ORMOND SCHOOL

Being the best we can be
EST. 1874

2014
School Charter

including

Strategic Plan
2014 - 2016
and
Annual Plan
2014

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ORMOND SCHOOL CHARTER
YEAR 2014
(SCHOOL N0. 2631)

CONTENTS:

SCHOOL VISION:

The Ormond School Vision Statement is:

> Be the Best you can Be
> Whaia ra te iti Kahurangi

A goal for 2014 is to continue to develop the vision and mission statements in collaboration with school providers.

CORE VALUES OF ORMOND SCHOOL:

- The core values of Ormond School are:

  RESPONSIBILITY, RESILIENCE, REFLECTION

  When we are using the School values, we are Making the Right Choice.

SCHOOL MISSION:

The Ormond Mission Statement is:

"We will provide a safe and positive learning environment which nurtures the self esteem of all and promotes lifelong learning."

We believe that…

- all students can learn
- learning will be holistic
- teachers will provide an environment to challenge all students
- all people will feel valued and respected
- we are a learning community

TEACHING FRAMEWORK:

Our school philosophy relating to school/class programmes and teaching means…

- teachers are responsible for teaching and students are responsible for their learning outcomes
- all students can learn provided they are motivated and receive appropriate help, guidance and encouragement
- all staff will create a moral climate that promotes honesty and respect
- we will develop a learning environment in our classrooms that recognises effort, enthusiasm and commitment by the learner
- we will provide a wide range of learning experience based on each of the learning areas and developing key competencies

DESCRIPTION OF SCHOOL AND COMMUNITY

ORMOND SCHOOL HISTORY

Ormond School is a rural school and was the first school on the Poverty Bay flats when it was established in 1874. We celebrate our 140th anniversary during 2014. It was moved in 1876 due to threat from the Waipaoa River and again to its current site in 1952. In 1982 the pre-school building was moved onto the site at the back of the school, and in 1993 the Ormond Community Hall was moved from its place beside the Ormond Tavern to its current site on the roadside front of the school.

SCHOOL DESCRIPTION

Ormond School is a Contributing Primary School, Year 0 to Year 6. We have five classrooms.

We have a resource room and library, which is constantly updated with new books.

We have 22 networked computers with internet access, and we have a growing number of ipads & mini ipads. We have a very large playing field surrounded by many beautiful, century old trees, an astro-cricket wicket, swimming pool, a tennis/netball court, covered lunch area, extremely well equipped P.E. shed, along with a very good range of gym equipment and the Ormond Community Hall on site for extensive school use.

In 2012 a new Kindergarten was built alongside Ormond School. Many of these students become students of Ormond School.

All staff are committed to working co-operatively in order to lead Ormond School from the present to the future.

In 2014 our focus areas for raising student achievement are Mathematics and Literacy (in particular, written language & spelling) and Differentiated Learning.

CULTURAL DIMENSIONS

Cultural Perspectives

Ormond School's curriculum will recognise the unique position of Māori within New Zealand society. It will provide students with experiences and understandings in cultural traditions, language and local and national histories.

At Ormond School we are able to enjoy the tuakana teina relationships in our learning and teaching environment.

Tikanga Māori and Te Reo Māori

Ormond School will take all reasonable steps to provide learning opportunities in tikanga Māori and te reo Māori for fulltime students whose parents ask for it. For parents indicating their intention to enrol their child/ren at Ormond School, a discussion will be held to share/inform the parents of the current level of teaching of tikanga Māori and te reo Māori and possible future developments considering financial, human and physical resourcing. Existing parents of Māori children attending Ormond School have the opportunity at the annual hui in February & November, to participate in discussions on any issues, concerns or matters of interest concerning Māori and Māori student achievement.

Consultation With Māori

An annual hui or individual meetings will be held in November, following contact from a Board of Trustees member. All families with a Māori child/ren attending Ormond School will be invited to attend this hui and encouraged to bring members of their whanau. Ideas agreed on at the hui may be incorporated in the school's annual plans for the forthcoming year.

BOARD'S UNDERTAKINGS

Consultation
The Ormond School Board consults annually with the Māori community and wider community. Processes for consultation include School Newsletters, Board of Trustees Meetings, Parent Teacher Interviews, Curriculum Evenings, Annual School Questionnaire, November hui, and kanohi ki te kanohi (face to face with parents and family).

Planning Year
Ormond School's planning year is December 1 to December 1. The implementation of the school's plans is from the beginning of the new school year.

School's Charter
The Ormond School Board sends a copy of the School Charter to the Ministry of Education annually by March 1. The Ormond School Charter will include the variance report, the Annual Report Data and commentary on students achievement against the National Standards based on the previous year's End of Year Data.

Annual Report
The Board sends copies of the Annual Report to the Ministry of Education annually by May 31.

ORMOND SCHOOL: STRATEGIC PLAN OVERVIEW   2014 - 2016

Teaching & Learning Programme Development:

To develop a culture of learning:-

Learner Centred Assessment Practices:
o   Self assessment
o   Self regulation of learning dispositions
o   Teacher conferencing with students
o   Teacher feedback; descriptive and evaluative
o   Goal setting; learning goals which are within the 'zone' of proximal development' (realistic and challenging)

Learning Relationships:
o   Key Competencies integrated into all learning and teaching; social, behavioural and academic
o   Learning Intentions are presented
o   Success criteria are co-constructed as appropriate
o   Dialogue focused on learning
o   Student initiated dialogue
o   Teacher and student questioning
o   Promotion of critical thinking
o   Modelling
o   Risk taking
o   Developing responsible lifelong learning capabilities

Learning Community:
o   Promote, foster and develop shared understandings and meaning of the school's vision, mission and values
o   Partnership: teachers, students and parents working together
o   Community reviews inform school planning
o   School benchmarks relating to National Standards reflect school expectations for learning; Student Portfolios
o   Promotion of student and teacher leadership
o   Use of local resources to promote rich learning

Finance & Property:
•   Review and as required, redevelopment of 10 and 5 Year Property plan
•   align property commitments to financial commitments
•   establish property commitments as aims within the school's strategic plan, and annual plan
•   closely monitor school budget to each year maintain an end-of-year reserve of 10% to 15% of MoE annual grant; 'untagged funds'

Focus On Raising Student Achievement
PRIORITY AREAS
o   Literacy: Written Language
o   Literacy: Reading
o   Mathematics
o   Raising Māori student achievement
o   Supporting learners with special education needs
o   ICT integration into Curriculum

Partnerships with the Community:
o   Open Day/s and Parent-Teacher Interviews.
o   Curriculum Workshops as required; written language
o   November hui with Māori community on student achievement.

Reflecting New Zealand's Cultural Diversity:
o   Daily karakia and waiata
o   Classroom programmes to reflect cultural diversity/mix of ethnicities.
o   Hui on Māori student achievement to be held November each year.

Strategic Aims 2014 - 2016:

Aim 1:   All students are able to access the New Zealand Curriculum as evidenced by progress and achievement in relation to the National Standards; (refer to Annual Aims 1, 2, 3, 4, 5, 6 & 7)

Aim 2:   To provide school leadership and effective governance to improve outcomes for priority groups; Māori, Pasifika and learners with special education needs; (refer to Annual Aims 1, 2, 3, 4, 5, 6 & 7)

Aim 3:   To develop, foster and promote an inclusive ICT Learning Environment

ORMOND SCHOOL, SCHOOL CHARTER: STRATEGIC PLAN OVERVIEW

ORMOND SCHOOL, SCHOOL CHARTER: STRATEGIC PLAN OVERVIEW

STRATEGIC AIM 1: 2014 – 2016	*All students are able to access the New Zealand Curriculum as evidenced by progress and achievement in relation to the National Standards; (refer to Annual Aims 1, 4, 5 & 6)*	
OBJECTIVES	IMPLEMENTATION, RESPONSIBILITY, TIME FRAME & RESOURCE	OUTCOMES
1. To raise the rate of progress for all students deemed at risk of not achieving at the level of the **National Standard for Writing**.	• annually review school-wide Literacy plan with a focus on writing • planning will reflect the deliberate acts of teaching applicable in writing • teachers will develop and implement deliberate acts of teaching consistent with proven effective practice in the teaching of written language • student achievement information will be collected, collated and analysed to inform learning and teaching • refer to 2014 School Charter Target to raise student achievement; Annual Aim 1 • ongoing and regular reporting to the board; analysed student achievement information as well as 'soft data' and overall teacher judgments (OTJs)	**The outcomes stated below are consistent with the 3 stated objectives.** • improved student learning outcomes in Literacy in relation to National Standards • consistency of quality practice school wide • consistency of effective teacher practice school-wide that supports student learning development from year to year/class to class in written language
2. To increase the number of students achieving at or above the **National Standards for Reading**.	• annually review school-wide Literacy plan, with a focus on reading • planning will reflect the deliberate acts of teaching applicable in reading • teachers will develop and implement deliberate acts of teaching consistent with proven effective practice in the teaching of reading • student achievement information will be collected, collated and analysed to inform learning and teaching	• data will be robust, valid and reliable • data will track student progress and achievement over time • teachers will use data effectively to inform teaching and learning decisions
3. To increase the number of students achieving at or above the **National Standards for Mathematics**.	• annually review school-wide Mathematics plan • planning will reflect the deliberate acts of teaching applicable in mathematics • teachers will develop and implement deliberate acts of teaching consistent with proven effective practice in the teaching of mathematics • student achievement information will be collected, collated and analysed to inform learning and teaching	• analysis and interpretation of data will be consistent school-wide • reporting to the board on student progress and achievement will be ongoing and regular, and based on the annual assessment plan • reporting to the board on progress towards meeting the target to raise student achievement will be presented at each board meeting

STRATEGIC AIM 2: To provide school leadership and effective governance to improve outcomes for priority groups; Māori, Pasifika and learners 2014 – 2016 with special education needs; (refer to Annual Aims 2 and 3)		
OBJECTIVES	**IMPLEMENTATION, RESPONSIBILITY, TIME FRAME & RESOURCE**	**OUTCOMES**
1. Supporting Māori students to achieve success as Māori; (refer to **Annual Aim 2**)	1. Each school term a Celebration of Learning hui will be organised and held to provide the opportunity for learners and their teachers to share with respective parents and whānau, student learning, progress and achievement. 2. To provide authentic daily, weekly opportunities for all learners to learn te reo Māori which gives students access to te ao Māori (the Māori world) and to Māori world views; te reo Māori and tikanga Māori are intertwined. 3. Professional Development will be offered for teachers learning Te Reo through the Ataarangi (rakau) method. 4. To plan for and provide opportunities to explore shared values of: • manaakitanga – caring for and respecting each other • atawhai – whānau and school working together to nurture students • tū pono – knowing oneself, one's identity (mihi) • mahi ngātahi – working collaboratively	• Ormond School sets and maintains high expectations for all learners, while also clearly understanding what each learner knows, values and brings to their learning • adapt the school's learning conditions and environment to meet the needs of the learners • continuously support the professional learning needs of staff, to best meet the needs of students
2. Support progress and achievement for Pasifika students.	Ormond School embraces Pacifica students and promotes an inclusive learning environment. 1. Adapt the school environment to meet the needs of learners with special education needs. 2. Support learners with special education needs to attend Ormond School, engage in all activities and to achieve against the key competencies, 5Rs, and learning areas of The New Zealand Curriculum.	• foster identity, language and culture of all learners • ensure strong self review processes are in place and effectively used to support Māori and learners with special education needs to achieve individual goals, objectives and targets
3. Supporting inclusion for learners with special education needs; (refer to **Annual Aim 3**)	3. Ensure the transition into and out of Ormond School, for learners with special education needs, is smooth and well planned. 4. There will be a focus on differentiated learning in 2014 5. Each school term a 3-way conference will be organised and held to provide the opportunity for learners and their teachers to share with respective parents and family, student learning, progress and achievement. IEP's will be written and followed. 6. Student Learning Support Register will be reviewed at least twice each term to assist with monitoring, evaluating, planning and reporting on learners with special education needs. **Ormond School describes special education needs as:** • Learners working well above (2 years +) the curriculum level for their age; • Learners working at level one of the curriculum for most (possibly all) of their schooling; • Learners working at 2 years below their chronological age	• involve parents and whānau in the child's learning and achievement through respecting their knowledge of their child's needs, while also sharing the school's understanding of the child's needs, learning, development and achievement

STRATEGIC AIM 3: To develop an Inclusive ICT learning environment that facilitates and enhances opportunities for inquiry & learning and assists our learners in becoming confident & independent when using ICT to solve problems across the curriculum.		
OBJECTIVES	IMPLEMENTATION, RESPONSIBILITY, TIME FRAME & RESOURCE	OUTCOMES
1. **INFRASTRUCTURE, SYSTEMS AND STANDARDS** * *A sustainable and effective ICT infrastructure that meets our ICT learning and ICT Admin needs.*	• Audit of existing resources Tony Scragg • Purchase of 20 more mini ipads $12,000 BOT • Replacement of the Administration Server	• Knowledge of current state • Sufficient ipads for class sets (1-3) • Update of old equipment
2.**FAMILY/WHANAU AND COMMUNITY PARTICIPATION** **Regular consultation and information shared with family/whanau within our school community*	• Hui in term1 Sophie • Facebook page Sophie/Ngaire • Blogs for showcasing digital learning Sophie	• Whanau understand purposes and use of digital devices • Whanau able to regularly view learning and events
3.**LEARNING RESOURCES AND CURRICULUM MATERIALS** **Relevant and engaging educational experiences are provided to all learners by the use of ICT within our classrooms*	• ICT leader selects relevant application for all classes for a range of purposes and curriculum areas	• Digital devices are embedded as a digital tool in the classroom programmes
4.**TECHNOLOGY ENHANCED TEACHERS** **Teachers are confident in using a wide range of technology including online and ipads. Learning needs of teachers and/or support staff are identified and addressed*	• Sophie to work individually with teachers to suit their learning needs	• Teachers are confident in integrating ICT effectively into teir programme
5.**E-LEARNERS** **Our e-learners are engaged, showing responsibility, resilience and reflection within their e-learning.*	• A new digital agreement updated and signed by all students and parents • Teachers monitor appropriate us of ICT • Development of the "Digital Ormond Kid"	• Shared understanding by all of safe and responsible use of digital devices
6.**LEADERSHIP** **ICT leaders show leadership and collaboration in the implementation of current, appropriate technology.*	• Sophie and Penny meet fortnightly • Sophie reports to BOT once a term	• All informed of progress and next steps

ORMOND SCHOOL
ANNUAL REPORT 2014

Variance Report
- National Standards and Target to Raise Student Achievement -

2013 end-of-year student achievement relating to
READING NATIONAL STANDARDS

Reading	Well below		Below		At		Above		Total
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	Number
All students	2	2.2%	12	13.2%	24	26.4%	53	58.2%	91
Māori	0		4	14.8%	11	40.7%	12	44.4%	27
Pasifika									
Asian									
European/Pākehā/ Other European									
Male	1	1.8%	8	14.3%	18	32.1%	29	51.8%	56
Female	1	2.9%	4	11.4%	6	17.1%	24	68.6%	35

Reading	Well below		Below		At		Above		Total
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	Number
After 1 year at school			5	26.3%	7	36.8%	7	36.8%	19
After 2 years at school			1	9.1%	2	18.2%	8	72.7%	11
After 3 years at school			1	5.6%	4	22.2%	13	72.2%	18
End of Year 4			3	20.0%	4	26.7%	8	53.3%	15
End of Year 5	1	4.5%	2	9.1%	7	31.8%	12	54.5%	22
End of Year 6	1	16.7%					5	83.3%	6
End of Year 7									
End of Year 8									

The data presented in the graph above includes all students involved at the end of year testing and teachers overall teacher judgements in Reading relating to the National standards in Reading, but does not include students who have not yet had 1 year of schooling.

The data shows:
- 91 students
- 58.2% (53/91) achieving ***Above*** the National Standards
- 26.4% (24/91) achieving ***At*** the National Standards
- 13.2% (12/91) achieving ***Below*** the National Standards
- 2.2% (2/91) achieving ***Well Below*** the National Standards (special needs)

Māori Student Data:
- 27 students
- 44% (12/27) achieving ***Above*** the National Standards
- 40.7% (11/27) achieving ***At*** the National Standards
- 14.8% (4/27) achieving ***Below*** the National Standards

RECOMMENDATIONS:
- Reading mileage increased incorporating reading for research, reading to, shared reading opportunities & listening post activities
- More teacher led shared reading
- Teacher modelling reading
- Make reading personal & meaningful
- Co-construct learning goals with students next steps

2013 end-of-year student achievement relating to WRITING NATIONAL STANDARDS

	Well below		Below		At		Above		Total
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	Number
All students	3	3.3%	25	27.5%	40	44.0%	23	25.3%	91
Māori	0		11	40.7%	12	44.4%	4	14.8%	27
Pasifika									
Asian									
European/Pākehā/ Other European									
Male	2	3.6%	19	33.9%	28	50.0%	7	12.5%	56
Female	1	2.9%	6	17.1%	12	34.3%	16	45.7%	35

Writing	Well below		Below		At		Above		Total
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	Number
After 1 year at school	1	5.3%	3	15.8%	10	52.6%	5	26.3%	19
After 2 years at school			2	16.7%	9	75.0%	1	8.3%	12
After 3 years at school			3	17.6%	7	41.2%	7	41.2%	17
End of Year 4			6	40.0%	5	33.3%	4	26.7%	15
End of Year 5	1	4.5%	10	45.5%	7	31.8%	4	18.2%	22
End of Year 6	1	16.7%	1	16.7%	2	33.3%	2	33.3%	6
End of Year 7									
End of Year 8									

The data presented in the graph above includes all students involved at the end of year testing and teachers overall teacher judgements relating to the National standards in Writing, but does not include students who have not yet had 1 year of schooling.

The data shows:
- 91 students
- 25.3% (23/91) students achieving *Above* the National Standards
- 44% (40/91) students achieving *At* the National Standards
- 27.5% (25/91) students achieving *Below* the National Standards
- 3.3% (3/91) students achieving *Well Below* the National Standards
- 50% of boys at Year 4 & 5 were Below or Well Below in Writing

Māori Student Data:
- 27 students
- 14.8% (4/27) students achieving *Above* the National Standards
- 44.4% (12/27) students achieving *At* the National Standards
- 40.7% (11/27) students achieving *Below* the National Standards

RECOMMENDATIONS:
Refer to analysis and recommendations stated in the Variance Report on Written Language; pages 5 & 6 of this Report.
- Model writing, giving quality examples
- Co-construct Learning goals and identify next steps
- Students track own progress and gain confidence in reporting on this
- Use ICT and e-learning as a tool to enhance writing
- Staff PLD to make sure 'best practice models' are happening throughout writing practice.

2013 end-of-year student achievement relating to MATHEMATICS NATIONAL STANDARDS

Maths	Well below		Below		At		Above		Total
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	Number
All students	1	1.1%	15	16.5%	48	52.7%	27	29.7%	91
Māori	0		7	25.9%	17	63.0%	3	11.1%	27
Pasifika									
Asian									
European/Pākehā/ Other European									
Male	1	1.8%	7	12.5%	30	53.6%	18	32.1%	56
Female	0		8	22.9%	18	51.4%	9	25.7%	35

Maths	Well below		Below		At		Above		Total
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	Number
After 1 year at school			2	10.5%	15	78.9%	2	10.5%	19
After 2 years at school			2	16.7%	8	66.7%	2	16.7%	12
After 3 years at school			1	5.9%	3	17.6%	13	76.5%	17
End of Year 4			6	40.0%	5	33.3%	4	26.7%	15
End of Year 5	1	4.5%	3	13.6%	13	59.1%	5	22.7%	22
End of Year 6			1	16.7%	4	66.7%	1	16.7%	6
End of Year 7									
End of Year 8									

The data presented in the graph above includes all students involved at the end of year testing and teachers overall teacher judgements relating to the National standards in Mathematics, but does not include students who have not yet had 1 year of schooling.

The data shows:
- 91 students
- 29.7% (27/91) students achieving **Above** the National Standards
- 52.7% (48/91) students achieving **At** the National Standards
- 16.5% (15/91) students achieving **Below** the National Standards
- 1.1% (1/91) students achieving **Well Below** the National Standards (special needs student)

Māori Student Data:
- 27 Students
- 11.1% (3.27) students achieving **Above** the National Standards
- 63% (17/27) students achieving **At** the National Standards
- 25.9% (7/27) students achieving **Below** the National Standards

RECOMMENDATIONS:

- Modelling mathematical concepts, what is possible, logic, consistent methods of processing strategies.
- Encourage children to experiment and try new ideas.
- Put mathematical work into real contexts
- Students show awareness of tracking their own progress
- Staff professional learning is taking place to make sure that 'best practice models' are happening right throughout the mathematics programme
- Staff formally reflecting on maths progress at every third Staff Meeting
- Use ICT and e-learning as a tool to enhance mathematics

AIM 1: NATIONAL STANDARDS WRITING TARGET – (with links to Strategic Aims 1, 2 & 3 and Annual Aims 2, 3, 4 & 5)

STRATEGIC AIM 1:
Students accessing The New Zealand Curriculum, relating to the National Standards.

STRATEGIC AIM 2:
Effective governance and school leadership to improve outcomes for priority groups; Māori, Pasifika and learners with special education needs.

STRATEGIC AIM 3:
Promote assessment capable students, teachers, school leaders and parents.

ANNUAL AIM 2:
Supporting Māori students to achieve success.

ANNUAL AIM 3:
Supporting inclusion for learners with special education needs.

ANNUAL AIM 4:
Positive Learning for Behaviour

ANNUAL AIM 5:
To raise student achievement in Mathematics

2014 TARGET:
All students currently below or well below their expected National Standard at the end of 2013 will have made more than one year's progress by the end of 2014.

BASELINE DATA:
Analysis of school-wide writing data (OTJ's against the writing National Standards) identified some concerns across the school. The data shows that in November 2013 30% (28/91) students were achieving below or well below in writing.

END OF YEAR 2013 WRITING DATA:

Number of Learners				%age Well Below or Below	%age At or Above
Well Below	Below	At	Above		
3	25	40	23	28/91	63/91
3%	27%	40%	25%	30%	70%

DATA ANALYSIS:
3% students are achieving **Well Below** writing standard ; 2 boys & 1 girl
27% students are achieving **Below** expectations; 17 boys & 6 girls (7 Maori boys & 4 Maori girls)

This data includes students with special learning needs.

Students not included in this data:
Students who have not completed the first 40 weeks of their schooling; (Year 0 to Year 1 students).

ACTIONS TO ACHIEVE TARGET:

#	Action	Responsibility	Timeframe
1.	All teachers will identify target students in their class; children achieving below or well below National Standards. Teachers will review assessment data collaboratively with staff and determine particular learning needs of these 'target students', and effective teaching strategies to address these needs. **Parents of target students will be informed; regular and on-going communication with parents will be maintained regarding progress and achievement and maintaining parental support/assistance.**	Principal Principal and teachers	Term 1 Week 1 - 4
2.	Staff meeting to be held in Term 1 week 3, to share information on target students and to develop an action plan to address identified student learning needs for teachers and teacher aides; action plan will include implementing different teaching approaches, for example, co-operative grouping, rich tasks, differentiated learning, and using an inquiry model.	Principal with teachers	Term 1 Week 4
3.	Three weekly meetings to discuss progress of target students; teachers to provide evidence to discuss and moderate	Principal with teachers	Ongoing throughout year
4.	Teachers will be provided the opportunity, to model, observe, critique, and provide feedback and feed forward through classroom visits/within Ormond School. This process is aimed at increasing content knowledge and confidence in teaching writing.	Literacy lead teacher	Ongoing throughout year

5.	Work with parents, families and whānau around ways to support students' learning in written language.	Literacy lead teacher	Term 1 and Term 3
		Principal with teachers	Term 2
	Principal with teaching staff will hold at least one parent education evening on writing in 2014. This opportunity will focus on writing stages, the National Standards, learning and teaching, and reporting student progress and achievement to parents.		
6.	In Term 1 2014, the principal will make contact with one or more local schools to make arrangements for across-school moderation of students' writing in Term 2, 2014.	Principal	Term 1 and Term 2
7.	Student voice will be collected, collated and analysed, focussed on student views regarding learning and achievement in writing. Follow up whole-school teacher meetings will be held to discuss and share ideas on improvements to teaching and learning pedagogy.	Literacy lead teacher	Term 1 and Term 3
8.	Teachers professional learning will include professional readings followed up with group professional dialogue.	Principal and Literacy lead teacher	Ongoing throughout year
	Teachers will engage in classroom observations within Ormond School and to other schools, workshops on curriculum content and moderation, and workshops on teaching strategies and approaches; the school may seek an outside facilitator to work with staff on areas of specifically identified need.	Principal and Literacy lead teacher	Ongoing throughout year
	Teacher workshops will be held on developing effective and productive pedagogy, updating a classroom writer's wall, and displaying information on student achievement expectations as part of a wall-display.	Literacy lead teacher	Ongoing throughout year
11.	Analyse and reflect on year-end data to inform progress and planning for the following year.	Principal with teachers and board	Term 4: November and December
			Term 4: December
	Complete 2014 Annual Report.	Principal and board	

2014 BUDGET:

STAFF PROFESSIONAL DEVELOPMENT			PROGRAMMES OF LEARNING			LEARNING RESOURCES		
Activity:	Budget	Actual	Activity:	Budget	Actual	Activity:	Budget	Actual
Visits to other schools; travel (3070)	$200		Teacher Learning Support (Teacher Aide) - (3415)	$2,000		Spelling Resources (3320)	$200	
Joy Alcock Online Spelling Licence	$300					Reading Resources (3338)	$500	

Signed: _____   Date: _____   Signed: _____   Date: _____

Penny Gordon   Bill Reynolds
Principal   Board Chair

ANNUAL AIM 2: Supporting Māori students to achieve educational success as Māori; refer to Strategic Aim 2

OBJECTIVES	IMPLEMENTATION, RESPONSIBILITY, TIME FRAME & RESOURCE	OUTCOMES
1. Whanaungatanga – to build and strengthen relationships (students, staff, parents, whānau; school-wide and across the community, in partnership, with high expectations. 2. Māori learners, and their whānau, are engaged in school. 3. Foster Māori learner progress and achievement by providing teaching and learning programmes which incorporates The National Curriculum 2007and clear reporting against the National Standards.	• All members of staff at Ormond School will strive to demonstrate integrity, sincerity and respect towards whānau beliefs, language and culture – Manaakitanga while seeking a partnership with all families with children attending the school in fostering and promoting the school's values and beliefs. • Teaching staff will provide Māori parents and whānau, opportunities to talk with teachers regularly about their child's learning, progress and achievement. • The Staff at Ormond School will establish a partnership with Māori parents and whānau, aimed at empowering those at home with skills and confidence in helping their children learn to write. (One to one, partnership, working with families.) • Visit a Marae and local Pa site, making connections with hapu, iwi and marae and as a comparison of similarities and differences within that context. • Utilise strengths & mana of Kaumatua Dave Hawea in sharing knowledge & tikanga. • Where possible and available, Ormond School will actively facilitate the participation of whānau and people with the knowledge of local context, tikanga, history, and language to support classroom teaching and learning programmes especially Waihirere Domain • Maori families and whānau will be actively invited to assist with projects at school to include them in everything that happens at school. • Attendance at school will be monitored by the principal and assistance offered to promote this as being important for academic success. (MoE – 94% attendance in order to enable students to gain national benchmark levels. Reminder, once a term in Newsletter.) • Rewarding full attendance at the end of each term at assembly. • Provide Māori learners with contexts that are personally rewarding and affirming of their cultural heritage. • Invite and encourage whānau to join us at any time to share their knowledge and skills with us and their children – there is more than one way of knowing and achieving success. • Sincere building of partnerships with parents to help their children learn. Empower the parents to take an active role in teaching their children. • Provide assistance for staff & whanau to attend Te Reo Maori classes at EIT Tairawhiti.	• Respect for culture • Māori voice invited, included in decision making and acted upon, where appropriate and possible • Respectful working relationships with Māori students, parents and whānau, and their wider community • Assimilating Māori values, Whanaungatanga (Relationships); Tangata Whenuatanga (Place-based, socio-cultural awareness and knowledge); Manaakitanga (integrity, trust, sincerity, equity); Wānanga (Communication, problem solving, innovation) & Ako (teaching and learning practice in the classroom and beyond). • Students will attend school. • Students and family will feel that the school and the contexts within, belong to them. • Māori whanau join us in partnership of responsibility for teaching all our students. • Experience and celebrate a variety of perspectives of our world, what we do and how we do it. • Parents will be informed and encouraged to take part.

ANNUAL AIM 3: Supporting inclusion for student with special education needs; refer to Strategic Aim 2		
OBJECTIVES	IMPLEMENTATION, RESPONSIBILITY, TIME FRAME & RESOURCE	OUTCOMES
1. There is clear evidence the school is implementing programmes for individuals and groups of learners with special education needs.	• Children with special educational needs (achieving below, or well below the level expected for their age; students who are under achieving for the level expected for their ability; students who are achieving at a level above that expected for their age, and time at school), to be identified at the beginning of the year and their progress logged in our Support Register at five weekly meetings.	• Students with special educational needs will be monitored regularly, progress identified and new learning progressions identified and possible strategies shared between teaching staff
2. To implement a school-wide programme for monitoring progress during the year for learners with special education needs.	• Timetable to be created to track each target student is being monitored regularly. • Learning Logs and Student Support Register used at each meeting to monitor and record summary of progress made and further ideas for ways of supporting these students. Over a five week period, Written Language, Reading and Maths will be covered for all students with a focus on each, for each of the five weeks.	• Regular Monitoring of students • Learning Logs kept up to date and records in Support Register updated on five weekly cycle
3. To appropriately report progress for learners with special education needs in the school's Annual Report.	• Gathering data on a five weekly rotation for students with special educational needs; analysing the data for specific learning needs and teachers collectively deciding on next steps and focus forward. • This information can be shared at Leadership Meetings and at Board Level to indicate trends and progress towards accelerating the learning of these students	• Unified effort that is consistent and focused on the learner and their needs • Management and Board informed of progress
4. The Board to provide a focus on provision of professional learning for itself, the school leadership team, and teachers regarding the inclusion of teaching and learning for learners with special education needs.	• Professional learning to be made available for addressing the needs of the students and their specific needs as opportunities avail and where appropriate. Some professional learning can take place within the school, within local schools and provided by the Ministry and through e-learning.	• Staff are supported in providing for the specific needs of the students

ANNUAL AIM 4: To provide a safe physical & emotional environment that promotes and maintains a respectful and inclusive school culture.		
OBJECTIVES	IMPLEMENTATION, RESPONSIBILITY, TIME FRAME & RESOURCE	OUTCOMES
• To ensure expectations of correct behaviour will be understood by students, staff & whanau	• Continue utilising schools vision, values (3R's) and behaviour programme. • Children, staff & whanau will be instructed in meaning of the school's new logo.	• All learners, teachers and whanau will know and understand our school Vision and Values. • All able to enunciate and 'live' our school vision and values through knowledge of the logo.
• Learning and teaching of skills to self-monitor behaviour for positive learning will occur.	• Teachers will teach, coach and mentor • Teachers will teach our school rules and the 3 School Values (Resilience, Responsibility, Reflection) what they look like/sound like • The school values will be promoted school-wide on a 3 week cycle • Children will 'use their WITS' – making the right choice (all year 2014)	• Students will become self-monitoring • Children will know and follow school rules • Our 3 values will be 'living and obvious'!
• Goals and Feedback to strengthen positive relationships will be taught & evident	• Teachers will consistently teach through circle time	
• Peer Mediation will be taught	• Deputy Principal will develop & coach peer mediation programme.	• Senior students develop responsible leadership and problem solving

ANNUAL AIM 5:	To implement an assessment programme using effective assessment tools to gather, collate, analyse and use student assessment information for improving teaching and learning, and for reporting purposes. Assessment information will inform planning, identify individual students for support or extension and set goals with students.				

OBJECTIVES, IMPLEMENTATION, RESPONSIBILITY, TIME FRAME & RESOURCE					
ASSESSMENT	**TIME FRAME**	**REPORTING TO BOARD**	**PURPOSE**	**EXPECTATIONS**	
Writing	T1 Wk 4 (for target students & new students only) T2 Wk 4 T3 Wk 4 T4 Wk 2	Board Meeting after sample is collected, collated, graphed, analysed and teachers have formed recommendations.	To identify areas in written language that need improvement, and to inform next teaching steps/teaching and learning. To report to parents.	To be writing at expected level as measured against exemplars and National Standards. Teachers to monitor using Ormond school writing indicators.	
Reading: Running Record/Probe	Below: 3 per term At: 2 per term Above: 2 per year	Mid and End year board meeting.	To find out reading age, behaviour and comprehension levels. To identify target groups, and to inform next steps. To report to parents.	To have student at chronological age or above, according to National Standards.	
STAR Year 3-6 GLOSSYear 4-6 IKAN Year 4-6 JAM (Junior Assessment Mathematics) Year 1-3 PAT Maths	T2 Wk 4-5 T4 Wk 2	December meeting	To identify strategies and knowledge in Mathematics. To report to parents. To identify the stage the child is working at. To identify gaps to inform teaching and learning. To report to parents.	To have students working at expected stage according to National Standards.	
Spelling: Spell/Write (Yr 0-2) Peters (Yr 2-6)	T2 Wk 4 T4 Wk 2	Board Meeting after test administered and data is collected, collated, graphed, analysed and teachers have formed recommendations.	To spell high frequency words. To identify spelling knowledge and strategies to inform teaching.	Year 1: Lists 1 & 2; 90% accuracy Year 2: Lists 1, 2 & 3; 90% accuracy Year 3: Lists 1 to 4; 90% accuracy Year 4: Lists 1 to 5; 90% accuracy Year 5: Lists 1 to 6; 90% accuracy Year 6: Lists 1 to 7; 90% accuracy	
5Year Entry	On entry; (within 5 weeks)		To provide baseline data, establishing entry data in oral language, print and number.	Conversation with parents concerning results. To give teachers and students a recorded entry level.	
Anniversary tests for 6, 7 and 8 year olds; Observational survey (6 years only), JAM, Writing Sample	6th birthday; (within 2 months)	November 2013 to November 2014 reported at March 2015 meeting.	To provide information on achievement progress in reading, writing and understanding print. In relation to Nat. Standards.	Stanine 5 or above. Conversation with parents concerning results.	
Other New Enrolments	Within one month of enrolment throughout the year		To identify literacy understandings, Numeracy knowledge strategies and learning needs	To give students and teachers a recorded entry at Ormond School.	
Other Curriculum areas	Term 3 Science	BOT meeting following review	To identify learning and teaching strengths and needs.	This review will provide information for further schooling improvement.	
Other assessment tools that may be used: AsTTle, PAT, STAR					

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AIM 5: ICT – (with links to Strategic Aims 1, 2 & 3 and Annual Aims 2, 3, 4)

BASELINE DATA:
Analysis of school-wide mathematics data (OTJ's against the mathematics National Standards) identified some concerns across the school. The data shows that in November 2012 18% of students were achieving below or well below in mathematics.

END OF YEAR 2012 WRITING DATA:

Number of Learners				%age Well Below or Below	%age At or Above
Well Below	Below	At	Above		
1	12	36	23	18%	82%
1%	17%	50%	32%	13/72	59/72

DATA ANALYSIS:
1% students are achieving **Well Below** mathematics standard ; 1 boy/1 girl both with Special Education Needs
17% students are achieving **Below** expectations; 3 boys (1 Maori), 8 girls (3 Maori)

This data includes students with special learning needs..

Students not included in this data:
Students who have not completed the first 40 weeks of their schooling; (Year 0 to Year 1 students).

AREAS OF EFFECTIVE SCHOOL-WIDE PRACTICE IN TEACHING MATHEMATICS:
- Teacher Modelling and the use of modelling books
- Deliberate Acts of Teaching
- Daily mathematics lessons
- Learning Intentions are verbalised
- Group teaching

AREAS IDENTIFIED FOR FURTHER IMPROVEMENTS:
- Teachers plan and focus on goals together
- Identifying next steps in learning with the learners
- Maths stages displayed on classroom walls (Maths Wall)
- Show in planning that Direct Acts of Teaching are based on data analysis
- Focus on basic facts to support strategy learning
- Teachers, students and parents will know the expected mathematics standard to be achieved by the end of the year.
- Consistent, regular reflection for both staff (formally at meeting time) and students
- Ensure Teachers implement effective Feedback/forward
  Staff meetings to develop consistency and confidence in making

OTJ's
- Collate and use our own collection of 'Exemplars' for Ormond School
- Develop a Bank of On-Line Resources
- Feedback/forward – formative assessment
- Learning intentions to be explicit about the learning, not the activity
- Regular individual Conferencing

ACTIONS TO ACHIEVE AIM:

	Action	Responsibility	Timeframe
1.	All teachers will identify target students in their class; children achieving below or well below National Standards. Teachers will review assessment data collaboratively with staff and determine particular learning needs, and effective teaching strategies to address these needs. Parents will be informed; regular and on-going communication with parents will be maintained regarding progress and achievement and maintaining parental support/assistance.	Principal Principal and teachers	Term 1 Week 1 - 4
2.	Staff meeting to be held in Term 1 week 3, to share information on students and to develop an action plan to address identified student learning needs for teachers and teacher aides; action plan will include implementing different teaching approaches, for example, co-operative grouping, rich tasks, differentiated learning, and using an inquiry model.	Principal with teachers	Term 1 Week 4
3.	Three weekly meetings to discuss progress of students; teachers to provide evidence to discuss and moderate	Principal with teachers	Ongoing throughout year
4.	Teachers will be provided the opportunity, to model, observe, critique, and provide feedback and feed forward through classroom visits/within Ormond School. This process is aimed at increasing content knowledge and confidence in teaching mathematics.	Maths lead teacher	Ongoing throughout year
5.	Work with parents, families and whānau around ways to support students' learning in mathematics. Principal with teaching staff will hold at least one parent education evening on mathematics in 2013. This opportunity will focus on maths stages, the National Standards, learning and teaching, and reporting student progress and achievement to parents.	Maths lead teacher Principal with teachers	Term 1 and Term 3 Term 2
6.	Student voice will be collected, collated and analysed, focussed on student views regarding learning and achievement in mathematics. Follow up whole-school teacher meetings will be held to discuss and share ideas on improvements to teaching and	Maths lead teacher	Term 1 and Term 3

	learning pedagogy.		
7.	Teachers will identify available school resources, use of these resources and other resourcing requirements; school board to be approached regarding resourcing requirements/requests.	Maths lead teacher	By the end of Term 1
8.	Teachers professional learning will include professional readings followed up with group professional dialogue.	Principal and Maths lead teacher	Ongoing throughout year
	Teachers will engage in classroom observations within Ormond School and to other schools, workshops on curriculum content and moderation, and workshops on teaching strategies and approaches; the school may seek an outside facilitator to work with staff on areas of specifically identified need.	Principal and Maths lead teacher	Ongoing throughout year
	Teacher workshops will be held on developing effective and productive pedagogy, developing a classroom maths wall, and displaying information on student achievement expectations as part of a wall-display.	Maths lead teacher	Ongoing throughout year
9.	In their teaching, teachers will use; o success criteria o individual conferencing o group discussions o student voice o facilitative questioning o maths related activities – (related to success criteria) o modelling o explaining o discussing o National and Ormond School exemplars o parent contact and involvement Evidence of student learning and next teaching steps will be gathered by; o teacher observations o teacher records o student workbooks o teacher modelling books o student self-assessment o student peer assessment o teacher set tests o student and/or parent survey/sand teacher surveys	Principal, School Leadership Team, Maths Lead Teacher, and Teachers	Ongoing throughout year
10.	Analyse and reflect on year-end data to inform progress and planning for the following year.	Principal with teachers and board	Term 4: November and December
	Complete 2013 Annual Report.	Principal and board	Term 4: December

2014 Budget:

STAFF PROFESSIONAL DEVELOPMENT			PROGRAMMES OF LEARNING			LEARNING RESOURCES		
Activity:	Budget	Actual	Activity:	Budget	Actual	Activity:	Budget	Actual
Visits to other schools; travel (3070) External facilitator/s (3070)	$100 $1,300		Teacher Learning Support (Teacher Aide) - (3415)	$3,272		Maths Resource (3318)	$1,500	

<table>
<tr><td colspan="5">AIM 6: To ensure an annual programme of self-review, designed to maintain a focus on continuous improvement, with a particular focus on raising students' achievement and engagement, is implemented.</td></tr>
<tr><td>OBJECTIVES</td><td>IMPLEMENTATION & RESPONSIBILITY</td><td>TIME FRAME</td><td>RESOURCE</td><td>REPORTING</td></tr>
<tr>
<td>To produce young people who will be confident, connected lifetime learners. That progress and achievement will result in young people making an active contribution to economic and social society
To support Māori to achieve and contribute at the same levels as their counterparts of other cultures.</td>
<td>An annual cycle of self review of key dimensions will result in raised student achievement and engagement in learning based on the model below
The process will cover the three components of review – strategic, regular and emergent.
The procedure will follow;
• Evaluative prompts- questions to unpack the aspects
• Indicators - measureable outcomes or observed behaviours
• Evidence - sources of data upon which to base judgments</td>
<td>February 2014 to December 2014</td>
<td>BoT Personnel
School Personnel
Community
School documents
School reviews
Professional material</td>
<td>- Meetings of BoT
- Combined meetings
- Committee meetings
- Annual Report
- Māori Hui on student achievement
- Parent Interviews
- Student reports
- Information evenings</td>
</tr>
</table>

YEAR	TERM 1	TERM 2	TERM 3	TERM 4
2014	Student Progress and Achievement: *refer to Annual Assessment Plan; analysis of end-of-year data informs next year's 'target'*			

Staff Performance: *refer to Performance Management Systems Guidelines and Procedures for Attestation and Appraisals*

School's Annual/Strategic Aims: *refer to School Charter; these Aims will be part of ongoing self-review (regular reviews) with monthly reports to staff and the board.*
2014 School Charter; copy sent to Ministry of education by March 1, 2014

School Personnel:

- arrangements for principal's appraisal	- staff job descriptions completed and signed	Staff performance self-reviews, teacher professional inquiry, staff reflections, classroom walk-throughs, attestations and performance appraisals completed Term 2 to Term 4. Teachers will be assesses against the New Zealand Teachers Council Teacher Registration criteria who are gaining, renewing or reapplying.		- receiving Principal's Appraisal Report

School Finance:

- continue to process Audit requirements - send current year's ratified budget to Service Provider	- Annual Accounts to Auditors by **March 31**	- Annual Report; Accounts and Variance Report, sent to MoE **by March 1.**	-	- budget review	-	- MoE confirmed staffing & funding from July 1 return received - develop draft budget and school organisation	- commence audit requirements for Annual Report - finalize next year's budget & school org.

School Property:

-	- Hazards Check	-	-	- Maintenance Review	- Hazards Check	- 5 Year Property Review	-

School Health and Safety: Section 60B of the Education Act 1989, requires at least once every two years, boards of trustees to produce a written statement about how the school will implement health education; **Ormond School will consult with parents in 2014 concerning Puberty talks.**

School Policies & Procedures: School policies and procedures will be reviewed at the time a *Strategic, Regular and/or Emergent* self-review is implemented, where there are policies and/or procedures that relate to the area of the self-review. Any policy or procedures not reviewed within a 3 year period will be reviewed the following year; all policies and procedures will be reviewed within a 4 year cycle. Focus areas for quality assurance, regular reviews, are stated immediately below.

2014	STUDENT LEARNING	ENGAGING PARENTS, WHANAU AND COMMUNITIES	EFFECTIVE TEACHING	LEADING AND MANAGING THE SCHOOL	SAFE AND INCLUSIVE SCHOOL CULTURE
	• *Student engagement in Maths; Diverse groups within our school*	• *Forming Partnerships*	• *Match to student knowledge, interests, needs & abilities*	• *Links within the Community*	• *Respectful Relationships*

- REFERENCE: *Education Review Office Evaluation Indicators for School Reviews 2011 -*

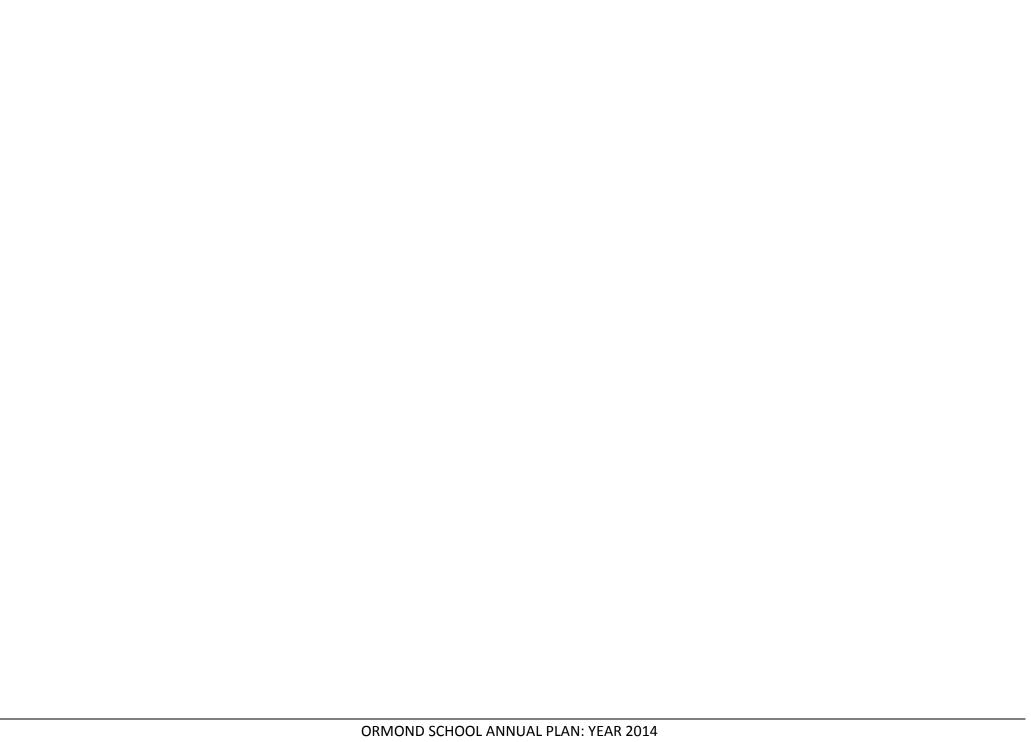| YEAR	TERM 1	TERM 2	TERM 3	TERM 4

ANNUAL AIM 7: To, through effective governance, provide direction and coherence to the operational leadership and management of Ormond School, through school policies, strategic and annual plans, self-review and reporting, and the governance practices of the Ormond School Board.		
OBJECTIVES	IMPLEMENTATION, RESPONSIBILITY, TIME FRAME & RESOURCE	OUTCOMES
1. Trustees' roles and responsibilities.	• the board will operate a portfolio approach to governance as defined by the roles and responsibilities stated in the board operational handbook • the board will review the operational handbook with the principal, to ensure a shared understanding and knowledge of respective roles and responsibilities, and appreciation of governance and management. • write and implement 'guidelines for self-review'; place guidelines in board handbook	• Effective, efficient and reliable school governance.
2. To manage, monitor, support evaluate the principal's performance.	• *refer to* board chair's portfolio description; board of trustees operational handbook • *refer to* section in board of trustees operational handbook; principal's performance and enhancement • board provides opportunities for the principal to undertake appropriate professional learning and development linked to schools goals and his appraisal • principal's appraisal is informed by a variety of internal and external sources	• Principal's performance is monitored and evaluated against the professional standards for classroom teachers and areas of practice for principals. Principal is supported in her work through effective governance. Principal is appraised by an external appraiser by December 2014.
3. Strategic planning and maintaining a focus on student achievement.	• 2014 - 2016 strategic plan will be developed in consultation and collaboration with staff and the parent community • 2014 annual plan and school charter will be developed in consultation and collaboration with staff and the parent community. • 2014 charter and annual plan will contain a target to raise student achievement; target will present baseline data informed from 2013 end-of-year achievement information; target will clearly state 2014 end-of-year expected state for student achievement, and how teaching staff will design, co-ordinate, implement and evaluate their teaching and assess and report on student progress and achievement • board to expect and receive a principal's monthly written report relating to the target to raise student achievement; report may not always be informed by hard-data but will contain information about progress towards achieving the target, for example, staff professional development, resources, classroom pedagogy • board to expect and receive principal's written reports on student progress and achievement as stated in the 2014 assessment plan; *refer to* assessment plan	• 2014 School Charter is completed and a copy sent to the Ministry of Education by March 1, 2014. • Copy of Charter available for parents to read. • Each member of staff has a copy of the 2014 Charter. • Principal reports to the board each month on progress towards achieving the aims stated in the charter.

4. To implement a 2014 school self-review programme primarily based on the school's 2014 - 2016 strategic plan and school's 2014 charter and annual plan.	• principal and staff establish an annual assessment plan/map and also guidelines for school self-review • self-review processes are well understood that ensures their on-going use and effectiveness • self-review processes help the board to identify priorities for improvement and resourcing decisions • principal's reports to the board will be primarily based on reporting on progress towards achieving the school's stated goals and include statements of 'next steps' • board monitors, gathers and evaluates relevant information on progress towards achieving the stated school goals; strategic and annual. • outcomes of self-reviews are acted on through delegated authorities and/or directives	• An annual assessment programme is established and implemented. • Board receives reports on student progress and achievement according to the annual assessment programme. • Guidelines for School Self Review are established, recorded and implemented.

5. In consultation with the principal and board, prepare the budget for the 2014 school year that reflects the allocation of funds necessary for the schools 2014 goals to be achieved.	• in consultation with the principal, analyse historical financial information and the strategic plan information to determine the essential operating costs for 2014
	• ensure by the end of October 2014 a draft budget is prepared for 2015
	   o ensure the operating grant covers all essential expenditure to maintain the school
	   o ensure the budget includes provision for capital expenditure and maintenance reserves
	• report to the board at the December meeting; approve the 2014 budget at the March meeting in 2014
	• forward the approved budget to the Financial Service Provider (Education Services) by the end of March 2014
		• 2014 school budget is ratified by March 2014, implemented, monitored and reported against throughout the year.
		• 2015 school budget is developed by the end of December 2014.

6. The treasurer of the board to monitor the school's financial position and provide feedback to the board and principal regarding the financial management and position of the school throughout the year.	• to monitor and report on income and expenditure against budget schedule • to examine the monthly Financial Statements and review and report back to the board on income and expenditure against budget • to ensure that no over expenditure occurs against the budget without prior approval of the board. • provide a written report at each monthly meeting to the board • provide a six monthly budget review report at the July meeting • to monitor and review the SUE Report, keeping the board informed	• All matters concerning school finances, including SUE Reports, are monitored and reported on each month. Motions in the minutes of meeting of the board, will clearly state agreed actions.

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7. To comply with the Health and Safety in Employment Act 1992 and all associated guidelines.	• to implement the Ormond School Board Health & Safety Hazards Identification and Management procedures • to inform staff of roles/responsibilities concerning hazards and other health and safety matters • ensure electrical compliance testing has been organised and completed • to ensure health and safety matters are considered as items of expense within the school's operational budget • complete the first hazards and safety inspection of the school by the end of March with a focus on Evacuation Procedures, Accident Register and Medical procedures • complete the second hazards and safety inspection by the end of October, with the focus on Hazards and Plant and Machinery Safety • refer to the school's 10 Year Property Plan and school's Strategic Plan to ensure planned items concerning health and safety are addressed along with items identified in annual checks	• A Health and Safety Guidelines/Procedures document is established, recorded and implemented. • Records of health and safety, hazards identification are maintained and stored in the appropriate folder. • Actions to remedy issues/concerns are completed and recorded.
8. PROPERTY GOALS/OBJECTIVES 2014:	The following property matters requiring attention, have been identified: 1. Implementation of 10 Year Property Plan – embark on 5year property plan 2. Ongoing and regular general maintenance of school grounds; board to organise working bees as required 3. Develop fenceline gardens 4. Through the principal further establish the school as an enviro school. 5. Construct Junior Playground	• Property aims as per 5YA are addressed. • Ongoing maintenance items are identified and addressed. • Health and Safety issues/concerns are identified and addressed.

ANNUAL AIM 8: Differentiation in the Delivery of the Ormond School Curriculum		
OBJECTIVES	IMPLEMENTATION, RESPONSIBILITY, TIME FRAME & RESOURCE	OUTCOMES
1. Differentiate in delivery the Curriculum in order to cater to student needs (see Obj. 1 AA3)	• E-tap updated regularly • Specifically identifying target students. Regular meetings with staff & whanau • Teachers reflective journals focus on a small group of children on rotation basis • Children's interests/talents identified • Grouping reflects ability/needs	• Records kept on student progress • Parents support programme • Children's needs are met
2. GATE Identify early in year students with special abilities and talents	• Poetry writing • Music & songwriting • Science • Enviroschools/gardens • Construction • Engineering @ Elsmores • Charlie Hough	• Students individual needs and interests are catered for
3. Special Needs 4. Programmes for all	• Demonstrations of /Interviewing past students • GATE membership through REAP • Inquiry learning • Contracts/learning centres • Rainbow reading • Reading recovery • Writers workshop • Maths extension – top students/middle students • Workshops/classes identified to extend students, broaden the curriculum and to cater to students' interests.	• Pathways identified for future learning • Gaps are identified and met • Students with special ability have their needs met

Curriculum:-

Key school documents that inform the Ormond School Charter relating to curriculum include;
- School Curriculum Framework
- Curriculum Implementation Plans; (school schemes for each of the 'learning areas' covering planning and teaching requirements for teachers.)
- Student Assessment Plan
- Student Individual Portfolios; (displays school review information and formative assessment information.)
- Associated Policies
- Ormond School Strategic Plan
- Ormond School Annual Plan

Human Resources:-

Key school documents that inform the Ormond School Charter relating to human resources include;
- Job Descriptions
- Performance Agreements
- Staff Appraisals
- Staff Handbook
- School Parent Information Booklet
- Staff Professional Development Programme
- Roles & Responsibilities Schedule
- Accidents & Medical Register
- Personnel & Curriculum Policies
- Ormond School Strategic Plan
- Ormond School Annual Plan

Finances:-

Key school documents that inform the Ormond School Charter relating to finances include;
- Annual Budget
- 10 Year Property Plan
- SUE Reports
- Assets Register
- Auditors Reports
- Associated Policies & Procedures
- Ormond School Strategic Plan
- Ormond School Annual Plan

Property:-

Key school documents that inform the Ormond School Charter relating to property include;
- 10 Year Property Plan
- 5 Year Property Schedule
- Maintenance Schedule
- Hazards Register
- Evacuation Procedures
- Insurance
- Associated Policies
- Ormond School Strategic Plan
- Ormond School Annual Plan

Health and Safety:-

Key school documents that inform the Ormond School Charter relating to health and safety include;
- Strategic Plan
- Annual Plan
- Hazards Register
- Maintenance Schedule
- Evacuations Procedures
- Student Support Programmes and Procedures; (Student Support Register)
- Ormond School Health & Safety Guidelines Handbook
- Associated Policies
- Ormond School Strategic Plan
- Ormond School Annual Plan

It is my pleasure to present the 2013 Annual Report for Ormond School. We are the oldest school on the Poverty Bay flats and next year we will celebrate 140 years since we were established in 1874.

We intend to celebrate with one big item each term. We start with our gala in Term 1, an old style Fancy Dress ball in Term 2, a Winter Ball (for the grown ups) in Term 3 and a series of old style sporting fixtures including Sunday Cricket, during Term 4. So it will be a year of celebrating 'being the best we can be'.

Have you seen the sign, erected this week advertising this fact? Harris Matthews is the artist and we are very proud of his wonderful work.

We began the year with our revised Behaviour Management programme with our school vision remaining 'Being the Best we can Be'. Our values are identified in the 3 R's*: RESILIENCE, REFLECTION & RESPONSIBILITY*. These have proved to be very effective. We have 3 simple school rules and we use our WITS when confronted by tricky situations. Richard Clarke has worked alongside our whole school community and I acknowledge his invaluable input in this. It is making a difference, in which our school is a safer learning community. We intend to develop this further in 2014 by introducing peer mediation which will be led by Mura.

With our new Behaviour Management Programme, it became obvious that our old Ormond Logo just did not cut the mustard. So we invited input from our Ormond School community. They came up with an amazing array of ideas and after careful consideration, our secretary/teacher/whizz – Ngaire Rhodes' design won the day. The symbols in it support our vision and values and who we are at Ormond. Our congratulations and grateful thanks to "Mrs Robes" for our new logo. It will serve us for the next years and it is fitting to unveil it for 2014 – our birthday year.

Prior to 2014   2014 Onwards

Our end of year data shows progress for every child in all curriculum areas. Specifics of this are visible in your sons/daughters portfolios which they brought home today. National standards do not unfortunately show progress, something we wish to report on more deeply in the future.

We have identified writing, and specifically also spelling as a target curriculum area in 2014. We will also focus on and upgrading IT & IT Learning (our ipads are proving invaluable in enhancing learning in Puriri so far), Differentiated Learning and Mathematics.

Our students have shone in many different fields this year. Our Year 3 scientists did very well at the Gisborne Science Fair, thank you to Koka Sarah. We have had students representing Ormond in Cricket (3 teams), Soccer (4 teams), Hockey, Kapa Haka, Netball, Athletics, Gymnastics, Interschool Rugby, GATE – Art, Leadership & Science courses and Interschool Speeches where Livvie Rhodes won the Year 5 J&N Hickey Cup.

Thank you to the many coaches who give their time freely to coach our many teams. I constantly am thankful for our wholeheartedly committed parents at Ormond who only want the best for their children. They help us make it happen by sending their sons/daughters to school ready to learn.

I am also very grateful for our wonderful staff – Mura Love, Fiona McKibbin, Anne Roberts, Sophie Woolford, Sarah Boyle, Sandra Larkins, Ngaire Rhodes, Mrs T & Neralie Devine who also want the very best for your children. We farewell two staff members, Anne Roberts who has been Kauri's 'Friday Teacher' and Sandra Larkins who has been the Kowhai teacher while Briony Golding cared for young Amelie. Thank you both for all you have done for our students. Anne will be back relieving at times and Sandra, we wish you well at Central. Thank you too, to Mike Hatten, our cleaner, for the great job he does for our school.

Briony Golding returns next year and along with Rachael Newlands will share Kowhai next year, Ngaire Rhodes will be the 'Friday Teacher' in Karaka with Fiona McKibbin. Koka Sarah will move to Kauri and there will be an afternoon teacher in Kauri each day as Koka Sarah will be our new Reading Recovery Teacher. The afternoon teacher will be Kirstie Brown.

The important part of this report is about our students – all exciting and blossoming in their learning. You can be proud of them, as I am too! Our reputation means that more students wish to attend our school than we have places for. As we only have six Year 6 students leaving for Intermediate, we have few places available in 2014. At the end of 2014 however, we will have 22 Year 6's who will be leaving. We will then likely have spaces for new enrolments for 2015.

I wish you and your whanau a very Happy Christmas and a joyous New Year.