

CBS STRATEGIC PLAN:

As at 1 August 2008

NAG 1: CURRICULUM AND STUDENT ACHIEVEMENT				
Portfolio	Objective	Status as at August 2008	Progress/Comment	Ref.
Education	<p>4. Reporting to the Board of Trustees: The principal and senior managers should strengthen their reporting to the board about student achievement in health and physical education. Information about student fitness, attitudes and achievement would assist teachers to inform their planning and the board to make decisions about strategic priorities and resourcing.</p> <p>5. Planning: Teachers need clear guidelines and long-term plans in physical education to support their teaching. These plans would ensure that full coverage of the curriculum is possible and that a well-resourced, balanced skill based programme is provided for students. Clear planning and well organised programmes will support children's skill development and enjoyment of physical education.</p>	New: ERO	<p>Report information on student performance in health and physical education annually to the Board. Include data on: student attitude, achievement and levels of fitness.</p> <p>The health team have undertaken PD in 2006 as lead teachers for health. In 2006 they have evaluated the requirements of the draft curriculum and identified best practice for the integration of health, PE and sport. In 2008 they have a new integrated scheme of work in place, including assessment data collection.</p> <p>Develop clear guidelines for teachers in terms of physical education. Check for compliance during appraisal.</p>	NAG 1

NAG 1: CURRICULUM AND STUDENT ACHIEVEMENT				
Portfolio	Objective	Status as at August 2008	Progress/Comment	Ref.
Education	<p>6. ICT and library resources should be used to support the new curriculum.</p> <p>7. To review all assessment tools in line with the new curriculum</p> <p>8. Reporting to parents in line with the school vision and new curriculum.</p>		<p>Provision of ICT equipment and PD in implementation should reflect the principles of the CBS curriculum.</p> <p>Resourcing and timetables should be driven by student need – being as flexible as possible in meeting the needs of all students.</p> <p>Ultraset and mimioboards both have the potential for supporting ongoing student achievement in alignment with our school vision – teachers are currently undertaking action learning projects to investigate how to achieve maximum gain. Following this research we will recommend PD and annual achievement goals for staff.</p> <p>The new curriculum will be finished (in draft) by the end of Term 3 2008 – with implementation of the first cycle to go ahead in 2009.</p> <p>We are currently reviewing the assessment tools that we use, adjusting these and making new school based assessments to ensure that we align with the vision and principles. These will be under constant review to the end of 2010 to ensure that data is relevant, reliable and driving student achievement.</p> <p>The school vision and restructuring of learning areas means that our current assessment practices do not align with the new draft CBS curriculum. The assessment team have decided to run with the status quo for 2008. 2009 and beyond will require a restructuring of our reporting procedures and some education for parents in goal setting and interpreting assessment results.</p>	

NAG 1: CURRICULUM AND STUDENT ACHIEVEMENT				
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Education	9. Providing support for all students.		<p>We have reviewed identification of G&T students – which aligns with our visions and the principles of the CBS curriculum. We are currently reviewing special programmes that are available for students and their impact on student achievement.</p> <p>As we move forwards with the new curriculum and new assessment tools we should better identify students who have special needs in areas outside of our previous benchmarking – e.g. students with a high ability in self reflection</p>	
	10. Professional Development in the New Curriculum.		<p>The new curriculum challenges some our traditional thinking. It has been put together collaboratively – but we are a long way from achieving shared understandings. This will be a focus for 2009 and beyond.</p>	
	11. Coaching and Appraisal		<p>Appraisal documentation needs to be aligned with the new curriculum and staff to receive PD on expectations. Coaching needs to be further developed to meet the goals of the EHSAS project and to ensure that PD is having a direct impact on student achievement.</p>	

NAG 2: DOCUMENTATION AND SELF REVIEW				
Portfolio	Objective	Status as at August 2008	Progress/Comment	Ref.
Board Management	<p>1. To develop a plan whereby areas of the curriculum are reviewed on a rotational basis with particular emphasis on numeracy and literacy.</p> <p>2. Review the implementation of religious education at the school.</p>		<p>Establish a rotation for the review of the seven essential learning areas from the New Zealand Curriculum Framework so that each curriculum area is reviewed every 3-4 years.</p> <p>A needs-based assessment at the end of 2006 highlighted the arts and health as areas of need. Curriculum reviews are under way and are being reworked in accordance with the draft curriculum – at this stage we have taken the assumption that this will change to a great extent. Curriculum teams have been restructured so that more staff can be placed in this area while it is under review. This will be reviewed again at the end of 2008 when planning for 2009. Staff needs, the new curriculum and PD will be taken into account.</p> <p>Data collected from teachers, parents, Years 5 & 6 students and religious education providers and a recommendation was made to the Board, based on the analysis of the data gathered, to continue religious education in 2009. A further survey will be conducted in Term 4 2008.</p>	NAG 2

NAG 2: DOCUMENTATION AND SELF REVIEW			
Portfolio	Objective	Status as at August 2008	Progress/Comment
Board Management	3. Quality assurance: Senior managers to ensure that work in this area is underpinned by an effective quality assurance system. Providing teachers with regular feedback and feedforward on planning and delivery, and strengthening the role of the curriculum team have been identified as ways of improving the quality of teaching and learning.	New: ERO	To be incorporated into the appraisal process. . The appraisal system has been streamlined in order to increase staff awareness of the required standards. Staff hold copies of progress to date and records of feedback. PD is being undertaken by John and Teresa in more effective ways to collect data and provide personalised learning for adults.
	4. Professional development for staff: International students: It would be appropriate for senior management to ensure cross cultural training is provided for all staff.	New: ERO	Professional development to be incorporated into the professional development programme. The ESOL team and staff responsible for international students meet regularly to analyse data related to the social and emotional needs of international students as well as the academic needs. The ESOL team are working with class teachers to provide class teachers with support and resources. The school has appointed a teacher who is part way through completing post graduate studies in ESOL. She is now working as part of the ESOL team. This will enhance the strength of the team and provide further scope for providing PD and support for staff.
	5 Management to continue to investigate (and implement) with the intention of improving, the communication of student achievement to parents/caregivers.	New @ Retreat on 24.06.06	Implementation has commenced.

NAG 2: DOCUMENTATION AND SELF REVIEW			
Portfolio	Objective	Status as at August 2008	Progress/Comment
Board Management	6. Management investigate (and implement) with the intention of improving, communication to parents about the individualisation of student programmes.	New @ Retreat on 24.06.06	Implementation has commenced.
	7. Management ensures that ICT/Library becomes entrenched into the team structure of the school.	New @ Retreat on 24.06.06	Implementation has commenced.
	8. The Board will write a Board newsletter to the school community outlining the purpose of the retreat and outcomes of the retreat.	New @ Retreat on 24.06.06	Annually
	9. Continue to use and review the 4 minute walk-thru in 2008 as part of the school's performance management programme.		Reviewed in 2007 and will continue to be utilised in 2008.
	Implement feedback recommendations from <i>Investors in People</i> following the 2008 review.		
	10. To conduct a trend analysis on service quality data.		
	11. To distribute a survey with end of year reports (2008) seeking feedback from parents on the usefulness of end of year reports.		
	12. Investigate a Board of Trustees Study Award for members of the CBS staff.		

NAG 3: EMPLOYER RESPONSIBILITIES				
Portfolio	Objective	Status as at August 2008	Progress/Comment	Ref.
Personnel	<ol style="list-style-type: none"> 1. Induct staff into the school in terms of procedures and pedagogy. 2. Teachers new to the school and teachers moving to a different year level within the school receive a formal and documented programme of support. 3. Conduct an analysis of staff turnover for the past five years. 4. Develop a communication strategy that provides parents/caregivers with useful information on changing employment practices at the school. 5. To appropriately resource employment responsibilities, attraction and retention of staff, to ensure that the school is always appropriately staffed. 	<p>Continue and improve.</p> <p>New @ Retreat on 24.06.06</p> <p>New @ Retreat 26.07.08</p>	Budget, planning and personnel.	NAG 3

NAG 4: FINANCE AND PROPERTY				
Portfolio	Objective	Status as at August 2008	Progress/Comment	Ref.
Finance & Property	1. Shade areas for outside Rooms 7,8,9,10.	Shade areas outside library and over sandpit, achieved.	To be implemented when funds permit. Review need. 5 Year Property Plan.	NAG 4
	2. Provide up-graded sound system for hall.	On hold.	Not yet actioned.	
	3. Set aside technology room.	No action yet (in accordance with community survey).	Because of roll, no rooms are available at present.	
	4. Investigate the acquisition of further withdrawal space.	New @ Retreat on 24.06.06	Not yet actioned.	
	5. Construct a five year financial plan.	New @ Retreat on 24.06.06	Not yet actioned.	
	6. Improve energy supplies to the site to ensure there is adequate supply and distribution capacity for all parts of the school. (5YPP)	New @ Retreat on 24.06.06	5 Year Property Plan	
	7. Review the drainage needs of the school with the view to improving drainage. (5YPP)	New @ Retreat on 24.06.06	5 Year Property Plan	
	8. Conduct a funding review to identify: (a) How funding can be increased and (b) If the current 'mix' of funding sources best meets the needs of the school's community.	New @ Retreat on 24.06.06	Not yet actioned.	

NAG 5: HEALTH & SAFETY				
Portfolio	Objective	Status as at August 2008	Progress/Comment	Ref.
Health & Safety	Shade areas	Under action	As above (Property & Finance)	NAG 6

NAG 6: LEGAL/LEGISLATION				
Portfolio	Objective	Status as at August 2008	Progress/Comment	Ref.
	The Mantra: Robustly face the facts; even if they are unpalatable.	New	Demonstrate vigorous data gathering analysis and action even if the data is not to our liking.	

As at August 2008

Implementation of the Strategic Plan is contingent on:

STUDENT ACHIEVEMENT: Appointment of a Director of Student Achievement to be responsible for assessment for learning, identification of students who are at risk of not achieving, or who are not achieving or who have special needs as well as identifying curriculum areas that require particular attention. This role carries with it consideration funding requirements that will become evident in the AOP. Implemented.

CWSN/SENCO: Provision of human resources for implementing the special needs process that provides for the identification of students with special needs and the development and implementation of appropriate programmes. These programmes may include, but are not necessarily confined to Reading Recovery, Rainbow Reading, RTLB involvement, Special Education Service involvement, and the development of individual educational programmes for students. Implemented.

NUMERACY & LITERACY: Designate Directors of Literacy and Numeracy with the responsibility to monitor student achievement and class programmes with the view to identifying best practice and areas for development. These positions report to the Director of Student Achievement. Implemented.

CWSA: Identify students who have special abilities, bearing in mind that all children have special abilities in some area. (Refer to theory of Multiple Intelligences to establish programme to identify and cater for students.) Wherever possible these programmes will take place within the classroom and will be the responsibility of the classroom teacher. Performance in choral singing will be available to all students in the form of performances by students in teams to parents/caregivers. There will also be programmes outside the classroom. These will include, but will not necessarily be confined to, extension maths, art, music, technology and research. The programme will be developed detailing coverage based on the CWSA database. Implemented.

HUMAN RESOURCES: ART, MUSIC, DRAMA, & DANCE: The Achilles' Heel of the school in recent times has been the lack of appropriate and timely availability of people to assist in various areas, including, but not confined to, the aforementioned areas, as well as ICT. Funding needs to be available so the facilities that the school has can be better used effectively since the demise of a designated art teacher. To a lesser extent the same can be said of the Music Room. On the other hand, it is clear the benefit that accrues when a facility is appropriately resourced in terms of people. The library is witness to this and, to a lesser extent, the Human Resource budget that is available for sport and Waterwise.

The challenge now is to obtain sufficient funding to ensure that the best use is made of the facilities that we have (and intend to have) thereby improving student achievement. It is, therefore, important to ensure that staffing is at a level that will achieve this. This does not mean that facilities need be staffed on a fulltime basis and nor does it mean (necessarily) that they must be staffed by a teacher. It does mean, however, that adequate consideration must be made of the staffing issue at the AOP stage.

ICT human resource: Implemented.

Art room human resource: Implemented.

Resource Management human resource: Under implementation.