

# OHOKA SCHOOL'S CHARTER 2007



**School Number: 03451**

## Period: March 2007

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## COMMUNITY AND SCHOOL DESCRIPTION:

Ohoka School is a co-educational State Primary School in the small rural community of Ohoka, 20km north of Christchurch.

The school and area has a lot of history, hence the local curriculum goal "Local History and Environment"

The school opened officially in 1868 on a site in Flaxton with a roll of 28. Attendance was irregular as most children had to work, families being large and most people poor. In 1877, the Flaxton Main School was built on the present school site in Ohoka (then Wetheral). Most records of the Flaxton and Ohoka Schools were destroyed when the school burnt down in 1926. All that was left of the school was the bell, which we still use.

Today, Ohoka School caters for New Entrant to Year 8 pupils with a grading roll of 228 rising to approximately 248 mainly European children, by the end of 2007.

The school is currently staffed with 11.75 teachers. Comprising of a principal, a deputy principal, assistant principal and 10 full time teachers and one Board/PTA funded position; a Reading Recovery teacher, a 0.2 IT teacher, 0.27 Special needs Teacher, a teacher's aide and secretary.

A wide range of outside agencies supports the school. These include the Public Health Nurse, School Dental Therapist Service and advisory services including Audio Visual testers and a Curriculum Advisory Service.

The school is set on approximately 2 hectares with 1.2 hectares leased land. There are 11 classrooms, a library, PE shed, special needs facilities and a room used for Reading Recovery. The hall, library, swimming pool, netball courts and fields are used by the wider community. The playground is open to community use with the adventure playground being popular.

Parents are involved in netball, sports, library, classroom programmes, grounds maintenance, transporting children, camps and trips. There is liaison with the local play centre and kindergarten. The school has a family atmosphere.

The school is served by the school bus which restricts after school activities.

There is an active Board of Trustees and PTA who support the school by providing extra amenities and resources for the children.

## MISSION STATEMENT

To teach  
and provide experiences  
which will promote the development  
of every pupil's potential in  
knowledge,  
skills,  
positive attitudes  
and values.

## THE SCHOOL VISION:

For the teachers:

"To deliver the highest possible educational opportunities to the children in our care"

For the children:

"To always work to their full potential, to strive for excellence in all they do and to always be respectful and courteous to others"

## RECOGNISING NEW ZEALAND'S CULTURAL DIVERSITY

Ohoka Primary 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.

In recognizing the unique position of the Maori culture, Ohoka School will take all reasonable steps to provide instruction in tikanga (Maori culture) and te reo Maori (Maori language) for students whose parents request it.

### CURRENT PROGRAMMING:

All classes have Te Reo Maori integrated through daily programmes. The school intends to develop a 'Maori Responsiveness Plan' if a Whanau requests a higher level of Tikanga and/or Te Reo than is at present evident in our school's Te Reo Maori programme. The staff and family will discuss and explore the following options

- Further explain the existing programmes.
- Further extend the existing programmes if and as appropriate.
- Combine with a neighbouring school for parts of the day and or programme.
- Dual enrolment with the Correspondence School.
- Provide in school support and resources to further enhance inclusion of Te Reo and Tikanga within the child's classroom.

## BOARD OF TRUSTEES CODE OF ETHICS

The board is committed to ethical conduct in all areas of its responsibilities and authority. Trustees shall:

- ✓ Ensure the needs of all students and their achievement is paramount. Be loyal to the organisation and its mission.
- ✓ *Respect the integrity of the principal and staff.*
- ✓ Observe the confidentiality of non-public information acquired in their roles as trustees and not disclose to any other persons such information that might be harmful to the school.
- ✓ *Be diligent and attend board meetings prepared for full and appropriate participation in decision making.*
- ✓ Ensure that individual trustees do not act independently of the board's decisions.
- ✓ *Speak with one voice through its adopted policies and ensure that any disagreements with the board's stance are resolved within the board.*
- ✓ Avoid any conflicts of interest with respect to their fiduciary responsibility.
- ✓ *Recognise the lack of authority in any individual trustee or subgroup of the board in any interaction with the principal or staff.*
- ✓ Recognise that only the chairperson can speak for the board.
- ✓ *Continually self-monitor their individual performance as trustees against policies and against any other current board evaluation tools.*

# STRATEGIC PLAN 2007



GOAL	OBJECTIVES	ACTIONS	PERFORMANCE INDICATORS
1. To achieve the highest standards in educational learning and celebrate excellence	1.1 For the teachers to continue to make reading, literacy and numeracy a focus	<ul style="list-style-type: none"> <li>In 2007 teachers will take part in a reading contract with a local advisor. Teachers will be able to observe the advisor working with students and teachers will also be observed.</li> <li>Standardised testing will be undertaken in Numeracy and goals set for the students.</li> <li>To monitor the progress of Maori students.</li> <li>Results will be shared with the board in accordance with the reporting calendar.</li> </ul>	<ul style="list-style-type: none"> <li>Principal to provide a report focusing on all students who do not improve by one reading level over a 12 month period</li> </ul>
	1.2 For the Year 8 students to be academically and personally prepared for high school	<ul style="list-style-type: none"> <li>Develop a year 8 leavers profile, which identifies the attributes that we want the year 8 students to develop eg: self-motivated, independent, role models within the school.</li> <li>To aim for all students to receive the Achievement Award.</li> </ul>	<ul style="list-style-type: none"> <li>A Leavers Profile will be developed and shared with the students and parents of Year 8 students</li> <li>All students to receive an Achievement Award. To aim for a 20% increase in the number of students that receives the Silver and Gold Awards</li> </ul>
	1.3 To provide more opportunity for students to participate in the musical field.	<ul style="list-style-type: none"> <li>To give all students the opportunity to play an instrument eg recorder, guitar, ukulele. This may mean employing a music specialist.</li> <li>To set up an opportunity for senior students to join the school band.</li> </ul>	<ul style="list-style-type: none"> <li>All students to have played an instrument during the year.</li> <li>For the band to give a school performance at the end of the year</li> </ul>
	1.4 To provide more opportunities for the staff and children to participate in Te Reo and tikanga Maori programmes.	<ul style="list-style-type: none"> <li>Principal to consult with a representative from Ngai Tahu</li> <li>To trial the new Ka Mau Te Wehi kit</li> <li>To familiarize staff with Te kete O Aoraki.</li> <li>To engage experts from within the wider community to work with the children on aspects of the Maori culture</li> </ul>	<ul style="list-style-type: none"> <li>For the Principal to have consulted a representative from Ngai Tahu.</li> <li>For the senior students to complete units 1 and 2 of the Ka Mau Te Wehi kit</li> <li>At a staff meeting introduce the Te kete O Aoraki kit</li> <li>To engage an expert on aspects of Maori culture.</li> </ul>
	1.5 To provide more opportunities for the staff and children to participate in ICT	<ul style="list-style-type: none"> <li>For the school to employ an ICT specialist to assist the teachers and pupils.</li> <li>For the teachers to plan to incorporate ICT into their class programme</li> </ul>	<ul style="list-style-type: none"> <li>For the ICT network to be working efficiently and effectively</li> <li>For the children to be using ICT in their class programmes</li> </ul>

GOAL	OBJECTIVES	ACTIONS	PERFORMANCE INDICATORS
2. To maintain the Ohoka School character of staff, students, parents and community relationships.	2.1 To keep the class sizes small. Ideally no more than: NE=18, Yr 1=20, Yr 2=22, Yr 3 thru 6=25, Yr 7/8=27	<ul style="list-style-type: none"> <li>Prior to the end of the year the Principal in consultation with the staff is to make a recommendation on the staffing required for the coming year to the board. The board will provide on going funding for an additional teacher when the need arises.</li> </ul>	<ul style="list-style-type: none"> <li>Principal to recommend corrective action if appropriate.</li> </ul>
	2.2 For Ohoka to be the school of choice for the Years 7-8	<ul style="list-style-type: none"> <li>Complete exit interviews for all departing senior school students.</li> <li>Review of the Rangiora Zone change appeal</li> <li>To run an information afternoon/evening for Year 5 and 6 parents in Term 3 each year</li> </ul>	<ul style="list-style-type: none"> <li>To report to the board at the end of each year, on the number of Year 6 students that will be staying at Ohoka School</li> <li>Report to the board by the principal on the results of the exit interviews.</li> </ul>
	2.3 To actively encourage participation in a variety of sports and promote physical benefits of leading an active life.	<ul style="list-style-type: none"> <li>To offer the students that make it through to the NC and Central sports in cross country, swimming and athletics additional coaching by seeking parents or experienced community coaches for the students.</li> <li>To ensure adequate provision of sports gear and facilities in good operational condition.</li> </ul>	<ul style="list-style-type: none"> <li>Students in Yr 5-8 will have taken part in the interschool competitions each term.</li> <li>A sports register will be kept with the names of students that have qualified for the zone and Central sports.</li> </ul>
	2.4 To encourage friendly support of Ohoka teams within the wider context of the North Canterbury area.	<ul style="list-style-type: none"> <li>To provide coaching opportunities outside of school hours.</li> <li>To organise interschool sports exchanges.</li> <li>To celebrate achievements</li> </ul>	

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GOAL	OBJECTIVES	ACTIONS	PERFORMANCE INDICATORS
3. To improve our School environment and facilities	3.1 To continue our focus on environmental issues. To educate our students about the world around them and the impact they have on the environment.	<ul style="list-style-type: none"> <li>To aim for the Silver award by the end of 2007; Gold by the end of 2008.</li> <li>To set up an Enviro group within the school.</li> <li>To seek outside expertise so that the environmental theme is integrated throughout the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>Attainment of silver and gold awards</li> <li>The Enviro group has met frequently and reports back to the principal on their achievements.</li> <li>The planning teams have met with the Enviro facilitator to assist with planning at least once per term.</li> </ul>
	3.1 To build a new Hall/Gymnasium facility with additional parking and two tennis courts	<ul style="list-style-type: none"> <li>To set up a sub committee to establish a fundraising programme.</li> <li>For the board to fund for a project manager to oversee the construction of the hall/gym.</li> </ul>	<ul style="list-style-type: none"> <li>To have set up a fund raising committee as soon as the purchase of the land has become available.</li> <li>To have selected a project manager</li> <li>To have built the hall/gym by the end of 2009</li> </ul>
	3.3 To develop a 10 yr property plan.	<ul style="list-style-type: none"> <li>To contract School Support to work with the school to develop the 10yr plan in consultation with the board.</li> <li>To submit an application to the Ministry to replace the main block upon the recommendation of the Quantity Surveyor.</li> <li>Secure additional land to protect the school environment</li> </ul>	<ul style="list-style-type: none"> <li>To completed a 10yr property plan by the end of term 1 2007</li> <li>To have submitted an application to the Ministry to refurbish the main block by the end of term 3 2007.</li> <li>Ownership of additional land</li> </ul>

## OHOKA SCHOOL ANNUAL PLAN 2007

### STUDENT ACHIEVEMENT TARGETS

#### on:

#### 1. Reading and Literacy (SP 1)

To focus on Reading Literacy throughout the school.

- To raise the level of achievement so that all children progress one sublevel level.

#### MEASUREMENT:

- To review the achievement reached for reading literacy, that was recorded in the Progress and Achievement booklet 2006 and to raise the level of achievement by pre testing and teaching to the areas identified.

#### ANALYSIS:

Children's level of attainment will be recorded in March – taken from the P & A booklet. Data will then be re-entered in November to see the progress made over the year.

#### Other areas of Focus

3. To develop a leavers profile and encourage students to work towards gold achievement awards. (SP 1.2)
4. To draft a feasibility study for board consideration which will ensure more opportunity for students to participate in the musical field. (SP 1.3)
5. To review the class roles and school roles monthly to ensure class sizes meet with the goals outlined in the strategic plan. (SP 2.1)
6. Introduce an exit survey for all departing school children. Review and appeal the Rangiora High School zone change. Ensure year 6,7 & 8 parents are well informed of the excellent programme run at Ohoka for the senior students. (SP 2.2)
7. To implement the results of the PE curriculum review in 2006. (Ensure celebration and acknowledgement of all sporting achievement.) Take part in initiatives such as "jump for life". To support entry of Ohoka teams in the wider community eg basketball. (SP 2.3 & 2.4)
8. The Enviro Schools Programme. To gain a silver award by the end of 2007. (SP 3.1)
9. To provide more opportunities for the staff and children to participate in Te Reo and tikanga Maori programmes. (SP 1.4)
10. To build a new Hall/Gymnasium facility with additional parking and two tennis courts (SP 3.2)
11. To develop a 10 yr property plan. (SP 3.3)

### STUDENT ACHIEVEMENT TARGETS on:

#### 2. Numeracy (SP 1)

To focus on Numeracy throughout the school.

- To continue to place an emphasis on Number throughout the school so children are performing at or above their expected range

#### MEASUREMENT:

- To review the achievement reached for numeracy which was recorded in the Progress and Achievement booklet 2006 and to raise the level of achievement by pre testing and teaching to the areas identified.

#### ANALYSIS:

Children's level of attainment will be recorded in March – taken from the P & A booklet. Data will then be re-entered in November to see the progress made over the year.

#### CORE BELIEFS

- To develop the individual child through school/parent community partnership, to grow emotionally, intellectually, physically, socially, culturally, and spiritually.
- To develop an environment of learning together in a safe, purposeful and challenging way.
- To have a sense of personal and community identity.

## OHOKA SCHOOL ACTION PLAN FOR NUMERACY

**School:** Ohoka  
**Year:** 2007

### 2. Numeracy

To focus on Numeracy throughout the school.

To continue to place an emphasis on Number throughout the school so children are performing at or above their expected range

#### MEASUREMENT:

- To review the achievement reached for numeracy which was recorded in the Progress and Achievement booklet 2006 and to raise the level of achievement by pre testing and teaching to the areas identified.

#### ANALYSIS:

Children's level of attainment will be recorded in March – taken from the P & A booklet, Data will then be re-entered in November to see the progress made over the year.

What the school will do to meet the target	When will it be done	Who is involved/resp.	Resources Allocated
Staff to meet to share resources and to discuss Numeracy with a specific focus on addition and subtraction in order to bring about a standardization throughout the school,	Term 1 Week 5,7	All Staff	
Syndicate meetings will be held to discuss the specific learning goals that have been identified	Term 1	Syndicates	
Teachers to evaluate effectiveness of the P.D. programme and set goals for development	Term 2 Week 1	All staff in Numeracy team	
Staff attend workshops conducted by numeracy facilitators	Term2/3/4	Staff new to the Numeracy project	2 teachers release days
Syndicate meetings will be held to discuss the specific learning goal that have been identified and the progress that has been made.	Term 3	Staff	School funding
<b>Final Data:</b> <ul style="list-style-type: none"> <li>To review the children's attitudes to Maths</li> <li>To analyse the data from the numeracy project</li> <li>To analyse the SLO identified in 2006</li> </ul>	End Term 4	Staff	2006 'P & A' booklet.
Overall review of the target to identify development	Early Term 4	Staff	2006 'P & A' booklet'.
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## OHOKA SCHOOL ACTION PLAN FOR READING AND LITERACY

**School:** Ohoka

**Year:** 2007

### 1. Reading and Literacy

To focus on Reading Literacy throughout the school.

- To raise the level of achievement so that all children progress one sublevel level.

**MEASUREMENT:**

- To review the achievement reached for reading literacy that was recorded in the Progress and Achievement booklet 2006 and to raise the level of achievement by pre testing and teaching to the areas identified.

**ANALYSIS:**

Children's level of attainment will be recorded in March – taken from the P & A booklet. Data will then be re-entered in November to see the progress made over the year.

What the school will do to meet the target	When will it be done	Who is involved/resp.	Resources Allocated
For the staff to meet with the Literacy Advisor to look at the goals for the year, and to plan the classroom observation.	TOD	All Staff	
Syndicate meetings will be held to discuss the specific learning goal that has been identified	Term 1	Syndicates	
The literacy advisor with the syndicate leader to view each teacher taking a reading group in their class. Notes will be taken and feedback given.	Term 1 Week 4, 8 Term 2 Week 1	All staff in	3x ½ days to release senior teacher.
Staff attend staff meetings conducted by Literacy advisor.	Term 1 Week 4, 8 Term 2 Week 1	All staff	
STAR test taken to gather data. Analysis undertaken and goals set to raise level of achievement. AsTTle test taken analysis undertaken and goals set to raise level of achievement.	Term 1  Term 2	Staff	School funding to purchase tests
<b>Final Data:</b> To analyse the data from the STAR and AsTTle from the beginning of the year to the end of the year.	Mid year and End Term 4	Staff	2007 'P & A' booklet.
Overall review of the target to identify development	Early Term 4	Staff	2007 'P & A' booklet'.

2006

READING AGE	Yr 0	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7	Yr 8	TOTAL	%
Below - 2 yr						1	1	1		3	1.5
Below - 1yr			3							3	1.5
Below - 6mth			4	1	1	1	1			8	4.2
At			5	7	2	3	6	7	2	32	16.2
Above - 6 mth			5	4	5	7	5		4	30	15.4
Above - 1 yr			16	11	16	11	7	8	6	75	37.5
Above - 2 yr+			4	5	3	7	10	7	11	47	23.7
<b>TOTAL</b>			<b>37</b>	<b>28</b>	<b>27</b>	<b>30</b>	<b>30</b>	<b>23</b>	<b>23</b>	<b>198</b>	<b>100</b>

**TARGET: In Literacy**

- To raise the level of achievement so that all children progress one sublevel level.

**TARGET: Numeracy**

- To continue to place an emphasis on Number throughout the school so children are performing at or above their expected range

*(For data analysis for Numeracy see the Progress and Achievement Book 2006)*

### YEARLY CURRICULUM REVIEW

	Term	LITERACY	NUMERACY	OTHER
January	1	Set review for the year		
February				
March				
April	2			
May				Curriculum focus 1 review completed
June		LITERACY results 1		
July	3		Numeracy results 1	
August				
September				Curriculum focus 2 review completed
October	4	LITERACY results 2		
November			Numeracy results 1	
December				

### CURRICULUM REVIEW CYCLE:

	Term	2006	2007	2008	2009
January	1				
February					
March					
April	2				
May		Maths	Science	Social Studies	Maori and EOTC
June					
July	3				
August					
September		Health and Wellbeing	Technology	The Arts PT 1 Drama and Music	The Arts PT 2 Art -visual and Dance
October	4				
November					
December					

MONTH DUE	AREA	REPORTING TO PARENTS		REPORTING TO BOT	BOARD SELF REVIEW		CURRICULUM REVIEW
					2007	2008	
FEBRUARY	NE Testing / 6 yr NET - ongoing	Wk 3	Parent / teacher meetings	Outline for the year Review timetable	NAG #4 Finance Budget approved	NAG #4 Finance Budget approved	
MARCH	Basic facts PATs Class description			Annual plan	NAG 2 Planning & Self Review: Strategic Plan: Report on Targets And BOT training		
APRIL	First Poetic writing sample			PAT results	NAG #1	NAG #4	Science: Review 1 starts
		<b>END OF TERM 1</b>					
MAY				Poetic writing sample			
JUNE	Cumulative records- Literacy and Numeracy levels recorded		Parent interview – 15 mins each. Report to focus on Numeracy Literacy and key Competencies		NAG #2		Science: Review complete
		<b>END OF TERM 2</b>					
JULY				Maths review presentation to BOT			Literacy - reading: Review 2 starts
AUGUST				Mid Year Reading results			
SEPTEMBER	Second Poetic writing sample		Parent interview – if needed. Report on progress in Numeracy, Literacy and attitude	Syndicate review for term 2	NAG #3	NAG #5	Literacy - reading: complete
		<b>END OF TERM 3</b>					
OCTOBER	Basic Facts Poetic writing sample results Term 4 Wk 2		↓		YEARLY POLICIES 1. Smoke free 2. Appraisal including Principal 3. EEO		
NOVEMBER	Running record results Term 4 Wk 4 Numeracy results: Term 4 Wk 5						
DECEMBER	Record Cards E/ Ohoka Record cards		End of year report	Progress and Achievement for 2007			

## REPORTING FOR 2007

### OHOKA SCHOOL BOT ACTION PLAN 2007

ANNUAL PLAN FOR: Health and Safety

COORDINATOR: Rob. Falconer

PLANNING TEAM: Rob. Falconer and Caretaker

OBJECTIVES	ACTIONS – (HOW)	TIMEFRAME	PERSON RESPONSIBLE	RESOURCES	COMPLETION DATE
1. To carry out regular monthly Health and safety checks around the school grounds.	Rob Falconer to meet with Michael McGill at the end of each month to carry out the safety checks as outlined on the safety checklist. To send the completed verification of the inspection to Argest.	At the end of each month.	Rob Falconer	The Ohoka School Building Systems and Features manual.	End of each term
2. To set up a regular Health and Safety team meeting.	To set up a regular Health and Safety team meeting, once per term. The team members will include the Principal, BOT rep, caretaker The team will look at the accident register and take actions to eliminate potential accidents.	To meet once a term	Rob Falconer to call the meetings	Minute book	On going.
3. To review current accident register	To review the format and monitoring systems for accidents.	Term 1	Rob Falconer board rep	Accident register	End of term 1
4. To look at the current status of staff with current First Aid certificates	The principal to keep a register of staff that have current First Aid certificates	Term 1	Rob Falconer	To be kept in the Nag 5 folder.	On going. To be updated at the beginning and end of each year
5. For all the BoT and staff to become familiar with the Nag #5 folder.	To ensure the folder is passed around all BoT members and staff to read, comment and sign.	End of term 1	Rob Falconer	Nag #5 folder	End of term 1

## OHOKA SCHOOL BOT ACTION PLAN 2007

ANNUAL PLAN FOR: Finance

COORDINATOR: Steve Craven and Rob Falconer

OBJECTIVES	ACTIONS – (HOW)	TIMEFRAME	PERSON RESPONSIBLE	RESOURCES	COMPLETION DATE
1. To plan out the 2007 budget	To meet with the finance sub committee in October, to plan out the coming years budget	Oct/Nov planning Dec – presentation of the budget to the BOT	Steve Craven	MOE staffing and funding entitlement notices Financial statements from School Support.	Oct/Nov - planning Dec – presentation and adoption of the budget by the BOT
2. To investigate current financial procedures for coding accounts	To meet with the Principal and secretary to review the funding codes. To see that they are adequate to meet the current budget.	Jan/Feb	Steve Craven	The Ohoka budget and the Financial statements from School Support	February
3. To monitor monthly expenditure and report to the principal and BOT	To monitor the coding and payment of accounts and to make sure that expenditure is kept within budget limits	Jan - Dec	Steve Craven	The Ohoka budget and the Financial statements from School Support	On going
4. To oversee the funding and expenditure of the new administration block. To make sure that expenditure is kept within budget.	To meet regularly with the property committee. To liaise with the Property Chairperson, and Principal	On going	Steve Craven	Architectural plans Architect Current costs and projections	End of year
5. To meet with the auditor and fulfil all requirements that are set	To meet with the principal and secretary initially to discuss requirements. To meet with the auditor	Oct/Nov	Steve Craven	The Ohoka budget and the Financial statements from School Support	Nov

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## OHOKA SCHOOL BOT ACTION PLAN 2007

ANNUAL PLAN FOR: Property

COORDINATOR: Rob Falconer, Board Rep

OBJECTIVES	ACTIONS – (HOW)	TIMEFRAME	PERSON RESPONSIBLE	RESOURCES	COMPLETION DATE
1. To redevelop our 10 year property plan.	To meet with Kevin Coutts from School Support	End of February.	Kevin Coutts, Rob Falconer, Board Rep	Previous 10yr plan	Term 1
2 To monitor the 10 yr plan to make sure that the planned projects for the current year are completed.	To prioritize the projects that are planned for the year. Present the plan with costs to the property sub committee and to the BOT for approval. To oversee the planned projects.	November – meet with the property rep. December – present the coming year's projects with costs  January to December	Rob Falconer, Board Rep	The revised 10 year property plan.	December – Project plan to BOT  January to December – Oversee projects for the year
3. To ensure that the school property is kept safe and tidy.	Regular internal and external checks of the school will be carried out by the Principal and caretaker. The principal is to report to the BOT that the safety checks have been carried out. To see that any safety concerns or furniture replacements are brought to the attention of the property subcommittee.	January to February	Rob Falconer, Board Rep and groundsman	The Ohoka School Building Systems and Features manual.	Ongoing

## OHOKA SCHOOL BOT ACTION PLAN 2007

Annual Plan for:	Performance Management
Co-ordinator:	Principal/management team

What (objectives)	How (actions)	When (timeframe)	Who (Responsibilities)	Resource	Completion Date
<p>1. To define goals and job expectations, set targets for these to be achieved and provide staff feedback about their performance.</p> <p>2. To provide a process for an annual assessment against the relevant professional standards.</p> <p><b>School Expectations:</b> Each teacher has a job description (and performance agreement in the case of the Principal and Unit holders). The job descriptions describe key tasks and performance indicators.</p> <p>Professional Standards: promulgated through IEC's and CEC's. The school does not modify these since they sit outside the school's self-management and decision-making.</p> <p><b>Annual Personal and School Development Objectives:</b> which arise from the previous year's appraisal and school development plan.</p>	<p><b>Appraisal Process:</b> Each teacher will be assessed annually against the relevant professional standards and will need to demonstrate that he/she meets these at the appropriate level to progress to the next step on the salary scale.</p> <p><b>Classroom observations:</b> A report will also be completed based on a classroom observation of each teacher, including the principal. Teacher observations will also be assessed annually against an agreed school wide objective and individual professional development objectives.</p> <p><b>The Appraisal Cycle:</b> The annual Performance Appraisal cycle includes an appraisal meeting, monitoring activities, and an appraisal interview.</p> <p><b>All staff</b> are appraised annually by the person to whom they are responsible to, or by a person nominated by the principal.</p> <p><b>Support Staff:</b> will have an annual appraisal based on their job description</p>	<p><b>Term 1:</b> The principal, in consultation with the staff and management team sets annual personal and school development objectives. The management team meets with all staff and negotiates the time line for individual appraisal. Professional development, school wide and personal, is planned.</p> <p><b>Term 1 end:</b> All staff meet with their appraiser, complete and sign their performance agreement plan.</p> <p><b>Term 2:</b> Staff monitoring and observations underway.</p> <p><b>Term 3:</b> Staff monitoring and observations completed including appraisal interview. Principal reports to Board when staff appraisals are finalized.</p> <p><b>Term 4:</b> Management team meets to consider objectives for school development for next year.</p>	<p><b>Areas of Responsibility:</b> Appraisal will focus on the following key professional/performance areas:</p> <ul style="list-style-type: none"> <li>• Teaching responsibilities</li> <li>• School wide responsibilities</li> <li>• Management responsibilities</li> </ul>	Performance Management and Staff Development Policy	

## OHOKA SCHOOL BOT ACTION PLAN 2007

Annual Plan for:	Personnel Development
Co-ordinator:	Principal/management team

What (objectives)	How (actions)	When (timeframe)	Who (Responsibilities)	Resource	Completion Date
<p>3. To define goals and job expectations, set targets for these to be achieved and provide staff feedback about their performance.</p> <p>4. To promote the professional development of each teacher, through a process of reflecting, setting development objectives, evaluating, and providing the necessary support resources.</p>	<p>All staff are entitled to professional development. Professional development includes school wide objectives/focus as well as individual professional objectives and will be resourced through an annual budget.</p>	<p>A school focus and individual focus set at beginning of the school year. Professional development courses are chosen at the beginning of the year. Other courses do not become available until later in the year and staff can take part in these after consultation with principal as needs and funding allows.</p>	<p>The Principal and the Management team are responsible for the implementation of the school's performance management system.</p>	<p>Performance Management and Staff Development Policy</p>	<p>Term 1- mainly Ongoing as needs arise.</p>

*PROCEDURAL INFORMATION: The Board will also use the Charter to communicate :Its proposed processes and timelines for consultation with the school's community including the Māori community (as required in the NAGs). The dates of its planning year and the date each year by which it will lodge a copy of its updated charter, and the date by which it will lodge a copy of its annual report, with the Ministry of Education*

## CONSULTATION WITH THE COMMUNITY:

The board will ensure that it consults with the school's community throughout the year by:

1. Annual Meeting: Each year the community is invited to the Board's Annual meeting. The report from each trustee is assembled into a booklet and circulated out to the community prior to the Annual meeting. Parents are invited to attend the meeting.
2. Monthly meetings. Parents are periodically reminded that they are able to attend the monthly meetings. The minutes from the Board meetings are displayed in the school's foyer for any interested parents.
3. School Newsletters: Through the weekly school newsletters the community is kept informed of any relevant matters from the meetings.
4. Community Survey. In order to develop the school's Annual Plan and Strategic Plan, the community late in 2002 was sent a questionnaire. Results and comments were tabulated, summarized and discussed at a combined BOT and Staff planning meeting. As part of the questionnaire there was a section for the local Iwi and parents affiliated with the local Marae to comment. Parents were also asked to comment on the Maori Language programmes the school runs.

## THE OHOKA SCHOOL 10 YEAR PROPERTY PLAN

This has been undertaken and completed.

Charter	Created: 2/4/2008 1:01:00 PM
<i>For Ohoka School</i>	Last Updated: 04/02/08 13:02

When your documentation is complete and agreed, please e-mail a copy of your SmartChart

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