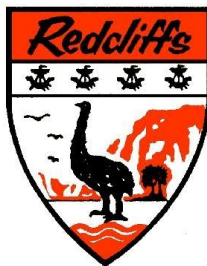


Redcliffs School

Through Challenge and Encouragement Comes Success

School Charter 2015

Introduction
Principles
National Standards Achievement Targets
Learning Model
Integrated Plan
Strategic Plan
Annual Plan



www.redcliffs.school.nz

Description (pre-earthquake)

Redcliffs School is a co-educational state full primary school. We are a decile 10 school with a (pre-earthquake) roll of over 400 students. The school was opened in 1907 with a roll of 50 students. In earlier times Redcliffs was quickly recognised as a desirable area for settlement by pioneer families travelling from Sumner and Lyttelton to Christchurch. Many family names in the area today can be traced to those pioneer families. Its sheltered location beside the sea made it a desirable area even in pre-European times. In 2007 past and present students and parents celebrated the school's centenary.

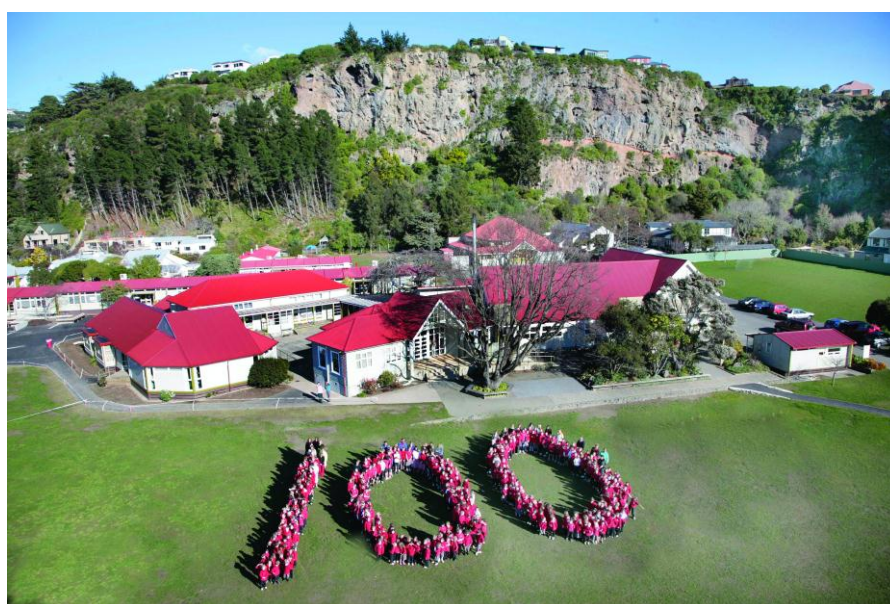
Historically, the local Maori inhabitants also found Redcliffs useful as a base, as relics from local caves and excavations on the school site indicate. The school is in a sheltered environment, both physically, and literally by the nature of the community, making it a caring, pleasant place.

The school roll (pre-earthquake) has steadily increased over the past few years as a result of growth in building in the area. The Board of Trustees implemented an enrolment scheme in 1994 to prevent overcrowding. Despite the enrolment scheme, growth has continued, so much so, that in 2003 the Ministry assisted in the purchase of additional land to address space deficiency and the population increase.

The vast majority of students live within the school's zone. Approximately 15% of the school population is of Maori descent. There is an increasing variety of other ethnic groups represented.

Prior to February 2011; there was a large community/school hall located on site, along with 19 classrooms, a library, a multi-purpose room, two adventure playgrounds, two substantial sandpits and a well presented administration area. Recent property developments included improvements to the library, sports shed, senior classrooms, and the hall. Computing is networked throughout the school, as is a telephone communication system. The school is well equipped with modern teaching equipment provided by a supportive PTA, Fair committee, and Board of Trustees.

Cultural aspects are well provided for by curriculum programmes, Kapa Haka, school choirs, orchestra, itinerant music teachers and visiting performers. A biennial Production is a tradition in the school, and participation in both the Christchurch Schools' Cultural and Music festivals. A Spring Fair held annually has a city wide reputation. The school is part of the Bays Cluster; an active and collaborative cluster of five local full-primary schools.



2011 Earthquakes – and our 2015 Situation

During 2011 the powerful earthquakes which shook Christchurch had a significant impact on the operating of Redcliffs School. The cliffs surrounding us on two sides had major rock-fall which created a potentially hazardous environment on part of our school grounds.

To briefly summarise:

- February 22, 2011 was a terrifying experience at Redcliffs School, with the earthquake's and aftershocks' epicentre being so close by. Rock-fall, dust clouds and on-going tremors created a frightening atmosphere.
- The school was closed for one month from 22 February while repairs and prevention works were undertaken. We lost the use of some buildings including the Hall. 4 classrooms were eventually relocated further forward on the school grounds.
- June 13, 2011 was in many ways a repeat of 22 February for us with two very strong aftershocks in quick succession causing more damage and rock-fall.
- After June 13th it was decided that Redcliffs School could not re-open on site as the danger from further rock-fall was a potential risk. We then relocated temporarily to site-share at Sumner School.
- As the end of Term 2, 2011 approached it was clear that we were not going to be able to return to the Redcliffs site as quickly as all had first thought. Therefore the decision was made to relocate to van Asch Deaf Education Centre in Sumner, where there were available classrooms and adequate space for us to remain longer-term.
- At the end of November 2011, it had become obvious that decisions and actions to repair, remediate and return to Redcliffs were still some time off. The Board of Trustees made the decision with the Ministry of Education that the school would stay at van Asch for all of 2012. This provided some certainty for the school community in planning for the short-term. Nine classroom buildings were removed from the school site, and relocated at other schools in Christchurch.
- Again at the end of 2012 and then 2013, a lack of final geo-technical data prevented plans from being put in place to enable our return to Redcliffs. The Board was left with no choice but to agree to remain at van Asch into 2013 and 2014.
- In 2014 the final geotechnical data became available and a rock-fall risk and remediation report was completed for our school site. An education report was then written for the Minister of Education, to make final decisions on the return of Redcliffs School to Redcliffs. We are awaiting the outcome. Therefore the Board was left with no choice but to agree to remain at van Asch for 2015.
- For 2015 we are operating at van Asch Deaf Education Centre. We remain grateful to the VADEC board and staff for accommodating us so generously.
- As at the start of the 2015, we have seen a decline of over 40% of our school roll since February 2011. This is a combination of: families moving away temporarily while homes are repaired and rebuilt; families who have left the area permanently; families who have left Christchurch and/or NZ; and a families who do not want their children to travel around (past more cliffs) to Sumner each day.
- During 2014 the Board of Trustees developed a new Strategic Plan, through consultation with the school community.
- The Board of Trustees, staff, students and community are determined to remain positive, and focussed on returning our wonderful school to Redcliffs as soon as is practicable.

Personnel 2015

Board of Trustees

Craig Jones	Chairperson
Kim Alexander	
Matene Downes	
Kent France	
Dion Paxie	
Mark Robberds	
Andrea Wylie	

Staff

Kim Alexander	Principal
Rose McInerney-Boon	Deputy Principal

Teaching staff:

Dion Paxie	Jenni Williams
Sandy Thomas	Abi Huston
Jessica Richards	Paula Catton
Jude Campion	Leonia Ocheduszko
Susie Murphy	Heidi Key
Danny Ryan	Stephanie Rogers
Sue Williams	Michelle McEwan
Sue Bridges	Allie McDonald

Support Staff:

Rachael Davis	Debbie Thompson
Simone Loader	Tania Wayman
Lianne Tiller	Suzanne Gough
Jill Entwistle	Lynne Jones
Chris Smith	Laura Prickett

Principles

The New Zealand Curriculum sets out 8 principles, which are to underpin decision making and development of the Redcliffs School curriculum:

Treaty of Waitangi

Redcliffs School acknowledges the principles of the Treaty of Waitangi and the bicultural foundations of Aotearoa New Zealand.

- The school has an active and prominent Kapa haka group. Approximately 80 students, of all year levels belong to the group. The group performs at many school events, including the start of term powhiri, and participates in the Bays Schools Cluster Cultural Festival. Senior students are selected to be the Kapa haka group leaders. The group is taught by Redcliffs staff.
- There is a regular hui held for parents and whanau of our Maori students. The purpose is to discuss the achievement and educational success of our students identified as Maori, and to address the school's commitment and honouring of Maori culture.
- Children identified as Maori on the school roll belong to our 'Whanau' group, which meets regularly during the year.
- All children will learn a basic level of tikanga and te reo maori at Redcliffs School. The school policy 'Recognition of Cultural Diversity' includes a statement of response for any parents who may request further levels of Maori language teaching
- Reports to the Board of Trustees on student achievement include a separate analysis of Maori student achievement, where practicable and not likely to unavoidably identify a child due to small group size.
- School signage includes Maori language where practicable, and the school kowhaiwhai
- Redcliffs School has a school welcome song, in Maori
- A project recently completed was the development of carved panels for the school. This project was held at the Lyttelton Whakaraupo Carving Centre. Whanau group children had the opportunity to participate in the art work planning and development, and creating the carvings, based on local history and culture.
- The school has policies on 'Improving Educational Outcomes for Maori Students', and 'Recognition of Cultural Diversity'

Cultural Diversity

Redcliffs School will develop a school programme that reflects New Zealand's cultural diversity, and values the histories and traditions of all people. Priority will be placed on including aspects of the school's proud local history, and recognition of the cultures represented within the school community. This forms part of our school Strategic Plan. The school has a policy on 'Recognition of Cultural Diversity'.

High Expectations

Redcliffs School has developed a curriculum which supports and empowers all students to learn and achieve personal excellence, regardless of their individual circumstances. The Board provides staffing and resources to support extra programmes of learning support and extension for a range of students. A special needs register is maintained. The school has a school-wide behaviour management plan which includes certificates and awards. The school uses restorative practices to help children resolve any conflicts. The parent community is one that has high expectations that children will achieve success through stimulating learning programmes.

Inclusion

Redcliffs School has endeavoured to develop a curriculum which is non-sexist, non-racist, and non-discriminatory; which ensures that students' identities, languages, abilities, and talents are recognised and affirmed, and that their learning needs are addressed.

Principles cntd.

Learning to Learn

Redcliffs School has developed a curriculum which encourages all students to reflect on their own learning processes and to learn how to learn. Formative assessment practices are used, and teachers include regular individual student goal setting as part of teaching and learning programmes. Learning intentions and success criteria are a regular part of lesson structure. We aim for students to have ownership of their learning, to be self-regulating, including knowing and understanding what they need to do to achieve National Standards.

Community Engagement

Redcliffs School has developed a curriculum which has meaning for students, connects with their wider lives, and engages the support of their families, whanau, and community. Parents are active participants in the daily school life. Levels of voluntary help from parents are high. The parent community is regularly consulted and informed through newsletters, surveys, parent meetings, open forums, information evenings, and social activities. Goal-setting and learning conferences are held twice yearly, and parents receive written reports on their children's progress twice yearly. Our school website incorporates a Learning Management System (Ultraset) and progress in using the RedcliffsOnline site as an interactive forum is a focus in 2015.

Coherence

Redcliffs School has developed a curriculum which offers all students a broad education that makes links within and across learning areas, provides for coherent transitions, and opens up pathways to further learning. For this purpose we have focus on our school-wide learning model, **Reddy to Learn**, which uses an integrated, thematic learning approach. A school-wide inquiry learning process, based upon the '**Reddy to Learn**' model is used. The foundation for our learning model is our 4 school values: *manaakitanga; resilience; excellence and responsibility*.

Future Focus

Redcliffs School has endeavoured to develop a curriculum which encourages students to look to the future by exploring such significant future-focused issues as sustainability, citizenship, enterprise, and globalisation.

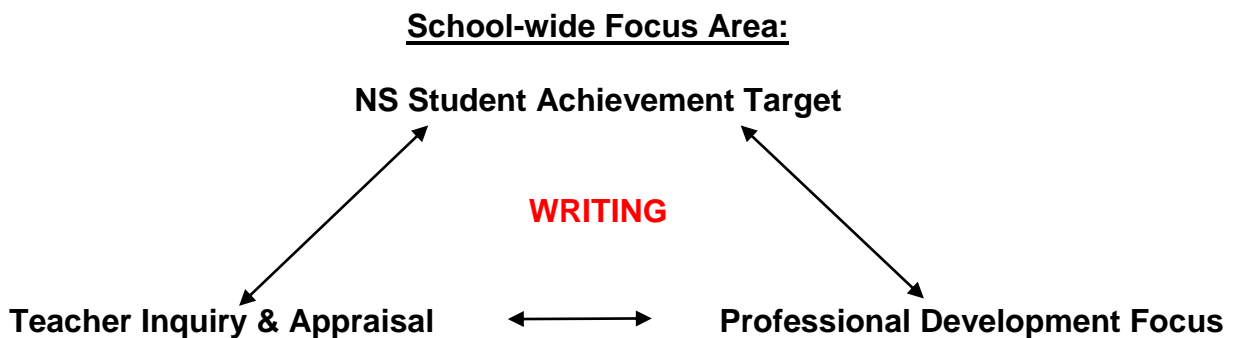
Student Achievement Targets 2015 (National Standards)

At Redcliffs School we set learning goals for every student and review their progress and achievement on an on-going basis. We report to the Board of Trustees monthly about school-wide achievement and trends (see Annual Plan) across a range of learning areas. We report to parents and community regularly about student achievement, learning progress and next steps.

As required, we also report and measure progress against National Standards. For 2015 we have set three National Standards student achievement targets in the area of Writing.

2015 Focus Area: Writing

Initial achievement data is collected from the previous year's National Standards results, and then goals for improvements in learning progress are set. The target groups are closely monitored throughout the year. Final assessment data is then gathered in term 4 and an analysis of variance undertaken to measure success against the target set. The analysis of variance is reported in the school's annual report. The school wide focus area for 2015 is Writing. This has been set as a focus based upon assessment data and a needs-analysis from teaching staff.



Targets

Senior Team: To move at least 25% of Years 7&8 students who are currently achieving 'Below' to achieving 'At' the national standard levels for Writing by the end of the year.

Middle Team: To move at least 25% of Years 4-6 students who are currently achieving 'Below' to achieving 'At' the national standard levels for Writing by the end of the year.

Junior Team: To move at least 25% of students in Years 1-3; currently achieving 'Below' the Writing national standard to 'At' by their next annual (80 or 120 week) anniversary.

For further information see Action Plans, Appendix One.

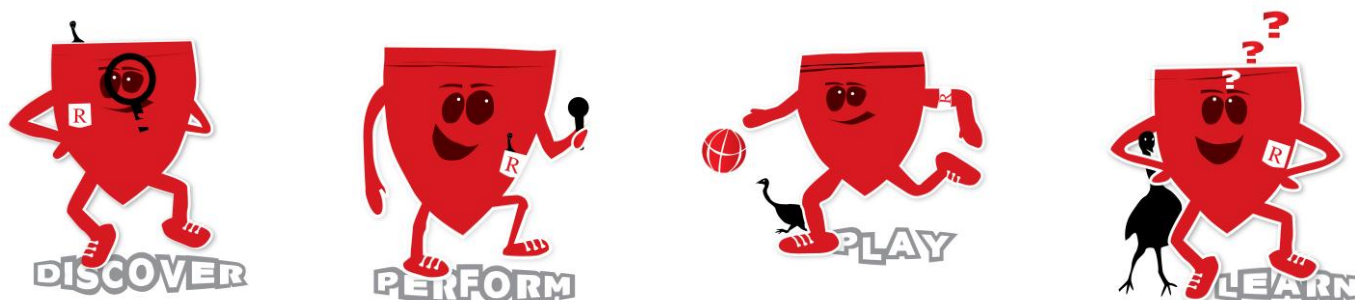
Learning Model

Reddy:

Reddy is a fun, exciting and adaptable character who is able to visually represent the different attributes and values that are important to us at Redcliffs School.

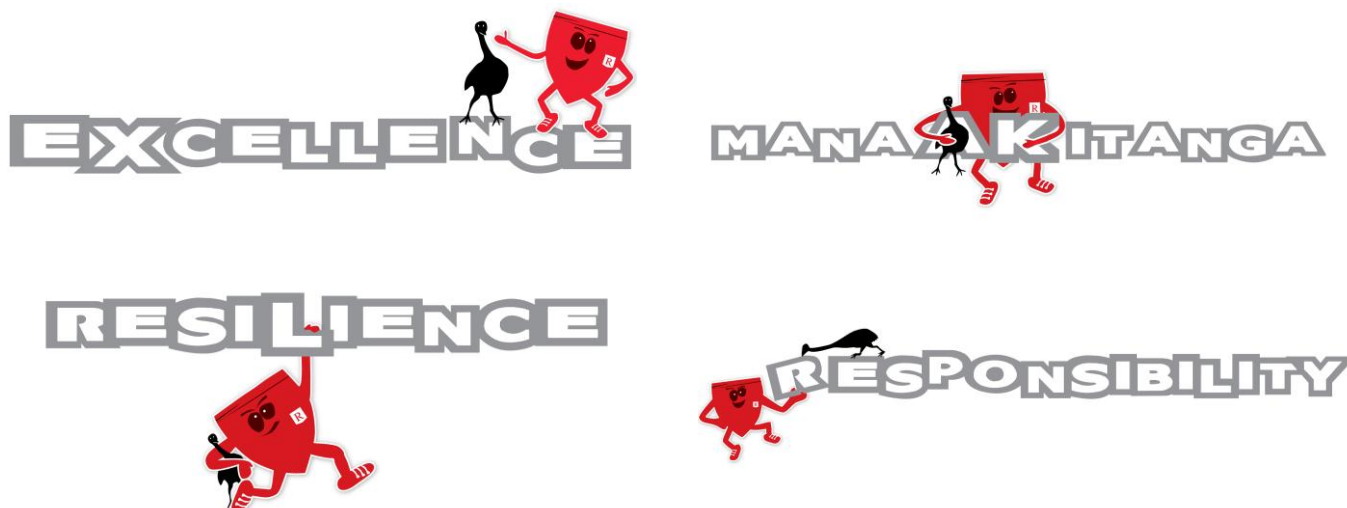
Reddy is the shape of the school crest, it is red to reflect our name and school colour and it has an R on its front pocket to further identify it. Reddy can always be found with a friendly 'mini moa'; another iconic symbol of our community.

We have designed four actions which encompass key areas of school life. Reddy; who is ready to learn, who is ready to perform, who is ready to play, who is ready to discover. Look out for more actions from Reddy in the future.



Values:

An important foundation for the learning culture at Redcliffs School is our four values; Manaakitanga (mutual respect, welcoming and kindness), Responsibility (stepping in and stepping up), Resilience (persevering and bouncing back) and Excellence (achieving with pride). Reddy is used to visualise and support understanding of the four values, and through our school awards system which is based on the four values.



Integrated Plan 2015

Exciting Enterprise				
	Term 1	Term 2	Term 3	Term 4
Themes	Enterprise planning Science	Enterprise making and doing Rugby World Cup	Enterprise marketing and selling Advertising	Enterprise next steps Art
Values / KC / Habits of Mind	Manaakitanga Mutual respect, welcoming and kindness Caring for ourselves, others and environment Nurturing relationships, kindness, empathy and understanding Hospitality Respect Relating to others Participating and Contributing HoM- thinking interpedently Responding with wonderment and awe Communication Listening with empathy and understanding	Responsibility Stepping in and stepping up Honest and truthful Doing the right thing Self managing Having ownership of own learning Using initiative Managing self Participating & Contributing HoM- creating/imagining and innovating Questioning & posing a problem Managing impulsivity Remaining open to continuous learning	Excellence Achieving with pride Positive towards learning- academically, culturally, sporting and socially Talking about 'next steps' Aiming for quality and doing my personal best Thinking Using language, symbols and texts Managing self HoM- applying past knowledge Gathering data through all senses Thinking flexibly Thinking about thinking Striving for accuracy	Resilience Persevering & Bouncing back Not giving up Persevering even when things are hard Self- confidence Not letting the opinions of others get us down Having a sense of humour & sense of perspective Managing Self HoM- Persistence Taking responsible risks Finding humour
Curriculum - major	Social Science Technology Science	Technology	Literacy- Visual language Technology	Literacy Arts/ Literacy/ Poetry
Big Question	What is the need? What will our product be? What research will we need to do?	What materials/ resources will I need? What systems will we have to put in place to get the job done?	What advertising would be appropriate for our product? How can we access the wider market?	What worked well? Where to now? What will we do with the profits? How can

	<p>Who can help us?(families, community) Who will benefit from this? How will this benefit Redcliffs School? How will we make this happen? What could go wrong? How will we raise money? (shares) How do we get great ideas? What does it mean to be enterprising? Look at inventors as a theme to start off the whole theme of enterprise.</p>	<p>How will we control the budget? What roles and responsibilities are there?</p>	<p>Who are we marketing to? (age range)</p>	<p>we spend our money? (donate)</p>
Possible Topics	<p>Class culture (first 4 weeks) Health A4 Personal identity</p> <p>Weekly Enterprise Day – Following your passions could be across teams of just in classes. Environment Finding and identifying a need (Return to Redcliffs?) Making a plan Motivational speakers included Science/Technology and the Physical world forces eg: materials</p>	<p>Technology- technological modelling, technological products and technological systems.</p> <p>Make a mock up or plan an event Events could be: social (sand castle comp/ kite day), Sporting (fishing), musical, adventure (go karts), gardening (farmer's market, garden tour) Products could be: cook books Calenders Cards Toys T shirts (uniform Redcliffs) Food Games (board)</p>	<p>T.V advertising- language of advertising and visual language Fair go- Best and worst ads Dragon's Den opportunities Bays Cluster involvement Hold event/ sell Product</p>	<p>Culminating in a community gallery/ exhibition</p> <p>Team choice media Painting, photography etc Children work towards 1 piece of art History of art/ media Themes Famous artists Trip to art gallery Sculpture on the Peninsula Outdoor art- we can leave at VA</p>

		Bean Bags (new school)		
Thinking Skills	Caring – Attributes <ul style="list-style-type: none"> - OPV - Mult Intell 	Critical – cort thinking <ul style="list-style-type: none"> - questioning - graphic org - attributes Creative – Brainstorm	Analytical –6 hats <ul style="list-style-type: none"> - OPV - Questioning 	Creative Thinkers Keys BAR SCAMPER Force Fittings
Learning Celebration			Market day/ event organisation	Art exhibition
School Events/ Compulsory learning areas	Yr 7/8 Camps Swimming Sports Swimming Triathlon Testing Interviews Health- Kia Kaha Life Ed	Cross Country Cycle Safety 3 way conferences Winter Sport Bays Cultural festival Matariki Celebration DARE	Year 6 Camp Speeches	Puberty BeachEd Bays Cluster Speech Musical festival x2 Soiree Athletics Aquagym Year 4 Camp Year 5 Camp Xmas Fun Night
Theme Assessment	See Assessment Guide and Rubrics Skill Based Assessment to be included			

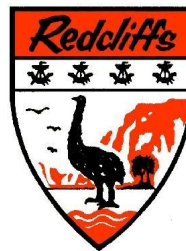
Strategic Plan 2015

Redcliffs School

Through Challenge and Encouragement Comes Success

Strategic Plan
2014 – 2017

‘Our learning, our place, our people.’





Learning



Environment



Community

Goal One: Learning

To build a culture of learning.



Objectives	Outcomes	Monthly Review Progress
Give priority to improving learning progress for all students.	Personalised, individualised learning Differentiated learning programmes Academic success Evidence based Multi-literate learners Inquiring, curious, engaged learners Key Competencies of NZC underpins our values, culture and practice	
Provide relevant and high-quality professional learning for our staff, board and parent community.	Best practice teaching and learning Growth mind-set in staff members and leadership Confident risk-taking teachers Teaching as inquiry Quality of teaching is paramount	
Our students will have opportunities to make choices and follow learning passions.	Range of programmes Inquiry Expertise developing, individualised choice & pathways Immersed in learning Connected and relevant	
Develop global, digital and cyber citizenship in our students.	Social responsibility Digital citizenship Safe and happy environment School values	

NAGs: 1, 2, 3, 5, 6, 7, 8

Goal Two: Environment

To create a dynamic and positive place.



Objectives	Outcomes	Monthly Review Progress
Return our school to its local Redcliffs community.	<p>Completed geo-tech report, return approved by minister</p> <p>Master-planning</p> <p>Time-frames stipulated and managed</p> <p>Establish a 'Design Group' for the planning of new buildings</p> <ul style="list-style-type: none"> - direction and input reflects our school beliefs about learning - collecting ideas and concepts - visits to schools - trial collaborative teaching at VADEC - work closely with master-planners <p>Sustainable, energy efficient, eco-friendly environment</p> <p>Pedagogical beliefs and practices used to inform learning space design.</p>	
A physical environment that meets the needs of all learners.	<p>Reflects a developing philosophy of learning</p> <p>Adaptable, flexible learning spaces</p> <p>Future proofed infrastructure</p> <p>eLearning, digitally literate</p>	
Build on and enhance our safe and happy environment.	<p>Inclusive and diverse school culture</p> <p>Relationships at the core of everything; students, staff, parents, MoE, Bays Cluster, other stakeholders and wider community</p> <p>Living and giving priority to our school values – Excellence; Resilience; Responsibility; Manaakitanga</p>	
Continue to make the best of situation at VADEC	<p>Settled and vibrant learning environment</p> <p>Maintain or grow roll</p> <p>Care of students and staff</p> <p>'we are courageous adventurers' spirit</p>	

Goal Three: Community



To connect with our communities.

Objectives	Outcomes	Monthly Review Progress
Support our staff, students and families through the transition to a new school environment in Redcliffs.	Lead up time is utilised proactively and effectively Positive excitement, involvement and pride Prepared for changing pedagogy of teaching and learning Embracing change and moving sites with confidence	
Vision and educative purpose is widely shared and understood.	Communication, celebrating our successes Well-informed and engaged parents/caregivers Shared understanding of learning	
Connections are strongly built and cohesive; creating a vibrant learning community.	Use of community links and connections Drawing on people's skills Accessibility to wider communities; local, national and international Culturally responsive, inclusive learning community	

NAGs: 1, 2, 5

The National Administration Guidelines (NAGs)

National Administration Guideline 1

Each board of trustees is required to foster student achievement by providing teaching and learning programmes which incorporate The National Curriculum as expressed in The New Zealand Curriculum 2007 or Te Marautanga o Aotearoa.

Each board, through the principal and staff, is required to:

- * Develop and implement teaching and learning programmes:

- to provide all students in years 1-10 with opportunities to achieve for success in all areas of the National Curriculum;

- giving priority to student achievement in literacy and numeracy, especially in years 1-8;

- giving priority to regular quality physical activity that develops movement skills for all students, especially in years 1-6.

- * Through a range of assessment practices, gather information that is sufficiently comprehensive to enable the progress and achievement of students to be evaluated; giving priority first to:

- student achievement in literacy and numeracy, especially in years 1-8; and then to

- breadth and depth of learning related to the needs, abilities and interests of students, the nature of the school's curriculum, and the scope of The National Curriculum as expressed in The New Zealand Curriculum or Te Marautanga o Aotearoa;

- * On the basis of good quality assessment information, identify students and groups of students:

- who are not achieving;

- who are at risk of not achieving;

- who have special needs (including gifted and talented students); and

- aspects of the curriculum which require particular attention;

- * Develop and implement teaching and learning strategies to address the needs of students and aspects of the curriculum identified in (c) above;

- in consultation with the school's Māori community, develop and make known to the school's community policies, plans and targets for improving the achievement of Māori students; and

- * Provide appropriate career education and guidance for all students in year 7 and above, with a particular emphasis on specific career guidance for those students who have been identified by the school as being at risk of leaving school unprepared for the transition to the workplace or further education/training.

National Administration Guideline 2

Each board of trustees, with the principal and teaching staff, is required to:

- * Develop a strategic plan which documents how they are giving effect to the National Education Guidelines through their policies, plans and programmes, including those for curriculum, Ngā Whanaketanga Rumaki Māori and/or National Standards*, aromatawai and/or assessment, and staff professional development;

- * Maintain an on-going programme of self-review in relation to the above policies, plans and programmes, including evaluation of information on student achievement; and

- * Report to students and their parents on the achievement of individual students, and to the school's community on the achievement of students as a whole and of groups (identified through NAG 1(c) above) including the achievement of Māori students against the plans and targets referred to in 1(e) above.

National Administration Guideline 2A

Where a school has students enrolled in years 1–8, the board of trustees, with the principal and teaching staff, is required to, in alignment with requirements set in NAG 1, use Ngā Whanaketanga Rumaki Māori and/or National Standards to:

- * Report to students and their parents on the student's progress and achievement in relation to Ngā

- Whanaketanga Rumaki Māori and/or National Standards. Reporting to parents in plain language in writing must occur at least twice a year;

- * Report to the Secretary for Education by 1 March school-level data on Ngā Whanaketanga Rumaki Māori and/or National Standards under four headings:

- school strengths and identified areas for improvement;

- the basis for identifying areas for improvement;

- planned actions for lifting achievement; and

- how students are progressing in relation to Ngā Whanaketanga Rumaki Māori and/or National Standards.

- * Report to the Secretary for Education by 1 March on the numbers and proportions of students achieving Manawa Toa, Manawa Ora, Manawa Āki, Manawa Taki in relation to Ngā Whanaketanga Rumaki Māori and/or at, above, below or well below National Standards, including by Māori, Pasifika, European/Pākehā, Asian, gender, and by year level.

- * Report the NAG 2A (b) and NAG 2A (c) Ngā Whanaketanga Rumaki Māori and/or National Standards information in the format prescribed by the Secretary for Education from time to time.

National Administration Guideline 3

According to the legislation on employment and personnel matters, each board of trustees is required in particular to:

- * Develop and implement personnel and industrial policies, within policy and procedural frameworks set by the Government from time to time, which promote high levels of staff performance, use educational resources effectively and recognise the needs of students; and

- * Be a good employer as defined in the State Sector Act 1988 and comply with the conditions contained in employment contracts applying to teaching and non-teaching staff.

National Administration Guideline 4

According to legislation on financial and property matters, each board of trustees is also required in particular to:

- * Allocate funds to reflect the school's priorities as stated in the charter;

- * Monitor and control school expenditure, and ensure that annual accounts are prepared and audited as required by the Public Finance Act 1989 and the Education Act 1989; and

- * Comply with the negotiated conditions of any current asset management agreement, and implement a maintenance programme to ensure that the school's buildings and facilities provide a safe, healthy learning environment for students.

National Administration Guideline 5

Each board of trustees is also required to:

- * Provide a safe physical and emotional environment for students;

- * Promote healthy food and nutrition for all students; and

- * Comply in full with any legislation currently in force or that may be developed to ensure the safety of students and employees.

National Administration Guideline 6

Each board of trustees is also expected to comply with all general legislation concerning requirements such as attendance, the length of the school day, and the length of the school year.

National Administration Guideline 7

Each board of trustees is required to complete an annual update of the school charter for each school it administers, and provide the Secretary for Education with a copy of the updated school charter before 1 March of the relevant year.

National Administration Guideline 8

Each board of trustees is required to provide a statement providing an analysis of any variance between the school's performance and the relevant aims, objectives, directions, priorities, or targets set out in the school charter at the same time as the updated school charter provided to the Secretary for Education under NAG7.

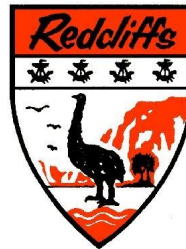
Annual Plan 2015

Redcliffs School

Through Challenge and Encouragement Comes Success

Annual Plan
2015

‘Our learning, our place, our people.’





Goal One: To build a culture of learning.

Objectives	Term One	Term Two	Term Three	Term Four
Give priority to improving learning progress for all students.	Set Student Ach Targets & gather baseline data PAT Testing Class descriptions Running Records GaTE and Special Needs registers updated	Writing samples Running records AsTTle reading, maths SSPA spelling assessment Bullying Survey initial	Class desc review Numeracy progress data schoolwide Running records	Running Records SAT final results gathering AsTTle reading, maths Numeracy snapshots Writing samples Bullying Survey final
	National Standards			
	Integrated Curric Theme: Enterprise			
	Collaborative Learning Practices Co-teaching Trial			Theme planning for 2016
	Learning support needs established	IEPs completed		IEPs reviewed
	Powhiri Kapa Haka	Powhiri	Powhiri	Powhiri
	Whole school goal-setting interviews NS reporting to parents Y1-3	Whanau Hui Matariki		Cultural Festivals
		Learning conferences & written reports		Written reports & Y4-8 NS
Provide relevant and high-quality professional learning for our staff, board and parent community.	Reporting to the Board: 2014 NS results report Maori Students achievement report 2015 SAT Goals PAT report Learning Model report	Reporting to the Board: Special Needs report Arts report GaTE report Writing achievement report Health Programme Consultation EEO Survey & Report to BoT	Reporting to the Board: Numeracy achievement report Ultranet & ICT report Spelling achievement report Six-year Survey report	Reporting to the Board: Reading achievement report Student Achievement Targets final report Bullying Survey findings report
	Support new senior staff members and unit holders, succession planning.			
	Collaborative Learning Practices PLD			
	Principal's performance agreement	Principal mid-point appraisal		Principal Final appraisal
	Teachers' inquiry plans, coaching	Mid-point review		Teachers' Inquiry presentations
	Staff Job descriptions			Staff Appraisals completed
	Staffmeetings: Cluster, Inquiry, Stream Teams, MLP, Values Model Team Meetings and SLT Meetings SLT PD Day	Staffmeetings: Cluster, Inquiry, Stream Teams, MLP, Values Model Team Meetings and SLT Meetings SLT PD Day	Staffmeetings: Cluster, Inquiry, Stream Teams, MLP, Values Model Team Meetings and SLT Meetings SLT PD Day	Staffmeetings: Cluster, Inquiry, Stream Teams, MLP, Values Model Team Meetings and SLT Meetings SLT PD Day

Our students will have opportunities to make choices and follow learning passions.	GaTE			
	Performing Arts			
	ICT & LMS RedcliffsOnline			
	Concert bands			
	Y7&8 special programmes			
	GaTE & Performing Arts plans set			
	Specialist teachers			
	Cluster sports co-ordinator			
	Swimming Sports	Cross Country	Winter sports tournament	Y4&5 Camps
	Triathlon	Y6 Cycle Safe	Y6 Camp	Music Festival
	Y7 & 8 camp		Cultural Festival	Speech Comp
	Family Picnic		Fair	Athletics
				Cluster Rock Band Fest & Music Festival
				Christmas family fun night
Develop global, digital and cyber citizenship in our students.	ICT strategic plan implementation			
	ICT capital expenditure			

NAGs: 1, 2, 3, 5, 6, 7, 8

Goal Two: To create a dynamic and positive place.



Objectives	Term One	Term Two	Term Three	Term Four
Return our school to its local Redcliffs community.	Work with MoE and community to plan and implement the Return to Redcliffs.			
A physical environment that meets the needs of all learners.	Ongoing property maintenance over the two school sites.			
	Gardens and ground-works.			
	Property, H&S group meetings monthly and report to BoT.			

	<u>Schooldocs Policies and Procedures</u> Policy Reviews: Home Learning Financial Control & Expenditure Implementation Audits & Reports: Hazard Management EEO Policy Vetting requirements for non-teachers Medication and Minor/Moderate Injury or Illness Length of School Year	<u>Schooldocs Policies and Procedures</u> Policy Reviews: Reporting to Parents Protected Disclosure Visitors Implementation Audits & Reports: Abuse Reporting Procedures Evacuation Procedure/Emergency Kit Hazard Management Cybersafety Student Attendance <i>Health Programme Consultation</i>	<u>Schooldocs Policies and Procedures</u> Policy Reviews: Complaints Behaviour Management Implementation Audits & Reports: Appraisal of the Principal Hazard Management	<u>Schooldocs Policies and Procedures</u> Policy Reviews: Improve Educational Outcomes for Māori Harassment Religious Education Implementation Audits & Reports: Hazard Management Appraisal of Staff Attestation Provisionally Registered Teachers (PRTs) Teacher Registration and Police Vetting Evacuation Procedure/Emergency Kit Health and Safety Audit Checklist Length of School Year
Build on and enhance our safe and happy environment.	Ongoing hazard identification and management action. Ongoing safety checks carried out.	EEO Survey		Bullying survey administered
	EOTC documentation and policy implementation.			→
	Accident and illness records Students with special health needs identified. Electronic absence and attendance systems.			→
	Evacuation drills	Evacuation and LD drills	Evacuation & Tsunami drills	Evacuation and LD drills
	Encourage active living through Kiwisport funding use.			→
Continue to make the best of situation at VADEC.	Finance Management: Monthly Finance group meetings & reports to BoT.	Apply for grants funding	→	→
	Update Charitable Trust Deed.	2014 Annual Report Capital Expenditure		Audit →

NAGs: 1, 2, 3, 4

Goal Three: To connect with our communities.



Objectives	Term One	Term Two	Term Three	Term Four
Support our staff, students and families through the transition to a new school environment in Redcliffs.	MLE/MLP teaching PLD School design group establishment			
Vision and educative purpose is widely shared and understood.	Charter 2015 2014 National Standards for Annual Report Schooldocs Policy consultation Newsletters Termly Team newsletters Newsboards PTA meetings & activities Parent Information Evenings	Annual Report 2014		
Connections are strongly built and cohesive; creating a vibrant learning community.	School website & classroom blogs LMS Ultramet RedcliffsOnline Bays Cluster strategic planning leadership group Bays Cluster sports coordinator review of position	Whanau Hui Bays Cluster activities and events Health programme consultation Bays Cluster Y7&8 enrichment programme		

NAGs: 1, 2, 5

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