

# **ANNUAL PLAN 2007**

# Waihopai School

## Annual Plan & Budget 2007

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## 1. Introduction

This document presents the annual plan and budget for Waihopai School for 2007.

It forms part of the school Charter, as required by Section 61 of the Education Act 1989. It presents the school's annual plan for 2007, which:

- a) describes the specific actions and expenditure that is planned to give effect to the school's strategic plan during 2007; and
- b) sets the targets for the year, particularly in respect of student achievement.

**It should be read in conjunction with the Annual Plan Matrix.**

## 2. Strategic Focus for 2007

The current Strategic Plan has identified 5 focus areas and 6 strategic goals for the school, shown below.

FOCUS AREA	STRATEGIC GOAL
School Organisation	1. Excellent Governance 2. Excellent Management
Student Learning & Achievement	3. Achievement by all students to the best of their ability, particularly in literacy & numeracy.
ICT	4. Smart use of ICT to enhance & enrich teaching & learning.
Health, Safety & Well-Being	5. A school culture that actively promotes health, safety and well-being of all staff & students.
Sustainability	6. To maintain the size of the school roll at current levels.

The measures by which the school will know that it has achieved these goals, and the general methods by which it will achieve these are outlined in detail in the Strategic Plan.

The specific actions and initiatives that are planned at the school this year to make progress towards achievement of our strategic goals are shown on the Annual Plan Matrix and discussed in Sections 2.1 – 2.6.

## **2.1 Strategic Goal 1 – Excellent Governance**

This goal concerns the effective functioning of the Board. This year the Board wants to concentrate on four key areas of interest. These are identified on the attached Annual Plan Matrix along with the specific objectives, actions and expected outcomes. Additional detail and explanation is given below.

### **2.1.1 Improved Governance Practice**

In 2006 the Board finalized the development of a Governance Manual. This defines the Board's roles and responsibilities and establishes broad policies for the school that reflect these responsibilities. Most importantly the Governance Manual specifies the Board's delegations of responsibility to the Principal, and in this respect it forms a framework for the Principal's reporting back to the Board.

The challenge for the Board in 2007 is to continue to work with the Principal and senior managers to ensure that the school has the necessary systems and practices in place to allow the policy directions to be fully implemented and reported on.

### **2.1.2 Continued Board Training**

Excellent governance requires that Board members have a good understanding of their role. The NZ School Trustee's Association (of which Waihopai School is a member) provides training courses at no extra cost to its members, on various topics of interest to trustees, several times per year. In addition, an annual conference is held.

The Board's targets for this year are for all Trustees to attend at least one formal training session, in addition to internal workshops, and also for one Trustee to attend the NZSTA national conference in July.

### **2.1.3 Assured Board Continuity**

Elections for 5 parent representatives will be held in March 2007. Several long-standing trustees will not be putting their names forward for re-election and so the school will be seeking to replace these people. It is important for the school that the knowledge and skill base of the Board is maintained; the challenge for the incumbent Board is to ensure that the school community is presented with a choice of suitable candidates for election to the Board, and also to ensure that, following the elections the new Board has the necessary skill mix for effective governance.

In this regard, the Board intends to actively encourage a range of candidates to stand for election to the Board in March. It will also conduct a skills audit of the elected Board later in the year with a view to considering whether additional Trustees need to be co-opted to complement the skills of the incumbents.

### **2.1.4 Improved Communication**

Good communication with the school management and with the school community is a cornerstone of effective governance. This year the Board intends to work with the school management to ensure unity and agreement on the annual plan by both parties, and to ensure that there is a process in place for effective two-way flow of information between the

Board & management staff. In relation to the community the Board's goal is to improve the frequency and quality of information it supplies to the community, particularly relating to student achievement.

The Board also intends to be proactive in engaging with the Boards of other schools, and also with community groups and organizations, identified as being strategically important to the school.

## **2.2 Strategic Goal 2 – Excellent Management**

This goal concerns the functioning of the management team and the school's management structures and systems. Planned improvements in 2007 fall into 5 main areas of interest. These are identified on the attached Annual Plan matrix along with the specific objectives, actions and expected outcomes. Additional detail and explanation is given below.

### **2.2.1 Improved Management Structure**

The school management structure for 2007 is shown in Fig 1. This includes a re-organisation of roles and responsibilities this year, with the AP moving to head the Middle Syndicate, and the management of the Junior Syndicate being shared jointly between 2 experienced junior syndicate teachers. This will require a review of the management team members' job descriptions.

During 2006 a survey of the staff to determine how well the school management was meeting its employment responsibilities was conducted. This indicated several areas for improvement, particularly concerning the management team's roles and responsibilities for managing (and in particular communicating with) both teaching and non-teaching staff.

The ERO report also identified that the school could make better use of its staff in managing curriculum delivery. This has already been acted upon by reorganising staff into smaller teams with specific responsibility for particular areas of the curriculum, and with the allocation of fixed term management units for 2007.

### **2.2.2 Improved Management Procedures**

A feature of many of the Board's delegations to the Principal (contained in the Governance Policies) is the requirement for the Principal to ensure procedures and systems are in place to assist the efficient organization and management of the school.

A task for 2007 is to review the school's existing procedures and guidelines to ensure they are aligned with the Board's policy requirements. Most importantly, they must be practical for staff to work with. These are to be produced in a standardised format, which will form part of a school Management Manual. Equally importantly, a means of storing and maintaining this document is to be devised so that it remains current and readily accessible to all staff at all times.

### **2.2.3 Targeted Management Training**

Building a strong management team that understands its roles and is focused and organized is a key aim for the school. To assist in the development of this during 2007 specific management training for the Principal and each member of the management team is one of the priorities that has been identified by the Board for professional development in 2007.

### **2.2.4 Development of Annual Management Calendar**

Another aim for 2007 is to ensure that both the management team and the Board have good quality information that is available at appropriate times, in order to assist school planning particularly around student learning and achievement. As part of this, an annual calendar for assessment and reporting is to be developed.

### **2.2.5 Improved Administrative Filing System**

The system used for filing of the school's correspondence and papers has not been reviewed for many years, and does not serve the present needs of the school or Board well. This is to be examined during 2007, with the objective of instigating a new system that makes storing and retrieval of documentation easier.

### **2.2.6 Improved Staff Appraisal System**

The intention this year is to review the staff appraisal system to ensure that it is aligned with the school's strategic objectives, in particular the need for an integrated whole-school approach to professional development. Staff will be assessed against any professional development requirements and other requirements in the annual plan, and the outcomes of this appraisal will be used to develop the school's professional development plan for 2008.

## 2.3 Strategic Goal 3 – Student Achievement

This goal focuses on teaching and learning in the school. The 2006 ERO review of the school made 3 main recommendations for the improvement of student achievement:

- *To review curriculum priorities and teaching approaches to provide students with more challenging opportunities*
- *To set higher expectations for student achievement, and develop specific achievement targets based on analysed assessment information*
- *Review staff responsibilities to make best use of teacher strengths as the school responds to national curriculum developments.*

These recommendations have been incorporated into the school's strategic plan, and actions centred around their implementation will be a priority in 2007 as outlined below.

Overall, the planned actions recognize that a well-planned curriculum, good teaching practice and availability of good quality assessment data to support planning are all essential factors for good student learning outcomes.

Other factors are important as well: the provision of appropriate support to those students with learning difficulties or special needs, the provision of programmes to extend able students (in addition to core classroom programmes), minimization of distractions & disruptions to student learning, and effective involvement of parents in their children's learning.

Planned expenditure and use of additional banked staffing resources for the school during 2007 has a strong focus on enhancing literacy. Whole school professional development focused on reading (see Section 2.3.5 below) will continue this year. In addition, over 12% of the budget available for learning resources this year (\$8500) is to be dedicated to building the reading resources for the senior syndicate. A further \$4400 is to be spent on literacy resources and library books. The school is also dedicating \$24,000 of its reserves to a specific reading boost programme in the middle & senior school, in addition to the operation of the Ministry-funded Reading Recovery Programme in the junior school.

It is also planned to commence the development of a new library/information resource centre for the school. This is long overdue, and when completed will be a significant asset to enhance classroom programmes, and encourage student's individual enjoyment of reading & seeking of knowledge. The building programme is explained in more detail in Section 12.

### 2.3.1 Curriculum Update

Delivery of the curriculum is managed overall via a whole school Curriculum Plan that covers each of the 7 essential learning areas. These are working documents that are updated and reviewed on an on-going basis (on a term-by-term basis this year). The Deputy & Assistant Principals, Syndicate leaders and the curriculum team managers are responsible for leading this process and consulting with and seeking feedback from staff as necessary to complete this task.

The plans detail the curriculum content that is to be covered over the course of the year and give direction on priorities. Further planning is undertaken within each syndicate to ensure that the whole-school direction is adapted to suit the particular needs of the syndicate. Teachers are expected to refer to these plans in their own classroom planning, to ensure that they achieve balanced and integrated coverage of the curriculum. Syndicate Leaders are

responsible for ensuring that all teachers fully understand what is required and are given any support that may be necessary, and that units and programmes are adequately resourced prior to commencement.

Teachers are expected to use the Curriculum Plans to track and record their coverage of the curriculum. This is to be more formally linked to the appraisal process this year, as part of the Appraisal System review (see Section 2.2.6).

A major focus for 2007 is to review the plans to include the changes in teaching approaches that are part of the planned professional development this year (see 2.3.2 below).

The new National Curriculum to be introduced in 2008 allows individual schools more flexibility to design their own curriculum. By the end of this year the school's Curriculum Plans must also reflect the school's model for delivery of the curriculum. This will be developed by the management team, with appropriate staff input & feedback, for Board approval by the end of Term 4.

### **2.3.2 Shift in Teaching Approaches**

It is recognized that good teaching practice is a key factor in student achievement and that improvements in the former will have direct effects on the latter. An identified priority for 2007 and beyond is to achieve whole-school consistency in teaching practice in 2 key areas which are inter-linked, described below.

#### **Development of Thinking Strategies & Skills**

The main focus here is the introduction to staff, and subsequent & gradual implementation by them, of ideas and concepts about critical thinking and inquiry learning. These approaches reflect current thinking around best teaching practice. The overall purpose is to help students become more proficient in thinking, which will in turn help them to understand better their own learning processes and to ultimately empower them to be more engaged in their learning.

The school has chosen to concentrate in particular on the introduction of the SOLO approach to concepts of critical thinking and inquiry learning. The SOLO Taxonomy is an integrated approach developed by Professor John Hattie, Head of the School of Education at the University of Auckland.

This will be achieved first by whole-school professional development, which commenced in 2006 and will continue over the next two years. Expert consultants from Learning Network NZ (formerly the West Auckland Education Centre) have been engaged to provide training sessions for the whole staff. One session has already been held, and a further one is planned for later in the year. Staff meetings over 2007 will also incorporate a professional development component led by senior staff, where concepts will be discussed and refined into procedures that are able to be followed by all teachers. The costs of this professional development programme this year will be met from the school's reserves (\$8000).

This professional development programme is being complemented this year by a Ministry-funded ATOL 'Inquiry Learning' contract provided through the University of Otago (College of Education). This involves Facilitators Raewyn Green & Lynelle Woods working with staff throughout the year to further support the introduction of the Inquiry approach to teaching & learning. The first step is to introduce this practice in the "Topic" areas of the curriculum; the intention is that it will eventually be incorporated into all curriculum areas.

### **Increased teacher & student focus on learning purposes**

To achieve the maximum benefit from teaching it is not only essential that teachers have a clear understanding of the objectives of the learning, but also that students understand this as well. It is important for teachers to explain the intended outcomes of lessons to their students, to discuss subsequently with their students how well learning intentions have been achieved and to engage & allow students a voice/choice in determining their next steps in learning. This in turn should allow teachers to better ensure that children are given sufficient challenge in their work, and are not covering work that they have already mastered.

Two particular actions are proposed to be introduced by teachers this year to give effect to these intentions:

a) **Introduction of Formative Assessment.**

“Formative assessment “ is the process of teachers clarifying learning intentions at the lesson planning stage, sharing these with pupils at the beginning of lessons, involving children in self-evaluation and feedback against the learning intentions, and organising individual target setting so that planning of children’s achievement is based on previous results and can be identified clearly.

The objectives for 2007 is for all staff to be introduced to the theory and practice surrounding formative assessment, so that they may start to be implemented throughout the school in earnest in 2008. This is to be achieved largely through individual (directed) professional reading & discussion.

To be fully functional, formative assessment relies on teachers having access to relevant and consistent achievement data; this is to be addressed in 2007 through a review of the whole school assessment programme (see 2.3.3 below).

b) **Formalised individual goal-setting for students.** This is a direct method of allowing children (and their parents) to have a voice in their own learning. All teachers will conduct an assessment of each child after the first 6 weeks of school and will invite students and parents to meet with them to set goals for the year in the key areas of literacy, numeracy and social development. The teacher will use this to help determine the direction of learning for both the student and the class, and progress will be monitored and reported on through the year.

### **2.3.3 Review of Assessment Practice**

Teachers and school managers need good quality data on student progress to support their setting of goals and directions for learning. The key is to understand the range of assessment tools that are available, to be clear about what information is required and to select the right assessment for the job.

The focus this year is to undertake a whole-school review of assessment practice and how it can be used to promote planning for better learning, with emphasis on the key areas of literacy and numeracy.

At the end of 2006 the school entered into a Ministry-funded ATOL ‘Assessment’ contract provided through the University of Otago to assist in the review and development of its assessment programme. This involves consultants Raewyn Green (middle & senior school) and Lynelle Woods (junior school) working with management staff over the year to review and refine assessment practice throughout the school and to develop assessment practices which are linked particularly to learning methods associated with the Solo/Inquiry Learning approach.

Teachers can not teach while they are assessing students, which means that there is a cost to the school in providing relief teachers at this time, as well as the disruption to the classroom programme. Some assessment may produce information that can be used for multiple purposes, and thus reduce the need for other assessment. For these reasons the school is committed to undertaking no more assessment than is necessary to achieve the goals identified above. It is important also to recognise that teachers may need information at different times from school managers and the Board, who are interested in trends and longer term planning. Part of the review of the school's assessment programme is to produce a whole-school assessment plan that meets all of these needs.

**One major outcome for this year is to produce the data and evidence in key achievement areas (literacy & numeracy) that will enable development of meaningful achievement targets for 2008, that in turn will be used as a basis for development of the school's 2008 annual plan.**

### **2.3.4 Review of Staff Responsibilities**

This is addressed in Section 2.2.1 – improved management structure.

### **2.3.5 Higher Achievement in Reading**

This is to be achieved primarily by:

#### **Improved teaching practice**

In 2006 the school entered into a Ministry-funded AToL contract focused on Reading, and this is continuing in 2007 and in 2008. The purpose of this contract is to provide whole school professional development aimed at improving the teaching of reading, by ensuring that best teaching practice is being employed by all staff. In each syndicate this will involve in particular:

Junior: use of evidence (gained from appropriate assessment) by teachers to plan specific and targeted reading programmes.

Middle & Senior: use of asTTle results to improve teaching/guided reading with groups/planning & implementation of reading programmes

The aims of this contract overlap to an extent with the AToL 'Assessment' Contract, because both recognize that the production of good evidence on which to base planning relies on the identification & use of the appropriate assessment tool(s).

#### **Additional support for under-achievers**

Assessment data currently shows that while the majority of children achieve well in reading, there is a small but significant number of children (about 14) throughout the school who are not currently achieving at acceptable levels.

To address this issue and provide the support that these children need, the following is to be implemented:

**Junior Syndicate:**

Reading Recovery: The school has re-entered the Reading Recovery programme this year after operating an alternative reading support programme based around phonics for a number of years. Reading Recovery is a widely used & internationally recognized Ministry of Education funded initiative that provides a tightly structured programme to improve reading progress for 6 year old pupils with reading development concerns. The school has one full-time teacher currently training to become reading recovery qualified. She is able to take a total of 8 children this year (4 children for half an hour every day for 20 weeks over Terms 1 & 2, then again over Terms 3 & 4).

Teacher Aide support: This is provided to assist teachers with preparation of work for children and also to operate 1:1 boost programmes including the HPP oral language programme (which is designed to improve children's oral skills by encouraging more complex sentence responses which in turn helps students develop a base from which their reading and writing can be encouraged to improve).

A Perceptual Motor programme is also being run this year to provide developmental support for NE and Yr 1 students where needed. This is a programme developed by Jill Connell, and is gaining increasing recognition in schools throughout New Zealand. Very broadly, it aims to ensure that all children have all the reflexes and co-ordination that are necessary as a precursor for successful reading & writing. The programme is being supported by Sport Southland (who provide some funding and expertise to assist our staff) and it is also being adopted at Lees Street Kindergarten (our main contributory kindergarten). It is intended that children begin this programme at Kindergarten and the programme will be continued on at school for those children that still require further development. The programme will also cater for children with needs in this area as they progress through the school.

A teacher aide is employed for 8 hours per week (Term 1), reducing to 5 hours per week for the remainder of the year, to run the programme in Room 4 which is currently not in full-time use. All children are assessed on entry to school, with those requiring support being included into the programme.

**Middle Syndicate:**

Teacher aide support similar to the junior school teacher aide programme is provided. This is changed as required to meet the needs of the children.

A reading boost programme taken by a qualified teacher gives assistance to children whose grasp and understanding of reading is below the level expected is provided. This programme will incorporate aspects of both phonics & the reading recovery approaches and will be individualized for each child according to their needs. It will be funded from the school's reserves at a cost of \$9000.

**Senior Syndicate:**

The reading boost programme is continued to assist those children whose reading and language development is still of a concern. This is to be funded from the school's reserves, at a cost of \$15000.

**2.3.6 Extension of Able Students**

Gifted and talented programmes have been extended this year to cover children in all three syndicates. They will be taken by one teacher employed 1 day per week for the purpose and this position will be funded from the school's staffing entitlement.

The aim of the programmes are to provide challenge and additional stimulation to the most able students at the school. They are based on an inquiry approach to learning, reflecting the current whole-school focus.

Children will be selected for the programmes on the basis of previous year's assessment of their levels of achievement. A model for formally identifying children for entry into the programme will be developed this year.

### **2.3.7 Minimizing Disruptions to Learning**

The strategic plan emphasizes that disruptions to learning must be minimized if learning opportunities for students are to be maximized. This means that inappropriate and disruptive behaviour will be addressed promptly and effectively, and also staff will take care that minor distractions/errands that remove children from the classroom during the day will be kept to a minimum. Specific actions to be taken during 2007 include implementation of new behaviour management procedures consistently throughout the school, increased use of email & classroom phones for messaging by staff, and installation of a fully automated bell system.

## 2.4 Strategic Goal 4 – Smart Use of ICT

The smart use of ICT plays a major part in educating children to become successful learners. Waihopai School has now established a solid ICT platform upon which it can build and extend. All classes have computers, access to digital cameras and scanners. The gift of four more Interactive Whiteboards from the ILT in 2006 brought our number of Interactive Whiteboards to 6. The Park Unit is getting an interactive whiteboard and the school hopes to have further interactive whiteboards donated to the school from the Invercargill Licensing Trust in 2007.

In 2006 all full-time teachers were given a laptop (subsidised by the Ministry of Education via the national lease scheme) and a wireless network was established throughout the school enabling wireless use of laptops in all classrooms. This has been successful beyond expectations and is being extended to cover the new administration area, the hall and also the Park Unit. Following the upgrades of School Zone late last year staff are now able to have access to the school server from home.

Further systems improvements for this year include:

- All staff will use Email for communication & daily notices.
- Development of staff resource section on the server enabling resources to be easily kept up to date & shared; this should also reduce the costs of photocopying.
- Installation of a secure child platform.

A key focus for staff IT development this year is to continue to increase their knowledge & skill in the use of their laptops. To assist this there will be a series of training sessions provided by staff and other expert volunteers during out of school hours (eg breakfast sessions) over the year.

Interactive whiteboard training will continue to be provided by Harry du Mez (this is funded by the ILT).

The outcome of continued staff upskilling is that ICT tools will continue to be integrated into classroom programmes, including the use of ICT as a medium to present work. To further promote this, it is planned to ask the Friend of Waihopai to fund the annual lease of a pod of 10 laptops that will be available for classes to book out.

Upskilling of all children in the use of IT is also an on-going objective and during this year it is planned to develop and refine ICT bench marks for children and incorporate these into the school Curriculum Plan for 2008.

Later in the year managers will focus on development of a long term plan for ICT development in the school, including the use of IT in curriculum delivery and assessment (particularly as it relates to the inquiry approach). Hardware & software needs will also be assessed, for input to the 2008 annual plan. Part of this work will be to consider the benefits and feasibility of being involved in a new ICT professional development cluster, and action being taken accordingly depending on outcome.

## **2.5 Strategic Goal 5 – Promotion of Health, Safety & Well-Being**

This strategic goal identifies the desire to build a culture of excellent health, safety and well-being for both staff and students.

To achieve this, several things are necessary:

- establishing & maintaining good management practices around health, safety & staff/student welfare;
- clear & consistent management of negative student behaviour;
- recognition of the importance of physical activity & good nutrition for children;
- active support & resourcing of teachers to increase professional knowledge and practical expertise in the teaching of the Health & PE curriculum;
- development & implementation of day-to-day practices that reflect & complement the Health & PE curriculum consistently within the school.

The specific actions that will be taken this year to promote & progress these aims are described in the Annual Plan Matrix and explained further below.

### **2.5.1 Improved Health & Safety practices**

To become fully compliant with the Board's Health & Safety policy the school needs to establish a staff Health & Safety committee to assist in the management of health & safety issues (including emergency response plans, identification, assessment & mitigation of hazards, and development of health & safety procedures). This committee is to be established this year along with a schedule of meeting dates for the year. Identification of the Committee's specific tasks will also be done, and these tasks commenced.

### **2.5.2 Improved Staff Well-Being**

An employment survey of staff was undertaken at the end of 2006, and this identified several matters that require attention, including improvements around management communication with staff (particularly support staff). Systems around payroll management are also to be reviewed as a matter of priority this year to reduce the number problems with staff remuneration that have been experienced recently.

### **2.5.3 Improved Student Wellbeing**

This is to be achieved by:

#### **Improved student behaviour management**

The school's behaviour management plan was revised at the end of 2006 to provide clear guidance to staff on the management of negative student behaviour, and in particular the actions that must be taken when thresholds are crossed. The key objective is to have prompt and consistent management of negative student behaviour in the classroom and playground that promotes a clear understanding of acceptable behaviour to all students and promotes a high level parental confidence in their child's wellbeing and safety while at school.

The behaviour management plan is now operational and during 2007 it is intended to extend it to include a review of the practices used to reward positive student behaviour. The plan will be monitored and reviewed/refined towards the end of the year.

### **Improved teaching practice & focus on Health & PE curriculum**

In order to take a co-ordinated and sustainable approach to the promotion of improvements in physical activity and healthy nutrition for all students via the curriculum, Waihopai School has committed to a Ministry-funded Physical Activity/Food & Nutrition contract provided through the University of Otago (College of Education) for 2007. This contract provides an adviser (Ali McKenzie) who will deliver professional development & training via meetings with staff, and will support school-wide programmes through provision of in-class modelling and observation.

The school has appointed Mrs Helen Kensington to be the Lead Teacher for the duration of the contract, and her key role is to co-ordinate the in-school professional development programme. She will be supported by Mr Dylan Hislop, the School Sports Co-ordinator.

The overall aim of the professional development programme is to empower teachers with the knowledge and expertise to change their teaching practices, in order to assist students to:

- better understand and think about food, nutrition and physical activity influences on their wellbeing
- take action to make changes in their own behaviour related to these things, to improve their own wellbeing.

It will do this by:

- raising all staff's levels of curriculum knowledge and knowledge of best practice in how to teach the Food/Nutrition & Physical Activity areas of the curriculum
- helping teachers to increase their practical expertise in these focus areas
- gathering information (evidence) needed to allow teachers to identify changes required in their teaching practices & programmes, and assisting them to make these changes.

### **Boost to Physical Activity outside the classroom**

The curriculum initiatives described above will be complemented by further a further initiative to boost the physical activity of students at playtimes. Waihopai School is one of 9 schools to enter into an agreement with Sport Southland (in conjunction with Sport & Recreation NZ), called the Active Schools Initiative, to work together to increase the physical activity culture of the school. Sport Southland will provide professional assistance and resource material to enable the school to develop a physical activity action plan at no charge to the school; costs for the school include management commitment and release time (relievers) for staff involvement. There is no fixed term for this contract and it is anticipated that support will be provided by Sport Southland until both parties are satisfied that the programme is self-sustaining.

The overall aim of the programme is to:

- help the school to provide opportunities for students to participate in organized physical activity during lunchtimes,
- train senior students to manage & run the programme
- for the programme to be on-going & sustainable

## 2.6 Strategic Goal 6 - Sustainability

The school's long term aim is to maintain a stable well-balanced roll of around 400 pupils (at year end). In order to do this, at least 60 New Entrant pupils need to be enrolled each year.

Without an increasing birth rate or net influx of new families with primary-aged children within the school's enrolment home zone, there is increasing challenge for the school to achieve this goal and increasing need for the school to actively work to attract new pupils and retain existing ones.

The Strategic Plan identifies several specific factors that will all contribute to achievement of the long term goal:

### 2.6.1 Removal of Barriers to Enrolment

The Ministry of Education currently requires the school to have an enrolment scheme that restricts the area of the city from which students may be enrolled, and restricts the size of the school roll. The Ministry's rationale is that the school is under pressure and in danger of overcrowding, which is difficult to understand considering that it has never needed to ration out of zone places available and all evidence suggests that both Invercargill's population and the school roll is declining. The enrolment scheme also costs the school approximately \$1000 per year to administer which is a waste of the school's funds.

As in 2006, the Board will be strongly requesting that the Ministry of Education removes the enrolment scheme this year.

### 2.6.2 Prioritisation of New Entrant Needs

New entrant classes are the flagship for the school. It is vitally important that they present an inviting environment and a well organized and well structured programme.

In 2007 a new maintenance plan will be prepared as part of development of the school's new 10 Year Property Plan and classroom maintenance work will be prioritized annually. Maintenance and upgrading of the New Entrant classrooms will be the highest priority for 2007, after any essential work.

The Ministry's funding for junior classrooms is based on a teacher allocation of 1:23, next year this will reduce to a ratio of 1:18. The school is very mindful of the need to keep New Entrant class sizes low, and plans to save enough of its staffing entitlement to enable a third New Entrant class to be established in Term 4 if required.

### 2.6.3 Active marketing of New Entrant Programme

The New Entrant teachers have been asked to develop a plan for:

- Specific promotion of the Waihopai New Entrant programme to kindergartens and preschools
- Liaising with kindergartens and preschools over study topics
- Inviting identified kindergartens and preschools to visit and participate in a joint programme of activities.

- Ensuring a warm & welcoming induction programme for all new entrant pupils and their parents
- Review of the school's induction information that is provided to parents.

Active marketing by new entrant teachers will require resourcing to provide sufficient release time for this to be carried out. This will be resourced from the school's banked staffing.

#### **2.6.4 Influencing Community Perceptions**

One significant influence on the sustainability of the school is the perception of it in the community. The aim of any school is to be actively supported and promoted by the community through both the community's formal and informal networks. To achieve this, particularly in the latter area, requires time and sustained effort – the school must be able to demonstrate real evidence of its successes and be able to communicate them effectively to the school community, to increase overall community awareness & understanding. It must also recognize that it will also be judged by its actions in the day to day management of the school, particularly in dealing with community concerns and complaints.

Specific areas of focus for 2007 include:

- Full implementation of the school's new complaints procedures that refer all concerns/complaints to class teachers in the first instance. This ensures that staff are the first to know about problems, they can take ownership & responsibility for them, and address problems before they escalate. It also ensures that the time of senior managers can be most appropriately used for dealing with only more serious matters.
- Development of a school noticeboard to promote up-coming events.
- Improved use of the school newsletter to report on outcomes of school programmes, rather than just "activities".
- Increased use of the school website for active marketing of the school, and demonstration/celebration of children's learning.
- Improved reporting of whole-school achievement (this will follow from the review of the school assessment plan – see Section 2.3.3)

#### **2.6.5 Improved physical attractiveness of school**

Over the past two years the school has undergone an extensive building programme, which has added a new school hall and a significantly improved administration block and staffroom to the school's facilities. The school was also painted last year.

Remaining capital works to be commenced this year are landscaping of the school grounds and development of an enhanced library/information resource centre. When these two projects are completed the school will be able to offer facilities that are second to none in Invercargill primary schools.

Table 1: Budget Summary 2007				
Budget Code	Source	Budget (GST excl)	Income as % of total	Exp. as % of total
<b>INCOME</b>				
<b><u>GOVERNMENT GRANTS</u></b>				
<b>Operations Grant:</b>				
10010.00	Roll-based funding (whole School)	230,497.00	34.8	
10010.01	Relieving teachers (whole School)	26,988.00	4.1	
10010.02	Vandalism (whole School)	5,082.00	0.8	
10010.03	Moderate Learning needs (Regular School only)	20,526.00	3.1	
10010.04	Property maintenance/furnishing (whole school)	29,531.00	4.5	
10010.05	Heating, Lighting & Water (whole school)	27,593.00	4.2	
10014.00	ICT grant	2,118.00	0.3	
10022.00	Board elections	1,637.00	0.2	
<b>Special Funding for learning needs:</b>				
10016.00	RTLB Teacher Aide	0.00	0.0	
10023.00	GSE Teacher Aide	0.00	0.0	
10025.00	ACC Teacher Aide	14,300.00	2.2	
10026.00	EDI special project: reading boost	4,314.00	0.7	
<b>Park Unit:</b>				
10012.00	ORRS grant (for teacher aides)	131,406.00	19.8	
10024.00	SEA top-up	5,500.00	0.8	
10012.01	Personal care grant	6,250.00	0.9	
10018.00	Special Education Review - salary refunds	6,596.00	1.0	
Subtotal Government funding		<b><u>512,338.00</u></b>	<b>77.3</b>	
		-		
<b><u>INTEREST INCOME</u></b>				
10050.00	Investment Account - Westpac	12,000.00	1.8	
10052.00	Investment Account - SBS	6,000.00	0.9	
Subtotal Interest income		<b><u>18,000.00</u></b>	<b>2.7</b>	
<b><u>COMMUNITY FUNDS</u></b>				
10032.00	Parent Donation	25,000.00	3.8	
10034.01	Community Grants	4,800.00	0.7	
10034.02	Friends of Waihopai Donations	51,000.00	7.7	
10034.00	Other donations - Regular School	2,400.00	0.4	
10036.00	Other Donations - Park Unit	2,400.00	0.4	
10037.00	Contract income	2,000.00	0.3	
10038.00	Hire of facilities	1,000.00	0.2	
Subtotal Community funding		<b><u>88,600.00</u></b>	<b>13.4</b>	
10040.00, .01, 10042,44,46, 10048,49,49.01,49.03	<b><u>REIMBURSEMENTS</u></b> ( for on-charged activities & costs)	<b><u>43,500.00</u></b>	<b>6.6</b>	

	<b>TOTAL INCOME (not including capital funding)</b>	<b>\$662,438.00</b>	<b>100.0</b>
	<b>EXPENDITURE</b>		
	<b><u>CURRICULUM</u></b>		
	<b>Teaching Support :</b>		
11191.01	Teacher aides	30,000.00	4.3
11215.00	Relief teachers (whole school)	25,000.00	3.6
11205.00	Computer technician	6,000.00	0.9
11115.00	IT- laptops lease	5,400.00	0.8
11528.00	Teacher reference books - Regular School	250.00	0.0
	<b>Subtotal - Teaching Support</b>	<b>66,650.00</b>	<b>9.6</b>
	<b>Learning Resources - Regular School:</b>		
	<b>Team Budgets:</b>		
11471.00	Literacy	900.00	0.1
11527.00	Library books	3,500.00	0.5
11498.00	Library consumables	500.00	0.1
11470.00	Numeracy	3,000.00	0.4
11460.00	Health & Physical Education	4,500.00	0.6
11420.00	The Arts	3,000.00	0.4
11478.00	Music	400.00	0.1
11479.00	Topic	1,000.00	0.1
11520.00	Special projects - senior reading resources	8,500.00	1.2
11532.00	Maori Language	1,000.00	0.1
	<b>Syndicate Budgets:</b>		
11410.00	Junior	6,700.00	1.0
11411.00	Middle	5,700.00	0.8
11412.00	Senior	6,200.00	0.9
	<b>EOTC programmes:</b>		
11450.01	Junior	2,200.00	0.3
11450.02	Middle	1,900.00	0.3
11450.03	Senior	2,200.00	0.3
11140.02	Photocopying - teaching	12,000.00	1.7
11540.00	Classroom consumables	1,800.00	0.3
	<b>Subtotal Learning Resources -Regular School</b>	<b>65,000.00</b>	<b>9.4</b>
11225.04	Banked staffing salaries refund to MOE	2,000.00	0.3
	<b>Learning Resources - Park Unit:</b>		
11506.00	Classroom resources	2,000.00	0.3
11510.00	Art & Craft	300.00	0.0
11512.00	EOTC	2,900.00	0.4
11526.00	Books	120.00	0.0
	<b>Subtotal Learning Resources - Park Unit</b>	<b>5,320.00</b>	<b>0.8</b>
	<b>TOTAL CURRICULUM</b>	<b><u>138,970.00</u></b>	<b>20.0</b>
	<b><u>LEARNING SUPPORT</u></b>		

	Regular School:		
11191.02	Teacher aide -learning & behaviour	6,180.00	0.9
11225.00,01	Reading boost	24,000.00	3.5
	EDI extra reading boost	4,314.00	0.6
11191.01	Perceptual Motor programme	6,180.00	0.9
11525.00	Reading Recovery books	700.00	0.1
11191.05	GSE-funded teacher aides	0.00	0.0
11220.00	RTLB - funded teacher aides	0.00	0.0
11191.03, .04	ACC-funded teacher aides	14,300.00	2.1
	<b>Subtotal Learning Support - Regular School</b>	<b>55,674.00</b>	<b>8.0</b>
	Park Unit:		
11210.00	Teacher Aides	78,406.00	11.3
11210.01	Special Education Assistants	53,000.00	7.6
11210.02	Relief Teacher Aides	3,000.00	0.4
11514.00	Students - personal care	6,250.00	0.9
	<b>Subtotal Learning Support - Park Unit</b>	<b>140,656.00</b>	<b>20.2</b>
	<b>TOTAL LEARNING SUPPORT</b>	<b><u>196,330.00</u></b>	<b>28.3</b>
	<b><u>PROFESSIONAL DEVELOPMENT</u></b>		
11536.00			
11536.01	Management Staff	4000.0	0.6
11536.02	Teaching Staff	14000.0	2.0
11536.03	Ancillary staff	2000.0	0.3
	Teacher Registration	1000.0	0.1
	<b>TOTAL PROFESSIONAL DEVELOPMENT</b>	<b><u>21,000.00</u></b>	<b>3.0</b>
	<b><u>ADMINISTRATION</u></b>		
11190.00, .01, .02,.03	Administration Staff	65,000.00	9.4
11010,20,30,60,70	Fees & levies	6,380.00	0.9
11100.00	Insurance	2,500.00	0.4
11130,40.00,40.01,11230	General office	20,300.00	2.9
11240.00	Enrolment scheme	1,000.00	0.1
11150.00	Recruitment	5,000.00	0.7
11080.00,11120.00	Consumables	3,100.00	0.4
11135.00	Principal's Expenses	1,000.00	0.1
11040.00 -.04,11050.00	Board of Trustees	12,337.00	1.8
	<b>TOTAL ADMINISTRATION</b>	<b><u>116,617.00</u></b>	<b>16.8</b>
	<b><u>REIMBURSABLE COSTS</u></b>	<b><u>43,500.00</u></b>	<b>6.3</b>
10520,10530,10540,10550			
10560,10610,10611,10612,	-	-	
11140.03			
	<b><u>PROPERTY</u></b>		
11330.00	Electricity	24,000.00	3.5
11340.00	Heating - boiler	9,000.00	1.3
11390.00	Water rates	1,500.00	0.2
11395.00	ICC rates	1,500.00	0.2
11300.00	Caretaking	55,000.00	7.9
11310.00	Bin Hire	3,200.00	0.5
11320.00	Cleaning & hygiene supplies	6,500.00	0.9
11160,70,80	Repairs - Equipment	1,100.00	0.2
11360.00	R & M - buildings	9,000.00	1.3
11370.00	R & M - grounds	4,500.00	0.6
11380.00	R & M - vandalism	4,200.00	0.6

11385.00	Deferred Maintenance provision	0.00	0.0
12060.00	Asset purchases > \$1000	8,000.00	1.2
12065.00	FOW donated project costs	51,000.00	7.3
	<b>TOTAL PROPERTY</b>	<b><u>178,500.00</u></b>	<b>25.7</b>
	<b><u>TOTAL EXPENDITURE not including capital expenditure</u></b>	<b><u>\$694,917.00</u></b>	<b>100.0</b>
	<b><u>TOTAL INCOME less TOTAL EXPENDITURE</u></b> (without capital works)	<b><u>-\$32,479.00</u></b>	

<b>Budget Summary - Capital Funding &amp; Expenditure</b>		
<b>Budget Code</b>	<b>Source</b>	<b>Budget</b>
	<b><u>PROPERTY FUNDING</u></b>	
	<b>5 Yr Property Programme 2003 - 2007:</b> remaining funding as at 1 Jan 07	498,819.00
	<b>5 Yr Property Programme 2007 - 2011:</b> indicated allowance	268,716.00
	<b>5 Yr Property Programme 2011 - 2015:</b> indicated allowance	?
	<b><u>PROPERTY EXPENDITURE</u></b>	
	<b>5 Yr Property Programme 2003 -2007:</b>	
89023	Building Relocations (completed)	2,072.00
89024	Boiler & Heating Upgrade (completed)	10,342.00
89025	New Hall & Staffroom (completed)	21,900.00
	Fire Alarm upgrade	27,794.00
	Admin, WC, Verandah	190,034.00
	Dental Clinic (completed)	31,586.00
	New Library	220,000.00
	Subtotal 5 Yr Property Programme	<b><u>503,728.00</u></b>
	<b>5 Yr Property Programme 2007 - 2011:</b>	
	<b><u>OTHER CAPITAL FUNDING</u></b>	-
	<b>Furniture &amp; Equipment Grant</b> remaining grant as at 1 Jan 07	30,918.00
	<b><u>OTHER CAPITAL EXPENDITURE</u></b>	

Furniture & Equipment purchases 07	30,918.00
Depreciation on assets expense 07 <i>charge against net asset value</i>	50,000.00
<b>OTHER CAPITAL COSTS 2007</b>	<b><u>\$50,000.00</u></b>

**Figure 1: Current Organisational Structure**

