com Auckland Health	Time	On Going	Parents/Caregivers are well informed about the Year 7 Immunization and Vaccinations Programmes and students are given the opportunity to participate.
5.1.18 Provide students and Parents/Caregivers with information about cyber safety practices		Pr St Wh Com	Time \$	On Going	Students and Parents/Caregivers are better informed about cyber safety and Parents/Caregivers are better equipped to support their children when using the internet.
5.2.1 Prepare and deliver a Foods and Nutrition Programme that promotes health food and nutrition		BoT Pr St Wh Com	Time	In Terms I & III	Students are well informed about healthy foods and eating practices and learn to prepare healthy, balanced meals.
5.2.2 Promote healthy food and nutrition in all school practices and activities		BoT Pr St Wh Com	Time	On Going	All school practices and activities, including the canteen menu, school catering and fund raising activities, promote healthy food and nutrition.
5.3.1 Review and revise as required, Health and Safety Policies, Procedures and Programmes in the light of new legislation, bylaw and/or regulation		BoT Pr St Wh Com	Time PD \$	On Going	The BoT fulfills its role and meets all its obligations with regards Health and Safety.

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NATIONAL ADMINISTRATION GUIDELINE 6 'MISCELLANEOUS LEGISLATION'

ACTIVITY	PRIORITY 2012	RESPONSIBILITY	RESOURCES	WHEN	EXPECTED OUTCOMES
6.1.1 Implement all policies, procedures and programmes pertaining to legislation, bylaws and regulations concerning school operation, including enrolment, fully and correctly		BoT Pr St Wh	Time PD \$	On Going	All policies, procedures and programmes are fully and correctly implemented to comply with legislation, bylaws and regulations concerning school operation, including enrolment.
6.1.2 Implement all policies, procedures and programmes pertaining to legislation, bylaws and regulations concerning school operation, including hours, fully and correctly		BoT Pr St Wh	Time PD \$	On Going	All policies, procedures and programmes are fully and correctly implemented to comply with legislation, bylaws and regulations concerning school operation, including hours.
6.1.3 Implement all policies, procedures and programmes pertaining to legislation, bylaws and regulations concerning school operation, including attendance, fully and correctly		BoT Pr St Wh	Time PD \$	On Going	All policies, procedures and programmes are fully and correctly implemented to comply with legislation, bylaws and regulations concerning school operation, including attendance.
6.1.4 Implement all policies, procedures and programmes pertaining to legislation, bylaws and regulations concerning school operation, including international students, fully and correctly		BoT Pr St Wh	Time PD \$	On Going	All policies, procedures and programmes are fully and correctly implemented to comply with legislation, bylaws and regulations concerning school operation, including international students.
6.1.5 Read MoE Circulars, government department, local council and local authorities information to ascertain the need for policy, procedure and programme review and revision		BoT Pr	Time	On Going	The Board is made fully aware of changing circumstances, legislation, bylaws and regulations and its obligations to review/write policies, procedures and programmes.
6.2.1 Review existing International Students policies, procedures forms and documentation and prepare a new International Students Programme to better reflect current conditions.	⌚	BoT Pr	Time	In Term II	An International Students Programme, that provides a safe physical and emotional, sound educational environment for international students and provides the Board with an appropriate return on its investment, is prepared, published and implemented.