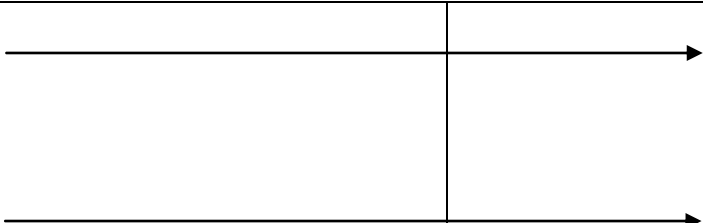




LONG BAY PRIMARY SCHOOL STRATEGIC PLAN 2007/8 - 2010



NAG 1: CURRICULUM

STRATEGIC DIRECTION	2007/8 Priorities	2009 Priorities	2010 Priorities
<p>To implement and review curriculum delivery across the school in order to ensure that all children have the opportunity to succeed in all the essential learning and competency areas of the NZ curriculum.</p>	<ul style="list-style-type: none"> • Staff familiarity with new NZ curriculum. • Development of what the key competencies look like at LBP • Implementation of new curriculum requirements into teaching and learning programmes. • Whole school professional development in Inquiry learning, ICT (year 3 of contract). • Development of schoolwide curriculum integration model and related planning and assessment documents. • Review of the implementation of the Health and PE LA. • Development of schoolwide PD sustainability model. 	<ul style="list-style-type: none"> • Review of the implementation of the Science LA. • Whole school professional development in how to enhance children's thinking skills and problem solving abilities. <p><i>Continue to review and refine</i></p> <hr/> <p><i>Continue to review and refine</i></p>	<ul style="list-style-type: none"> • Review of the implementation of the Technology LA. • Whole school professional development in Science
<p>To develop and improve school-wide numeracy and literacy programmes.</p>	<ul style="list-style-type: none"> • Review geometry and measurement strand of the new maths curriculum • Develop a sustainability model for numeracy (including demo/observation cycle) • Provide appropriate PD to enhance creative writing outcomes throughout the school 	<ul style="list-style-type: none"> • Review statistics strand of the new maths curriculum • Provide appropriate PD according to review outcomes • Provide appropriate PD to enhance transactional writing outcomes throughout the school 	<ul style="list-style-type: none"> • Review number and algebra strand of the new maths curriculum • Provide appropriate PD according to review outcomes • Provide appropriate PD in listening and speaking

	<ul style="list-style-type: none"> • Review classroom instructional reading programmes and provide PD where appropriate • Review and update literacy resources including library books, instructional readers, schoolwide exemplars and cameos 		
To provide quality physical activity that develops movement skills for all children.	<ul style="list-style-type: none"> • Develop a school wide PE philosophy • Become a ‘health promoting school’ – implement recommendations related to physical activity • Participate in whole school PD ‘Active Schools’ contract 	<ul style="list-style-type: none"> • Review and refine Health and PE implementation plan and programme overview 	
To implement programmes that monitor the effectiveness of teaching programmes and the progress and achievement of students	<ul style="list-style-type: none"> • Use data to establish achievement targets – review and report on these 3x per year • Complete class, syndicate and schoolwide analysis of achievement data with identified needs & action plan • Review achievement reporting processes • Establish new reporting cycle • Provide community with up to date assessment information in key learning areas as they are reviewed (re: review cycle) 	<p style="text-align: center;"><i>Ongoing</i></p> 	
To identify students at risk and put in place programmes to improve children’s learning outcomes.	<ul style="list-style-type: none"> • Identification of children at risk and provision of appropriate support programmes. 	<ul style="list-style-type: none"> • Identification of children at risk and provision of appropriate support programmes. 	<ul style="list-style-type: none"> • Identification of students at risk and provision of appropriate support programmes.

	<ul style="list-style-type: none"> • Provide professional development for staff on how to cater for CWSA in class • Implement a training programme for teacher aides and support staff to cater for CWSN 	<ul style="list-style-type: none"> • Review and refine programme for CWSN 	<ul style="list-style-type: none"> • Review and refine programme for CWSN
To identify children with special abilities and put in place programmes/activities to cater for them.	<ul style="list-style-type: none"> • Identification of children with special abilities across the school and in class and syndicate groups • Provide a specific school-wide programme for CWSA. • Provide professional development for staff on how to cater for CWSA in class 	<ul style="list-style-type: none"> • Identification of children with special abilities across the school and in class and syndicate groups • Review and refine programme for CWSA. 	<ul style="list-style-type: none"> • Identification of children with special abilities across the school and in class and syndicate groups • Review and refine programmes for CWSA
To consult with Maori on programmes and targets for student achievement.	<ul style="list-style-type: none"> • Continued implementation of Te Reo and Tikanga Maori programme. • Consultation with Maori community (September) 	<ul style="list-style-type: none"> • Continued implementation of Te Reo and Tikanga Maori programme. • Consultation with Maori community (September) 	<ul style="list-style-type: none"> • Continued implementation of Te Reo and Tikanga Maori programme. • Consultation with Maori community (September)
<i>NAG 2: DOCUMENTATION AND SELF-REVIEW</i>			
STRATEGIC DIRECTION	2007/8 Priorities	2009 Priorities	2010 Priorities
To develop and monitor the school's strategic and annual plans in all areas of the school's operations.	<ul style="list-style-type: none"> • Develop the charter and 3 year strategic plan • Establish an annual action plan. • Set and report on annual achievement targets linked to strategic goals 	<ul style="list-style-type: none"> • Review the strategic plan. • Establish an annual action plan. • Set and report on annual achievement targets linked to strategic goals 	<ul style="list-style-type: none"> • Develop a strategic plan. • Establish an annual action plan • Set and report on annual achievement targets linked to strategic goals.
To ensure an ongoing programme of self-review.	<ul style="list-style-type: none"> • Review policies on a cyclical basis as per review schedule • Review curriculum statements 	<ul style="list-style-type: none"> • Review policies on a cyclical basis as per review schedule • Review curriculum statements 	<ul style="list-style-type: none"> • Review policies on a cyclical basis as per review schedule • Review curriculum statements

	<p>and procedures as per review schedule.</p> <ul style="list-style-type: none"> Complete a school review of annual plan twice yearly (mid and end of year) 	<p>and procedures as per review schedule.</p> <ul style="list-style-type: none"> Complete a school review of annual plan twice yearly (mid and end of year) 	<p>and procedures as per review schedule.</p> <ul style="list-style-type: none"> Complete a school review of annual plan twice yearly (mid and end of year)
To report to parents/caregivers on the achievement of individual students.	<ul style="list-style-type: none"> Reporting programme. Newsletters (school/Board). Parent/caregiver interviews 	<ul style="list-style-type: none"> Reporting programme. Newsletters (school/Board). Parent/caregiver interviews 	<ul style="list-style-type: none"> Reporting programme. Newsletters (school/Board). Parent/caregiver interviews
To report to the Board of Trustees on the achievement of students, and of Maori students.	<ul style="list-style-type: none"> Report achievement to Board of Trustees as per review schedule. 	<ul style="list-style-type: none"> Report achievement to Board of Trustees as per review schedule. 	<ul style="list-style-type: none"> Report achievement to Board of Trustees as per review schedule.
To communicate and consult effectively, and appropriately, with the community.	<ul style="list-style-type: none"> As per community partnership schedule (attached after NAG 6) 	<ul style="list-style-type: none"> As per community partnership schedule 	<ul style="list-style-type: none"> As per community partnership schedule
To undertake Board of Trustees training and development.	<ul style="list-style-type: none"> Full Board training on all aspects of trusteeship (new BOT 2007) 	<ul style="list-style-type: none"> Board training (as required) on selected aspects of trusteeship. 	<ul style="list-style-type: none"> Board training (as required) on selected aspects of trusteeship.


NAG 2 (cntd) CURRICULUM REVIEW/PROFESSIONAL DEVELOPMENT PLAN

	2007/8	2009	2010
<p>Review</p> <ul style="list-style-type: none"> Gather data Identify needs Budget 	Science	Technology	The Arts
<p>Develop</p> <ul style="list-style-type: none"> Whole school professional development focus Purchasing of necessary resources and equipment 	<p>Health and PE NZ revised curriculum Inquiry Learning</p>	Science	Technology
<p>Implement and Monitor</p> <ul style="list-style-type: none"> Implementation into classroom programme Documentation review/upgrade Advisory support and feedback 	<p>ICT (year 3 of contract) Numeracy (strand development)</p>	Health and PE Inquiry Learning	Science

NAG 2 (cntd) SELF-REVIEW/REPORTING SCHEDULE

REVIEW AREA	2007/8	2009	2010
Curriculum	<ul style="list-style-type: none"> Curriculum reports (ICT, Health and PE, revised NZ curriculum and inquiry learning) Achievement Data results and review (March, June and November) 	<ul style="list-style-type: none"> Curriculum reports (Science, Health and PE, Inquiry Learning) Achievement Data results and review (March, June and November) 	<ul style="list-style-type: none"> Curriculum reports (Technology and Science) Achievement Data results and review (March, June and November)
Other Programmes	<ul style="list-style-type: none"> CWSA/CWSN Appraisal/PD Student attendance/behaviour School review (beginning, mid and end) 	<ul style="list-style-type: none"> CWSA/CWSN Appraisal/PD Student attendance/behaviour School review (beginning, mid and end) 	<ul style="list-style-type: none"> CWSA/CWSN Appraisal/PD Student attendance/behaviour School review (beginning, mid and end)
Policy review (NAG 1 ongoing)	<ul style="list-style-type: none"> NAGs 2 and 3 	<ul style="list-style-type: none"> NAGs 4 and 5 	<ul style="list-style-type: none"> NAG 6 and Strategic Plan

NAG 3: EMPLOYMENT AND PERSONNEL

STRATEGIC DIRECTION	2007/8 Priorities	2009 Priorities	2010 Priorities
To develop and further refine procedural frameworks which promote high levels of staff performance	<ul style="list-style-type: none"> Review and refine performance management and appraisal procedures. Implement appraisal procedures with all staff (principal, teachers, support staff). 	<ul style="list-style-type: none"> Implement appraisal procedures with all staff (teachers, support staff). 	<ul style="list-style-type: none"> Implement appraisal procedures with all staff (teachers, support staff).
To develop and further refine procedural frameworks which promote high levels of principal performance	<ul style="list-style-type: none"> Personnel sub committee to establish annual performance objectives with the principal for the following year that are aligned to : <ul style="list-style-type: none"> - the current strategic plan - the professional standards - input from external adviser - outcomes/goals from the previous year Personnel committee to establish a timeline for the year that outlines 		

	times for feedback, data collection professional development and reporting on outcomes to principal and BOT		
To staff the school in a manner which reflects the priorities stated in the school's curriculum.	<ul style="list-style-type: none"> • Monitor staff usage to avoid overstaffing consequences. • Employ support staff, as per budget, to facilitate special programmes. • Ensure that school is staffed fully each day using relievers as appropriate. • Where necessary establish funding programmes to support teaching and support programmes 	<ul style="list-style-type: none"> • Monitor staff usage to avoid overstaffing consequences. • Employ support staff, as per budget, to facilitate special programmes. • Ensure that school is staffed fully each day using relievers as appropriate. 	<ul style="list-style-type: none"> • Monitor staff usage to avoid overstaffing consequences. • Employ support staff, as per budget, to facilitate special programmes. • Ensure that school is staffed fully each day using relievers as appropriate.
To ensure a professional development plan is in place that will equip staff to deliver quality teaching and learning (whole staff focus).	<ul style="list-style-type: none"> • Establish a programme for Board of Trustees training (new BOT in 2007) • Prepare and implement a staff professional development programme linked to school focus areas and appraisal needs. • Ensure there is sufficient budget allocation to meet staff/BOT development and appraisal needs. 	<ul style="list-style-type: none"> • Establish a programme of ongoing training for BOT • Prepare and implement a staff professional development programme linked to school focus areas & appraisal needs. • Ensure there is sufficient budget allocation to meet staff/BOT development (and appraisal) needs. 	<ul style="list-style-type: none"> • Establish a programme of ongoing training for BOT • Prepare and implement a staff professional development programme linked to school focus areas & appraisal needs. • Ensure there is sufficient budget allocation to meet staff/BOT development and appraisal needs.
To establish systems that ensure the Board of Trustees fulfils its role as a 'good employer'.	<ul style="list-style-type: none"> • Comply with the law relating to employer responsibility (in liaison with NZEI and STA). • Review EEO programme • Prepare job descriptions for all staff (by the end of February) and performance agreement for principal (as per annual cycle) 	<ul style="list-style-type: none"> • Comply with the law relating to employer responsibility (in liaison with NZEI and STA). • Review EEO programme • Prepare job descriptions for all staff (by the end of February). 	<ul style="list-style-type: none"> • Comply with the law relating to employer responsibility (in liaison with NZEI and STA). • Review EEO programme • Prepare job descriptions for all staff (by the end of February)

NAG 4: FINANCE AND PROPERTY

STRATEGIC DIRECTION	2007/8 Priorities	2009 Priorities	2010 Priorities
To allocate funds to reflect and support the school's strategic and annual plans.	<ul style="list-style-type: none"> Develop a budget that reflects the school's priorities (draft by November – finalised by February annually) Attract an intake of 5 Foreign fee paying students Approach fund raising organisations for further financial support 	<ul style="list-style-type: none"> Develop a budget that reflects the school's priorities (draft by November – finalised by February annually) 	<ul style="list-style-type: none"> Develop a budget that reflects the school's priorities (draft by November – finalised by February annually)
To develop and further refine internal procedures for monitoring finance and expenditure.	<ul style="list-style-type: none"> Monitor and review monthly spending and report to the Board as necessary. Prepare annual accounts for audit (by March annually). 	<ul style="list-style-type: none"> Monitor and review monthly spending and report to the Board as necessary Prepare annual accounts for audit (by March annually). 	<ul style="list-style-type: none"> Monitor and review monthly spending and report to the Board as necessary. Prepare annual accounts for audit (by March annually).
To implement an efficient programme of maintenance for school buildings and facilities.	<ul style="list-style-type: none"> Monitor programme monthly and report to the board Complete exterior and interior painting of the school. Repair and refurbish furniture as required. Ongoing repairs and maintenance as required 	<ul style="list-style-type: none"> Monitor programme monthly and report to the board Maintain exterior/interior paintwork of the school. Repair and refurbish furniture as required. Maintain boiler 	<ul style="list-style-type: none"> Monitor programme monthly and report to the board Maintain exterior/interior paintwork of the school. Repair and refurbish furniture as required.
To develop school facilities which reflect the priorities as stated in the school's charter and strategic plan.	<ul style="list-style-type: none"> Complete library/information centre upgrade Reconfigure Akonui teaching spaces to allow for better use of display and teaching spaces Repair hall roof 	Facility development as per 5 year property plan	

NAG 5: HEALTH AND SAFETY

STRATEGIC DIRECTION	2007/8 Priorities	2009 Priorities	2010 Priorities
To provide a safe physical environment for students and staff.	<ul style="list-style-type: none"> Practise evacuation procedures Maintain a hazard register. On-going safety checks (playground 	<ul style="list-style-type: none"> Practise evacuation procedures. Maintain a hazard register. On-going safety checks 	<ul style="list-style-type: none"> Practise evacuation procedures. Maintain a hazard register.

	<p>equipment etc).</p> <ul style="list-style-type: none"> • Meet building Warrant of Fitness requirements. • Review traffic/road safety management at critical times before and after school 	<p>(playground equipment etc).</p> <ul style="list-style-type: none"> • Meet building Warrant of Fitness requirements. 	<ul style="list-style-type: none"> • On-going safety checks (playground equipment etc). • Meet building Warrant of Fitness requirements.
To provide a safe emotional environment for students and staff.	<ul style="list-style-type: none"> • Prepare a review cycle of physical and emotional safety policies and procedures (see self review cycle) • Establish what data is relevant (eg: staff, student and parent feedback, tracking behaviour trends, incident reporting) and devise a data collection, analysis and reporting strategy to report to the board on a regular basis 		
To promote healthy food and nutrition for all students and make only healthy options available on site	<ul style="list-style-type: none"> • Complete tuck shop review/survey with parents, staff and students – construct new tuckshop menu • Review Health and PE overview to ensure promotion of healthy food and nutrition • Establish student health group 	<ul style="list-style-type: none"> • Review nutrition practices to align with ministry guidelines <p>Continue to find ways to promote healthy choices at LBP</p>	<p>→</p> <p>→</p>
To develop or review, as appropriate, health and safety legislation, policy and procedures.	<ul style="list-style-type: none"> • Ensure school policies and procedures are aligned with current health and safety best practices 		→

NAG 6: LEGISLATION

STRATEGIC DIRECTION	2007/8 Priorities	2009 Priorities	2010 Priorities
To develop systems to comply with all current legislation through policy and procedures.	<ul style="list-style-type: none"> • Ongoing review of school procedures to ensure legislative requirements are met: length of school day and year, attendance, stand downs and suspensions, international students: What do we know? How do we know? What do we need to do? 		→

COMMUNITY PARTNERSHIP			
<ul style="list-style-type: none"> To hold parent curriculum meetings 	<ul style="list-style-type: none"> Align with curriculum plan 	<ul style="list-style-type: none"> Align with curriculum plan 	<ul style="list-style-type: none"> Align with curriculum plan
<ul style="list-style-type: none"> To hold cultural and or arts events involving all children at LBP 	<ul style="list-style-type: none"> School production (08) 	<ul style="list-style-type: none"> Art Exhibition (07/09) 	<ul style="list-style-type: none"> School production (10)
<ul style="list-style-type: none"> To provide regular opportunities for Teachers/Parent Interviews 	<ul style="list-style-type: none"> Terms 1/2 (Terms 3/4 on teacher or parent request) 	<ul style="list-style-type: none"> Terms 1/2 (Terms 3/ 4 on teacher or parent request) 	<ul style="list-style-type: none"> Terms 1/ 2 (Terms 3/4 on teacher or parent request)
<ul style="list-style-type: none"> To provide regular, up to date and relevant information to parents about children's achievement and the activities they are involved in 	<ul style="list-style-type: none"> Up to date website Regular, informative newsletters 3x progress reports 		→
<ul style="list-style-type: none"> To consult regularly with our community 	<ul style="list-style-type: none"> Consultation with Maori Health survey Operate 'open door ' policy 	<ul style="list-style-type: none"> Consultation with Maori Operate 'open door ' policy 	<ul style="list-style-type: none"> Consultation with Maori Full community survey Operate 'open door ' policy
<ul style="list-style-type: none"> To market LBP to the wider community 	<ul style="list-style-type: none"> Update school brochure Design a school magazine Liaise with contributing pre schools/intermediates 		→