

OPERATIONAL PLAN 2012-14

NATIONAL ADMINISTRATION GUIDELINE 1 'CURRICULUM'			
DIRECTION	KEY TASKS 2012	KEY TASKS 2013	KEY TASKS 2014
<p>1.1 Develop and implement teaching and learning programmes:</p> <ul style="list-style-type: none"> to provide all students with opportunities to achieve for success in all the essential learning and skill areas of the New Zealand curriculum; giving priority to student achievement in literacy and numeracy, especially in years 1-8; giving priority to regular quality physical activity that develops movement skills for all students, especially in years 1-6. 	<p><i>Prepare and implement a NZ Curriculum: LnT Programme for each of the Learning Areas</i></p> <p><i>Prepare and implement a School Curriculum: LnT Programme for each of the Learning Areas</i></p> <p><i>Give priority to student achievement in literacy</i></p> <p><i>Give priority to student achievement in numeracy</i></p> <p><i>Give priority to student involvement in regular quality physical activity</i></p>	<p><i>Prepare and implement a NZ Curriculum: LnT Programme for each of the Learning Areas</i></p> <p><i>Prepare and implement a School Curriculum: LnT Programme for each of the Learning Areas</i></p> <p><i>Give priority to student achievement in literacy</i></p> <p><i>Give priority to student achievement in numeracy</i></p> <p><i>Give priority to student involvement in regular quality physical activity</i></p>	<p><i>Prepare and implement a NZ Curriculum: LnT Programme for each of the Learning Areas</i></p> <p><i>Prepare and implement a School Curriculum: LnT Programme for each of the Learning Areas</i></p> <p><i>Give priority to student achievement in literacy</i></p> <p><i>Give priority to student achievement in numeracy</i></p> <p><i>Give priority to student involvement in regular quality physical activity</i></p>
<p>1.2 Through a range of assessment practices, gather information that is sufficiently comprehensive to enable the progress and achievement of students to be evaluated, giving priority first to</p> <ul style="list-style-type: none"> student achievement in literacy and numeracy, especially in years 1-8; and then to breadth and depth of learning related to the needs, abilities and interests of students, the nature of the school's curriculum, and the scope of The National Curriculum as expressed in <i>The New Zealand Curriculum</i> or <i>Te Marautanga o Aotearoa</i>; 	<p><i>Prepare and implement an annual Assessment and Evaluation Programme that gives priority to student achievement in literacy and numeracy</i></p> <p><i>Receive information from all stakeholders</i></p> <p><i>Use outside agencies to enhance assessment practices</i></p> <p><i>Use outside resources to enhance assessment practices</i></p>	<p><i>Prepare and implement an annual Assessment and Evaluation Programme that gives priority to student achievement in literacy and numeracy</i></p> <p><i>Receive information from all stakeholders</i></p> <p><i>Use outside agencies to enhance assessment practices</i></p> <p><i>Use outside resources to enhance assessment practices</i></p>	<p><i>Prepare and implement an annual Assessment and Evaluation Programme that gives priority to student achievement in literacy and numeracy</i></p> <p><i>Receive information from all stakeholders</i></p> <p><i>Use outside agencies to enhance assessment practices</i></p> <p><i>Use outside resources to enhance assessment practices</i></p>
<p>1.3 On the basis of good quality assessment information, identify students and groups of students;</p> <ul style="list-style-type: none"> who are not achieving; who are at risk of not achieving; who have special needs (including gifted and talented students); and aspects of the curriculum which require particular attention. 	<p><i>Identify students who are not achieving, who are at risk of not achieving and/or have special needs</i></p> <p><i>Identify, review and revise aspects of the curriculum and programmes that do not meet the needs of the students</i></p>	<p><i>Identify students who are not achieving, who are at risk of not achieving and/or have special needs</i></p> <p><i>Identify, review and revise aspects of the curriculum and programmes that do not meet the needs of the students</i></p>	<p><i>Identify students who are not achieving, who are at risk of not achieving and/or have special needs</i></p> <p><i>Identify, review and revise aspects of the curriculum and programmes that do not meet the needs of the students</i></p>
<p>1.4 Develop and implement teaching and learning strategies to address the needs of students and aspects of the curriculum identified in above;</p> <ul style="list-style-type: none"> who are not achieving; who are at risk of not achieving; who have special needs (including gifted and talented students); and aspects of the curriculum which require particular attention. 	<p><i>Implement a balanced curriculum appropriate to the needs of emerging adolescent student</i></p> <p><i>Prepare and implement annual Learning Support and Extension Programmes</i></p> <p><i>Prepare and implement an annual Enhanced Curriculum Programme</i></p>	<p><i>Implement a balanced curriculum appropriate to the needs of emerging adolescent student</i></p> <p><i>Prepare and implement annual Learning Support and Extension Programmes</i></p> <p><i>Prepare and implement an annual Enhanced Curriculum Programme</i></p>	<p><i>Implement a balanced curriculum appropriate to the needs of emerging adolescent student</i></p> <p><i>Prepare and implement annual Learning Support and Extension Programmes</i></p> <p><i>Prepare and implement an annual Enhanced Curriculum Programme</i></p>
<p>1.5 In consultation with the school's Maori community, develop and make known to the school's community policies, plans and targets for improving the achievement of Maori students.</p>	<p><i>Continue consultation with the Maori Community</i></p> <p><i>Continue BoT Training</i></p> <p><i>Continue Whanau Training</i></p> <p><i>If there are sufficient numbers, provide a Maori Bilingual Class</i></p> <p><i>Prepare and Implement a school wide Te Reo Maori Programme</i></p>	<p><i>Continue consultation with the Maori Community</i></p> <p><i>Continue BoT Training</i></p> <p><i>Continue Whanau Training</i></p> <p><i>If there are sufficient numbers, provide a Maori Bilingual Class</i></p> <p><i>Prepare and Implement a school wide Te Reo Maori Programme</i></p>	<p><i>Continue consultation with the Maori Community</i></p> <p><i>Continue BoT Training</i></p> <p><i>Continue Whanau Training</i></p> <p><i>If there are sufficient numbers, provide a Maori Bilingual Class</i></p> <p><i>Prepare and Implement a school wide Te Reo Maori Programme</i></p>
<p>1.6 Provide appropriate career education and guidance for all students in year 7 and above, with a particular emphasis on specific career guidance for those students who have been identified by the school as being at risk of leaving school unprepared for the transition to the workplace or further education/ training.</p>	<p><i>Prepare and implement an annual Career Education and Guidance Programme</i></p>	<p><i>Prepare and implement an annual Career Education and Guidance Programme</i></p>	<p><i>Prepare and implement an annual Career Education and Guidance Programme</i></p>

OPERATIONAL PLAN 2012-14

NATIONAL ADMINISTRATION GUIDELINE 2 'PLAN, REVIEW, REPORT'			
DIRECTION	KEY TASKS 2012	KEY TASKS 2013	KEY TASKS 2014
2.1 Develop a strategic plan which documents how they are giving effect to the National Education Guidelines through their policies, plans and programmes, including those for curriculum, National Standards, assessment and staff professional development.	<i>Identify and Document 2012 Strategic Priorities</i> <i>Write 2012-14 School Strategic Operational Plan</i> <i>Write The 2012 Annual Plan</i> <i>Write 2012 Curriculum Target Plans</i> <i>Report on The 2012-14 School Strategic Operational Plan</i> <i>Report on The 2012 Annual Plan</i> <i>Report on 2012 Curriculum Target Plans</i>	<i>Identify and Document 2013 Strategic Priorities</i> <i>Write 2013-15 School Strategic Operational Plan</i> <i>Write The 2013 Annual Plan</i> <i>Write 2013 Curriculum Target Plans</i> <i>Report on The 2013-15 School Strategic Operational Plan</i> <i>Report on The 2013 Annual Plan</i> <i>Report on 2013 Curriculum Target Plans</i>	<i>Identify and Document 2014 Strategic Priorities</i> <i>Write 2014-16 School Strategic Operational Plan</i> <i>Write The 2014 Annual Plan</i> <i>Write 2014 Curriculum Target Plans</i> <i>Report on The 2014-16 School Strategic Operational Plan</i> <i>Report on The 2014 Annual Plan</i> <i>Report on 2014 Curriculum Target Plans</i>
2.2 Maintain an on-going programme of self-review in relation to the above policies, plans and programmes, including evaluation of information on student achievement.	<i>Implement The Cyclic Review Programme for Policies, Procedures, Management Programmes, Personnel, Finance, Property, Health and Safety Programmes, School Curriculum: Learning and Teaching Programmes, Assessment and Evaluation Programmes and the Annual Organization</i> <i>Continue BoT Training</i>	<i>Implement The Cyclic Review Programme for Policies, Procedures, Management Programmes, Personnel, Finance, Property, Health and Safety Programmes, School Curriculum: Learning and Teaching Programmes, Assessment and Evaluation Programmes and the Annual Organization</i> <i>Continue BoT Training</i>	<i>Implement The Cyclic Review Programme for Policies, Procedures, Management Programmes, Personnel, Finance, Property, Health and Safety Programmes, School Curriculum: Learning and Teaching Programmes, Assessment and Evaluation Programmes and the Annual Organization</i> <i>Continue BoT Training</i>
2.3 Report to students and their parents on the achievement of individual students, and to the school's community on the achievement of students as a whole and of groups who are not achieving; who are at risk of not achieving; who have special needs; and aspects of the curriculum which require particular attention, including the achievement of Maori students against the plans and targets referred to in consultation with the school's Maori community.	<i>Implement Home and School Communication Programme</i> <i>Report to The community</i> <i>Report to The Maori Community</i> <i>Consult with the community</i> <i>Consult with The Maori Community</i> <i>Promote the school in the community</i>	<i>Implement Home and School Communication Programme</i> <i>Report to The community</i> <i>Report to The Maori Community</i> <i>Consult with the community</i> <i>Consult with The Maori Community</i> <i>Promote the school in the community</i>	<i>Implement Home and School Communication Programme.</i> <i>Report to The community</i> <i>Report to The Maori Community</i> <i>Consult with the community.</i> <i>Consult with The Maori Community</i> <i>Promote the school in the community</i>

NATIONAL ADMINISTRATION GUIDELINE 2A 'PLAN, REVIEW, REPORT'			
DIRECTION	KEY TASKS 2012	KEY TASKS 2013	KEY TASKS 2014
2A.1 Report to students and their parents on the student's progress and achievement in relation to National Standards. Reporting to parents in plain language in writing must be at least twice a year;	<i>Prepare and implement an annual Assessment and Evaluation Programme that gathers information on National Standards achievement</i> <i>Report to students and Parents/ Caregivers in plain English, in writing, twice a year on National Standards achievement</i>	<i>Prepare and implement an annual Assessment and Evaluation Programme that gathers information on National Standards achievement</i> <i>Report to students and Parents/ Caregivers in plain English, in writing, twice a year on National Standards achievement</i>	<i>Prepare and implement an annual Assessment and Evaluation Programme that gathers information on National Standards achievement</i> <i>Report to students and Parents/ Caregivers in plain English, in writing, twice a year on National Standards achievement</i>
2A.2 Report school-level data in the board's annual report on National Standards under three headings: school strengths and identified areas for improvement; the basis for identifying areas for improvement; and planned actions for lifting achievement.	<i>Report to the Community in the Annual Report, on school National Standards achievement</i> <i>Identify, review and revise aspects of the curriculum and programmes that do not meet the needs of the students achievement of the National Standards</i>	<i>Report to the Community in the Annual Report, on school National Standards achievement</i> <i>Identify, review and revise aspects of the curriculum and programmes that do not meet the needs of the students achievement of the National Standards</i>	<i>Report to the Community in the Annual Report, on school National Standards achievement</i> <i>Identify, review and revise aspects of the curriculum and programmes that do not meet the needs of the students achievement of the National Standards</i>
2A.3 Report in the board's annual report on the numbers and proportions of students at, above, below or well below the standards, including by Māori, Pasifika and by gender (where this does not breach an individual's privacy); and how students are progressing against the standards as well as how they are achieving.	<i>Collate schoolwide information to report to the Community summaratively in the Annual Report, about the school's achievement of the National Standards</i>	<i>Collate schoolwide information to report to the Community summaratively in the Annual Report, about the school's achievement of the National Standards</i>	<i>Collate schoolwide information to report to the Community summaratively in the Annual Report, about the school's achievement of the National Standards</i>

OPERATIONAL PLAN 2012-14

NATIONAL ADMINISTRATION GUIDELINE 3 'PERSONNEL'

DIRECTION	KEY TASKS 2012	KEY TASKS 2013	KEY TASKS 2014
3.1 Develop and implement personnel and industrial policies, within policy and procedural frameworks set by the Government from time to time, which promote high levels of staff performance, use educational resources effectively and recognise the needs of students.	<i>Prepare The Personnel Management Programme</i> <i>Implement Personnel Policies, Personnel Procedures, The Personnel Management Programme and The Performance Management Programme</i> <i>Prepare and implement an Annual Organization</i>	<i>Implement Personnel Policies, Personnel Procedures, The Personnel Management Programme and The Performance Management Programme</i> <i>Prepare and implement an Annual Organization</i>	<i>Implement Personnel Policies, Personnel Procedures, The Personnel Management Programme and The Performance Management Programme</i> <i>Prepare and implement an Annual Organization</i>
3.2 Be a good employer as defined in the State Sector Act 1988 and comply with the conditions contained in employment contracts applying to teaching and non-teaching staff.	<i>Implement Personnel Policies, Personnel Procedures, The Personnel Management Programme and The Performance Management Programme</i> <i>Abide by all employment agreements/contracts covering employees</i>	<i>Implement Personnel Policies, Personnel Procedures, The Personnel Management Programme and The Performance Management Programme</i> <i>Abide by all employment agreements/contracts covering employees</i>	<i>Implement Personnel Policies, Personnel Procedures, The Personnel Management Programme and The Performance Management Programme</i> <i>Abide by all employment agreements/contracts covering employees</i>

NATIONAL ADMINISTRATION GUIDELINE 4 'FINANCE AND PROPERTY'

DIRECTION	KEY TASKS 2012	KEY TASKS 2013	KEY TASKS 2014
4.1 Allocate funds to reflect the school's priorities as stated in the charter.	<i>Review the Five Year Financial Forecast</i> <i>Grow the Roll</i> <i>Prepare an Annual Budget</i> <i>Prepare and implement an Annual Organization</i>	<i>Review the Five Year Financial Forecast</i> <i>Grow the Roll</i> <i>Prepare an Annual Budget</i> <i>Prepare and implement an Annual Organization</i>	<i>Review the Five Year Financial Forecast</i> <i>Maintain the Roll</i> <i>Prepare an Annual Budget</i> <i>Prepare and implement an Annual Organization</i>
4.2 Monitor and control school expenditure, and ensure that annual accounts are prepared and audited as required by the Public Finance Act 1989 and the Education Act 1989.	<i>Implement Finance Policies, Finance Procedures and The Finance Management Programme</i> <i>Prepare and implement an Annual Organization</i>	<i>Implement Finance Policies, Finance Procedures and The Finance Management Programme</i> <i>Prepare and implement an Annual Organization</i>	<i>Implement Finance Policies, Finance Procedures and The Finance Management Programme</i> <i>Prepare and implement an Annual Organization</i>
4.3 Comply with the negotiated conditions of any current asset management agreement, and implement a maintenance programme to ensure that the school's buildings and facilities provide a safe, healthy learning environment for students.	<i>Implement Property Policies, Property Procedures, The Property Management Programme, and The Maintenance, Cleaning, Health & Safety and Emergency Programmes</i> <i>Prepare and implement an Annual Organization</i>	<i>Implement Property Policies, Property Procedures, The Property Management Programme, and The Maintenance, Cleaning, Health & Safety and Emergency Programmes</i> <i>Prepare and implement an Annual Organization</i>	<i>Implement Property Policies, Property Procedures, The Property Management Programme, and The Maintenance, Cleaning, Health & Safety and Emergency Programmes.</i> <i>Prepare and implement an Annual Organization</i>

OPERATIONAL PLAN 2012-14

NATIONAL ADMINISTRATION GUIDELINE 5 'HEALTH AND SAFETY'

DIRECTION	KEY TASKS 2012	KEY TASKS 2013	KEY TASKS 2014
5.1 Provide a safe physical and emotional environment for students.	<i>Implement Health & Safety Policies, Health & Safety Procedures, The Health & Safety, The Maintenance, The Cleaning, The Risk Management and Emergency Programmes, The Pandemic Plan, and The Crisis Management Procedures</i> <i>Implement Behaviour Management Procedures and Programmes</i> <i>Prepare and implement an Annual Organization</i> <i>Prepare a Student Information Book</i>	<i>Implement Health & Safety Policies, Health & Safety Procedures, The Health & Safety, The Maintenance, The Cleaning, The Risk Management and Emergency Programmes, The Pandemic Plan, and The Crisis Management Procedures</i> <i>Implement Behaviour Management Procedures and Programmes</i> <i>Prepare and implement an Annual Organization</i> <i>Prepare a Student Information Book</i>	<i>Implement Health & Safety Policies, Health & Safety Procedures, The Health & Safety, The Maintenance, The Cleaning, The Risk Management and Emergency Programmes, The Pandemic Plan, and The Crisis Management Procedures</i> <i>Implement Behaviour Management Procedures and Programmes</i> <i>Prepare and implement an Annual Organization</i> <i>Prepare a Student Information Book</i>
5.2 Promote healthy food and nutrition for all students.	<i>Prepare and implement a Health and Physical Education Programme and school practices that promote healthy food and nutrition</i>	<i>Prepare and implement a Health and Physical Education Programme and school practices that promote healthy food and nutrition</i>	<i>Prepare and implement a Health and Physical Education Programme and school practices that promote healthy food and nutrition</i>
5.3 Comply in full with any legislation currently in force or that may be developed to ensure the safety of students and employees.	<i>Prepare new Health & Safety Policies, Health & Safety Procedures, and Health & Safety Programmes as required</i> <i>Revise the Annual Organization as required</i>	<i>Prepare new Health & Safety Policies, Health & Safety Procedures, and Health & Safety Programmes as required</i> <i>Revise the Annual Organization as required</i>	<i>Prepare new Health & Safety Policies, Health & Safety Procedures, and Health & Safety Programmes as required</i> <i>Revise the Annual Organization as required</i>

NATIONAL ADMINISTRATION GUIDELINE 6 'MISCELLANEOUS LEGISLATION'

DIRECTION	KEY TASKS 2012	KEY TASKS 2013	KEY TASKS 2014
6.1 Comply with all general legislation concerning requirements such as attendance, the length of the school day, and the length of the school year.	<i>Implement Policies, Procedures and Programmes as required by all legislation and regulation pertaining to school governance and management</i> <i>Prepare and implement an Annual Organization</i>	<i>Implement Policies, Procedures and Programmes as required by all legislation and regulation pertaining to school governance and management</i> <i>Prepare and implement an Annual Organization</i>	<i>Implement Policies, Procedures and Programmes as required by all legislation and regulation pertaining to school governance and management</i> <i>Prepare and implement an Annual Organization.</i>