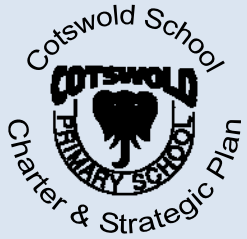




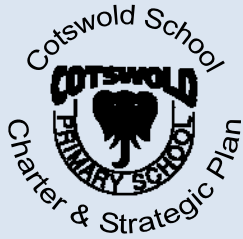
COTSWOLD SCHOOL CHARTER

2010 - 2012



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INTRODUCTION

Cotswold School has adopted a planning and reporting process that ensures a culture of continuous improvement. It is based on an annual process of evidence-based self-review.

Self-review involves investigating evidence about student outcomes and current ways of doing things to find out where improvement is needed.

Planning for school improvement requires schools to set goals and targets for better student outcomes and to make the changes that are necessary to bring about those improvements. The changes might be school-wide or they might be specific to particular classrooms and students. Implementing improvements will often require a school to make different decisions about the way it uses available resources.

In its annual report each school is required to describe progress towards the goals and targets for student outcomes that are set out in its charter. Cotswold School is committed to improving overall achievement levels and to reducing systemic under-achievement.

Through a process of on-going process of evidence-based self-review and an increased involvement of parents and other stakeholders by encouraging better information flows about students' needs and outcomes Cotswold School will:

- Gather comprehensive information about student achievement;
- Identify specific areas for improvement;
- Design and implement programmes to improve student outcomes in those priority areas;
- Evaluate and report on progress each year; and on the basis of that evaluation make planning decisions that will reflect in the school's charter for the following year.

STEPHEN HARRISON
Principal

JONATHAN OWENS
Board Chairperson



NATIONAL PRIORITIES

COTSWOLD SCHOOL WILL DETERMINE ITS PRIORITIES BY FOCUSING ON THE NATIONAL PRIORITIES.

National Priorities are currently determined to be:

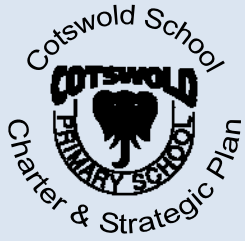
- Providing a safe physical and emotional environment for students
- Providing opportunity for success in all Essential Learning and Essential Skill Areas of the New Zealand Curriculum
- Improving Numeracy and Literacy, especially in Years 1 – 4
- Developing a range of assessment and evidence gathering practices that provide sufficiently comprehensive data to evaluate the progress and achievement of students.
- Improve the achievement of Maori and Pasifika students
- Reporting to students and parents on achievement of individual students and to the community on achievement of students as a whole and groups of students.

LOCAL PRIORITIES WILL BE IDENTIFIED THROUGH:

- The school's programme of self review
- Analysis of the school's assessment data

NATIONAL ADMINISTRATION GUIDELINES

In meeting the National and Local Priorities, the school undertakes to work within the National Administration Guidelines framework.



RECOGNISING NEW ZEALAND'S CULTURAL DIVERSITY

EDUCATION ACT REQUIREMENTS:

- Cotswold School, as appropriate to its community, will develop procedures and practices that reflect New Zealand's cultural diversity, and the unique position of the Maori culture.
- In recognising the unique position of the Maori culture, Cotswold School provides a Taha Maori programme for all students and in addition to this will take all reasonable steps to ensure that instruction in tikanga Maori (Maori culture) and te reo Maori (the Maori language) are provided for full time students whose parents ask for it.

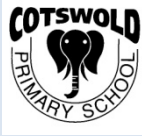
WE WILL MEET THESE REQUIREMENTS BY:

- Implementing the Principles of the Treaty of Waitangi.
- Implementing the existing School Maori Programme of Work.
- Making full use of Maori resources in the community and capitalising on the experiences and perspectives of the tangata whenua as an integral part of the school programme.
- Support New Zealanders so they value cultural heritage.
- Reporting to the board on Maori achievement.
- Staff will receive regular Professional Development in the use of Maori Language and culture in the classroom
- Implementing the Maori Responsiveness Plan detailed below:

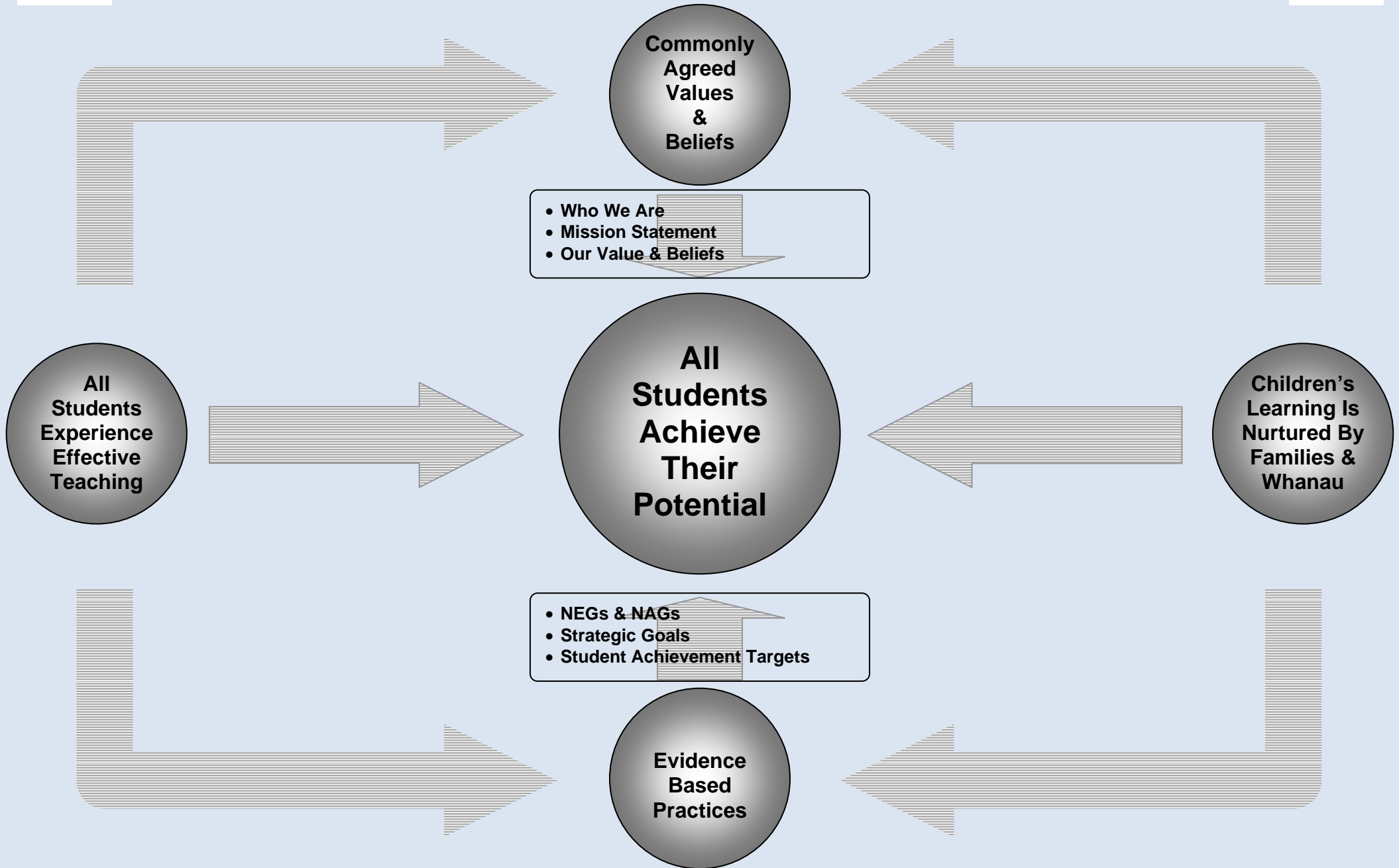
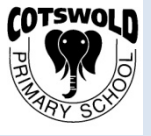
MAORI RESPONSIVENESS PLAN

If a Whanau, or other person, requests a higher level of Tikanga and / or Te Reo than is presently evident in our school's 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
- Provide is school support & resources to further enhance inclusion of Te Reo & Tikanga within the child's classroom.
- Other negotiated actions.



COTSWOLD SCHOOL CHARTER & STRATEGIC PLAN



**Commonly
Agreed
Values
&
Beliefs**

- Who We Are
- Mission Statement
- Our Value & Beliefs

**All
Students
Experience
Effective
Teaching**

**All
Students
Achieve
Their
Potential**

**Children's
Learning Is
Nurtured By
Families &
Whanau**

- NEGs & NAGs
- Strategic Goals
- Student Achievement Targets

**Evidence
Based
Practices**

OUR SCHOOL

Cotswold School is a Decile 8 contributing primary school located on the north west side of Christchurch. We provide an attractive, well maintained environment and place a priority on fostering the home and school partnership to promote student learning.

OUR MISSION

Cotswold School aims to build a brighter future for its pupils by providing a safe and secure environment for learning and teaching by fostering cooperation and communication among family, staff and community. Pupils will be challenged to achieve their potential at their stage of development and in so doing maintain high self esteem while enjoying success and achievement, in an atmosphere which promotes learning, as well as fair and equal opportunities. Social skills will be promoted to encourage children to take responsibility for their own actions.

OUR VISION

We are developing confident, connected and committed learners who will positively contribute to society.

OUR BELIEFS

At Cotswold School we believe that students learn best when teachers:

- Encourage Reflective Thought and Action
- Enhance The Relevance Of New Learning
- Make Connections
- Provide Multiple Opportunities To Learn
- Facilitate Shared Learning
- Create A Supportive Learning Environment
- Integrate information and communication technologies

OUR VALUES

At Cotswold School we value:

- Caring
- Community
- Communication
- Creativity
- Challenge



STRATEGIC GOALS

NAG #1 STUDENT LEARNING	NAG #2 STRATEGIC DOCUMENTATION	NAG #3 PERSONNEL	NAG #4 FINANCE/PROPERTY	NAG #5 HEALTH & SAFETY	NAG #6 LEGISLATIVE REQUIREMENTS
<ul style="list-style-type: none"> To extend students' horizons, by providing an innovative and vibrant learning environment, encouraging them to be enterprising and make positive contributions to society. 	<ul style="list-style-type: none"> To provide a clear framework which reflects our vision of ongoing development and improvement. 	<ul style="list-style-type: none"> To be an employer of first choice who attracts, develops and retains quality people. 	<ul style="list-style-type: none"> To ensure the school is resourced effectively achieving the best outcome for both today and the future. To provide a welcoming, vibrant, learning environment for both today and the future. 	<ul style="list-style-type: none"> To promote a healthy and safe school community that lives by the Cotswold Values. 	<ul style="list-style-type: none"> To act in accordance with all legislative requirements.

STUDENT ACHIEVEMENT TARGETS

<p><u>Literacy</u></p> <p>All students will make forward progress in reading through the provision of quality learning programmes, appropriate assessment & reporting systems, and the provision of additional support through the Cotswold Special Needs & Abilities programmes and resources.</p> <p>Our expectation is that by the end of 2010, 85% of children will be reading at or above:</p> <table border="0"> <tr> <td>⇒ Red after 6 months of instruction</td> <td>⇒ Turquoise after 2 years of instruction</td> <td>⇒ Chronological age in Years 4 - 6</td> </tr> <tr> <td>⇒ Green after 1 year of instruction</td> <td>⇒ Gold after 3 years of instruction</td> <td></td> </tr> </table>						⇒ Red after 6 months of instruction	⇒ Turquoise after 2 years of instruction	⇒ Chronological age in Years 4 - 6	⇒ Green after 1 year of instruction	⇒ Gold after 3 years of instruction	
⇒ Red after 6 months of instruction	⇒ Turquoise after 2 years of instruction	⇒ Chronological age in Years 4 - 6									
⇒ Green after 1 year of instruction	⇒ Gold after 3 years of instruction										
<p><u>Literacy Stretch Target</u></p> <p>Our expectation is that by the end of 2010, 5% of children will be reading at or above:</p> <table border="0"> <tr> <td>⇒ Green after 6 months of instruction</td> <td></td> <td></td> </tr> </table> <p>Our expectation is that by the end of 2010, 40% of children will be reading at or above:</p> <table border="0"> <tr> <td>⇒ Purple after 1 year of instruction</td> <td>⇒ Gold after 2 years of instruction</td> <td>⇒ 1 year above chronological age in Years 3 - 6</td> </tr> </table>						⇒ Green after 6 months of instruction			⇒ Purple after 1 year of instruction	⇒ Gold after 2 years of instruction	⇒ 1 year above chronological age in Years 3 - 6
⇒ Green after 6 months of instruction											
⇒ Purple after 1 year of instruction	⇒ Gold after 2 years of instruction	⇒ 1 year above chronological age in Years 3 - 6									
<p><u>Numeracy</u></p> <p>All students will make forward progress in numeracy through the provision of quality learning programmes, appropriate assessment & reporting systems, and the provision of additional support through the Cotswold Special Needs & Abilities programmes and resources.</p> <p>Our expectation is that by the end of 2010:</p> <table border="0"> <tr> <td>⇒ 30% of Year 1 students will be achieving at or above Stage 3</td> <td>⇒ 30% of Year 3 students will be achieving at or above the beginning of Stage 5</td> <td>⇒ 45% of Year 5 students will be achieving at or above the beginning of Stage 6</td> </tr> <tr> <td>⇒ 45% of Year 2 students will be achieving at or above the end of Stage 4</td> <td>⇒ 50% of Year 4 students will be achieving at or above the middle of Stage 5</td> <td>⇒ 40% of Year 6 students will be achieving at or above the middle of Stage 6</td> </tr> </table>						⇒ 30% of Year 1 students will be achieving at or above Stage 3	⇒ 30% of Year 3 students will be achieving at or above the beginning of Stage 5	⇒ 45% of Year 5 students will be achieving at or above the beginning of Stage 6	⇒ 45% of Year 2 students will be achieving at or above the end of Stage 4	⇒ 50% of Year 4 students will be achieving at or above the middle of Stage 5	⇒ 40% of Year 6 students will be achieving at or above the middle of Stage 6
⇒ 30% of Year 1 students will be achieving at or above Stage 3	⇒ 30% of Year 3 students will be achieving at or above the beginning of Stage 5	⇒ 45% of Year 5 students will be achieving at or above the beginning of Stage 6									
⇒ 45% of Year 2 students will be achieving at or above the end of Stage 4	⇒ 50% of Year 4 students will be achieving at or above the middle of Stage 5	⇒ 40% of Year 6 students will be achieving at or above the middle of Stage 6									

STRATEGIC GOALS	2010	2011	2012	
S T U D E N T L E A R N I N G • To extend students' horizons, by providing an innovative and vibrant learning environment, encouraging them to be enterprising and make positive contributions to society.	Targeting Student Achievement <ul style="list-style-type: none"> All students will make forward progress in reading through the provision of quality learning programmes, appropriate assessment & reporting systems, and the provision of additional support through the Cotswold Special Needs & Abilities programmes and resources. <i>Our expectation is that by the end of 2010</i> <ul style="list-style-type: none"> 85% of children will be reading at or above: <ul style="list-style-type: none"> Red after 6 months of instruction Green after 1 year of instruction Turquoise after 2 years of instruction Gold after 3 years of instruction Chronological age in Years 4 – 6 5% of children will be reading at or above: <ul style="list-style-type: none"> Green after 6 months of instruction 40% of children will be reading at or above: <ul style="list-style-type: none"> Purple after 1 year of instruction Gold after 2 years of instruction 1 year above chronological age in Years 3 - 6 	Targeting Student Achievement <ul style="list-style-type: none"> All students will make forward progress in numeracy through the provision of quality learning programmes, appropriate assessment & reporting systems, and the provision of additional support through the Cotswold Special Needs & Abilities programmes and resources. <i>Our expectation is that by the end of 2010:</i> <ul style="list-style-type: none"> 30% of Year 1 students will be achieving at or above Stage 3 45% of Year 2 students will be achieving at or above the end of Stage 4 30% of Year 3 students will be achieving at or above the beginning of Stage 5 50% of Year 4 students will be achieving at or above the middle of Stage 5 45% of Year 5 students will be achieving at or above the beginning of Stage 6 40% of Year 6 students will be achieving at or above the middle of Stage 6 	Targeting Student Achievement <ul style="list-style-type: none"> All students will make forward progress in reading through the provision of quality learning programmes, appropriate assessment & reporting systems, and the provision of additional support through the Cotswold Special Needs & Abilities programmes and resources. <i>Our expectation is that by the end of 2010:</i> <ul style="list-style-type: none"> 35% of Year 1 students will be achieving at or above Stage 3 47% of Year 2 students will be achieving at or above the end of Stage 4 35% of Year 3 students will be achieving at or above the beginning of Stage 5 55% of Year 4 students will be achieving at or above the middle of Stage 5 47% of Year 5 students will be achieving at or above the beginning of Stage 6 45% of Year 6 students will be achieving at or above the middle of Stage 6 	
	Review & Implement	Review & Implement	Review & Implement	
	<ul style="list-style-type: none"> Staff Information Intranet to be developed with Ultratnet 			
	<ul style="list-style-type: none"> Cotswold Curriculum Plan to bring it into line with the developing curriculum, key competencies and values ensuring students have further opportunity to experience success in all learning areas (ERO 2). 			
	<ul style="list-style-type: none"> Cotswold School Developed Assessment Programme 			
	<ul style="list-style-type: none"> SNAC & Gifted and Talented Policy, Procedures and Guidelines 			
	Focus	Focus	Focus	
	<ul style="list-style-type: none"> Undertake School Wide Curriculum Development Focusing On: <ul style="list-style-type: none"> Effective Teaching The Cotswold Curriculum (ERO 2) Inquiry Learning/E4E Mathematics & Statistics Gifted & Talented (ERO 2) National Expectations 	<ul style="list-style-type: none"> Undertake School Wide Curriculum Development Focusing On: <ul style="list-style-type: none"> The Cotswold Curriculum (ERO 2) Mathematics & Statistics National Expectations 		
	<ul style="list-style-type: none"> Developing individual or team aspects of current or new teaching and learning pedagogy 			
	<ul style="list-style-type: none"> Undertake Minor School Wide Curriculum/Policy Focus On: <ul style="list-style-type: none"> Literacy (Reading, Writing & Oral) The Arts PE & Sport 	<ul style="list-style-type: none"> Undertake Minor School Wide Curriculum/Policy Focus On: <ul style="list-style-type: none"> Literacy (Reading, Writing & Oral) Effective Teaching (ICTPD) PE & Sport 	<ul style="list-style-type: none"> Undertake Minor School Wide Curriculum/Policy Focus On: <ul style="list-style-type: none"> Literacy (Reading, Writing & Oral) Mathematics & Statistics 	
	Assess, Report & Analyse	Assess, Report & Analyse	Assess, Report & Analyse	
	<ul style="list-style-type: none"> Ongoing Collection, Analysis And Reporting Of Individual & School-Wide Achievement Data, Setting Specific And Challenging Achievement Expectations For Students (ERO 1) 			
	<ul style="list-style-type: none"> Revise Cotswold School Prioritised Assessment Criteria In The Following Areas: <ul style="list-style-type: none"> LETS Inquiry Rubric PE & Sport 	<ul style="list-style-type: none"> Revise Cotswold School Prioritised Assessment Criteria In The Following Areas: <ul style="list-style-type: none"> Mathematics & Statistics The Arts Values/Key Competencies 	<ul style="list-style-type: none"> Revise Cotswold School Prioritised Assessment Criteria In The Following Areas: <ul style="list-style-type: none"> English 	
	Continued Implementation & Refinement Of MUSAC Classroom Manager			
	Report to Board on SNAC activities, programmes and student outcomes.			

STRATEGIC GOALS		2010		2011		2012	
STRATEGIC DOCUMENTATION	To provide a clear framework which reflects our vision of ongoing development and improvement.	Curriculum/Operations Review		Curriculum/Operations Review		Curriculum/Operations Review	
		• Mathematics & Statistics		• English		• Mathematics & Statistics	• Common Timetable
		• LETS/Inquiry Rubric	• Class Interchange	• LETS/Inquiry Rubric	• Common Timetable	• LETS/Inquiry Rubric	• Values/Behave Manage
		• PE & Sport	• Values/Behave Manage	• The Arts	• ICTPD Sustainability	• PE & Health	
		Student Achievement		Student Achievement		Student Achievement	
		• Literacy – Reading, Writing, Oral	• Numeracy	• Literacy – Reading, Writing, Oral	• Numeracy	• Literacy – Reading, Writing, Oral	• Numeracy
		• LETS/Inquiry Rubric	• The Arts	• PE & Sport	• The Arts	• LETS/Inquiry Rubric	
		Community Consultation		Community Consultation		Community Consultation	
		• Maori	• Community Partnership	• Maori	• Bullying prevention effectiveness	• Maori	
		• The Cotswold Way	• PE & Sport	• Health Education	• Community Partnership	• The Cotswold Way	
		Board Portfolio Review		Board Portfolio Review		Board Portfolio Review	
		• To continue to develop our self review schedule to cover all aspects of the schools operations (ERO 3). SchoolDocs will be used to assist us in self reviewing all aspects of school operations.					
		• NAG 1 - Student Learning	• NAG 4 – Finance/Property	• NAG 1 - Student Learning	• NAG 4 – Finance/Property	• NAG 1 - Student Learning	• NAG 4 – Finance/Property
• NAG 2 - Strategic Manage	• NAG 5 – Health & Safety	• NAG 2 - Strategic Manage	• NAG 5 – Health & Safety	• NAG 2 - Strategic Manage	• NAG 5 – Health & Safety		
• NAG 3 – Personnel	• NAG 6 – Legislative Require	• NAG 3 – Personnel	• NAG 6 – Legislative Require	• NAG 3 – Personnel	• NAG 6 – Legislative Require		
PERSONNEL	To be an employer of first choice who attracts, develops and retains quality people.	Professional Development		Professional Development		Professional Development	
		Undertake School-Wide Professional Development In:					
		Major Focus		Major Focus		Major Focus	
		• Partners In Learning – School Engagement With Parents		• Partners In Learning – School Engagement With Parents			
		• The Cotswold Curriculum (including Inquiry Learning/E4E) (ERO 2)		• The Cotswold Curriculum (ERO 2)			
		• Mathematics & Statistics		• Mathematics & Statistics			
		• Gifted & Talented (ERO 2)		• National Expectations			
		• National Expectations					
		• Develop individual and team aspects of new teaching and learning pedagogy					
		Minor Focus		Minor Focus		Minor Focus	
		• Literacy (Reading, Writing & Oral)		• Gifted & Talented (ERO 2)			
		• The Arts		• PE & Sport			
		• To Provide Funding To Allow For The Professional Development Of Individual Staff Members Based On Needs Identified As Part Of The Performance Management Programme					
• To Provide Funding And Opportunities For Staff Improve Their Qualifications And Experience.							
• To Provide Ongoing Professional Development In Information & Communication Technology							
• To Provide Ongoing Professional Development which will allow staff to confidently implement the school's Taha Maori programme in their classroom.							
Staff Performance Management		Staff Performance Management		Staff Performance Management			
• Implement Existing School Performance Management System		• Implement Existing School Performance Management System		• Implement Existing School Performance Management System			

STRATEGIC GOALS	2010	2011	2012
FINANCE • To ensure the school is resourced effectively achieving the best outcome for both today and the future.	<ul style="list-style-type: none"> • Implement the Financial Management Policy and Procedures 	<ul style="list-style-type: none"> • Implement the Financial Management Policy and Procedures 	<ul style="list-style-type: none"> • Implement the Financial Management Policy and Procedures
PROPERTY • To provide a welcoming, vibrant, learning environment for both today and the future.	<ul style="list-style-type: none"> • Implement Property Plan • Review 5YP 	<ul style="list-style-type: none"> • Implement Property Plan • Review 5YP 	<ul style="list-style-type: none"> • Implement Property Plan • Review 5YP
HEALTH & SAFETY • To promote a healthy and safe school community that lives by the Cotswold Values.	<ul style="list-style-type: none"> • To incorporate locally prioritised values into enhancing school culture developing students ability to self manage their learning and behaviour. • To fund training for staff to prepare them for the implementation of the Kia Kaha. • To implement the Kia Kaha unit across the school. • To implement the Keeping Ourselves Safe Unit at Y1 Level. 	<ul style="list-style-type: none"> • To fund training for staff to prepare them for the implementation of the Keeping Ourselves Safe Unit. • To implement the Keeping Ourselves Safe Unit across the school. 	<ul style="list-style-type: none"> • To fund training for staff to prepare them for the implementation of the Kia Kaha. • To implement the Kia Kaha unit across the school. • To implement the Keeping Ourselves Safe Unit at Y1 Level.
LEGISLATIVE REQUIREMENTS • To act in accordance with all legislative requirements.	<p>The Board will ensure that it clearly identifies one member of the Board who will act in accordance with the role and responsibilities outlined its Terms of Reference, the school charter and in partnership with the school principal focusing on Legislative Requirements. Specific activities will include:</p> <ul style="list-style-type: none"> • To keep a watching brief on correspondence and documentation concerning the legislative requirements the school must meet and report these to the BoT. • To review policies and procedures 		
COMMUNITY • To have good communications between the school and its community, to encourage involvement in the life of the school, and to be receptive and responsive to helpful views, ideas or concerns.	<p>To Develop And Implement A Plan For Regular Liaison With Local Kindergarten, Pre-School Institutions and Intermediate Schools.</p> <p>To provide PD to staff focusing on further developing effective partnerships between schools and parents, whānau and communities leading to better outcomes for our students</p> <p>Community Resources & Resource People To Be Used In Classrooms</p> <p>Involve Our Community In School Events On A Regular Basis:</p> <ul style="list-style-type: none"> ⇒ Assemblies ⇒ Sporting Fixture ⇒ Open Days ⇒ Media publicity & invitations to visit. ⇒ Cultural Events <ul style="list-style-type: none"> • Regular update and maintenance of information provided on our school Website – http://www.cotswold.school.nz/ 		

STRATEGIC GOALS	2010 STRATEGIC DEVELOPMENT	ACTION TIMELINE												DEVELOPMENT CO-ORDINATED BY	COMMENT		
		J	F	M	A	M	J	J	A	S	O	N	D				
FINANCE	<ul style="list-style-type: none"> To ensure the school is resourced effectively achieving the best outcome for both today and the future. 														<ul style="list-style-type: none"> Implement the Financial Management Policy and Procedures 	Principal & Board	
PROPERTY	<ul style="list-style-type: none"> To provide a welcoming, vibrant, learning environment for both today and the future. 														<ul style="list-style-type: none"> Implement Property Plan 	Principal & Board	
															<ul style="list-style-type: none"> Review 5YP 	Principal & Board	
HEALTH & SAFETY	<ul style="list-style-type: none"> To promote a healthy and safe school community that lives by the Cotswold Values. 														<ul style="list-style-type: none"> To incorporate locally prioritised values into enhancing school culture developing students ability to self manage their learning and behaviour 	Board & Management Team	
															<ul style="list-style-type: none"> To implement the Kia Kaha unit across the school. 	Board	
															<ul style="list-style-type: none"> To implement the Keeping Ourselves Safe Unit at Y1 Level. 	Management Team	
LEGISLATIVE REQUIREMENTS	<ul style="list-style-type: none"> To act in accordance with all legislative requirements. 														<ul style="list-style-type: none"> The Board will ensure that it clearly identifies one member of the Board who will act in accordance with the role and responsibilities outlined its Terms of Reference, the school charter and in partnership with the school principal focusing on Legislative Requirements. 	Board	
															<ul style="list-style-type: none"> To convene a policy sub-committee to develop policies and procedures with respect to the legislative requirements that the school must meet.(as required). 	Board	
															<ul style="list-style-type: none"> To keep a watching brief on correspondence and documentation concerning the legislative requirements the school must meet and report these to the BoT. 	Board	
															<ul style="list-style-type: none"> To review policies and procedures triennially. 	Board	
COMMUNITY	<ul style="list-style-type: none"> To have good communications between the school and its community, to encourage involvement in the life of the school, and to be receptive and responsive to helpful views, ideas or concerns. 														To Develop And Implement A Plan For Regular Liaison With Local Kindergarten, Pre-School Institutions and Intermediate Schools.	Management Team	
															Community Resources & Resource People To Be Used In Classrooms	Management Team & Teachers	
															Involve Our Community In School Events On A Regular Basis: <ul style="list-style-type: none"> Assemblies Sporting Fixture 	Management Team & Teachers	
															<ul style="list-style-type: none"> Regular update and maintenance of information provided on our school Website – http://www.cotswold.school.nz/ 	Principal	



COTSWOLD SCHOOL STUDENT ACHIEVEMENT TARGET #1 ACTION PLAN

STRATEGIC GOAL

- To extend students' horizons, by providing an innovative and vibrant learning environment, encouraging them to be enterprising and make positive contributions to society.

STRATEGIC TARGET

- All students will make forward progress in reading through the provision of quality learning programmes, appropriate assessment & reporting systems, and the provision of additional support through the Cotswold Special Needs & Abilities programmes and resources. Our expectation is that by the end of 2010, 85% of our students will be reading at or above the school defined benchmarks.

ANNUAL TARGET

- All students (including Maori students) will make forward progress in reading.
- 85% of students (including Maori students) will be reading at or above:
 - ⇒ Red after 6 months of instruction
 - ⇒ Green after 1 year of instruction
 - ⇒ Turquoise after 2 years of instruction
 - ⇒ Gold after 3 years of instruction
 - ⇒ Chronological age in Years 4 – 6
- 5% of children will be reading at or above:
 - ⇒ Green after 6 months of instruction
- 40% of children will be reading at or above:
 - ⇒ Purple after 1 year of instruction
 - ⇒ Gold after 2 years of instruction
 - ⇒ 1 year above chronological age in Years 3 - 6

TARGET AREA:

Student Learning	<input checked="" type="checkbox"/>	Personnel	<input type="checkbox"/>	Finance	<input type="checkbox"/>
Strategic Doc	<input type="checkbox"/>	Health & Safety	<input type="checkbox"/>	Property	<input type="checkbox"/>
Leg Requirement	<input type="checkbox"/>	Community	<input type="checkbox"/>		

TARGET GROUP

Gender	All	<input checked="" type="checkbox"/>	Boys	<input type="checkbox"/>	Girls	<input type="checkbox"/>
Ethnicity	All	<input checked="" type="checkbox"/>	Maori	<input checked="" type="checkbox"/>	Other	<input type="checkbox"/>
Level (Circle)	All	<input checked="" type="checkbox"/>	Y1	<input checked="" type="checkbox"/>	Y2	<input checked="" type="checkbox"/>
			Y3	<input checked="" type="checkbox"/>	Y4	<input checked="" type="checkbox"/>
			Y5	<input checked="" type="checkbox"/>	Y6	<input checked="" type="checkbox"/>

HISTORICAL POSITION

	NOVEMBER, 2008		NOVEMBER, 2009	
	READING BELOW ACTUAL AGE/SCHOOL TARGET	READING AT OR ABOVE ACTUAL AGE/SCHOOL TARGET	READING BELOW ACTUAL AGE/SCHOOL TARGET	READING AT OR ABOVE ACTUAL AGE/SCHOOL TARGET
YEAR 1	26.67%	73.33%	19.67%	80.33%
YEAR 2	12.82%	87.18%	15.15%	84.85%
YEAR 3	14.10%	85.90%	13.89%	86.11%
YEAR 4	15.69%	84.31%	13.41%	86.59%
YEAR 5	18.95%	81.05%	14.81%	85.19%
YEAR 6	17.33%	82.67%	13.04%	86.96%
AVERAGE	17.59%	82.41%	14.75%	85.25%

NB: A full summary of results including gender and ethnicity analysis is available from the school office.

ACTION PLAN

WHAT WILL THE SCHOOL DO TO MEET THE TARGET?	WHEN WILL IT BE DONE BY?												WHO IS INVOLVED/RESPONSIBLE	WHAT RESOURCES WILL BE ALLOCATED TO MEET THE TARGET?
	J	F	M	A	M	J	J	A	S	O	N	D		
Test children using PAT, STAR and Running Record Tests													Classroom Teacher/SMT	PAT Tests; STAR Tests; Running Records; Teacher Release
Staff Professional Development													Literacy Leader → Class Teachers	MoE & School Developed Resources
Ongoing assessment & analysis													Classroom Teachers	Teaching/Reading Resources & Collegial Support
Literacy Interchange													Classroom Teachers	Teaching/Personnel/Reading Resources & Collegial Support
Sharing learning intention													Classroom Teachers	Teaching/Reading Resources & Collegial Support
Parent Information Evening													All Staff	Teaching/Reading Resources & Collegial Support
Trialling new strategies													Classroom Teachers	Teaching/Reading Resources & Collegial Support
Retest Running Record Tests													SMT	STAR Tests; Running Records; Teacher Release
Data Analysis													SMT	Classroom Manager; Teacher Release



COTSWOLD SCHOOL STUDENT ACHIEVEMENT TARGET #2 ACTION PLAN & REPORT

STRATEGIC GOAL

- To extend students' horizons, by providing an innovative and vibrant learning environment, encouraging them to be enterprising and make positive contributions to society.

STRATEGIC TARGET

- All students will make forward progress in numeracy through the provision of quality learning programmes, appropriate assessment & reporting systems, and the provision of additional support through the Cotswold Special Needs & Abilities programmes and resources.

ANNUAL TARGET

- All students (including Maori Students) will make forward progress in numeracy with:
 - ⇒ 27.5% of Year 1 students achieving at or above Stage 3
 - ⇒ 40% of Year 2 students achieving at or above Stage 4
 - ⇒ 27.5% of Year 3 students achieving at or above Stage 5
 - ⇒ 40% of Year 4 students achieving at or above Stage 5
 - ⇒ 30% of Year 5 students achieving at or above Stage 6
 - ⇒ 20% of Year 6 students achieving at or above Stage 7

TARGET AREA:

Student Learning	<input checked="" type="checkbox"/>	Personnel	<input type="checkbox"/>	Finance	<input type="checkbox"/>
Strategic Doc	<input type="checkbox"/>	Health & Safety	<input type="checkbox"/>	Property	<input type="checkbox"/>
Leg Requirement	<input type="checkbox"/>	Community	<input type="checkbox"/>		

TARGET GROUP

Gender	All	<input checked="" type="checkbox"/>	Boys	<input type="checkbox"/>	Girls	<input type="checkbox"/>
Ethnicity	All	<input checked="" type="checkbox"/>	Maori	<input checked="" type="checkbox"/>	Other	<input type="checkbox"/>
Level (Circle)	All	<input checked="" type="checkbox"/>	Y1	<input checked="" type="checkbox"/>	Y2	<input checked="" type="checkbox"/>
			Y3	<input checked="" type="checkbox"/>	Y4	<input checked="" type="checkbox"/>
			Y5	<input checked="" type="checkbox"/>	Y6	<input checked="" type="checkbox"/>

HISTORICAL POSITION

	NOVEMBER, 2008		NOVEMBER, 2009	
	BELOW SCHOOL TARGET	AT OR ABOVE SCHOOL TARGET	BELOW SCHOOL TARGET	AT OR ABOVE SCHOOL TARGET
YEAR 1	75.00%	25.00%	10.75%	89.25%
YEAR 2	45.45%	54.55%	37.78%	62.22%
YEAR 3	70.51%	29.49%	61.64%	38.36%
YEAR 4	49.02%	50.98%	42.68%	57.32%
YEAR 5	36.17%	63.83%	46.94%	53.06%
YEAR 6	75.00%	25.00%	80.22%	19.78%
AVERAGE	58.53%	41.48%	46.03%	53.97%

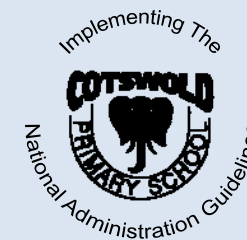
NB: A full summary of results including gender and ethnicity analysis is available from the school office.

ACTION PLAN

WHAT WILL THE SCHOOL DO TO MEET THE TARGET?	WHEN WILL IT BE DONE BY?												WHO IS INVOLVED/RESPONSIBLE	WHAT RESOURCES WILL BE ALLOCATED TO MEET THE TARGET?
	J	F	M	A	M	J	J	A	S	O	N	D		
Testing Of Students For Baseline Data													Maths LOL/Classroom Teachers	Numeracy Testing kits / Release As Required
Development of 'I Can' assessment and relating activities													Maths LOL /SMT Classroom Teachers	Current maths resources / NZ Maths / ARBs
Teacher Release For Individual Assessment													Classroom Teachers / Maths LOL/SMT	Time and space / Numeracy Testing kits
Ongoing collection of data and subsequent development of groupings													SMT / Classroom Teachers	
Data Analysis													Classroom Teachers / SMT	Collated data / class / team / whole school
Discussion of data; programmes / groupings to be utilised													Maths LOL / SMT	Planning Team meetings, groupings for interchange, current numeracy resources
Implement the Numeracy Programme													Maths LOL / Classroom Teachers	Ongoing Professional Development to ensure changes in the programme can be implemented
Target teaching to needs													Classroom Teachers	Current maths resources / NZ Maths / ARBs

Cotswold School Board Of Trustees

Student Learning Policy Framework



According to Goal 1 of the National Administration Guidelines, the Cotswold School Board of Trustees with the Principal and teaching staff is required to:

- i. develop and implement teaching and learning programmes:
 - a. to provide all students in years 1-10 with opportunities to achieve for success in all the essential learning and skill areas of the New Zealand curriculum;
 - b. giving priority to student achievement in literacy and numeracy, especially in years 1-8;
 - c. giving priority to regular quality physical activity that develops movement skills for all students, especially in years 1-6;
- ii. through a range of assessment practices, gather information that is sufficiently comprehensive to enable the progress and achievement of students to be evaluated; giving priority first to:
 - a. student achievement in literacy and numeracy, especially in years 1-8; and then to:
 - b. breadth and depth of learning related to the needs, abilities and interests of students, the nature of the school's curriculum, and the scope of the New Zealand Curriculum as expressed in the New Zealand Curriculum or Te Marautanga o Aotearoa;
- iii. on the basis of good quality assessment information, identify students and groups of students;
 - a. who are not achieving;
 - b. who are at risk of not achieving;
 - c. who have special needs
 - d. and identify aspects of the curriculum which require particular attention;
- iv. develop and implement teaching and learning strategies to address the needs of students and aspects of the curriculum identified in (iii) above;
- v. in consultation with the school's Maori community, develop and make known to the school's community policies, plans and targets for improving the achievement of Maori students;
- vi. provide appropriate career education and guidance for all students in year 7 and above, with a particular emphasis on specific career guidance for those students who have been identified by the school as being at risk of leaving school unprepared for the transition to the workplace or further education/training.

The Board of Trustees will develop and implement

- Student Achievement Information
- Marking
- Home Learning
- Students with Special Needs
- Recognition of Cultural Diversity
- Improve Educational Outcomes for Maori Students
- Religious Instruction
- Health Education
- Education Outside the Classroom

School Policy will be supported by:

- The Cotswold School Curriculum Plan

All policy is now available at <http://cotswold.schooldocs.co.nz/> (Username: cotswold; Password: elephant)

STUDENT LEARNING

Cotswold School Board Of Trustees

Strategic Documentation Policy Framework



According to Goal 2 of the National Administration Guidelines, the Cotswold School Board of Trustees with the Principal and teaching staff is required to:

- i. develop a strategic plan which documents how they are giving effect to the National Education Guidelines through their policies, plans and programmes, including those for curriculum, National Standards, assessment and staff professional development;
- ii. maintain an on-going programme of self-review in relation to the above policies, plans and programmes, including evaluation of information on student achievement;
- iii. report to students and their parents on the achievement of individual students, and to the school's community on the achievement of students as a whole and of groups (identified through NAG 1(iii) above) including the achievement of Māori students against the plans and targets referred to in 1(v) above..

The Board of Trustees will develop and implement

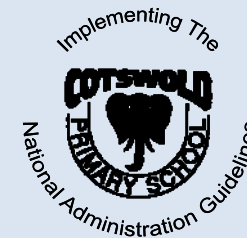
- Review Instructions
- Review Schedule
- School Planning and Reporting
- Recognising Student Achievement
- Reporting to Parents

All policy is now available at <http://cotswold.schooldocs.co.nz/> (Username: cotswold; Password: elephant)

STRATEGIC DOCUMENTATION

Cotswold School Board Of Trustees

Strategic Documentation Policy Framework



According to Goal 2A of the National Administration Guidelines, the Cotswold School Board of Trustees with the Principal and teaching staff is required to:

Where a school has students enrolled in years 1-8, the board of trustees, with the principal and teaching staff, is required to use National Standards to:

- i. report to students and their parents on the student's progress and achievement in relation to National Standards. Reporting to parents in plain language in writing must be at least twice a year;
- ii. report school-level data in the board's annual report on National Standards under three headings:
 - a. school strengths and identified areas for improvement;
 - b. the basis for identifying areas for improvement; and
 - c. planned actions for lifting achievement.
- iii. report in the board's annual report on:
 - a. the numbers and proportions of students at, above, below or well below the standards, including by Māori, Pasifika and by gender (where this does not breach an individual's privacy); and
 - b. how students are progressing against the standards as well as how they are achieving.
- iv. These requirements do not apply to boards of trustees that are working towards implementing Te Marautanga o Aotearoa until 2 February 2011.

For the avoidance of doubt, the first annual report to which subclauses (ii) and (iii) apply is that which reports on the 2011 school year, except for boards of trustees that are working towards implementing Te Marautanga o Aotearoa when the relevant report is that which reports on the 2012 school year.

The Board of Trustees will review current policy and where necessary develop and implement new policy during 2010 and 2011.

Cotswold School Board Of Trustees Personnel & Employment Policy Framework



According to Goal 3 of the National Administration Guidelines, the Cotswold School Board of Trustees with the Principal and teaching staff is required to:

- i. develop and implement personnel and industrial policies, within policy and procedural frameworks set by the Government from time to time, which promote high levels of staff performance, use educational resources effectively and recognise the needs of students;
- ii. be a good employer as defined in the State Sector Act 1988 and comply with the conditions contained in employment contracts applying to teaching and non-teaching staff.

The Board of Trustees will develop and implement

- Appointment Procedure
- Classroom Release Time
- Performance Management
- Complaints
- Protected Disclosure
- Teacher Registration and Police Vetting
- Staff Leave
- HIV/AIDS and other Infectious Diseases

All policy is now available at <http://cotswold.schooldocs.co.nz/> (Username: cotswold; Password: elephant)

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Cotswold School Board Of Trustees

Asset & Financial Management Policy

According to Goal 4 of the National Administration Guidelines, the Cotswold School Board of Trustees with the Principal and teaching staff is required to:

- i. allocate funds to reflect the school's priorities as stated in the charter;
- ii. monitor and control school expenditure, and ensure that annual accounts are prepared and audited as required by the Public Finance Act 1989 and the Education Act 1989;
- iii. comply with the negotiated conditions of any current asset management agreement, and implement a maintenance programme to ensure that the school's buildings and facilities provide a safe, healthy learning environment for students.

The Board of Trustees will develop and implement:

- Income
- Financial Control and Expenditure
- Assets
- Theft and Fraud Prevention

All policy is now available at <http://cotswold.schooldocs.co.nz/> (Username: cotswold; Password: elephant)



FINANCE & PROPERTY

Cotswold School Board Of Trustees

Health & Safety Policy Framework



According to Goal 5 of the National Administration Guidelines, the Cotswold School Board of Trustees with the Principal and teaching staff is required to:

- i. provide a safe physical and emotional environment for students;
- ii. promote healthy food and nutrition for all students;
- iii. comply in full with any legislation currently in force or that may be developed to ensure the safety of students and employees.

The Board of Trustees will develop and implement the following policies:

- The Health and Safety in Employment Act
- The Health and Safety Committee
- Smoke Free Environment
- Care and Management of Children
- Emergency Planning and Procedures
- Pandemic Management
- Accidents and Illness
- Hazard Management
- Harassment
- Abuse Reporting Procedure
- Behaviour Management
- General Safety Information

All policy is now available at <http://cotswold.schooldocs.co.nz/> (Username: cotswold; Password: elephant)

HEALTH & SAFETY

Cotswold School Board Of Trustees

School Administration Policy Framework



According to Goal 6 of the National Administration Guidelines, the Cotswold School Board of Trustees with the Principal and teaching staff is required to comply with all general legislation concerning requirements such as:

- i. attendance, the length of the school day, and
- ii. the length of the school year.

The Board of Trustees will develop and implement

- Student Absence
- Sending Students Home/Early Release
- Privacy
- Enrolment
- International Students
- Records Retention
- Length of School Year
- Copyright

All policy is now available at <http://cotswold.schooldocs.co.nz/> (Username: cotswold; Password: elephant)

LEGISLATIVE REQUIREMENTS