



Dannevirke South School Charter

Dannevirke South School Charter

2012-2014

School ID: 2553

VISION STATEMENT:

Cementing the foundations for successful living & learning through striving for our personal best in everything we do.

For Dannevirke South School our vision is guided by the following principles:

- Students will be provided with opportunities to grow academically, emotionally, physically, socially, culturally.
- Students will accept that they have a responsibility to do their personal best in all endeavours while at South School.
- Students will be confident, motivated and successful ongoing learners in numeracy and literacy as a first priority.
- Students will be excited by their learning and motivated to become active participants in their own learning journey throughout their life.
- Students will develop the attributes and competencies to thrive in and contribute to a constantly changing world, and enable them to become productive & responsible 21C citizens
- Students will be encouraged to develop independence, leadership, respect and to value excellence.
- Students will understand the importance of nutrition & activity to all aspects of their health & well-being, including their mental, physical & emotional health.
- Teachers will use digital instructional technology everyday to enhance their teaching and improve learning.
- The school community will value the partnership between parents, caregivers, teachers & students so that there is active and meaningful involvement by all parties.
- Consistently teaching, promoting and living a set of core commonly agreed values and high behavioural expectations
- We value, respect and appreciate the contribution to our school community of all cultures.
- We acknowledge and show understanding of the Treaty of Waitangi, te reo Maori & tikanga Maori.

MISSION STATEMENT:

'In Everything, Our Best'

Shared Vision...

These are the viewpoints of the key stakeholders in South School

<p>We, the STUDENTS want a school where...</p> <ul style="list-style-type: none"> • there is a friendly environment and you wake up in the morning and want to go to school. • the teachers have fun with the students. • the students are caring, hardworking, respectful and reliable. • there is a positive attitude and pride in our school 	<p>We, the PARENTS want a school where...</p> <ul style="list-style-type: none"> • the students, teachers, parents and community share one vision and work together to provide the best possible learning environment to enable students to achieve to a high level. • the students learn self-respect, discipline and value excellence • the school offers continued challenges for all of its students. • the students and teachers feel safe and are proud to be a part of the school.
<p>We, the TEACHERS want a school where...</p> <ul style="list-style-type: none"> • exciting and creative classroom practise takes precedence over paper work. • there is a relaxed but controlled and challenging environment, emphasising self-discipline, self-management, self-motivation, which all lead to self-confidence. • children and teachers feel safe and respect each other. • the parents and community supports the school and encourages new initiatives. • South will continue to be recognised as the 'school of choice' by the Dannevirke community. 	<p>We, the BOT want a school where...</p> <ul style="list-style-type: none"> • students can reach their full potential within a caring community • students want to be. • high quality learning takes place. • an emphasis is placed on social skills and values. • the school community is involved and valued • the teachers can best use their skills, in the knowledge they have the necessary resources and access to all professional development required.

Dannevirke South School Values

Excellence



Respect	Honesty	Excellence	Caring	Confidence	Courtesy
Whaka-ute	Pono-nga	Tino Pai-rawa	Manaaki	Maia	Whakaaro-atawai

Other Values that should be included as appropriate:

Consideration, cooperation, courage, commitment, determination, forgiveness, generosity, helpfulness, initiative, integrity, joyfulness, fairness, kindness, loyalty, orderliness, optimism, patience, perseverance, pride, reliability, resilience, self-discipline, tolerance, trustworthy, understanding, unity.

SCHOOL ENVIRONMENT

The school's vision statement and guiding principles describes the type of learning environment we want South to be. Our school community works at all times to provide an environment that is safe, caring, challenging, encouraging and supportive of every individual and their needs, skills and abilities.

We encourage every individual to strive for their personal best in everything they do at South School. We expect high standards and celebrate success across all spheres of learning and endeavour.

Our school's values are at the heart of this environment. Students are encouraged and supported to 'live' the values in everything they do.

ASPIRATIONS FOR THE 21 CENTURY

For students to be successful and productive in the 21C they will need to:

- Be effective communicators
- Be successful in Numeracy & Literacy
- Have technological capabilities
- Be exposed to a wide range of highly motivating learning opportunities across a range of New Zealand curriculum areas.
- Be self motivated and take responsibility for their own learning
- Think logically and critically and be creative and innovative
- Appreciate the contribution that cultural diversity makes to our school community & society.
- Acknowledge and show understanding of the Treaty of Waitangi, te reo Maori & tikanga Maori.
- Understand, model and live the agreed school wide values

Recognising New Zealand's Cultural Diversity...

The Board of Trustees and the South School learning community recognises the cultural diversity of New Zealand through the integration of te reo Maori (Language) and tikanga Maori (culture) into all curriculum areas.

The board is currently unable to provide te reo Maori in a bilingual or an immersion setting but will consider all requests for instruction in te reo Maori on a case by case basis and in light of current resourcing and capabilities at the time.

Regular inclusion of greetings, social phrases, names for classroom objects and instructions by teaching staff in daily lessons will ensure students familiarity and acceptance of te reo Maori and tikanga Maori as part of our bi-cultural heritage.

Our Local Goals...

1. To improve student achievement in:
 - A) Reading
 - B) Oral Language
 - C) Written Language
2. To improve student achievement in Numeracy.
3. To improve student achievement in those groups of students who participate in special needs or abilities programmes.
4. To enhance student achievement through the use of information and communication technologies in their learning.
5. To improve the achievement of Maori students in Literacy & Numeracy.

Strategic Section 2012-2014

<p>1. To improve student achievement in: A) Reading B) Oral Language C) Written Language</p>	<p>Strategies</p> <ol style="list-style-type: none"> 1.1. Set annual targets to improve literacy. 1.2. Review literacy curriculum delivery. 1.3. Examine and identify areas for improvement. 1.4. Explore professional development opportunities. 1.5. Provide extension activities to enhance learning. 1.6. Regularly reflect on best evidence of practice led by Lead Teacher/Team Leaders 1.7. Develop formative assessment strategies to inform learning that best meet Dannevirke South School's literacy needs and the National Standards requirements. 1.8. Utilise programmes that have proven successful within the learning environment e.g. cross grouping, individualised programmes for identified students. 1.9. Seek "best practice" – identify and implement programmes that engage, motivate and raise achievement levels. 1.10. Establish consistent school wide programmes and expectations, with learners setting realistic and achievable goals. 1.11. Teacher Inquiry increasingly becomes a focus of our practice.
<p>2. To improve student achievement in Numeracy.</p>	<p>Strategies</p> <ol style="list-style-type: none"> 2.1. Set annual targets to improve numeracy. 2.2. Review numeracy curriculum delivery. 2.3. Examine and identify areas for improvement. 2.4. Explore professional development opportunities. 2.5. Provide extension activities to enhance learning. 2.6. Regularly reflect on best evidence of practice led by Lead Teacher/Team Leaders 2.7. Develop assessment strategies to inform learning that best meet Dannevirke South School's numeracy needs and the National Standards requirements. 2.8. Utilise programmes that have proven successful within the learning environment e.g. cross grouping, individualised programmes for identified students. 2.9. Seek "best practice" – identify and implement programmes that engage, motivate and raise achievement levels. 2.10. Establish consistent school wide programmes and expectations, with learners setting realistic and achievable goals. 2.11. Teacher Inquiry increasingly becomes a focus of our practice.

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<p>3. To improve student achievement in those groups of students who participate in special needs or abilities programmes.</p>	<p>Strategies</p> <ul style="list-style-type: none"> 3.1. Provide SENCO with relevant PD and release time 3.2. Investigate and implement school wide programmes to meet student needs 3.3. Teacher aide development through PD 3.4. Ongoing review of special needs/abilities programmes
<p>4. To enhance student achievement through the use of information and communication technologies in their learning.</p>	<p>Strategies</p> <ul style="list-style-type: none"> 4.1. Appoint an ICT Coach. 4.2. Maintain and build on ICT software and hardware (e.g. develop strategic and cyclical maintenance and purchase plan) 4.3. PD for staff to enhance teacher and student capability 4.4. Develop and use “e-learning matrix” to help identify steps/objectives for learning and how to embed this into everyday practice (assessment, planning, teaching and learning) 4.5. Establish digital classes.
<p>5. To improve the achievement of Maori students in Literacy & Numeracy</p>	<p>Strategies</p> <ul style="list-style-type: none"> 5.1. Consult annually with parents from our Maori community to ensure the needs of our Maori students are being met. 5.2. Keep regular contact with Rangitane and Kahungunu and take up opportunities for our Maori students. 5.3. Provide PD opportunity for staff. 5.4. Develop a plan to implement Ka Hikitia. 5.5. Implement best practice that improves teaching and learning for our Maori students and develop for our school where appropriate.

Dannevirke South School 6 Dimensions of Good Practice			
	2011	2012	2013
Student learning, engagement and achievement	<ul style="list-style-type: none"> Teams 1 & 2 - Davis Learning Strategies, Y Soryl phonics Team 3 - Clay words , focus and release 	<hr/> <hr/> <p>Team 4 – Digital classrooms</p>	<hr/> <hr/>
Engaging parents and whanau	<ul style="list-style-type: none"> Fortnightly Newsletter Website Tips/Info. Parent Information evening with Davis Tutor Parent Evening with Team 1 presentation Power Point. Individual interviews 	<hr/> <hr/>	<hr/> <hr/>
Effective Teaching	<ul style="list-style-type: none"> Teachers trialling Dyslexia friendly strategies from 4D and Neil McKay Implementation of DLS in Years 1-4 classes. Inclusive and dyslexia friendly classrooms 	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
Leading and managing the school	<ul style="list-style-type: none"> Regular Staff meeting PD Regular tips from 4D site on web site All teams to utilise Neil McKay “Dyslexia Friendly Schools Kit” 	<hr/>	<hr/>
Safe and inclusive culture	<ul style="list-style-type: none"> Whole class teaching – eg DLS strategies, Neil McKay teaching ideas. (see “Removing Dyslexia as a barrier to achievement”). 	<p>PD with Neil McKay – “Total Teaching”.</p>	
Governing the school	<p>BOT support</p>		

National Standards Strategic Aim

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1. To ensure that all students are able to access the New Zealand Curriculum as evidenced by progress and achievement in relation to the standards.
2. To ensure that the National Standards are used effectively to support improvement in student outcomes. Students will be supported to set their learning goals, including the ways they can achieve them. They will be supported through effective teacher practice which will cater for their students needs.
3. To ensure Maori students are supported and engaged in their learning and are achieving educational success. Whanau will be supported in knowing the achievement of their children, their next steps and know how they can support them in their learning.
4. All students including students with special needs will be supported in their learning so that they can make progress in relation to the New Zealand Curriculum.
5. Reading, Writing and Mathematics will be key learning areas for all students. Teachers will use evidence based practices to plan for their students learning. Regular monitoring by management of student progress and achievement, together with the expectation of students meeting expected learning milestones will become priorities and part of regular review.
6. All students will show progress and achievement each year in relation to the National Standards. Base line data will be used as part of our self review and reporting process together with the area of variance.
7. Students who are below and well below the National Standards will be expected to make accelerated progress (more than 1 year progress) each year.

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<p>NAG 2 Review</p>	<p>Strategies</p> <ol style="list-style-type: none"> 1.1. Review the school charter with the school community in 2012 1.2. Board receive training in self review 1.3. A review schedule is completed and followed 1.4. Regular financial reviews are undertaken using School Support expertise 1.5. The Board develops a governance manual and received training on this by the end of 2012 1.6. Curriculum review is undertaken and is reported to Board and Community 1.7. Maori community are regularly consulted on review matters 1.8. Students are given a voice where appropriate on review matters
<p>NAG 3 Personal</p>	<p>Strategies</p> <ol style="list-style-type: none"> 1.1. Develop the performance management system and include the Teacher Criteria 1.2. Provide Professional Development for PMS 1.3. The Board implements strategies to ensure it continues to be a good employer 1.4. Staff successes are recognised
<p>NAG 4 Finance and Property</p>	<p>Strategies</p> <ol style="list-style-type: none"> 1.1. School property plan is completed by the end of 2011 1.2. The Board plans for improved storage, withdrawal and resource centre space in the school 1.3. Assets replacement programme 1.4. Regular maintenance is completed 1.5. Improve hard surface markings 1.6. Revise and update the school furniture replacement programme 1.7. MOE SNUP programme 1.8. Asphalt replacement 1.9. Fibre Optic Cable 1.10. Develop adventure playground areas
<p>NAG 5 Health and Safety</p>	<p>Strategies</p> <ol style="list-style-type: none"> 1.1. Develop policies and procedures to meet all EOTC requirements 1.2. Review procedures to ensure the safety of staff and students including effective hazard identification 1.3. Continue to review CyberSafety and consult with parents and the community 1.4. Ensure the community are consulted on the schools health programme 1.5. School promotes healthy food and nutrition for all students

NAG 6 Legislation	Strategies 1.1. The Board complies with all applicable legislation 1.2. Attendance policy and procedures reviewed/developed to meet legislation and school requirements

Annual Plan Section

Literacy

School Goal	Key Tasks	Expected Outcome	Responsibility	Time Frame
Goal 1 NAG 1	Writing development continues to be a whole school focus	Consistent school wide programme and expectations Programmes motivate and engage students	Ministry of Education appointed facilitator All staff	Ongoing 2012
	Literacy curriculum document reviewed and updated to meet National Standards	School programme revised with staff and is used to plan class programmes	Literacy Team	Term 3
	A reading matrix is developed with staff that includes key indicators at each level and can be used to demonstrate progress and achievement	Matrix is completed Matrix used for moderation, showing progress and achievement	Literacy Team	Beginning Term 2
	Advanced Phonics programme, Professional Development and implementation Years 1-3	Attend Professional Development Course Classroom implementation	Literacy Team	Term 2
	Achievement targets set and monitored (Separate action plan)	All students make progress Focus on targeted groups/individuals for accelerated progress	Literacy Team Principal All Staff	1 February to Ministry of Education
	Analyse School Wide Data Identify: areas of need, trends etc	Class programmes are designed to meet student needs	Principal Literacy Team	Term 2 Term 4
	Analyse school-wide literacy data 1. Mid Year 2. End of Year	Staff provide data according to timeline Data is analysed 1. Trends 2. Maori/Special Needs 3. Boys/Girls 4. Recommendation for teaching and learning <ul style="list-style-type: none">• Progress• Successes made• Next steps	Principal/Deputy Principal Literacy Team	End Term 2 End Term 4

Annual Plan Section

Assessment for Learning

School Goal	Key Tasks	Schedule developed with Staff	Responsibility	Time Frame
Goal 1 NAG 1	Yearly Assessment Schedule Prepared	Staff follow timeline for assessments. Data is input into MUSAC.	Assessment Team Deputy Principal	Schedule – beginning Term 1 Data - ongoing
	MUSAC web based application evaluated.	Decision made on SMS provider. Assessment team decide what we want from SMS provider and how this can be used more effectively for reporting.	Assessment Team Principal	Week 3 Term 1
	Report from further development to clearly indicate student progress against National Standards.	Evaluate report format. Investigate ways of emphasising progress rather than achievement on written reports. Share revised format with staff before the end of Term 1. Teachers will have input into the draft before it is formalised. Liaise with SMS provider. Organise required SMS Professional Development.	Deputy Principal Assessment Team	Completed by the end of Term 1
	Community kept informed <ul style="list-style-type: none"> • Newsletter • Updates • Report format • Parent Evening 	Community have an improved understanding of the reporting process and format.	Deputy Principal Assessment Team	By the end of Term 1
	Moderation processes will be continued and streamlined where possible.	Regular whole staff meeting. Team meetings lead by Curriculum Leaders. Document on agreed process by the end of Term 3.	Assessment Team	Ongoing 2012
	Expectations and protocols for moderation (OTJ) will be formalised. Stored in Google Docs and Team folders.	Team Leaders responsible for ensuring example of moderations are included in the Moderation Folder.	Team Leader Deputy Principal Assessment Team	Ongoing End of Term 3
	Investigate a format for gathering information on student achievement with a view to meeting Ministry of Education targets. This information will be used to establish priorities for	Teacher record keeping is not a burden. A simplified system based around matrices for reading, writing and numeracy is developed.	Assessment Team	End of Term 2

	2012.			
	Develop further ways to involve students in the formal reporting process. Consistency across the school	Students work towards setting and managing own goals. Students full participants in 3 way conferences.	Assessment Team All Staff	Ongoing
	Student/Parent/Whanau feedback on the reporting cycle <ul style="list-style-type: none"> • Understand reports? • How parents/students responded to reports • Improvements? • Manage by sampling 	Feedback sought after mid year reporting <ul style="list-style-type: none"> • Recommendations 	Assessment Team	End of Term 2
	Assessment Programme	Shared with Staff at Teacher Only Day January 2012 Staff use as guiding document Review continuously and update where necessary	Deputy Principal	Share with Staff 30 January 2012 Review ongoing

Annual Plan Section

Numeracy

School Goal	Key Tasks	Expected Outcome	Responsibility	Time Frame
Goal 2 NAG 1	Achievement targets set for 2012	All students make progress Focus on targeted groups/students for accelerated progress	Principal Numeracy Team	By 1 February 2012
	Monitoring of targets	Team and staff meetings	Principal, Team Leaders, Numeracy Team	Ongoing
	Provide authentic learning opportunities (Inquiry Learning) to engage students.	Students are engaged in meaningful learning activities	Numeracy Team All staff	Ongoing
	Develop a school wide approach to rich mathematic maintenance and starter activities.	Teachers plan and teach maintenance starter activities daily Students are engaged	Numeracy Team Professional Development	Ongoing
	Continue to develop formative assessment practice that promotes improved learning.	Staff are able to confidently use a range of evidence sources to make a reliable OTJ.	Numeracy Team Staff Meetings – 1 each term	Ongoing
	A mathematics matrix is developed with staff that includes key indicators at each level and is used to demonstrate progress and achievement.	Matrix is completed. Matrix used for moderation showing progress and achievement. Implemented by all staff.	Numeracy Team	End of Term 1
	Analyse school wide numeracy data 1. Mid Year 2. End of Year	Staff provide data according to timeline. Data is analysed: 1. Trends 2. Maori/Special Needs 3. Boys/Girls 4. Recommendations for teaching and learning <ul style="list-style-type: none"> • Progress • Successes made • Next steps 	Principal/Deputy Principal Numeracy Team	End of Term 2 End of Term 4

Annual Plan Section

Special Needs & Gifted and Talented

School Goal	Key Tasks	Expected Outcome	Responsibility	Time Frame
Goal 3 NAG 1	Review Special Needs & Gifted and Talented Programme	Complete review and staff/students consulted. Report findings. Begin to implement recommendations.	Assistant Principal	End of Term 1
	Identify "at risk students" in Literacy and Numeracy	Using Teacher as Inquiry: <ul style="list-style-type: none"> Teachers use data to develop programme. Support by DP Inquire into effectiveness Make necessary adaptations DP provide support <ul style="list-style-type: none"> Assessment Discussion on appropriate learning pathways for student Observation and feedback Documentation 	All Staff Assistant Principal	Ongoing

ICT

School Goal	Key Tasks	Expected Outcome	Responsibility	Time Frame	
Goal 4 NAG 1	Develop a strategic plan for ICT.	Plan is completed and begin implementation from Term 2	ICT Leader Principal	End of Term 1	
	Professional Development opportunities.	Learning@school Conference for all staff January 2012	Staff	January 2012	
	Establish at least one Digital Class in 2012	Board provide funding	Principal	Principal	January 2012
		Implementation Plan prepared and includes: <ul style="list-style-type: none"> Infrastructure Documentation Parent communication How will the impact of the digital class on student achievement be known? 	ICT Leader Principal	February 2012	
	Report for Board of Trustees <ul style="list-style-type: none"> Mid Year End of Year 	ICT Leader		1. Mid year 2. End of Year	

Annual Plan Section

Improving Outcomes For Maori Students

School Goal	Key Tasks	Expected Outcome	Responsibility	Time Frame
Goal 5 NAG 1	Review and develop the long term plan for Maori Achievement based on Kahikatea	Plan shared with all staff developed. Implementation becomes visible in the School	Staff Principal SAF (MOE)	End of Term 1
	Language Programme	Programme in place for the whole school.	Destine Team 3 & 4 Liz Team 1 & 2	End of Term 1
	Students under achieving are identified and intervention programmes put in place.	Refer to: <ul style="list-style-type: none"> Plan for improving achievement in Literacy & Numeracy Student Targets 	Principal Teachers DP (mentoring)	Ongoing
	Consultation	Community consulted: <ul style="list-style-type: none"> Maori achievement at mid year and end of year. Families involved in discussions about students achievement. Students given a voice by setting up Maori student leadership group. 	Principal Teachers	Ongoing
	Signage	School, students and community develop signs for the School	BOT Principal	Term 2
	Professional Development	Teachers area Leadership Group attendance Staff meeting & Team meeting language	Destine Liz	ongoing

Review

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School Goal	Key Tasks	Expected Outcome	Responsibility	Time Frame
NAG 2	To review governance policy and operational policy	BOT undertake training in: <ul style="list-style-type: none"> Review Preparing a Governance Manual 	Principal BOT	Training Term 1 and 2 Documentation completed Term 2
	To review 2 curriculum areas: <ul style="list-style-type: none"> Literacy Health 	School Literacy programme review Health programme reviewed with Community consultation	Literacy Team Health Team	Ongoing By End of Term 2
	Review the School Charter	Revised Charter is published Includes full community consultation	Principal BOT	By End of Term 3
	Prepare a Community Consultation time line	BOT prepare timeline Consultations are completed	Principal BOT	Ongoing
	Review Gifted and Talented and Special Needs	Review completed and procedures implemented	Principal SENCO	By End of Term 2

Personnel

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School Goal	Key Tasks	Expected Outcome	Responsibility	Time Frame
NAG 3	Ensure effective Performance Management System is in place	Job Descriptions signed Teacher Criteria included Delegations documented Appraisal goals/plans established Classroom observations Appraisal interviews PRT Programmes Senior Staff/Team Leaders undertake leadership training in Term 1 and 2 with Carol Lynch	Principal Team Leaders	By End of Term 3
	Provide quality professional development for staff	Attend Learning@School conference Assessment for learning consolidated Writing contract with Massey Phonics PD Dyslexia initiatives PRT Programme Inquiry Learning Leadership programme	Principal Team Leaders	Ongoing
	Leadership development	All staff in positions of leadership participate in Leadership programmes available	Principal	Ongoing

Property/Health and Safety

School Goal	Key Tasks	Expected Outcome	Responsibility	Time Frame
NAG 5	Revise the School Property Plan	MOE approve the plan and implementation begins Room 14 refurbishment Replacement sheds Classroom refurbishments Storage areas	Principal BOT	Ongoing
	Other projects	Investigate asphalt resurfacing Renew asphalt court markings Renew of matting and base material for the Junior Playground Investigate new equipment for playgrounds	Principal BOT	Ongoing
	Boiler maintenance and operator training	Boiler is maintained prior to use for winter Caretaker is fully trained in the operation and all safety aspects of the running of the boiler	Principal BOT	Ongoing

Student Achievement Targets.

Writing

1. To increase the number of students achieving at or above the National Standards in Writing.

Baseline data: School wide data in November 2011 showed that 77% of all students were achieving or exceeding National Standards. During 2011 Staff undertook professional development in writing.

Analysis of the data identified concern with the achievement of boys with 50% of boys meeting National Standards compared to 63% of girls. Only 50% of Maori students were meeting National Standards. Of most concern was that as boys and Maori Students progressed through the school the rate of underachievement increased. The trend begins in Year 3 and worsens through to Year 8.

Boys & Girls At or Below National Standard in Writing in 2011											
Year 3		Year 4		Year 5		Year 6		Year 7		Year 8	
Boys	Maori	Boys	Maori	Boys	Maori	Boys	Maori	Boys	Maori	Boys	Maori
31%	5%	23%	54%	44%	50%	38%	16%	87%	70%	73%	85%

Targets

Boys below or well below the standard in 2011 will have made more than one year's progress and will be achieving the writing standard.

Maori students below or well below the standard in 2011 will have made more than one year's progress and will be achieving the writing standard.

Action to Achieve Targets	Led by	Budget	Timeframe
Review achievement data (March 2011) to identify targeted students needs.	Teachers Deputy Principal (Mentoring)	Release time	Term 1
Monitoring meetings every 3 weeks to discuss progress of target group.	Teachers Deputy Principal (Mentoring)	Release	Ongoing
Interview target groups	Deputy Principal (Mentoring)		Ongoing
Continue with whole staff writing Professional Development project.	All Staff		Ongoing
Moderation Staff/Team meetings	Team Leader Principal Deputy Principal (Assessment)		Ongoing
Teachers undertake Teaching As Inquiry project focussing on target group	Principal Deputy Principal (Mentoring)		Ongoing
Meet with parents and whanau of target group students to look at ways of supporting students	Principal Students Achievement Officer (MOE) Teacher		Ongoing
Analyse November Achievement data to inform progress and planning for 2012	Principal Curriculum Leader		November

Mathematics

2. To increase the number of students achieving at or above the National Standards for Mathematics.

Baseline data: Beginning at Year 3 the achievement for boys and Maori students declines through to Year 8. By Year 7 and 8 more boys and Maori students do not achieve at the National Standard. At Year 7 53% of girls did not meet the standard.

Teachers data shows that the following areas require attention:

- (1) Provide authentic learning opportunities.
- (2) Consolidate strategies before moving on. Ensure Place Value knowledge is well developed.
- (3) Introduce a school wide approach to daily rich maintenance starter activities.

Targets

Boys below or well below the standard in 2011 will have made more than one year's progress and will be achieving the mathematics standard.

Maori students below or well below the standard in 2011 will have made more than one year's progress and will be achieving the mathematics standard.

The targeted group of Year 8 (2012) girls below or well below will have made more than one year's progress and will be achieving the mathematics standard.

Action to Achieve Targets	Led by	Budget	Timeframe
Review Achievement Data and March PAT to determine targeted groups needs.	Teacher Deputy Principal (Mentoring)		Term 1
Interview target group to identify number strategies they prefer to use – selected students.	Curriculum Leader and Team	Release	Term 1
Review of equipment and resources to effectively meet mathematics needs.	Curriculum Leader and Team		Term 1
GLOSS procedure will be modelled and moderated to ensure school wide consistency.	Curriculum Leader and Team	Release	Ongoing
Monitoring meeting every 3 weeks to discuss progress of target group – selected students	Teacher Deputy Principal (Mentoring)		Ongoing
Meet with parents and whanau of target group students to look at ways of supporting students	Principal/Teacher SAF		Ongoing
Develop integrated mathematics units that develop the use of number strategies and authentic problem solving	Maths Team Teacher		Ongoing
Analyse November Achievement data to inform progress and planning for 2013	Principal Maths Team		November

Reading

3. To increase the number of students achieving at or above the National Standards for Reading.

Baseline data: Most students achieve at or above the National Standard in Reading. However, the trend identified in other areas does exist, although not to such an extent as in Writing and Mathematics. Students not achieving across the school need to be targeted for intervention programmes where required.

Targets

Boys below or well below the standard in 2011 will have made more than one year's progress and will be achieving the reading standard.

Maori students below or well below the standard in 2011 will have made more than one year's progress and will be achieving the reading standard.

Action to Achieve Targets	Led by	Budget	Timeframe
Review March (2012) data with teachers and determine the particular needs of targeted students.	Principal Deputy Principal (Mentoring) Curriculum Leaders	Release	Week 5 Term 1
Running record procedures will be modelled and moderated by Staff to ensure school wide consistency.	Reading Recovery		Term 2
Monitoring meetings	Deputy Principal (Mentoring)	Release	Ongoing
Interview sample of targeted students to identify reading habits/preferences	Deputy Principal (Mentoring)		Term 1
RRAP Programme and Reading Recovery students monitoring after exiting the programme	Reading Recovery		Ongoing
Teaching an Inquiry project focussing on targeted group.	Principal Teachers		Ongoing
Meet with parents and whanau of target group students to look at ways of supporting students	Principal Teachers		Ongoing
Analyse November achievement data to inform progress and planning for 2013.	Principal Curriculum Leader		November

Initiatives to meet targets

1. Fulltime release for Deputy Principal (Caroline) in a teacher mentoring role.
 - * Assist identifying targeted students
 - * Interview targeted students
 - * Assist to analyse student data
 - * Provide advice on intervention strategy to meet student needs
 - * Monitor with teacher student progress
 - * Assist/monitor teacher to use the Teacher Inquiry Approach.
2. Whole School Writing Professional Development Project for all staff to continue in 2012 – focus on formative assessment.
3. Planning to meet the needs of students who exhibit indications of dyslexia.
4. Leadership Professional Development
5. School working with MOE Student Achievement Officer.

Supporting Documentation...

Dannevirke South School has the following documentation (some either under development or being reviewed) available on request that supports its long term curriculum development and implementation priorities, its financial objectives and systems, health and safety provisions and property plans.

- Annually updated development plan.
- Health & Safety plan.
- Ten year property plan.
- Budgets and financial policy.
- Board policies and procedures.
- Performance management systems.
- Professional development plan.
- School review programme.
- Behaviour management programme.
- SENCO procedures and guidelines.
- ICT Strategic Plan.
- Assessment and Reporting schedule.
- Curriculum Delivery Plan
- Community Consultation
- Teaching and Learning Plans
- Maori Achievement Plan