

# Ladbrooks School

*Nga Puna Tapuwai*

## Charter 2011

*'Ready, Willing and Able to Learn Together'*

3402



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## Introduction

Ladbrooks School opened on 1 April 1889. It started with a roll of 47 pupils from Tai Tapu, Prebbleton and Halswell. Since its opening, Ladbrooks School has continued to be a focus for the surrounding community. A special feature of the school today is the close contact which exists between parents, teachers and pupils created by both the positive atmosphere of the school, its size and culture.

Ladbrooks School is situated a few kilometers from Christchurch City. It is close to the Christchurch suburbs of Halswell and Oaklands, and the Prebbleton, Lincoln and Tai Tapu townships. Other areas close by are Broadfield, Greenpark and Springston.

Ladbrooks School is a full primary school, catering for students from Year 0 – 8, with an enrolment zone and an optimal roll of 98. It is a decile 10 school and has a principal, five full time teachers, one reading/recovery teacher, one ORRS teacher, one part-time SENCO, 4 teacher aides, a part time secretary, and a part time cleaner/caretaker.

The roll has grown significantly in the past few years, from 40 in 2000 to 100 for the first time in Term 4 of 2006. An enrolment zone was put in place during 2004 and a fourth classroom was built during 2005. At the end of 2005, SPG funding of \$422,000 was received for the purpose of building a multi-purpose facility which is called 'Toroa'. This was completed in June 2007. During 2009, the Board of Trustees made the decision to grow the roll to 101, thereby gaining the benefit of another full-time teacher and being able to open a 5<sup>th</sup> class. 2010 saw the school start with 5 classes for the first time. In 2011 the school has again been funded for 5 full-time teachers and it will continue to be a priority for the Board to manage the roll through the use of the enrolment scheme and ballot to ensure that level of staffing. There is, as yet, no 5<sup>th</sup> classroom, so a smaller NE-Y1 class operates in the room called 'Weka' which is adjacent to, and opens into, the library.

In Term 4, 2007, the Board of Trustees went through a community consultation process, supported by an NZSTA mentor, to create a new strategic plan for the next three years. The Board began a review of the strategic plan at the end of 2010, with a view to completing that in early 2011. However, with a change of principal in May 2011, completion of that review has been deferred until the end of 2011.

The school has developed a close community where students are valued as people. The atmosphere at the school is friendly, relaxed and professional. Parents, teachers, and students have a strong sense of belonging, and work together as a team. The opinions of others are valued, as is showing tolerance and respect for each others' efforts. Meaningful praise and reflection is encouraged.



**Our aim is to develop learners who are .....**

**READY, WILLING and ABLE TO LEARN TOGETHER!**

**We achieve this through our ....**

Shared vision	High expectations	Ownership of learning	Focus on developing the whole child
Recognition of learning styles	Safe physical, cultural and emotional environment	Meaningful and enjoyable learning experiences	
Celebration of learning and achievement	Partnership with whānau and community	Modelling and fostering relationships	
<b>Understanding myself...</b>	<b>In my place...</b>	<b>Within my world...</b>	<b>Thinking in new ways</b>

## Our Curriculum

While the New Zealand curriculum sets the national direction for learning for all students, Ladbrooks School has designed and implemented its own curriculum that is connected, coherent and balanced. It also relates specifically to the needs of our students. Our learning experiences engage and motivate our unique student population. In the process of establishing this curriculum, the school's students, staff, board of trustees and community are working together. This curriculum reflects the values and beliefs of the community, particular needs and interests of our students, and the strengths of the staff. It builds on existing good practice and utilises local opportunities, resources and community support.

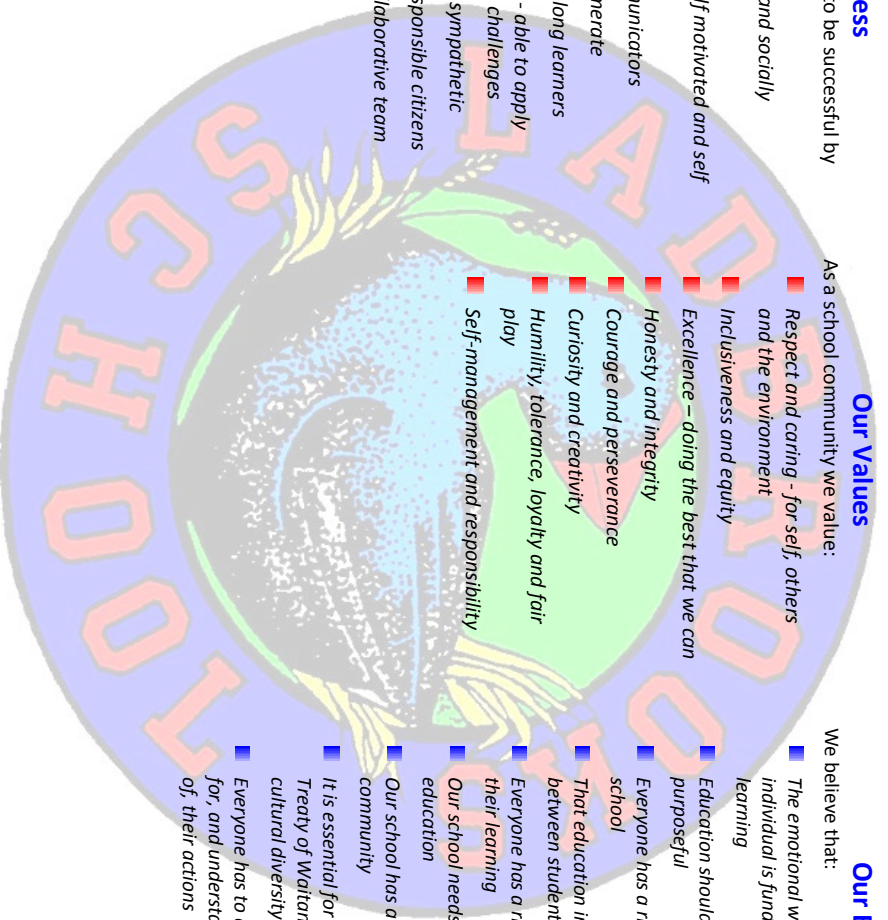
**We have designed our own curriculum to:**

- reflect the needs and interests of our students
- engage our students in learning
- address real life issues and in real life contexts
- reflect the values and beliefs of our community
- build on existing good practices
- build on community support
- focus on student outcomes, the development of the key competencies, purposeful assessment

**We have designed our own curriculum based upon the *New Zealand Curriculum Principles*, which are:**

- students know they can do well
- students understand how they learn
- families/whānau, and communities are involved
- the Treaty of Waitangi is recognised
- all cultures are important
- all students are included
- learning is linked together
- learning looks to the future





### Success

We want our students to be successful by being:

- Positive, happy and socially connected
- Independent, self motivated and self reflective
- Confident communicators
- Literate and numerate
- Enthusiastic life long learners
- Problem solvers - able to apply strategies to life challenges
- Empathetic and sympathetic
- Engaged and responsible citizens
- Cooperative, collaborative team players

### Our Values

As a school community we value:

- Respect and caring - for self, others and the environment
- Inclusiveness and equity
- Excellence – doing the best that we can
- Honesty and Integrity
- Courage and perseverance
- Curiosity and creativity
- Humility, tolerance, loyalty and fair play
- Self-management and responsibility

### Our Beliefs

We believe that:

- The emotional well being of every individual is fundamental to their learning
- Education should be enjoyable and purposeful
- Everyone has a right to feel safe at our school
- That education involves a partnership between students, staff and families
- Everyone has a right to be successful in their learning
- Our school needs to provide a balanced education
- Our school has a vital role in our community
- It is essential for us to embrace the Treaty of Waitangi and celebrate cultural diversity
- Everyone has to develop responsibility for, and understand the consequences of, their actions

## Maori - Recognising New Zealand's Cultural Diversity

Ladbrooks School, as appropriate to its community, will develop procedures and practices that reflect New Zealand's cultural diversity and the unique position of Maori culture.

We will take all reasonable steps to provide instruction in tikanga (Maori culture) and te reo Maori (Maori language) for our students.

At Ladbrooks School we have developed a strong relationship with our local marae at Taumutu. During a visit to Rehua Marae in 2004, a Ngai Tahu Kaumata bestowed a Māori name on our school – “*Nga Puna Tapuwar*” – ‘the place of the local sacred springs’

### Maori Responsiveness Plan

If Whanau request a higher level of Tikanga and/or Te Reo than is at present evident in our school's Maori programme the staff and family will discuss and explore the following options:-

- Further explanation of our existing programme.
- Further extend the existing programmes if & as appropriate.
- Combine with a neighboring school for parts of the day/programme.
- Provide in school support & resources to further enhance inclusion of Te Reo & Tikanga within the child's classroom.
- Explore other schools who may offer programmes closer to their expectations. (Other negotiated actions as appropriate).

### Language Learning at Ladbrooks School

During 2007, our community was consulted regarding the teaching of languages at Ladbrooks School. A strong mandate was received from the community to teach Chinese at Year 7/8 and for Te Reo Maori to be an underlying part of our curriculum programme throughout the school.

### Other Cultures

Ladbrooks School is a member of the Code of Practice for International Students and, from time-to-time, has hosted a small number of foreign fee paying students. Four international students from Korea were enrolled for a term during 2007.



**Strategic Plan 2011-2013 - Ladbrooks School – Nga Puna Tapuwai**

<p><b>Goal 1: To raise student achievement:</b></p>	<p><b>Goal 2: To have a strong Board that is able to meet its commitments of self-review and good governance.</b></p>	<p><b>Goal 3: To have a connected and interactive community that supports student learning and achievement.</b></p>	<p><b>Goal 4: To provide a safe and secure environment for our learning community.</b></p>
<p><b>Student Achievement</b></p> <ol style="list-style-type: none"> <li>For all students to improve their literacy skills - linked to Literacy Targets.</li> <li>For all students to improve their numeracy skills – linked to Numeracy Targets.</li> <li>Development of Key Competencies in the new curriculum – opportunity to work as part of NLC.</li> <li>Continue development of assessment and reporting to parents to meet requirements of National Standards.</li> <li>Development of student leadership, especially in senior school.</li> <li>Explore PMP options.</li> <li>Further develop learning support in area of gifted &amp; talented identification and support.</li> </ol>	<p><b>Strategic Review</b></p> <ol style="list-style-type: none"> <li>Community consultation and review of PE &amp; Health Curriculum (carried over from 2010).</li> <li>Develop a BOT process of self-review (refer to ERO recommendations.)</li> <li>Sunsmart accreditation renewal.</li> <li>Incorporating new Registered teacher criteria into staff goals and appraisal.</li> </ol> <p><b>Staffing and Resourcing</b></p> <ol style="list-style-type: none"> <li>Continue to manage the roll through the enrolment scheme to ensure the continuation of 5 classes for 2012 and beyond.</li> <li>Assign management units and budget areas to Numeracy, Literacy, PE/Health/Kiwisport and SENCO.</li> </ol>	<p><b>Community</b></p> <ol style="list-style-type: none"> <li>Continue to develop parent education on a range of topics.</li> <li>Review and improve communication with parent body and wider school community re school related initiatives and progress at a BOT level.</li> <li>Develop wider community involvement in environmental projects – particularly The Sharns Drain project and our own school stream planting.</li> <li>Improve relationships with Lincoln High School to support transition of students to Y9 and support our curriculum (e.g. in Chinese).</li> </ol>	<p><b>Buildings and Grounds</b></p> <ol style="list-style-type: none"> <li>Associated works related to site additions.</li> <li>Complete front landscaping.</li> <li>Pool heating.</li> <li>Incorporation of “Nga Puna Tapuwai” in signage and daily use.</li> <li>Improve Maori (and Chinese) signage.</li> </ol> <p><b>Administration &amp; Finance</b></p> <ol style="list-style-type: none"> <li>Explore additional funding options for strategic goals and asset replacement(ongoing).</li> <li>Replace current SMS (Incorporating electronic attendance which has already been approved).</li> </ol>

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**Annual Plan 2011**

Target	What will be done	Who is involved/responsible?	Time Frame	Resources / Budget?	Review Notes
<p><b>CURRICULUM – also see Mathematics and Literacy Targets</b></p>					
<p>Through involvement in the Te Waihora Networked Learning Cluster with Springston, Southbridge and Leeston Schools. (funded by MOE through UCPlus)</p>	<ul style="list-style-type: none"> <li>Refine Planning template (Integrated Topic) that includes the Key Competencies.</li> <li>Investigate ways of incorporating the Key Competencies across the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>Principal and DP</li> </ul>	<ul style="list-style-type: none"> <li>T2,3</li> </ul>	<p>As a cluster we have \$5000 in funding from UC for PD purposes.</p>	
<p>Through ongoing whole staff Professional Learning.</p>	<ul style="list-style-type: none"> <li>Review Inquiry Learning framework/model and incorporate the Key Competencies into this model.</li> </ul>	<ul style="list-style-type: none"> <li>Principal, DP and staff</li> </ul>	<ul style="list-style-type: none"> <li>Term 2,3,4</li> </ul>		
<p>Continue development of assessment and reporting to parents to meet requirements of National Standards</p>	<ul style="list-style-type: none"> <li>Develop understandings/options around explicit teaching/assessment of the Key Competencies.</li> </ul>	<ul style="list-style-type: none"> <li>Principal, Lead Teacher</li> </ul>	<ul style="list-style-type: none"> <li>Throughout the year</li> </ul>		<p>Use our new SMS e-Top to present and report data.</p>
<p>To have a reporting system that meets the requirements of the National Standards and is meaningful and appropriate to the</p>	<ul style="list-style-type: none"> <li>Continue to develop effective reporting methods to parents along the lines of the interim and end of year reports that were begun in 2010.</li> </ul>	<ul style="list-style-type: none"> <li>Principal, DP, Literacy and Numeracy leaders.</li> </ul>	<ul style="list-style-type: none"> <li>T2/3/4</li> </ul>		

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Target	What will be done	Who is involved/ responsible?	Time Frame	Resources / Budget?	Review Notes
needs of our students and parents.					
For students to be more engaged in their learning – demonstrating understanding of their achievements and their next learning steps.	<ul style="list-style-type: none"> <li>Continue to develop and refine Learning Conference process with a view to developing a 'student-led' conference approach.</li> </ul>	<ul style="list-style-type: none"> <li>As above</li> </ul>	<ul style="list-style-type: none"> <li>T2/3/4</li> </ul>	<ul style="list-style-type: none"> <li>Time</li> </ul>	
To be better able to make OTJs that will be aligned with other NZ primary schools.	<ul style="list-style-type: none"> <li>Continue our school development of understanding around National Standards and OTJs.</li> <li>See Numeracy and Literacy action plans for further details.</li> </ul>	<ul style="list-style-type: none"> <li>As above</li> </ul>	<ul style="list-style-type: none"> <li>T2/3/4</li> </ul>	<ul style="list-style-type: none"> <li>Time</li> </ul>	
<b>Development of student leadership, especially in senior school</b>					
(Link with Development of Key Competency goal). Acknowledge our senior students as leaders and provide opportunities to develop their skills and competences.	<ul style="list-style-type: none"> <li>Explore options for attending and participating in 'Young Leaders' style events and opportunities outside of the Ladbrooks School environment.</li> <li>The Year 7 &amp; 8 teacher will develop a leadership model which can be applied.</li> </ul>	<ul style="list-style-type: none"> <li>Y7/8 teacher</li> </ul>	<ul style="list-style-type: none"> <li>T1 &amp; 2</li> </ul>	<ul style="list-style-type: none"> <li>\$500</li> </ul>	<i>Joshua foundation booked to work with two senior classes during T2.</i>



Target	What will be done	Who is involved/ responsible?	Time Frame	Resources / Budget?	Review Notes
<b>Explore PMP options</b>					
Explore PMP for our Junior children and for other children in the school, who would benefit from further motor skills development.	<ul style="list-style-type: none"> <li>Apply for community grant funding to purchase a school set of PMP equipment</li> <li>If this is not successful, combine with another local school to complete funding applications.</li> </ul>	<ul style="list-style-type: none"> <li>Principal &amp; DP</li> <li>Principal &amp; DP</li> </ul>	<ul style="list-style-type: none"> <li>T2</li> <li>T3</li> </ul>	<ul style="list-style-type: none"> <li>\$5000</li> <li>\$5000</li> </ul>	<i>Equipment hired and used during T1 from Weedons School. BOT resolved to seek funding to purchase a full set of equipment for Ladbrooks School – actioned April 2011.</i>
<b>Further Develop Learning Support in area of Gifted and Talented identification and support</b>					
To ensure that children who are needing G&T support and differentiation are receiving it.	<ul style="list-style-type: none"> <li>Review the G&amp;T identification procedures at a staff meeting to ensure all staff have a full understanding.</li> <li>Work with class teachers to ensure that all children identified are having their needs met and that this is documented.</li> <li>Work with a University of Canterbury advisor to develop a resource kit for our Gifted and Talented children.</li> </ul>	<ul style="list-style-type: none"> <li>DP</li> <li>Principal &amp; DP</li> </ul>	<ul style="list-style-type: none"> <li>T2</li> <li>T2</li> </ul>	<ul style="list-style-type: none"> <li>Staff Meeting time</li> <li></li> </ul>	
	<ul style="list-style-type: none"> <li>Provide Professional Development for our</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>\$300</li> </ul>	



Target	What will be done	Who is involved/ responsible?	Time Frame	Resources / Budget?	Review Notes
	DP around programming for G & T students.				
<b>STRATEGIC REVIEW</b>					
<b>Community Consultation and review of PE &amp; Health Curriculum</b>					
Review of PE / Health Curriculum.	<ul style="list-style-type: none"> <li>Review school wide over view.</li> </ul>	<ul style="list-style-type: none"> <li>Linda / Staff</li> </ul>		<ul style="list-style-type: none"> <li>Meetings starting in Term 1.</li> </ul>	
Kiwi Sport Funding usage.	<ul style="list-style-type: none"> <li>Discussing with 3 other schools on what is happening. Discussion with Ladbrooks staff on what is required.</li> </ul>	<ul style="list-style-type: none"> <li>Linda/Staff</li> </ul>	<ul style="list-style-type: none"> <li>First meeting 24th February</li> </ul>	<ul style="list-style-type: none"> <li>\$12 per child = \$1236.00</li> </ul>	
<b>Develop a BOT process of Self Review</b>					
To address the recommendation of the last ERO review: <i>"that the BOT make more effective use of its self-review processes", resulting in improved understanding and governance by the BOT of the school".</i>	<ul style="list-style-type: none"> <li>Consider the roles within the BOT and how they may be better defined and utilised to improve governance of the school.</li> <li>Develop a timetable for cycle of review of policies.</li> </ul>	<ul style="list-style-type: none"> <li>New principal &amp; BOT</li> <li>New principal &amp; BOT</li> </ul>	<ul style="list-style-type: none"> <li>From T2</li> <li>From T2</li> </ul>	<ul style="list-style-type: none"> <li>STA Professional Development</li> <li>Time</li> </ul>	
<b>Sunsmat Accreditation Renewal</b>					
To renew the Sunsmat accreditation that was first received in 2007/8.	<ul style="list-style-type: none"> <li>Student Council to contact Cancer Society and work through the accreditation process.</li> </ul>	<ul style="list-style-type: none"> <li>Y7/8 teacher</li> </ul>	<ul style="list-style-type: none"> <li>From T2</li> </ul>	<ul style="list-style-type: none"> <li>Time</li> </ul>	



Target	What will be done	Who is involved/ responsible?	Time Frame	Resources / Budget?	Review Notes
<b>Incorporate new Registered Teacher Criteria into Staff goals and appraisal</b>					
To begin to incorporate new Registered Teacher Criteria into all staff goals and appraisal.	<ul style="list-style-type: none"> <li>Explore new TRC together as a staff – select areas for school wide development for 2011.</li> <li>Develop Learning Walk observation sheets that include the goal areas for each term.</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Principal and staff</li> </ul>	<ul style="list-style-type: none"> <li>T1 TOD</li> <li>At the beginning of each term</li> </ul>	<ul style="list-style-type: none"> <li>Time</li> <li>Time</li> </ul>	
<b>STAFFING AND RESOURCING</b>					
<b>Continue to manage the roll through the enrolment scheme to ensure the continuation of 5 classes for 2012 and beyond</b>					
Maintain the roll at a level over 101 that will either result in 1 July Roll Return generating confirmed staffing at 5 teachers for 2012 or in roll review application in Sept generating 5 <sup>th</sup> teacher staffing.	<ul style="list-style-type: none"> <li>Offer places under enrolment scheme to grow roll so that, at the minimum, Y8 leavers are replaced by the end of the year.</li> <li>Pay close attention to 2011/12 roll projections during end 2011/beg 2012 to manage large exit of Year 8 students at the end of 2011.</li> </ul>	<ul style="list-style-type: none"> <li>BOT, Principal</li> <li>Principal</li> </ul>	<ul style="list-style-type: none"> <li>Each term</li> <li>Throughout the year</li> </ul>	<ul style="list-style-type: none"> <li>None</li> <li>None</li> </ul>	<ul style="list-style-type: none"> <li>Roll reached 101 in April 2010 with arrival of two in zone families (5 children)</li> </ul>



Target	What will be done	Who is involved/responsible?	Time Frame	Resources / Budget?	Review Notes
<b>Assign Management Units and budget areas to Numeracy, Literacy, PE/Health, Kiwisport, and SEN</b>					
To utilise the 5 MU again available for 2011 in the best way for student learning and achievement and to delegate to teachers with those responsibilities, the budgets for those areas.	<ul style="list-style-type: none"> <li>Following staff consultation, appoint unit holders for 2011.</li> <li>Each area of unit management be assigned a budget with a Google Docs tracking system to ensure staff can check that spending is kept within budgets.</li> <li>Staff with units will lead Professional Development, and will assist the Principal with the collection and analysis of achievement data.</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Principal</li> </ul>	<ul style="list-style-type: none"> <li>Beginning of T1</li> <li>T1</li> </ul>	<ul style="list-style-type: none"> <li>None</li> <li>None</li> </ul>	<p><i>T1: Allocation of units discussed and new procedure developed. Numeracy and Literacy and Health/PE/Kiwisport now each attract 1 unit, with SEN being covered by DP as part of her 2 permanent units</i></p> <p><i>T1: Budgets assigned and Google Docs set up</i></p>
<b>COMMUNITY</b>					
<b>Continue to develop Parent Education on a range of topics</b>					
	<p>Topics for Parent education could include</p> <ul style="list-style-type: none"> <li>Dyslexia</li> <li>Helping your child to read.</li> <li>Using computers to</li> </ul>	<ul style="list-style-type: none"> <li>PALS and Principal to co-ordinate</li> <li>Principals, Teachers and invited experts to</li> </ul>		<ul style="list-style-type: none"> <li>None (or little which may be funded by PALS)</li> </ul>	<p><i>T1: Supporting your family through post-earthquake stress</i></p>



Target	What will be done	Who is involved/responsible?	Time Frame	Resources / Budget?	Review Notes
<b>Review and improve communication with parent body and wider school community re school related initiatives and progress at a BOT level</b>					
For the BOT to improve their communication with the wider community about school initiatives.	<p>support student learning.</p> <ul style="list-style-type: none"> <li>Phonological awareness and development.</li> <li>Basic Facts and numeracy.</li> <li>Spelling workshop to be run by Joy Allcock.</li> </ul>	<p>Linda to coordinate Joy Allcock Professional Development workshop with neighbouring schools</p>		<ul style="list-style-type: none"> <li>Joy has offered to facilitate this workshop for free as support for the earthquake</li> </ul>	
<b>Develop wider community involvement in Environmental Projects – Halswell Stream and School Stream sites</b>					
For the community to engage in the ongoing EnviroSchool projects, resulting in a long-term community ownership and support of these ideals.	<ul style="list-style-type: none"> <li>Inform community of events and ensure that they are invited to participate in events.</li> <li>Regularly update community about the planting sites through photos, articles etc – NN spot in newsletter.</li> </ul>	<ul style="list-style-type: none"> <li>Envirogroup/BOT/Principal</li> <li>NN team / Jo Postles</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>Time</li> </ul>	
<b>For the BOT to improve their communication with the wider community about school initiatives.</b>					
	<ul style="list-style-type: none"> <li>The BOT will develop a new communication plan to meet this target.</li> </ul>	<ul style="list-style-type: none"> <li>BOT</li> </ul>	<ul style="list-style-type: none"> <li>T2 onwards</li> </ul>	<ul style="list-style-type: none"> <li>None</li> </ul>	



Target	What will be done	Who is involved/responsible?	Time Frame	Resources / Budget?	Review Notes
	<ul style="list-style-type: none"> <li>Utilise the expertise of WET (Waihora Ellesmere Trust – Stephen Brailsford).</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> </ul>			<p>Nature Ninjas children's group met with Stephen at the end of T1 to develop a submission to Selwyn District Council for funding for school stream planting.</p>

<b>Improve Relationships with Lincoln High School, to support transition of Y8 students and to support our curriculum</b>					
Improved transition for all our Y8 students to Lincoln High School.	<ul style="list-style-type: none"> <li>Explore opportunities to visit and make links with Lincoln High School throughout the year, rather than just at the end of the year.</li> </ul>	<ul style="list-style-type: none"> <li>Y7/8 Teacher, Principal, staff</li> </ul>	<ul style="list-style-type: none"> <li>Throughout the year</li> </ul>	<ul style="list-style-type: none"> <li>Time</li> </ul>	
Improved support of our curriculum (especially Chinese).	<ul style="list-style-type: none"> <li>Liaise with Chinese teaching dept at Lincoln High to arrange reciprocal events for students to engage in.</li> </ul>	<ul style="list-style-type: none"> <li>Y7/8 Teacher</li> </ul>	<ul style="list-style-type: none"> <li>From T2</li> </ul>		
	<ul style="list-style-type: none"> <li>Liaise with Chinese teaching dept to get access to teacher support and resources.</li> </ul>		<ul style="list-style-type: none"> <li>From T2</li> </ul>		

**BUILDINGS AND GROUNDS**

**Associated works related to site additions (fencing, bridging, site clearing)**

<b>Associated works related to site additions (fencing, bridging, site clearing)</b>					
To make new site secure and accessible.	<ul style="list-style-type: none"> <li>Work with School Support to complete plans and programme of work for making site extension secure, safe</li> </ul>	<ul style="list-style-type: none"> <li>BOT, Principal</li> </ul>	<ul style="list-style-type: none"> <li>Term 1-2</li> </ul>	<ul style="list-style-type: none"> <li>MOE project funding</li> </ul>	<p>March/11 – site has been cleared. Successful fencing tender advised and fencing timeframe established.</p> <p>April/11 – Wooden portion of</p>



Target	What will be done	Who is involved/responsible?	Time Frame	Resources / Budget?	Review Notes
To begin planting of new site stream.	<ul style="list-style-type: none"> <li>Work with Selwyn District Council to transfer funding from Halswell Stream Project to School Stream project.</li> </ul>	<ul style="list-style-type: none"> <li>Principal, Frana Bain, Andrew Mactier (SDC), Stephen Brailsford (Waihora Ellesmere Trust)</li> </ul>	<ul style="list-style-type: none"> <li>Term 1-2</li> </ul>	<ul style="list-style-type: none"> <li>SDC funding \$1500.00</li> </ul>	<p>March /11 meeting held with Andrew Mactier SDC and concept agreed in principle. Plans and request for transfer of funding to new project to be sent to Andrew.</p> <p>Apr/11 – initial meeting made with NN, Frana, Principal and Stephen Brailsford. Stephen will prepare a plan and submit to SDC on our behalf.</p>

**Complete front landscaping**

<b>Complete front landscaping</b>					
Continue with front landscaping project as funds allow.	<ul style="list-style-type: none"> <li>Investigate building of the second bridge, as per design brief selected in T4 2010</li> </ul>	<ul style="list-style-type: none"> <li>Year 7/8 teacher and the Envirogroup</li> </ul>	<ul style="list-style-type: none"> <li>T2/3</li> </ul>	<ul style="list-style-type: none"> <li>Funds will need to be raised or taken from Scrap Metal \$</li> </ul>	
	<ul style="list-style-type: none"> <li>Build the "jetty" as per original design specifications.</li> <li>Planting and pathwork on "Callum's Garden"</li> </ul>	<ul style="list-style-type: none"> <li>Principal, Frana Bain</li> <li>Principal, Frana Bain</li> </ul>	<ul style="list-style-type: none"> <li>Dependent on funding of wood</li> </ul>	<ul style="list-style-type: none"> <li>As above</li> <li>As Above</li> </ul>	

**Pool heating**

Explore options for heating of the pool to allow for longer swimming season	<ul style="list-style-type: none"> <li>BOT to investigate funding options through Crown Loan Scheme.</li> </ul>	<ul style="list-style-type: none"> <li>BOT</li> </ul>	<ul style="list-style-type: none"> <li>T2/3</li> </ul>	<ul style="list-style-type: none"> <li>Unknown</li> </ul>	
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Target	What will be done	Who is involved/responsible?	Time Frame	Resources / Budget?	Review Notes
and improved teaching opportunities – the pool as an 'outdoor classroom'					
Pool cover issues	<ul style="list-style-type: none"> <li>to repair/rebuild the roller for the pool cover</li> </ul>	<ul style="list-style-type: none"> <li>BOT to investigate options</li> </ul>	<ul style="list-style-type: none"> <li>T2/3</li> </ul>	<ul style="list-style-type: none"> <li>\$1500</li> </ul>	
<b>Incorporation of 'Nga Puna Tapuwai' (Maori name for Ladbrooks School) in school signage and daily use</b>					
To appropriately acknowledge the Maori name of our school	<ul style="list-style-type: none"> <li>Incorporate in the school front signage the Maori name of the school.</li> <li>To incorporate the Maori name in school letterhead, documentation etc.</li> </ul>	<ul style="list-style-type: none"> <li>BOT</li> <li>BOT, Principal</li> </ul>	<ul style="list-style-type: none"> <li>2011</li> <li>2011</li> </ul>	<ul style="list-style-type: none"> <li>\$500</li> </ul>	
<b>Improve Maori (and Chinese) signage</b>					
To increase the use of te reo Maori signage around the school to improve our daily use of te reo maori	<ul style="list-style-type: none"> <li>Explore areas that would benefit from Maori signage.</li> </ul>	<ul style="list-style-type: none"> <li>Principal &amp; Staff</li> </ul>	<ul style="list-style-type: none"> <li>2011-2012</li> </ul>	<ul style="list-style-type: none"> <li>\$300</li> </ul>	
To consider using some Chinese signage around the school to better acknowledge our curriculum priority	<ul style="list-style-type: none"> <li>Consult with Chinese language advisors for appropriate signs.</li> </ul>	<ul style="list-style-type: none"> <li>Y7/8 Teacher</li> </ul>	<ul style="list-style-type: none"> <li>2011-2012</li> </ul>		



Target	What will be done	Who is involved/responsible?	Time Frame	Resources / Budget?	Review Notes
of teaching Chinese language.					
<b>ADMINISTRATION &amp; FINANCE</b>					
<b>Explore additional funding options for strategic goals and asset replacement(ongoing)</b>					
Operational funding with externally sourced funds for purchase of equipment and resources to support teaching and learning.	<ul style="list-style-type: none"> <li>BOT to investigate charitable trust funding application options.</li> </ul>	<ul style="list-style-type: none"> <li>BOT to liaise with a parent to identify someone who will assist with writing of applications.</li> </ul>	<ul style="list-style-type: none"> <li>T2</li> </ul>		<p>April /11: A parent has been identified who will work with the principal to write funding applications.</p> <p>April/11 BOT approved writing of funding applications to three groups for funding for PMP equipment.</p>
	<ul style="list-style-type: none"> <li>BOT to identify strategic resources that funding will be applied for.</li> </ul>	<ul style="list-style-type: none"> <li>BOT, Principal, Staff</li> </ul>	<ul style="list-style-type: none"> <li>T1/2</li> </ul>		
<b>Replace current SMS</b>					
Replace SchoolMaster (which has become unstable and unusable during T1 2011) with a more modern and effective system.	<ul style="list-style-type: none"> <li>New Principal will explore suitable options for replacement with a view to replacing this system as soon as possible.</li> <li>Permission and funding (\$500) have been given by the MOE for using electronic attendance as part of this new system.</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> </ul>	<ul style="list-style-type: none"> <li>T2</li> </ul>	<ul style="list-style-type: none"> <li>\$500 (electronic attendance component)</li> <li>\$1800 to change to a new SMS</li> </ul>	



## Annual Targets

### STUDENT ACHIEVEMENT TARGET: Action Plan 2011

#### Goal 1:

##### To raise student achievement.

All students need to be able to access the New Zealand Curriculum as will be evidenced by progress and achievement in relation to National Standards and other quality assessment processes.

Target Area 1: Mathematics

#### Aim:

To increase the achievement of all students in Mathematics (which will be evidenced using OTJ process from the National Standards)

#### Student Group:

Gender: Both

Ethnicity: All

#### Historical position & Rationale

For the first time, in November 2010, teachers used the National Standards process to produce Mathematics OTJ sub-levels for each child, which were in turn turned into a National Standards OTJ.

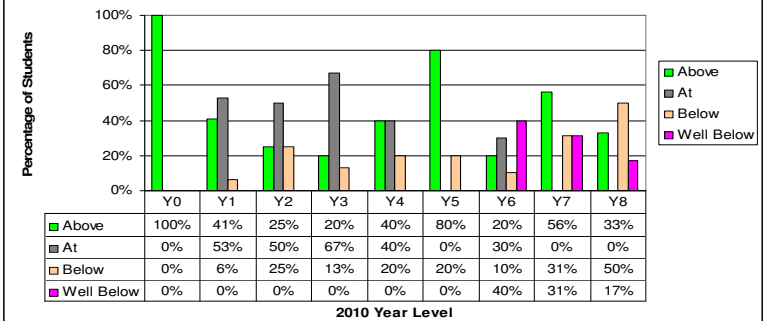
Being a new process, teachers were aware that these OTJ assessments are not 'scientifically reliable'. However, they constitute the best professional judgment that was able to be made at the time and therefore will form a useful benchmark from which to proceed.

For us to simply use the National Standards OTJ to measure progress for all children would be to miss the opportunity of measuring progress of students who progress within an area of the standard, but do not move beyond that range. E.g. a student who is working 'well below' the standard at the beginning of the year who moves 4 sub-levels may still be working 'well-below' the standard at the end of the year, in spite of making more than a typical year's worth of progress.

For this reason, we have chosen to have as our target group, the students who ended 2010 'at' the standard. For these students to make expected progress for their year level, they will need to be 'at' the new standard for the end of 2011. This cohort will then allow us to use the National Standard's tools to monitor their progress, whilst using more refined analysis than just a National Standard to analyse the progress of less or more able students outside of the target group.

### Baseline Data

#### Ladbrooks School, National Standards in Mathematics Nov 2010



#### Target Group and Target:

All students who were 'at' the National Standard in Mathematics in November 2010 will be 'at' or 'above' the National Standard in Mathematics in 2011

NB: Above is for reporting purposes. However, each student's progress and achievement will be monitored using sub-level OTJ information.

#### (Notes to consider when reviewing)

- When analysing data for this target at the end of the year, it will be important to include the same cohort of students, (refer to T:Assessment/2010/OTJWholeSchool2010withGraphs in order to find out who these students are.)
- Given the development that teachers will continue to undertake regarding the formation of OTJs using National Standards resources, some variation in teacher grading is to be expected. It is not possible to predict the impact – positive, negative or negligible – that this variation may have on end of year data.
- We are already aware of trends in our school for a number of students at Y6-8 to slip below the 'National Standard' in Mathematics. This would be in line with the debate nationally that National Standards are aspirational but not necessarily achievable for many of our older students.

# Annual Targets

## Ladbrooks School Action Plan for Numeracy 2011

Unit Holder: Ali Duncan

Strategic Goal: To raise student achievement throughout the school in Mathematics.

Target	What will be done	Who is involved/responsible?	Time Frame	Resources / Budget?	Review Notes
<ul style="list-style-type: none"> <li>Develop a consistent and streamlined approach to maths assessment and data collection.</li> </ul>	<ul style="list-style-type: none"> <li>Create a digital assessment resource folder for IKAN numeracy assessments.</li> <li>Set deadlines for maths testing.</li> <li>Collect data.</li> <li>Analyse data.</li> <li>Report on data to staff and board.</li> <li>Create opportunities for teachers to discuss trends and patterns in achievement data and possible next steps.</li> </ul>	<ul style="list-style-type: none"> <li>Ali</li> </ul>	<ul style="list-style-type: none"> <li>T1 and T4</li> </ul>		14 March - completed - this is now situated in TeacherWrite/IKAN2011 March 2011 - IKAN ppt 2
<ul style="list-style-type: none"> <li>Review time table for coverage to ensure it reflects our current classes and needs.</li> </ul>	<ul style="list-style-type: none"> <li>Review current timetable and long term plans to reflect current class needs.</li> <li>Develop a set of procedures/guidelines about what an effective</li> </ul>	<ul style="list-style-type: none"> <li>Ali</li> </ul>	<ul style="list-style-type: none"> <li>T1</li> </ul>		

<ul style="list-style-type: none"> <li>Ensure that we have sufficient relevant resources to support teaching.</li> <li>Encourage staff to access the NZ maths website when planning and assessing.</li> </ul>	numeracy maths lesson looks like at Ladbrooks School.	<ul style="list-style-type: none"> <li>Ali</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>		
<ul style="list-style-type: none"> <li>Improve teaching of numeracy.</li> </ul>	<ul style="list-style-type: none"> <li>Review and stocktake current resources.</li> <li>Discuss needs with teachers.</li> <li>Orientation of New Zealand Maths website during Professional Learning.</li> <li>Assess priorities regularly.</li> <li>Purchase and distribute where necessary.</li> <li>Visit other schools to observe superior practice.</li> <li>Share observations with other staff.</li> <li>Participate in numeracy teachers network meetings.</li> <li>Participate in school wide Learning Walks to look at effective practice and areas for development.</li> </ul>	<ul style="list-style-type: none"> <li>All</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>	\$500 for release days	\$250 x 5 hrs of release for observation time.



**STUDENT ACHIEVEMENT TARGET: Action Plan 2011**

**Goal 1:**  
**To raise student achievement.**  
 All students need to be able to access the New Zealand Curriculum as will be evidenced by progress and achievement in relation to National Standards and other quality assessment processes.

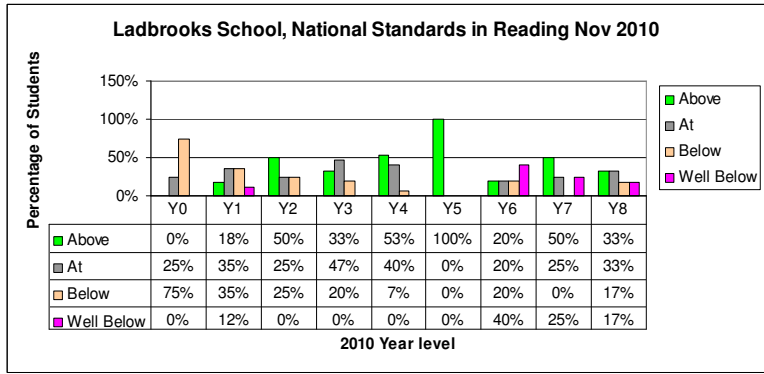
Target Area 2: Reading

**Aim:**  
 To increase the achievement of all students in Reading (which will be evidenced using OTJ process from the National Standards)

**Student Group:**  
 Gender: Both  
 Ethnicity: All

**Historical position & Rationale**  
 For the first time, in November 2010, teachers used the National Standards process to produced Reading OTJ sub-levels for each child which were in turn turned into a National Standards OTJ.  
 Being a new process, teachers were aware that these OTJ assessments are not 'scientifically reliable'. However, they constitute the best professional judgement that was able to be made at the time and therefore will form a useful benchmark from which to proceed.  
 For us to simply use the National Standards OTJ to measure progress for all children would be to miss the opportunity of measuring progress of students who progress within an area of the standard, but do not move beyond that range. E.g. a student who is working 'well below' the standard at the beginning of the year who moves 4 sub-levels may still be working 'well-below' the standard at the end of the year, in spite of making more than a typical year's worth of progress.  
 For this reason, we have chosen to have as our target group, the students who ended 2010 'at' the standard. For these students to make expected progress for their year level, they will need to be 'at' the new standard for the end of 2011. This cohort will then allow us to use the National Standard's tools to monitor their progress, whilst using more refined analysis than just a National Standard to analyse the progress of less or more able students outside of the target group.

**Baseline Data**



**Target Group and Target:**

All students who were 'at' the National Standard in Reading in November 2010 will be 'at' or "above" the National Standard in Reading in 2011.

NB: Above is for reporting purposes. However, each student's progress and achievement will be monitored using sub-level OTJ information.

**(Notes to consider when reviewing)**

- When analysing data for this target at the end of the year, it will be important to include the same cohort of students, (refer to T:Assessment/2010/OTJWholeSchool2010withGraphs in order to find out who these students are.)
- Given the development that teachers will continue to undertake regarding the formation of OTJs using National Standards resources, some variation in teacher grading is to be expected. It is not possible to predict the impact – positive, negative or negligible – that this variation may have on end of year data.
- We are already aware of trends in our school for a number of students at Y6-8 to slip below the 'National Standard' in Reading. This would be in line with the debate nationally that National Standards are aspirational but not necessarily achievable for many of our older students.

**STUDENT ACHIEVEMENT TARGET: Action Plan 2011**

**Goal 1:**  
**To raise student achievement.**  
 All students need to be able to access the New Zealand Curriculum as will be evidenced by progress and achievement in relation to National Standards and other quality assessment processes.

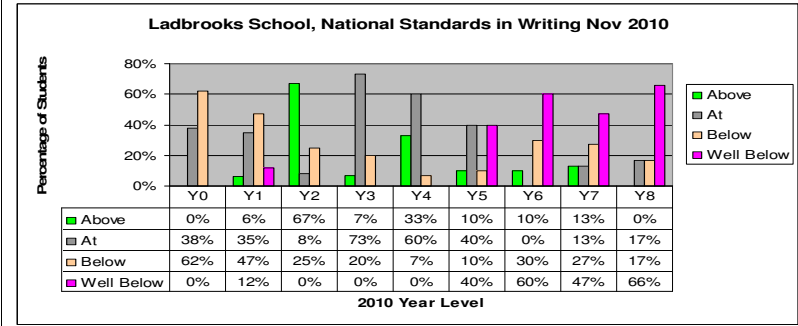
Target Area 3: Writing

**Aim:**  
 To increase the achievement of all students in Writing (which will be evidenced using OTJ process from the National Standards)

**Student Group:**  
 Gender: Both  
 Ethnicity: All

**Historical position & Rationale**  
 For the first time, in November 2010, teachers used the National Standards process to produced Writing OTJ sub-levels for each child which were in turn turned into a National Standards OTJ.  
 Writing Samples were used as part of this process and were moderated for surface features only. Staff are aware that, in 2011, writing samples will need to be moderated across both deep and surface features in order to better inform the OTJs.  
 Being a new process, teachers were aware that these OTJ assessments are not 'scientifically reliable'. However, they constitute the best professional judgement that was able to be made at the time and therefore will form a useful benchmark from which to proceed.  
 For us to simply use the National Standards OTJ to measure progress for all children would be to miss the opportunity of measuring progress of students who progress within an area of the standard, but do not move beyond that range. Eg a student who is working 'well below' the standard at the beginning of the year who moves 4 sub-levels may still be working 'well-below' the standard at the end of the year, in spite of making more than a typical year's worth of progress.  
 For this reason, we have chosen to have as our target group, the students who ended 2010 "at" the standard. For these students to make expected progress for their year level, they will need to be 'at' the new standard for the end of 2011. This cohort will then allow us to use the National Standards tools to monitor their progress, whilst using more refined analysis than just a National Standard to analyse the progress of less or more able students outside of the target group.

**Baseline Data**



**Target Group and Target:**  
 All students who were 'at' the National Standard in Writing in November 2010 will be 'at' or "above" the National Standard in Writing in 2011.

NB: Above is for reporting purposes. However, each student's progress and achievement will be monitored using sub-level OTJ information.

- (Notes to consider when reviewing)**
- When analysing data for this target at the end of the year, it will be important to include the same cohort of students, (refer to T:Assessment/2010/OTJWholeSchool2010withGraphs in order to find out who these students are.
  - Given the development that teachers will continue to undertake regarding the formation of OTJs using National Standards resources, some variation in teacher grading is to be expected. It is not possible to predict the impact – positive, negative or negligible – that this variation may have on end of year data.
  - We are already aware of trends in our school for a number of students at Y6-8 to slip below the 'National Standard' in Writing. This would be in line with the debate nationally that National Standards are aspirational but not necessarily achievable for many of our older students.

**Strategic Goal: To raise student achievement throughout the school in Literacy (Reading & Writing)**

Target	What will be done	Who is involved/ responsible?	Time Frame	Resources / Budget?	Review Notes
Make documentation of Reading assessment reflect our agreed current practice.	Check and revise documents. G1.06i update assessment calendar in documentation.  Running Records (unseen PM for children working on decoding and unseen Hilton Airey for comprehension).  Refer to Reading Strategies, learning intentions developed during 2010.  Bring the Reading document from 2010 into school document.	<ul style="list-style-type: none"> <li>• Keryn/Linda/Principal</li> <li>• Keryn/Linda/Principal</li> </ul>	Term One	None needed	13/4/11 – the following docs are now updated: G1.06a Annual Assessment and Reporting Schedule. (this is no longer on the Google Doc in the staff booklet) G1.06i Reading Assessment and Tracking (outlines our reading assessment processes and has links to two junior reading data collection forms) Form 1.06a Junior Reading Wedge Graph (2011) Form 1.06b Master Reading plan Form 1.06c Junior Reading Plan Form 1.06d Junior Individual Literacy Assessment G1.06i - Ladbrooks Reading Learning Intentions 13/4/11: Rdg Lng Intentions G1.06i; Master Rdg Plan F1.06b; Junior Reading Plan F1.06c all incorporated into school curriculum documentation



Spelling Documentation review	Align spelling documentation to reflect the Joy Allcock approach. Review current approaches.	Keryn & Linda	Term 2 - Link with Joy Allcock workshop		
Collect Reading Assessment data from whole school to analyse and inform teaching and identifying needs.	Running Records for Year 0 -2 Star Reading for Year 3 E-AsTTle for Year 4-8.	Keryn to refine the current process. All to give results to Principal Linda and Principal to collect and analyse results and feed to staff.	All by Week 9 Term 1		
Send out new template for data collection for 2011.	Add 2010 OTJ onto 2011 sheet.	Principal to update the template from 2010	By Week 8 Term 1 2011		done
Overall teacher judgement Professional Development for Reading and Writing.	All staff need further discussion and professional development of this process.	Keryn and Linda to discuss and develop and then all class teachers.	For focus in Term 2		
Writing Learning Intentions	We have as a school developed set of surface features in teacher language. We now need to look at deeper features.	Linda and Keryn to lead staff.	from Term 2		



Develop a shared understanding of how we teach writing at Ladbrooks for e.g. are we going to focus on genre based topics?	Contact other schools (ATOL schools)	Linda and Keryn to lead staff.	from Term 3		
A literacy programme of work (see 2010 Action plan).	Inclusion of visual and oral language.	Linda and Keryn to lead staff.	from Term 3		
Continue to progress teacher moderated writing process.	Collect a sample of writing (recount) from every child - Week 8 T1.  Teachers can use this sample for their own assessment in T1, but will also use to base teacher moderation practice on in early T2.	Linda to let staff know of writing sample details for administering in Week 8, T1 Keryn and Linda to lead staff in moderation of recount sample in early T2 (Week 2?)	T2		done - Moderation process was completed for the T1 samples on Tues 12 April
			T4 (repeat the process)		

