

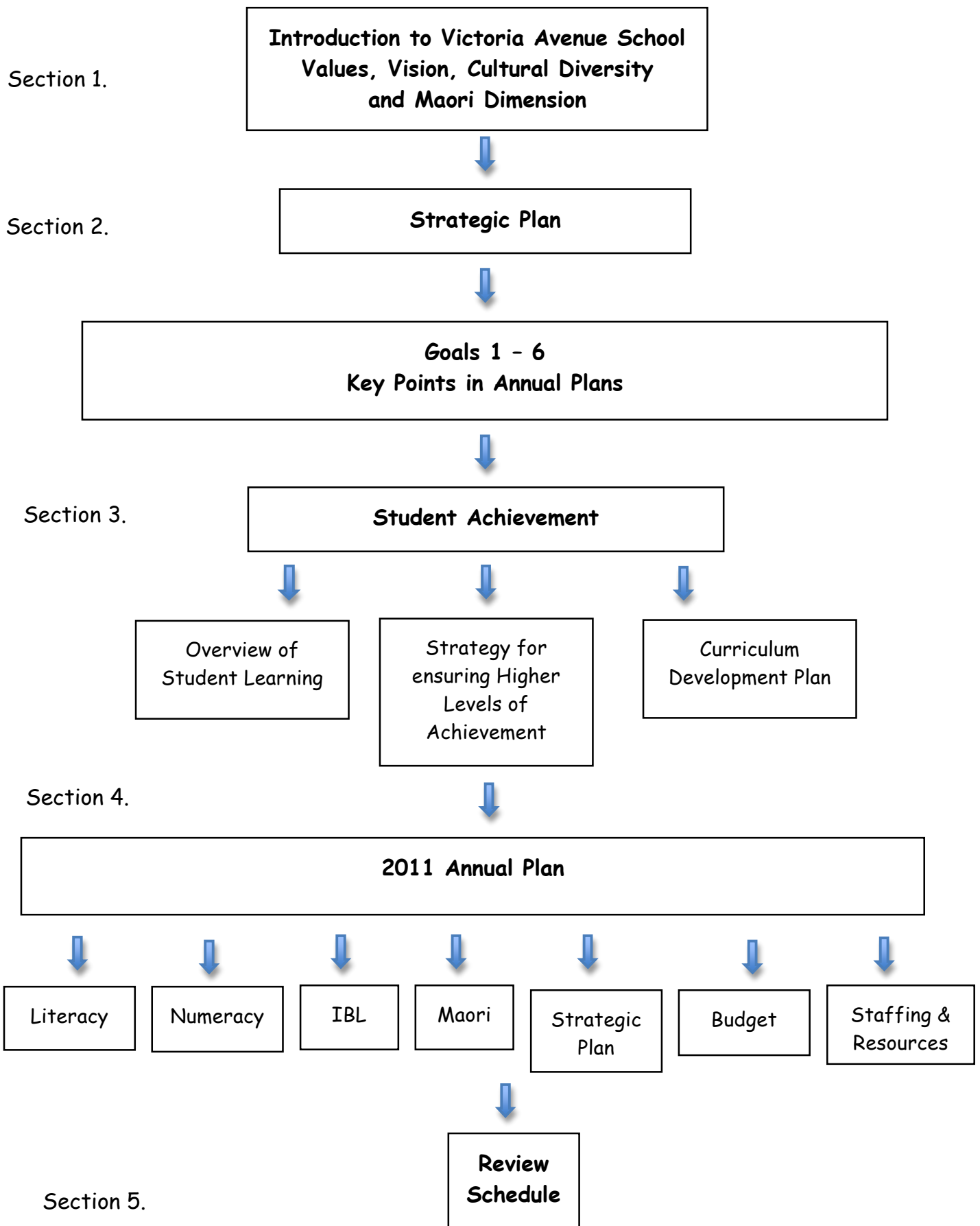
VICTORIA AVENUE SCHOOL

SCHOOL CHARTER

2011



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CHARTER

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Part One

Introductory Section

INFORMATION ABOUT THE SCHOOL

Victoria Avenue School is a Decile 10 primary school catering for students in Years 1-6. Situated in the Remuera suburb of Auckland, it is in a residential area, but well set back from the main road, with an attractive, green environment. The school was built in 1952 and the building programme has continued to keep pace with the growing roll number in recent years. There is a roll of around 500 students and the school's geographic zone, ensure our children mainly come from our local community.

An independently run breakfast club (7.00-8.30am) and after-school programme (3.00-6.00pm) operates each day. In addition a number of extra-curricular clubs are available each day - these are coordinated by the school but use the expertise of local clubs, groups and coaches - parents pay for each of these opportunities.

Parents actively support the school through the PTS and the Board of Trustees. In addition the school encourages parent participation in school life in a number of ways. These include: coaching sports teams; resource-making; in-class parent help; accompanying trips and camps; working bees; gardening group etc. Each class also has assigned a class parent who coordinates parent help with the class teacher and social activities for the children and their families.

The BOT has a long term plan to provide high quality facilities with well-maintained physical resources. Additional teaching spaces and modernised classrooms are planned. The current state of the buildings includes 21 classrooms, a hall with community room and kitchen attached, an administration area, three adventure playgrounds, a library, ICT room and resource areas.

Our school delivers the New Zealand curriculum through comprehensive Literacy and Numeracy lessons in addition to a well-developed IBL (Inquiry Based Learning) programme. There is a strong commitment to independent inquiry as the leading vehicle for learning. This learning is fostered through a structured framework for inquiry and authentic and meaningful links across the curriculum. Specialist teaching is given in Music, PE and ICT.

The explicit teaching of a variety of Thinking Skills helps to develop the child as a learner and enables each one to make meaningful decisions regarding their own learning progression. The learning programmes continue to recognise that our children learn in a variety of ways. Learning styles, inquiry based learning, use of communication technology and development of higher level thinking skills continue to be a focus of learning.

The school recognises the need to prepare our students for the future to enable them to become lifelong learners. The school's focus on the Key Competencies, linked to our trans-disciplinary skills are planned for in all curriculum areas. These include the following skills: thinking, managing-self,

social skills, participating and contributing, communication, research, and using language symbols and texts.

The BOT's commitment to enhance Information and Communication Technology (ICT) has resulted in a fully networked computer system. Data projectors or interactive teacher stations are in all classrooms to support teaching and learning. The use of student blogging is highly developed as a means of publishing student work. In 2011 the school has gained funding to support the introduction of Ultraset, a Learning Management System (LMS). This system will include a Parent Portal giving all parents access online to a variety of information about their child. The use of technology as a support for, and motivator of, our students means that programmes such as Mathletics; Spellodrome and Reading Eggs are used both at school and at home

The school's priority continues to be raising student achievement in numeracy and literacy. High quality professional development is a priority and the school was a part of a successful EHSAS (Extending High Standards Across Schools) Cluster 2006-2009. Whilst funding for this group has ceased the relationship between the schools involved continues with an emphasis on professional collaboration and sharing of best practice.

The school wide EHSAS professional development programme in 2008 and 2009 has focused on the quality of children's reading and writing, and improved teachers' pedagogical and content knowledge. School wide initiatives, including explicit teaching strategies, have seen significant gains in children's achievement levels. The professional use of action research and peer coaching amongst teachers has further added to our high quality-learning environment. These initiatives continue to be of focus to ensure best teaching practice.

The Board of Trustees commitment to literacy and numeracy has included, and will continue to include, increased resourcing and professional development. The school has instigated school wide programmes in spelling and reading, and implements the new NZ progressions for teaching and monitoring literacy throughout the school.

Significant initiatives and programmes catering for gifted and talented students, children with special needs and children with English as a second language (ESOL), are an integral part of the teaching and learning programme.

The Board of Trustees supports the funding of additional teachers and specialists. Victoria Avenue has a professional, dedicated and approachable team of staff, which ensures a caring, supportive and dynamic learning environment.

The school's motto "Our Best Always" and our Values (created by our students) are at the centre of all we do. They best reflect the very special place that is Victoria Avenue School.

School Motto - "Our Best Always"

School Vision Statement

Victoria Avenue School will provide an optimum educational and learning environment where:

- Everyone is encouraged to strive for personal excellence
- There is a passion for teaching and learning
- We encourage family and community involvement
- Students embrace the challenges of a changing world.

VAS Values

At Victoria Avenue School we believe that our values are at the centre of all we do. The eight values listed below are not an exhaustive list but they were developed and chosen by our children to be a focus for each of us in our classrooms on a daily basis.

These values are on display in each of our classrooms and are discussed regularly within school. They reflect how are children wish to be and how they expect those around them to be too. They form the essential basis upon which we will measure the behaviour of everyone at our school.

Consideration and Cooperation - We try to be a good friend to others, to support our peers, to be inclusive and to be a good listener.

Kindness - It is important to be caring, to be compassionate and kind to all.

Love of learning - We have a positive attitude to our learning. We are focused, we take on challenges and we are inquisitive and creative.

Our Best Always - This is our school motto. It means that we are striving for success, that we are persistent, we have determination, and we value excellence. We give everything our best shot!

Responsibility - It is important to be responsible and reliable so that people can depend on you.

Honesty - We want everyone to be honest and trustworthy and to always tell the truth no matter what.

Respect - We need to have respect for other people, for property and for our environment. We want our world to be safe and tidy, clean and green.

Manners - Everyone at VAS should be courteous and polite. Good manners show that you care about other people.

Cultural diversity and Maori dimension

How the school will reflect:

New Zealand's cultural diversity

The school will:

- Integrate cultural diversity into our units of inquiry. Suitable resources will also support this learning.
- Ensure our library contains a range of books to support our understanding of cultural differences and awareness.
- Our ESOL programme will acknowledge our children's culture and provide opportunities to celebrate our cultural diversity.

The unique position of the Maori culture

The school will:

To consult with our Maori community on targets for raising the achievement level of our Maori students and to report to them on these targets annually.

Ensure each year that our classroom programmes continue to develop an understanding of the Treaty of Waitangi.

Report as part of our annual reporting process to the Board on the achievement of our Maori students in literacy and numeracy.

Continue to build and maintain our Maori resources to support our programmes and recognise the uniqueness of the Maori culture.

What reasonable steps will the school take to incorporate tikanga Maori (Maori culture and protocol) into the school's curriculum?

- Endeavour to employ a kaiawhina on occasion to work within each syndicate on nga tikanga and te Reo Maori.
- To seek opportunities to learn about Maori protocol and visit a local Marae.
- Singing of the National Anthem in Maori.
- Using te Reo Maori as part of our learning within our units of inquiry and learning areas e.g.: vocab, song/dance, greetings, traditional stories etc.
- Recognising the historical significance of our local resources and using these resources as part of our units of inquiry

What steps will be taken to discover the views and concerns of the school's Maori communities?

- Maori consultation policy.
- By the collation of any relevant data from our school questionnaires.
- From personal contact with our Maori tutors (kaiawhina).
- By personal approach to the Board of Trustees and Principal.

Part Two

**Strategic
Section**

2010-2013

VAS Strategic Goals

Strategic Goal 1

To provide a curriculum to enable students to develop the competencies, knowledge and skills to become life long learners. Students at VAS will develop the ability and self-confidence to adapt to change, accept challenges presented to them and strive for *their best always*.

Key Points in annual plans:

- Educational excellence
- Use of innovative learning tools from best educational practice
- Curriculum underpinned by Inquiry Based Learning
- Consistent application of the *Habits of Mind*
- Introduction of explicit Thinking Tools, including *Thinking Maps*. Joining the Thinking Skills Accreditation programme (Exeter University)
- Appointing a Thinking Skills Coordinator (Unit Holder)
- Exploration of the International Baccalaureate PYP programme and/or International Primary Curriculum (IPC)
- Linking to the NZ National Curriculum and future National Standards

Strategic Goal 2

To provide a curriculum and environment that fosters our school vision, and our shared school values, and promotes the attributes of local and global citizenship with a shared sense of humanity and care for the world we live in.

Key Points in annual plans:

- Developing a school wide *Health* programme
- Explicit teaching of, and reference to, our school values and the Key Competencies and Values stated in the NZ National Curriculum
- Giving opportunities to our students to develop their skills as Young Leaders through expectations and opportunities within school life
- Developing environmental education opportunities - Management Unit Holder
- Working alongside national agencies and programmes such as *Travelwise*, *Trees For Survival*, *Wastewise* and *Sir Peter Blake Trust*

Strategic Goal 3

To provide a school ICT environment that enhances opportunities for inquiry and learning, facilitates collaboration, and improves management and communication systems.

Key Points in annual plans:

- Review our existing School Management System with regard to administration requirements - Introduce BOT and SMT Wikis in 2011
- The introduction of a Learning Management System (Ultraset) at our school
- Audit the ICT infrastructure to ensure it meets our e-learning and e-administration needs
- Explore opportunities to further develop our website
- Develop online administration - web based shop
- Ensure staff have the confidence and capability to maximize the use of the available ICT resources

- Ensure we are using evidence based practice to increase knowledge and understanding of effective e-learning

Strategic Goal 4

To have a strong partnership with the wider school family and our local community.

Key Points in annual plans:

- Identify key constituents of the School community to be targeted - e.g. parents, former students, neighbours, local businesses, local arts/musical/cultural groups, local sporting clubs, local newspapers, etc
- Encourage broader parent and family involvement at VAS - e.g. events for pre-schoolers, grand-parents days, encourage support from businesses of school parents, target Junior school parents, etc
- Increase profile of VAS in the local community - e.g. School signage, promotion of School events, articles in local newspapers
- Promote and encourage wider use of School facilities - e.g. hall, playing fields, after-school clubs and activities
- Coordinate with and support the PTS in its community-focused activities
- Seek activities for VAS students and families to have a more active role in the community
- The Introduction and promotion of the School Directory - support local businesses and sponsors, profile businesses of school parents
- Assist the PTS to promote "friend-raising" events - e.g. bi-annual School gala, Promises Auction etc

Strategic Goal 5

To ensure that VAS has sufficient financial resources available to operate successfully each year and to support all other components of the Strategic Plan.

Key Points in annual plans:

- Preserve and enhance existing revenue sources
- Investigate and develop potential new revenue sources - e.g. third party fundraising initiatives, school 'business' initiatives, etc
- Maximise access to grants from Ministry of Education - e.g. for special building projects
- Transition PTS fundraising efforts to focus on specific projects agreed with the BOT (instead of general funding of school operations)
- Investigate establishment of School charitable development trust - e.g. to support funding of major projects, to fund additional teaching staff

Strategic Goal 6

To provide the optimum physical environment to support the school's vision including the development of new teaching spaces.

Key Points in annual plans:

- Development of a Masterplan that delivers the current school vision
- An annual review of the 5YA to check the plan meets the schools requirements
- Having an effective maintenance programme

Part Three

Student Achievement Section

Overview of Current State of Student Achievement

The Board of Trustees recognises the National Priorities as shown by NAG 1 with the focus on Literacy and Numeracy.

The school uses a range of standardised assessment tools for school wide information gathering, these include:

- Progressive Achievement Tests (PATs) in Reading Comprehension, Reading Vocabulary and Mathematics
- Supplementary Tests of Achievement in Reading (STAR)
- Supplementary Spelling Assessments (SSpA)
- e-asTTle - Reading, Writing and Mathematics
- Individual numeracy assessment (GLOSS)
- Prose Reading Observation Behaviour and Evaluation (PROBE) Comprehension Assessments

A range of school wide data in literacy and numeracy is reported on each year to the Board. Data is analysed within cohorts and by comparing same children over time. Teachers use the data to identify children who are not achieving and at risk of not achieving and also those children requiring extension and enrichment opportunities. The Board of Trustees provides additional resources to enable the school to provide particular support programmes for these children.

Teachers identify Maori and Pacific Island students and plan, implement and assess programmes to meet their needs. The school reports annually to our Maori community on Maori achievement and programmes to support their achievement.

The curriculum leaders, with their teams, report on student achievement against the targets identified in the annual plan. The report also reviews and evaluates the resources and programme delivery that underpin the teaching and learning programmes.

An overview of student achievement is reported to the Board of Trustees each year. The review of student data helps inform the effectiveness of teaching and learning and aids the setting of benchmarks and expectations for student achievement. In 2010, following intensive staff professional development, the school began working towards presenting information to the Board of Trustees and parents, in accordance with the new National Standards. We will continue to refine this in 2011.

The cycle for collection and analysis of school wide data is included in Section 3 with the Literacy and Numeracy annual targets.

In addition to the Specific Annual Targets in Reading, Writing and Mathematics the school has developed the following series of challenging benchmarks based on historical data from our school.







- 95% of Year 2 to Year 6 children will read at or above their chronological age in June and 100% at or above National Standards at the end of the Year.
- In PAT tests of Reading Comprehension (Years 4-6) 92% of all students will be scoring in the average to superior bands
- In PAT tests of Reading Vocabulary (Years 4-6) 92% of all students will be scoring in the average to superior bands
- In SSpA tests of Spelling (Years 4-6) 95% of all students will be scoring in the average to superior bands
- In PAT tests of Mathematics (Years 3-6) 90% of all students will be scoring in the average to superior bands
- In GLOSS tests of Mathematics (Years 1-6) 99% of all students will be demonstrating a global strategy stage at or above national expectation.

Higher Levels of Achievement Implementation Goals

Improving student achievement is a primary goal in all that we do. There are many factors, which impact on our ability to provide the quality learning experiences necessary to meet this goal, they include:

- Appropriate budgeting, giving priority to annual learning objectives.
- High quality staff Professional Development opportunities identified through our Curriculum Development Plan and funded through our Annual Professional Development goals.
- An appointment process for new staff, which appoints high quality staff and an induction programme to support these new teachers.
- Focussing on the Professional Development of our new staff in terms of our learning culture e.g. School Literacy, Numeracy and IBL programmes
- By implementing an integrated curriculum approach around authentic and trans-disciplinary inquiry which focuses on meaningful contexts, engaging, relevant and significant learning, local and global awareness.
- School wide focus on professional development, resourcing and annual reporting on literacy and numeracy.
- School wide planning and assessment to support a school culture of learning.
- School wide expectation of recognition of success and school wide improvement.
- School wide commitment to formative assessment and evidence based practices.
- School support programmes for special needs students, including identifying children not achieving and at risk of not achieving, and recognition and support for our gifted and talented children.
- Focus on curriculum – 4-year cycle of self-review in the learning areas.
- Annual implementation and focus on our annual curriculum goals, including our targets for Maori student achievement and reporting to the Board and community on these.
- Teaching and learning programmes, which identify for the children the learning intentions, success criteria and provide opportunities for children to be reflective learners who set personal goals. A high level of achievement is encouraged where children are given positive feedback to support their next stage of learning.
- In 2010 we reconsidered our Performance Management system. We wished for the goals of appraisal to include ensuring best teaching practice with teachers setting objectives related to our annual learning priorities, and professional development focus. To this end we have agreed to trial a new Appraisal format in 2011.
- A commitment to raising self-esteem and self-confidence of our students through positive reinforcement and public recognition of achievements. The House Points - ACE awards (Achievement, Citizenship, Effort) were introduced in 2010.

Curriculum Development Plan

	2010	2011	2012	2013
Major Curriculum Focus	Literacy	IBL And ICT	Numeracy	The Arts And Health & PE
Annual Reporting in Literacy	Report will use the following assessment tools: <ul style="list-style-type: none"> • SSpA • PATs • STAR • PROBE/PM • ESA - Library skills 			
Annual Reporting in Numeracy	Report will use the following assessment tools: <ul style="list-style-type: none"> • GLOSS • ICan • PAT 			
Additional School Focus and	1. Introduction of school Health programme 2. Thinking Skills including Thinking Maps intro 3. Feasibility study into IB PYP programme 4. Preparation for NS reporting to parents 5. Environmental Education	1. Introduction of Ultranet. (Term 1 PD focus) 2. Thinking Skills programme, including Thinking School accreditation. (Term 2 Focus) 3. Restorative Practices (Term 1 Teacher Only PD and Term 3 review)	TBC during 2011	TBC during 2012
Staff Professional Development	Thinking Skills Literacy Moderation Spelling ESOL	4. ERO Review		

Part Four

Annual Targets 2011

Curriculum Area	Literacy - Writing			
<p>Target 1</p>	<p>Target 2011 The group of Year 3 to 4 students in December 2010 who were 'below' expectation will be 'at' or 'above' expectation in relation to the Writing National Standards in December 2011. Maori students achieving 'below' the Writing National Standards (in 2010) will be 'at' or 'above' in December 2011.</p>			
<p>Base Data</p>	<p>Baseline Data Analysis of school-wide Writing National Standards data in December 2010 indicated that 31 students (excluding ELLP students) were achieving 'below' expectation in relation to the National Standards in writing. In particular the data identified two year groups of particular concern:</p> <ul style="list-style-type: none"> • 89% Year 3 students were achieving 'at' or 'above' National Standards in writing • 88% Year 4 students were achieving 'at' or 'above' National Standards in writing. <p>Based on 2010 achievement the main groups in 2011 identified 11 students (9 boys & 2 girls) at risk in Year 4, and 8 students (5 boys & 3 girls) in Year 5. This includes 1 Maori student (boy) in Year 4 and 1 Maori student (boy) in Year 5 who is achieving 'below' expectation.</p>			
Action to achieve targets	Who...	Costs/Resources	Timeframe	Expected Outcomes
<p>Regular monitoring and analysis of assessment data of all students achieving below expectation in writing and in particular those children in target groups are highlighted.</p>	<p>Literacy Leader Class teachers</p>		<p>Ongoing</p>	<p>All children in this group will demonstrate improved achievement in asTTle writing.</p>
<p>Professional development of 6 classroom teachers including 2 Literacy Team members to attend Murray Gadd's 'Effective Teachers of Writing' Year 1-3 and Year 4-6 courses. Feedback from these courses will be provided by the Literacy Team members to the three syndicates, Junior, Middle and Senior.</p>	<p>6 classroom teachers, (Year 2-6) Literacy Team</p>	<p>Release for 6 classroom teachers</p>	<p>Terms 1-2</p>	<p>Teachers will demonstrate improved confidence and capability in teaching writing.</p>

Target groups will receive extra writing support from instruction in 'Word Q' and put on Lexia, Rainbow Reading and Raz Reading programmes where appropriate.	Teacher Aide Monitored by Jane Cameron	Word Q Lexia Raz Reading Rainbow Reading	Terms 1-4	Target group will benefit from having their specific learning needs met through working in a smaller group using 'Word Q' and individualised programme using Lexia.
In class support and modeling in writing will be provided to target groups by Literacy Leader.	Jane Cameron		Terms 2- 4	Teachers will demonstrate improved confidence and capability in teaching writing.

Curriculum Area		Literacy - Reading		
Target 2	Target 2011 The group of Year 3 students in March 2011 who scored a stanine 6 and stanine 7 (average bands) in the STAR test will progress at least 1 stanine when tested in Term 3 (week 6).			
Base Data	Baseline Data Analysis of Year 3 STAR data in March 2011 indicated that: <ul style="list-style-type: none"> • 20% of Year 3's were stanine 6 • 33% of Year 3's were stanine 7 Based on this STAR data the main target groups identified: <ul style="list-style-type: none"> • 13 students (4 boys & 9 girls) scoring a stanine 6, • 22 students (10 boys & 12 girls) scoring a stanine 7, including 1 Maori student (girl). 			
Action to achieve targets	Who...	Costs/ Resources	Timeframe	Expected Outcomes
Regular monitoring and analysis of assessment data of all target students. In particular children in target groups are highlighted in teacher's planning.	Literacy Leader Class teachers		Ongoing	All children in this group will demonstrate improved achievement in reading.
Professional development of Year 3 classroom teachers to attend Murray Gadd's 'Effective Teachers of Reading' Year 1-3. Feedback from these courses will be provided by the Literacy Team members to the three syndicates, Junior, Middle and Senior.	6 classroom teachers, (Year 2-6) Literacy Team	Release for 6 classroom teachers	Terms 1-2	Teachers will demonstrate improved confidence and capability in teaching reading.
Target groups will receive extra reading support from Raz Reading programmes where appropriate.	Teacher Aide Monitored by Jane Cameron	Raz Reading	Terms 1-4	Target group will benefit from having their specific learning needs met through an individualised programme.
In class support and modelling in guided reading will be provided to target groups by Literacy Leader.	Jane Cameron		Terms 2- 4	Teachers will demonstrate improved confidence and capability in teaching reading.

	Mathematics
Target 3	<p>Target 2011</p> <p>The group of Year 4 and 5 students identified in 2010 as achieving below expectation in relation to the number strands of the mathematics standards will have made more than one year's progress in number knowledge and strategy. This will include all Maori students achieving below or well below the mathematics standards (in 2010).</p>
Base Data	<p>Baseline Data</p> <p>Analysis of school-wide numeracy data in 2010 indicated that 22 children were achieving below expectation in relation to the National Standards in Mathematics and identified two year groups of concern.</p> <ul style="list-style-type: none"> - 89% of children in Year 3 were achieving at or above expectation in Mathematics assessment tasks and in Year 4 - 94% of students were achieving at or above expectation. <p>Based on 2010 achievement the main groups in 2011 identified at risk in numeracy achievement are a group of 10 Year 4 students and a group of 5 Year 5 students. This includes the only 2 Maori students who are achieving below expectation. There are also 5 Year 4 students and one Year 6 student who are new to our school this year and they are also achieving below expectation in Numeracy. Of the 15 Year 4 students 3 are working at early Stage 5, 11 are currently working at Stage 4 in Numeracy and 1 is working at Stage 3. All 6 Year 5 students are currently working at late Stage 4 in Numeracy. By the end of the year all children in the target groups will be working on the next numeracy stage or at expectation.</p>

Action to achieve Mathematics Targets	Who...	Costs/Resources	Timeframe	Expected Outcomes
Regular monitoring and analysis and assessment data of all students achieving below expectation in mathematics and in particular those children in target groups and Maori students.	Numeracy Leader Class teachers		Ongoing	All children in this group will demonstrate improved achievement in GLOSS, asTTle and IKAN.
Ongoing professional development to staff through feedback from lead teacher meetings, model lessons by Team Solutions facilitator and sharing at team meetings. Professional development to focus on: <ul style="list-style-type: none"> - using assessment data effectively to identify learning needs and inform teaching - Making accurate OTJ's in relation to National Standards 	Numeracy Team Team Solutions	Teacher Release	Terms 1, 2 and 3	Teachers will demonstrate improved confidence and capability in teaching Numeracy
Cross group mathematics classes (Years 3-6) and provide additional teacher support for children in target group.			Terms 1, 2 and 3	Target group will benefit from having their specific learning needs met through working in a smaller group of students.

	Maori Target 2011			
Curriculum Area	Literacy - Reading			
Target 4	<p>Target 2011 The group of Maori students in December 2010 who were 'below' expectation will be 'at' or 'above' expectation in relation to the Reading National Standards in December 2011. This target will also include Maori students who scored in the 'Below Average' stanines, in PAT Comprehension and Vocabulary in March 2011.</p>			
Baseline Data	<p>Analysis of school-wide Reading National Standards data in December 2010 indicated that one Year 1 Maori student was achieving 'below' expectation and one Year 4 Maori student was achieving 'Well Below' in relation to the National Standards in Reading.</p> <p>As the result of the PAT Comprehension and Vocabulary testing in March 2011, there are a further two Year 4 students, one of which is new to our school and one Year 5 student also new to our school, who are at risk of not meeting the National Standard in Reading and will be included in this target. Consequently the Maori students' who will be in the Target group are:</p> <p>Year 2 - one student Year 4 - two students Year 5 - two students</p>			
Action to achieve targets	Who...	Costs/ Resources	Timeframe	Expected Outcomes
Regular monitoring and analysis of assessment data of target students.	Literacy Leader Class teachers		Ongoing	All children in this group will demonstrate improved achievement in reading.
Target groups will receive extra reading support from literacy leader, and appropriate intervention programmes such as, Reading Eggs, Lexia, Rainbow Reading and Raz Reading.	Monitored by Jane Cameron And Carolyn Crook	Reading Eggs Lexia Raz Reading Rainbow Reading	Terms 1-4	Target group will benefit from having their specific learning needs met through using individualised programmes.



IBL AND ICT TARGET 5

Strategic Goals:	Target Area:	Success Criteria:	
<ol style="list-style-type: none"> We will introduce the Ultranet LMS for all students and parents. We will review the VAS Thinking and Inquiry Learning skills 	<ol style="list-style-type: none"> All Classes and Parents All Staff 	<ol style="list-style-type: none"> All pupils and parents logged in and using Ultranet. Increase in staff confidence and usage of Thinking and Inquiry Learning Skills 	
ACTION PLAN FOR 2011			
What will the school do to meet the targets?	Who	When	Resources Needed
1.All teachers provided with PD sessions on the use of Ultranet and ICT skills	Ultranet Drive Team	Term 1	Teacher Only Day – Drive team. Monday Staff PD sessions
2. Parents Workshop will be run to inform and educate about the various facets of the ICT strategy and Ultranet concept	Ultranet Drive Team and Martin Cocker (Netsafe)	Term 2	Survey of parents and children. Evening workshop(s) in the hall.
3. Teachers to be aware of the development goals to be mastered at each syndicate level, and to implement them.	Ultranet Drive team.	Terms 1-3	Ultranet Drive Team to provide PD sessions and Techie Brekkies for all staff
4. All teachers provided with a PD sessions on how the Thinking Skills and Inquiry Learning Process takes place at VAS	Frances Coleman, Hayley Gibson, Allan Short	Term 2	Monday Staff PD sessions.
5. An analysis of current practice to identify strengths and weaknesses. Use this to identify attainable PD targets for 2011-12.	Frances Coleman	Terms 2-3	Survey of staff and audit of resources and children’s books.
6. Obtain Thinking Schools Accreditation.	Frances Coleman and Allan Short	2011	Completed application material sent to Exeter University

Part Four

Strategic Goal Targets 2011

VAS Strategic Goals Targets for 2011

For 2011 the Board of Trustees have identified a number of targets for each of the six Strategic Goals. Some of the targets are contained within the specific Literacy and Numeracy curriculum goals listed above.

Whilst responsibility for monitoring the progress of the 2011 targets is delegated to various groups (Staff, Senior Management Team, Principal, BOT Sub-Committees etc) the full Board of Trustees will review the following at the second Board Meeting of each term.

- | | |
|------------------------|-----------------------------------|
| 1 st Review | Monday 11 th April |
| 2 nd Review | Monday 4 th July |
| 3 rd Review | Monday 3 rd October |
| 4 th Review | Tuesday 12 th December |

The 2012 targets will then be set and agreed upon at the first BOT meeting of the following year.

Strategic Goal 1

To provide a curriculum to enable students to develop the competencies, knowledge and skills to become life long learners. Students at VAS will develop the ability and self-confidence to adapt to change, accept challenges presented to them and strive for *their best always*.

Targets

1. National Standards Work. Staff underwent training in this area in 2010 and reported, internally, their first results in Term 4 2010. We will be continuing to work on Peer Review around moderation to gain consistency around OTJs. -Senior Staff will lead to another Parent Workshop on assessment, as they did in 2010, which will, amongst other things, introduce the moderation and review process to families and share student achievement in this area.
2. Thinking Skills Development. Staff Professional development, specifically in Term 2, via the Quality Learning Circles (QLC groups) will focus on the area of thinking. Frances Coleman will lead this work which will include an audit of current practices and development plan for future staff training. The school will apply for Thinking School accreditation via the Centre of Cognitive Education (Exeter University)
3. Curriculum groups. The management structure was changed in 2010 to encompass six curriculum leaders (Literacy, Numeracy, IBL, The Arts, Health and PE, ICT) their responsibilities include developing school-wide targets and developing learning opportunities in each area. A report will be made to the Principal and BOT in Term 4.
4. A new reporting and assessment framework. With the introduction of National Standards last year Senior Staff spent time, including consultation work with parents, in 2010, developing this new framework, which the BOT have had chance to input into. This new framework will be operational in 2010. New ETAP report format in place this year and Parent Portal use developed.

5. IBL development - The appointment of an IBL leader (Hayley Gibson) was made in 2010 to develop of whole school IBL programme linked to IB PYP areas of Inquiry. An ongoing audit of whole school curriculum coverage is being made to ensure adequate coverage of the NZC.
6. Te Reo Maori - Investigate a way to further develop the coverage of Te Reo Maori at VAS. This is to include aspects of both curriculum development and staff professional development

Strategic Goal 2

To provide a curriculum and environment that fosters our school vision, and our shared school values, and promotes the attributes of local and global citizenship with a shared sense of humanity and care for the world we live in.

Targets

1. Introduction of a school wide Health programme - The new two year Health programme is now in its second year. Syndicate teams will monitor. A review report will be produced by the Health and PE coordinator (Clare Whittington) for the Principal and BOT in Term 4 2011. A Healthy Schools week will be held in Term 1.
2. Explicit teaching of, and reference to, our school values and the Key Competencies and Values stated in the NZ National Curriculum - Each term there will be a whole school focus on a particular Key Competency and one or two of our school values
3. Leadership Opportunities - Giving opportunities to our students to develop their skills as Young Leaders through expectations and opportunities within school life. A focus is being made of Year 6 Leadership opportunities, particular having Senior Syndicate staff taking responsibility for the positions of responsibilities. A Leadership programme in Year 6 is being introduced (Clare Whittington to lead)
4. Environmental Responsibility - A position of responsibility has been created in this area (Stuart Eeles). The school's *Trees for Life* programme will see it's first transplanting this year from the tree Nursery. In addition to *Travelwise* we will join *Wastewise* this year.
5. House System Development - New House challenge system to be launched in Week 4 for Term 1 and developed throughout the year. House presence heightened this year (House Sports shirt - compulsory; New House Gazebos purchased; Staffing of Houses agreed upon and regular House Meeting undertaken)
6. Working with Outside Community Agencies - The relation with local groups will be fostered (Remuera Lions; Sir Peter Blake Trust; The old Hobson Community Trust has now been superseded by the new Orakei Community Board). Projects undertaken such as - Repainting of the Dragon; Further development of Gully area; Beach Clean ups etc.

Strategic Goal 3

To provide a school ICT environment that enhances opportunities for inquiry and learning, facilitates collaboration, and improves management and communication systems.

Targets

1. Installation of a new Printing services- Work started in Term 4, 2010 on a new project with Fuji Xerox to rationalise printing services throughout school. Full networked access to b/w and colour printing around school to achieved in 2011.
2. BOT Wiki - Allan Short to develop the new Board of Trustees Wiki for use in 2011. This should provide a 'one stop shop' for all BOT documentation and communication. Further Wikis may be developed eg an SMT Wiki.
3. Computer availability - in 2011 the BOT have committed to ensuring equality of provision within each class in each year group (minimum of 5 computers per classroom). This will be achieved by replacing all old machines in the Junior School.
4. Library Upgrade - New Macs will be installed in the library to make greater access of digital resources in this area. Staff Professional Development in this area (delivered by Jane Edgar from National Library - work to facilitate staff visits to the New National Library HQ)
5. Increased Server Use - Following the introduction of the new Apple Server last year we wish to see all staff accessing the server. All staff documents online (reports; curriculum manual; policies; resource material; calendars; timetables etc)
6. LMS Development - In Term 4 2010, following the successful investigation into the expansion of the website as a tool for e-learning, the school successfully applied to the Ministry for support for the introduction of a LMS at VAS. In term 1 the drive team (lead by Jess McQuinn) will produce a development plan for the year and lead professional development sessions for all teaching staff. We wish to introduce class pages for all classes with student logins for all. The parent Portal will be opened for use during 2011.

Strategic Goal 4

To have a strong partnership with the wider school family and our local community.

Targets

1. Produce an Annual PTS calendar - specifically targeting *fundraising* and *friendraising* opportunities.
2. School Gala - 3rd April 2011 will be our second school gala (first in 2009). Planning underway since August 2010 - this is our major school fundraiser for 2011. Local businesses involved in support and promotion.
3. Identify and target key constituents of the School community - build up a database for each group e.g. parents (done), former students (done), neighbours, local businesses, local arts/musical/cultural groups, local sporting clubs, local newspapers, (no database) etc.
4. Community Events - Continuing to encourage broader parent and family involvement at VAS - e.g. Day One *Coffeeman* event each term. Target making the first 'Meet the teacher' (9th Feb) and the school picnic (16th Feb) attendance as high as possible. Future events planned in 2011 for pre-schoolers (from local kindys, grandparents days, rugby world cup suppers, film nights, quiz)

5. Maori Community Consultation - As in other years we will consult with a range of community groups (including Pasifika, Chinese and Korean) on teaching, learning and achievement. A focus this year in our annual Maori parental consultation will be to receive feedback on the implementations of Strategic Goal 1 Point 6 listed above.
6. Continue to promote and encourage wider use of School facilities - e.g. hall, after-school clubs and activities (several new after-school activities on offer in 2011)
7. School Directory - 2nd Edition Planned publication March 2011. Investigate further ways of gaining support from local businesses and sponsors.

Strategic Goal 5

To ensure that VAS has sufficient financial resources available to operate successfully each year and to support all other components of the Strategic Plan.

Targets

1. Preserve and enhance existing revenue sources - in particular achieve a collection rate for School Contributions of at least 90% (84% in 2010)
2. Investigate and develop potential new revenue sources - e.g. third party fundraising initiatives, school 'business' initiatives, etc
3. Transition PTS fundraising efforts - to focus on specific projects agreed with the BOT (the advertised major fundraiser for 2011 is the support of the Junior School stage two development; planned for Term 1 and 2 - Rooms 8-10 upgrade, new cloakroom, shading, decking etc)
4. Building Project - Ensure our available funding is used efficiently in relation to the 2011 junior school building project
5. Exceed the projected net surplus in the 2011 operating budget
6. Update all of our financial policies - By the end of Term 1

Strategic Goal 6

To provide the optimum physical environment to support the school's vision including the development of new teaching spaces.

Targets

1. Masterplan - Continued development of a Masterplan that delivers the current school vision
2. 5YA Review - An annual review of the 5YA to check the plan meets the schools requirements
3. Having an effective maintenance programme - regular meetings with Michael Davy (property manager), weekly with Jane Cameron; termly inspection with Jane, Allan and Garry.
4. Building project - Completion of Stage 2 of the Junior School project. Investigation into the delivery of the next stage of the masterplan.
5. Outside Environment - In collaboration with the PTS Gardening group develop our green spaces. Working Bees each term; maintenance of Dragon Drive; Development of the gully area once Boardwalk and Decking all completed.

Annual Budget notes as presented to Victoria Avenue School Board of Trustees

2011 Operating Budget

The 2011 budget was approved by the BOT at its meeting in December 2010. The approved 2011 operating budget is attached in summary form. A full breakdown is also provided.

We are budgeting to make a surplus of \$51k in 2011 – this \$43k more than the 2010 budget and \$20k less than the 2010 forecast. The key reasons for the change in budgeted 2011 surplus vs 2010 forecast are:

- Overall revenues are down \$74k on the 2010 forecast with the largest variances being one-off donations (-\$20k), Discretionary Hours (for special needs children) (-\$22k), FFP Student Income (-\$19k), Facilities Hire/After-School Care (-\$4k) and School Contributions (-\$4k),
- Overall expenses are down \$54k on the 2010 forecast with the largest variances being Teaching Staff (-\$77k), Caretaker & Cleaning (+\$8k), General Admin (+\$13k), Principal PD/Expenses (+\$19k), Classroom & Learning (-\$13k) and Heat/Light/Water (-\$6k)

Specific points to note regarding the 2011 budget are:

- Our expected Operating Grant is \$490k – this is up only \$2k on 2010 and still only covers approximately 52% of our total annual operating expenses
- We have kept the level of School Contributions constant at \$460 per child and assumed the same collection rate of 84% achieved in 2010
- We are currently expecting to have 8.5 FTE FFP students in 2011 - This represents a small decrease from the numbers in 2010 but it is likely that this will increase during 2011
- We are budgeting for \$90k from the PTS – a strong result from the School Gala in Term 1 could result in this number being higher
- VAS is funding \$100k of Extra Teacher Salaries in 2010 in excess of the MOE staffing entitlement
 - This is our largest single discretionary cost item and reflects the decision to employ specialist teachers in ICT, Music, G&T, PE, Rainbow Reading, ESOL, etc
 - This is significantly lower than the \$181k of Extra Teacher Salaries in 2010 due to there being one less class teacher required in 2011
- VAS is proposing to fund Teacher Aides for five special needs children at a total cost of \$18.5k
 - This is a significant increase over 2010 (\$7k)
 - We need to consider whether some/all of this can be recovered from parents and whether this level of expenditure on a small group of children is reasonable

- The Curricular budget incorporates all the budget requests from the various curriculum areas
 - The total spending in this category has decreased by \$13k, but this doesn't reflect a reduction in our commitment to curricular spending
 - Key changes between 2010 and 2011 relate to: toner expenditure being switched out of computer consumables to communications; reduced expenditure on PE uniforms and equipment following significant one-off expenditure in 2010; the end of computer leases in 2010; and the one-off purchase of assessment materials in 2010
 - Additional spending in 2011 has been allowed for environmental education and IBL
- 1.5% wage increases have been factored in for the Admin and Maintenance/Grounds staff – this is consistent with the annualised increase for teaching staff agreed in the recent settlement
- Total R&M cash expenditure (including cyclical maintenance) is budgeted to be \$65k
- \$20k has been included for the Principal's professional development and other expenses
- \$10k has been included for investigating PYP
- \$10k has been included as a contingency for unforeseen expenses

2011 Capital Expenditure

The 2011 capital expenditure budget was also approved by the BOT at its meeting in December 2010. The proposed capital expenditure items for 2011 are as follows:

Buildings & Grounds

Upgrade of Rooms 8-10	\$69,000
Junior school shade cover	\$45,000
Room 7 upgrade (may be 2012)	\$30,000-40,000
Junior school wooden deck	\$35,000-40,000

IT Equipment

Junior school IT/computers upgrade	\$61,000
iMac computers (3) for library	\$5,823

General Items

Special needs software	\$1,900
Upgrading alarm/smoke detector system	\$19,900
Hall sound system	\$10,000
Junior school furniture upgrade	\$22,200
Library books	\$8,000
Class sets of dictionaries	\$3,500

Total

\$311,323-326,323

Note that the total cost of upgrading Rooms 8-10 is approximately \$129k. Of this total, \$60k is proposed to be funded out of our 5YA budget.

Based on our current cash/investments balance as at December 2010 and budgeted 2011 operating cash surplus, we have maximum "available" cash reserves for capital expenditure of approximately \$311k (see below).

December 2010 Cash/Investments Balance	\$410,000
2011 Budget Surplus	\$51,000
2011 Depreciation	<u>\$100,000</u>
Opening Cash/Investments Plus 2011 Cash Surplus	\$561,000
Target Minimum Cash Reserves	\$250,000
Maximum "Available" Cash Reserves for Capex	<u><u>\$311,000</u></u>

If we undertake all of the above capital expenditure items in 2011, this would most likely leave us with low surplus cash reserves at the end of 2011 and hence a limited ability to fund future building projects in the Middle and Senior school areas.

Rob Hamilton
Treasurer

STATEMENT OF STAFFING AND RESOURCES

For Year Ended 31 December 2010

PHYSICAL RESOURCES

The Victoria Avenue School Board of Trustees has a property occupancy agreement with the Ministry of Education for the Victoria Avenue School site of 1.7 hectares of land which has been developed to include playing fields, all weather play areas, adventure playground, and car parking. The school building comprises a traditional classroom block of 11 classrooms, Library Technology Suite, various offices, resource rooms, and a staff room, five prefabricated buildings, a dental clinic, a caretaker's shed and a hall with adjoining community room.

The Board of Trustees has a library with 9604 volumes and sets of texts for all classes.

HUMAN AND OTHER RESOURCES

The staffing complement for 2010 is:

Mr A Short	Principal
Mrs J Cameron	Deputy Principal
Miss A Bridgman	Assistant Principal
Miss H Gibson	Senior Teacher
Miss Kylie Wight	Senior Teacher
Miss S Reynolds	Senior Teacher
Mr S Eeles	Senior Teacher
Miss B Andrew	Teacher
Mrs M. Besant	Teacher PT
Mr B Cates	Teacher
Mrs P Childs	Teacher
Mrs F Coleman	Teacher
Miss C Crook	Teacher/SENCO
Miss C Edgar	Teacher
Mrs J Edgar	Teacher PT
Mr J Des Forges	Teacher ICT
Miss M Fredrickson	Teacher
Mrs L Hendriksen	Teacher
Ms C Kelly	Teacher
Miss N Lazarus	Teacher
Miss A Laxon	Teacher Music/G&T
Miss H Manukulasuriya	Teacher
Mrs M Martin	Teacher
Mrs N Marshall	Teacher
Miss E McEwan	Teacher
Miss J McQuinn	Teacher
Miss K Pennell	Teacher
Mrs M Perwick	Teacher PT
Mr P Rattenbury	Teacher
Mrs K Rolleston	Teacher
Mrs J McCabe	ESOL PT
Miss C Whittington	Teacher PE
Mrs A Young	Teacher

HUMAN AND OTHER RESOURCES

The staffing complement for 2011 is:

Mr A Short	Principal
Mrs J Cameron	Deputy Principal
Miss A Bridgman	Assistant Principal
Miss H Gibson	Senior Teacher
Miss Kylie Wight	Senior Teacher
Miss S Reynolds	Senior Teacher
Mr S Eeles	Senior Teacher
Miss B Andrew	Teacher
Mr B Cates	Teacher
Mrs P Childs	Teacher
Mrs F Coleman	Teacher
Mrs J Coleman	Teacher
Miss C Crook	Teacher/SENCO
Mr J Des Forges	Teacher ICT
Mrs L Hendriksen	Teacher PT
Ms C Kelly	Teacher
Miss N Lazarus	Teacher
Miss A Laxon	Teacher Music/G&T
Miss H Manukulasuriya	Teacher
Mrs M Martin	Teacher
Mrs N Marshall	Teacher
Miss E McEwan	Teacher
Miss J McQuinn	Teacher
Mrs P Munro	Teacher
Miss K Pennell	Teacher
Mrs M Perwick	Teacher PT
Mr P Rattenbury	Teacher
Mrs J McCabe	ESOL PT
Miss C Whittington	Teacher PE
Mrs A Young	Teacher

The board of trustees also employed during 2010:

Mrs J Clark	Librarian
Mrs L Garrett	Principal's PA
Mrs K Vahry	Secretary
Mrs J Hayward	Accountant
Mrs J Henderson	Accounts Manager
Mrs K Short	Uniform
Mr M Davy	Property Supervisor
Mr M O'Dwyer	Property Assistant
Mrs M Jennings	Drama
Mrs F Flynn	Drama
Mrs V Shakes	Teacher Aide/Rainbow Reading
Mrs M Hutson	Teacher Aide
Mrs M Lee	Teacher Aide
Mrs S Wong	Teacher Aide
Mrs K Pool	Teacher Aide
Mrs C Relph	Teacher Aide
Mrs D Hill	Resource Manager
Miss H Porter	Resource Assistant

The board of trustees also employed during 2011:

Mrs J Clark	Librarian
Mrs L Garrett	Principal's PA
Mrs K Vahry	Secretary
Mrs J Hayward	Accountant/Uniform
Mrs J Henderson	Accounts Manager
Mrs G Ireland	Accountant
Mr M Davy	Property Supervisor
Mr M O'Dwyer	Property Assistant
Mrs D Hill	Resource Manager/ Rainbow Reading
Mrs J Macdonald	Teacher Aide
Mrs S Wong	Teacher Aide
Mrs K Pool	Teacher Aide
Mrs C Relph	Teacher Aide
Miss H Porter	Resource Assistant

The costs of employing these staff are included in the Operating Statement.

The Special Education Service has provided the school with the assistance from RTLBs and Educational Psychologists.

The Board of Trustees has made a commitment to the training of teaching staff and to curriculum implementation. Accordingly all teaching staff have been allocated sufficient funding to attend training in either core competence or administrative skill development.

The Board of Trustees is supported by an active Parent-Teachers Sub-Committee. The PTS provides planning and resources for fund raising activities and assistance in extra-curricular activities.

The roll of the school was as follows:

July 2009	487 students
December 2009	518 students
July 2010	518 students
December 2010	553 students

Part Five

Review Section

Four-Year Review Programme

Our objective is to review policies, programmes and targets on a regular basis. For this purpose we have identified the following self-review programme.

Documentation

Responsibility

Annual Reviews

Review of Strategic Plan Objectives	SMT and BOT
Review of EEO Policy	BOT (Policy)
Review of Staff Development Plan	SMT
Review of 10 Year Property Plan	BOT (Property)
Review of Literacy and Numeracy	DP, AP and SMT
Review of Management Achievement	Principal and SMT
Review of Enrolment Scheme	BOT
Staff Appraisal	SMT & BOT (Personnel)
Website Review	Principal's PA & Principal
Parental Survey (focus to be arranged)	BOT

Three/Four-Year Reviews

Curriculum review in Learning Areas	Curr. Coordinators & SMT
Policy Review under each area heading	BOT (policy) & SMT
Review of Strategic Plan	BOT (consultation groups)
Review of Parent Handbook/Prospectus	

Notes:

2010	BOT Elections and Initial Trustee Training
	Curriculum Focus - Literacy
2011	Curriculum Focus - IBL and ICT
2012	Curriculum Focus - Numeracy
2013	Curriculum Focus - The Arts and Health and PE