



HENLEY SCHOOL CHARTER 2011 VISION, VALUES & STRATEGIC DIRECTION














The needs of the children and their learning shall be the focus of this charter. By following the guiding principles of the charter, the Board of Trustees will ensure that all students are given an education which enhances their learning and self esteem, builds on their strengths and respects their dignity. All school activities will be designed to advance these purposes.

This will be achieved through a partnership between the school, its community and the Minister under the provisions of the Education Act.

The Board of Trustees will take all reasonable steps to ensure that the school meets the goals and objectives of this charter.

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Henley School Description








-  Henley School was opened 28 November 1962.
-  Henley School is a state funded co-educational contributing school catering for children from Y0 to Y6. A school zone is in place to avoid overcrowding. Our teaching staff of 31.18 (2011) is well supported by ancillary staff.
-  The majority of children attending Henley School are European New Zealanders (80.59 %). The remaining children are of Maori (6.87 %), British (4.7 %) and Asian descent (2.16 %).
-  Henley School is very well supported by the community. Parents become involved willingly in classrooms, sporting, cultural and social activities involving children. A parent liaison group welcomes new families to the school community and plays a major role in fundraising.
-  The school hall was opened by the Minister of Education on 16 October 2000. Seventy percent of the hall was funded by the community. A new Learning Centre, consisting of a Library, Resource Room, Audio Visual and IT suite was opened by the Prime Minister in August 2004.
-  Henley School has a strong commitment to ICT and all rooms are fully networked. The library is automated and we have our own website. We are linked to Waimea Intermediate and Waimea College by a fibre optic cable. The school network was upgraded in 2010 to incorporate a fibre optic backbone within the school.
-  Henley School is in a unique position of being in an educational complex with Waimea Intermediate, Henley Kindergarten and Waimea College. The grounds are extensive and well maintained and are shared by all of the above institutions. Henley School is well positioned to make full use of a wide range of cultural, sporting and recreational facilities. We are in close proximity to the Saxton Field sporting complex and the ASB Aquatic Centre.
-  The school strives to create a safe and supportive learning environment. The school received a positive Education Review Office Report in 2009.
-  The Nelson Marlborough District Health Board in conjunction with Henley School recently developed a new Dental Hub servicing the Waimea Plains. This will be operational by April 2011.
-  Construction is about to commence for a \$1m special needs satellite class to be developed on the site. This is a joint venture between Henley, Waimea Intermediate and Maitai School that will allow special needs students from the Waimea Plains access to a purpose built facility.
-  A compulsory school uniform was introduced in 2010 following consultation with the community. The uniform provides equality, pride and a greater sense of belonging amongst the children.

Mission Statement


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The Henley School Board of Trustees believe that all students should be given an education which enhances their learning, builds on their needs and respects their dignity. All school activities will be designed to advance these purposes.







Our Vision

-  Be the first choice of school in our community.
-  Be recognised for providing an education that meets the needs of each individual.
-  Resource our school so students and staff reach their full potential.
-  Be at the forefront of educational development.
-  Foster a positive relationship between children, parents and the community.
-  Be proud to be associated with Henley School.
-  Foster a co-operative, positive relationship between the schools on the Waimea Campus to develop a seamless education from early childhood to Year 13.

We will strive to provide:

-  A learning environment that nurtures, develops, encourages and affirms a personal standard of excellence, academically, socially and physically.









We will strive to ensure that every child:

-  Is seen as an individual and their individual needs are catered for with the opportunity for success in all learning areas.
-  Develops a positive attitude towards learning and gaining skills and team work.
-  Develops a level of independent learning and self assessment.
-  Is literate and numerate.
-  Develops an understanding, appreciation and respect for their environment.
-  Develops an understanding and respect for the cultural diversity of NZ.

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Our Priorities

The school will determine its priorities by focusing on the following:

-  Providing a safe physical and emotional environment for students.
-  Providing opportunity for success in all essential learning and essential skill areas of the New Zealand Curriculum.
-  Providing effective programmes for Numeracy and Literacy
-  Implementation of the National Standards
-  Developing a range of assessment and evidence gathering practices that provide sufficiently comprehensive data to evaluate the progress and achievement of students.
-  Improving the achievement of Maori and Pasifika students.
-  Identify gifted and talented students and provide programmes to meet their needs.
-  Reporting to students and parents on achievement of individual students and to the community on achievement of students as a whole and groups of students.
Reporting will include progress towards and against the National Standards.

Cultural Diversity







When developing policies and practices for Henley School every endeavour will be made to reflect New Zealand's cultural diversity including the unique position of Maori.

Teaching staff will be encouraged and fully supported with professional development to extend their current abilities in Te Reo. The Ka Hikitea resource will be utilised to support the promotion of Maori student achievement through the building of relationships with whanau and iwi.









Our school programmes and practices will foster positive cultural understandings through the involvement with local Maori community. Regular consultation (at least annually) will take place with our Maori community and they will be kept informed of Maori achievement. Henley School, as appropriate to its community, will develop procedures and practices that reflect New Zealand's cultural diversity and the unique position of Maori culture.

In recognising the unique position of the Maori culture, Henley School will take all reasonable steps to provide instruction in tikanga (Maori culture) and te reo Maori (Maori language) for students whose parents request it.

If a whanau requests a higher level of tikanga and/or te reo than is at present evident in our school's Maori programme the staff and family will discuss and explore the following options:

-  Further explain the existing programmes
-  Further extend the existing programmes if and as appropriate.
-  Combine with a neighbouring school for parts of the day/programme.
-  Dual enrolment with Correspondence School.
-  Provide in and outside of school support and resources to further enhance inclusion of te reo and tikanga within the child's classroom.
-  Parents can explore other schools who may offer programmes closer to their expectations.

Our local priorities:

-  All students to experience effective teaching.
-  Ensure the community is consulted and feedback sought.
-  Numeracy and Literacy focus for all students.
-  Implementation of National Standards.
-  Commit to the use of ICT in all learning areas.
-  The school will foster a tolerance of diversity.
-  Analysis of the school's assessment data – evidence based practice.
-  Continue the school's programme of self review.

In meeting the national and local priorities, the school undertakes to work within the National Administration Guidelines.



**SECTION B
STRATEGIC SECTION
PLANNING, MONITORING AND REVIEW
2011-2012-2013**











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OUR STRATEGIC GOALS

NAGs 1,2 & 2A: CURRICULUM

GOAL: In collaboration, the BOT and staff will provide the highest possible learning outcomes for our students.

Objectives	Targets	Responsibility	Funding	Review Status
Providing rich, child-centred learning opportunities through a school based curriculum founded on quality numeracy and literacy, integrated learning, sporting and cultural experiences.	<p>Encourage the development of a school based curriculum in line with the vision, principles values and key competencies stated in the NZ Curriculum (2007)</p> <p>Promote learning experiences through the use of:</p> <ul style="list-style-type: none">  The local environment  Local facilities  Local expertise eg sportspeople, artists, musician, business people  Other learning institutions  International/national/exchanges (teachers & students) <p>Ensure that an effective professional development programme is provided for teachers such as:</p> <ul style="list-style-type: none">  Focus Teams, individually monitored, planned PD  Support for MoE funded teacher only days to focus on curriculum development  Support for external PD facilitators as available 	<p>Senior Management Team</p> <p>Curriculum Focus Teams</p> <p>Senior Management Team</p> <p>Curriculum Focus Teams</p>	<p>Funding through the annual professional development budget</p> <p>Funding through the annual professional development budget</p>	
Fostering a love of learning based on a framework of strong values and attitudes.	Support the development of a school wide values system based on the NZ Curriculum vision and values and the community's expectations		No extra funding required	

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Acknowledge the important role parents play in children's education	Continue to explore ways of strengthening the partnership between home and school		No extra funding required	
Embrace the potential of new technologies within the rapidly changing environment	Continue to ensure that the school's ICT infrastructure is adequately catered for, and incorporated into learning opportunities	Curriculum Focus Teams	ICT funding in operations grant	



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NAGs 3: PERSONNEL









GOAL: In collaboration, the BOT and Senior Management Team will aim to recruit, retain and support the development of high quality staff.

Objectives	Targets	Responsibility	Funding	Review Status
<p>Recruitment Employ the best person for the job while being aware of the EEO regulations</p> <p>Employ staff who will support and uphold the school's Mission and Vision</p>	<p>Interview questions are related to the school's Mission and Vision</p> <p>Seek to address the current gender imbalance</p>	<p>Personnel Committee (included permanent positions)</p> <p>Appointments committee</p>	<p>No additional costs</p>	
<p>Retention Provide an environment where staff are encouraged to explore leadership opportunities and personal/professional interests</p> <p>Encourage, recognise and reward the contributions of staff</p>	<p>Continue to encourage staff to investigate leadership and personal/professional opportunities for example:</p> <ul style="list-style-type: none">  Focus Teams  Performance appraisals  Identifying candidates for MOE leadership programmes (National Aspiring Principal Programme)  Study/travel award  MOE sabbatical/study awards 	<p>Senior Management Team</p> <p>Personnel committee</p>	<p>Staffing budget</p> <p>'Acting Up' allowance MoE</p> <p>Additional Board funds if necessary</p>	
<p>Development Ensure that a succession plan is in place for Principal, DPs and Syndicate and Curriculum Leaders</p> <p>Promote personal and professional development and encourage ownership of it</p>	<p>Identify key personnel to deputise for leadership positions in the event of absence, illness or departure</p> <p>Through the appraisal process, support and assist staff to implement their plans for leadership and professional/personal development opportunities</p>	<p>Senior Management Team</p> <p>Senior Management Team for staff</p> <p>Board for principal</p>	<p>No additional costs</p> <p>Funded through annual professional development budget</p>	

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NAG 4: PROPERTY AND FINANCE

GOAL: In collaboration, the BOT and Senior Management Team will endeavour to provide a safe and effective teaching and learning environment.








































Objectives	Targets	Responsibility	Funding	Review Status
Ensure a long term systematic approach to planning to school's maintenance and modernisation needs by having a 10 year property plan (approved by the Ministry of Education) that is regularly reviewed	<ul style="list-style-type: none">  Have 10YA signed off by the MOE (2008-2018)  Annually review the 10YA with school property consultant (Justin Fletcher-Redbox Architecture and Graeme Street-School Support Ltd)  Ensure that the annual programme of work has been implemented  Refer to 5YA for specific targets 	Principal and BOT	MOE Funded	
Continue to explore ways of expanding learning opportunities for students by providing the following teaching spaces (in order of priority) <ol style="list-style-type: none"> 1) Specialist Art/Music/Drama area(s) 2) Additional computer suite 	Investigate the possibilities for a dedicated teaching space for Art/Music/Drama		MOE Funded & locally raised funds	
Recognise the unique campus setting of Henley School and utilise this for the benefit of the staff and students	Continue to foster a relationship with the kindergarten, intermediate and college	Principal		
<ol style="list-style-type: none"> 1) Support the construction and implementation of a special needs satellite class at Henley 2) Support the commissioning of the recently constructed Dental Hub for the Waimea Plains located on the Henley Campus 	Liaise with MOE and NMDHB regarding the development of these facilities ensuring that our long term development plan is not compromised	Principal, property consultants and MOE, NMDHB	MOE & NMDHB	
Maintain effective administrative and financial procedures	<ul style="list-style-type: none">  Work within the budget  Build up the school reserves  Review our banking provider  Maximise local funds income 	Finance Team and School Support		













































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**SECTION C
IMPROVING STUDENT ACHIEVEMENT
ANNUAL PLAN, TARGETS, OUTCOMES
2011-2012**














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ANNUAL PLAN 2011-2012			
	Action	Outcomes	Review
Literacy	<ul style="list-style-type: none">  Develop an action plan to lift achievement in writing  Continue work on effective Literacy including the Literacy Progressions  Focus on targeting students to raise achievement of groups at risk, specifically in writing  Moderation of writing using AsTTle and exemplars  Focus on comprehension strategies  Continue to implement the National Standards  Continue with the Forbes Robinson Reading Programme 	<ul style="list-style-type: none">  Implement recommendations of reading review  Grouping to meet students needs  Modelling of strategies  Planning focus on comprehension  Bring literacy programmes in line with the revised document  Better understanding of the stages in reading and writing 	
Mathematics	<ul style="list-style-type: none">  Implementing new assessment guidelines  Ensure the good practice in Numeracy is continued over to the other strands  Become familiar with a wider range of assessment tools  Continue the focus on maths week including parent evening  Implement National Standards  Data gathering through the use of eTAP and the development of an e-maths individual portfolio 	<ul style="list-style-type: none">  Staff familiar with guidelines and obtaining quality information  Maths groups, staff confident in using equipment throughout the school  Teachers able to use a wide range of assessment tools eg Snapshots  Information in newsletter  Parents visit maths classes  Bring programmes in line with the revised document 	
PE	<ul style="list-style-type: none">  To introduce school wide planning programme  Identify students with specific needs in PE  Appoint and induct new sports coordinator 	<ul style="list-style-type: none">  New programme basis of unit planning  Staff have opportunity of attending swimming course  Group children according to needs eg swimming, adapted PE 	
The Arts	<ul style="list-style-type: none">  Provide opportunity for students to extend their interest in the arts  Develop a skilled based programme  Utilise Suter Gallery for the senior syndicate 	<ul style="list-style-type: none">  Appoint Teacher with overall responsibility for the Arts  Use the Suter to see extend programmes  Invite local artists into the school  Art Professional development with focus on practical ideas  Implement the recommendations of the indepth music review 	

Science	<ul style="list-style-type: none">  Take part in school based and regional Science Fair  Continue to develop environmental education in the Science programme  Further develop school wide programmes  Continue to implement recommendations of indepth review 	<ul style="list-style-type: none">  Work with TDC environmental officer. Environment a focus for Student Council  Programme trialled during the year  Science Team support staff with school wide programme  Update curriculum overview documentation 	
Technology	<ul style="list-style-type: none">  Technology integrated in units  Provide the opportunity of students to take part in technology in and out of school 	<ul style="list-style-type: none">  Evidence of Technology component in unit planning  Students participate in BP inter school challenge 	
Learning Technology	<ul style="list-style-type: none">  Technology available for all staff  Develop staff capability in using Office 2010  Provide extension programmes  To continue to develop Learning Technology  To further develop “e” communications between the school and beyond  Email school newsletter  Take part in Link Learning ICT Cluster  Assist with redevelopment of the school website  Appoint and induct part time technician 	<ul style="list-style-type: none">  To offer regular needs based Learning Technology workshops  All staff familiar/confident with Office 2010  Computer club provide extension opportunities eg animations  Learning Technology used in a variety of ways across all areas of the curriculum 	
Health	<ul style="list-style-type: none">  Raise profile of Peer Mediators  Further develop high fives values in class  Review Health programme following consultation  Implement Keeping Ourselves Safe programme in conjunction with NZ Police 	<ul style="list-style-type: none">  Cool Schools programme covered by all classes  Staff workshop  Focus on High Fives in assembly and class. Reinforcing of correct values in playground 	
Social Science	<ul style="list-style-type: none">  Focus on NZ and its place in the world  Tolerance and acceptance of our own and other cultures 	<ul style="list-style-type: none">  Current events regular part of the programme  Students aware and accept the different cultures at Henley School 	
Maori	<ul style="list-style-type: none">  Consult with the Maori community  Update register  Monitor student progress  Ensure Te Reo is integrated in the class Programme 	<ul style="list-style-type: none">  Implement any recommendations from consultation  Register up dated twice a year  Identify needs of Maori students  Teachers implement school guidelines 	

Student Progress and Achievement	<ul style="list-style-type: none">  Review profile cover sheets  Develop SMS for report writing  Ensure reports reflect the revised Curriculum document and National Standards 	<ul style="list-style-type: none">  Staff consulted through Syndicates meetings.  Management team develop draft from Syndicate response  LT leader work with SMS provider to look at options  Ensure plain English reporting to parents 	
Special Needs	<ul style="list-style-type: none">  Provide appropriate teacher aide support  Identify students with special needs  Liaise with outside agencies  Professional development for autism 	<ul style="list-style-type: none">  Target teacher aide support to students with needs, review regularly  Implement programme to meet needs  Outside agencies work in school as required 	
Children with Special Abilities	<ul style="list-style-type: none">  Develop clear identification procedures  Equip teachers with a wider repertoire of 'Thinking Tools'  Planned integration of thinking tools/strategies into topics inquiries  Investigate clustering of children when making class placements  Develop guidelines for teachers and procedure for CWSA students ensuring they are incorporated into planning 	<ul style="list-style-type: none">  Consult with staff re programmes  Staff workshops to identify current needs  Through planning ensure that extension, high level thinking is included in all units  Develop guidelines  Provide PD for teachers  Locate resources in a central location 	
Library	<ul style="list-style-type: none">  Continue to develop use of research area, including the new computers  Trial and fine-tune library skills programme  Review the role of teacher librarian  Implement information Literacy programme for senior syndicate 	<ul style="list-style-type: none">  Further define the role of the Teacher Librarian 	
Governance & Management	<ul style="list-style-type: none">  Induct new BOT  Board members attend training work shops  Implement ERO recommendations  Manage roll growth and re-zoning  Work with the Ministry and Maitai School on the establishment of a Satellite class 	<ul style="list-style-type: none">  Board work with STA `trainer and attend appropriate work shops  Work with Principal on roll growth including the management of the enrolment scheme  Liaise with Ministry and other parties involved in the setting up of a satellite class in late 2011 	
Community Consultation	<ul style="list-style-type: none">  Implement the recommendations of the 2010 community consultation on the new curriculum  Implement the findings of the 2010 Health consultation  Implement any recommendations from the 2010 	<ul style="list-style-type: none">  Use the feedback from consultation to inform programmes  Twice yearly meetings for parents of new entrants 	

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	<ul style="list-style-type: none"> Maori community consultation  Open evenings for new parents  Continue new parent morning tea 		
Professional Development	<ul style="list-style-type: none">  Professional development in writing  Take part in the Link Learning PD for ICT  Further PD in eTAP – e-maths profile  Work with Hampden Street School as part of the University of Canterbury funded learning group 	<ul style="list-style-type: none">  Develop a coordinated approach to professional development in 2011  Provide opportunities for teachers both internally and externally in the form of quality PD 	
eTAP	To replace White Cards, Reports, Data Gathering Books, Transfer forms and End of Year Student Information Sheets.	<ul style="list-style-type: none">  Produce end of year reports from SMS  Develop e-maths profile  To further develop National Standards data collection ability 	



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2011 STUDENT ACHIEVEMENT TARGETS

STUDENT ACHIEVEMENT TARGET 1 2011 SENIOR SYNDICATE

Strategic Goal:

Improve students' achievement in Literacy

Target Area:

Writing

Annual Target:

To improve the standard of Writing for all children at Henley School. To lower the numbers of children scoring in the below category for National Standards.

Student Group: Senior Syndicate (Year 5 & 6)

All 176

Boys: 78 Girls: 98

Ethnicity

NZ: 143

Maori: 10

Asian: 2

Pasifika: 1

Other: 20

Historical Position:

National Standards results in Writing show children scoring in the below category in 2010 as

Y1 29%

Y2 19%

Y3 52 %

Y4 29%

Y5 24%

Y6 16%

Overall 77 percent of students are at or above the National Standard for **writing** (increase of 5 percent since mid-year 2010)

Action Plan:

Our **School** expectations for writing are as follows:

- Grouping will take place to cater for individual needs
- Structured writing will take place daily
- Targeted children will be closely monitored
- Moderating and sampling of children's writing will take place on a termly basis

Our **Senior Syndicate** expectations are as follows:

- Use clear learning intentions and success criteria so children are aware of next steps
- Share exemplar matrix identifying needs and progress to children
- Focus on spelling where all children are expected to spell Lists 1 – 4 of the essential word lists plus a number of words from list 5 – 6 of the essential list
- Use the quick write weekly emphasis (children to write short quality pieces of writing one week in four)
- Visit other classes in syndicate to observe good practice in writing
- Celebrate good writing in newsletter and classes

What will the school do to meet the target?	When will it be done by?	Who is involved / responsible?	What resources will be allocated to meet target?
<ul style="list-style-type: none"> • <i>Provide Professional development opportunities including visits to other schools if required.</i> • <i>Data analysed and reported to staff and Board.</i> 	Ongoing	Literacy Team Teachers Assessment Team	Release days if required
<i>In in each term students will complete a piece of written Language. This will be moderated by each Syndicate. This assessment will be repeated and the results compared with each other. Student progress will be monitored throughout the year.</i>	Each Term	Class teachers	Support from Senior Management Asttle Writing test used twice in Middle and Senior Syndicate
<i>All teachers will continue to implement the successful strategies from:</i> <ul style="list-style-type: none"> • <i>Effective Literacy Practice Years 1-4</i> • <i>Effective Literacy Practice Years 5-8</i> • <i>Literacy Learning Progressions</i> • <i>English Language Learning Progressions</i> 	On going	Class Teachers, UC Education Plus Advisors if required	Performance appraisal system
<i>The results from the testing will be uploaded into the school's SMS and the students' progress will continue to be tracked over time as part of the school's ongoing assessment schedule. Regular progress reports will be provided to the BOT.</i>	On going	Class teachers Senior Management	Student Management System
Final Data:			
Analysis of Variance What made a difference? Recommendations			

STUDENT ACHIEVEMENT TARGET 2 2011 MIDDLE SYNDICATE

Strategic Goal: Improve students' achievement in Literacy		Target Area: Writing	
Annual Target: To improve the standard of Writing for all children at Henley School. To lower the numbers of children scoring in the below category for National Standards.		Student Group: Middle Syndicate (Year 3 & 4) All 191 Boys: 98 Girls: 93 Ethnicity NZ: 154 Maori: 17 Asian: 7 Pasifika: Other: 13	
Historical Position: National Standards results in Writing show children scoring in the below category in 2010 as Y1 29% Y2 19% Y3 52 % Y4 29% Y5 24% Y6 16% Overall 77 percent of students are at or above the National Standard for writing (increase of 5 percent since mid-year 2010)			
Action Plan: Our School expectations for writing are as follows: <ul style="list-style-type: none"> • Grouping will take place to cater for individual needs • Structured writing will take place daily • Targeted children will be closely monitored • Moderating and sampling of children's writing will take place on a termly basis Our Middle Syndicate expectations are as follows: <ul style="list-style-type: none"> • Use clear learning intentions and success criteria so children are aware of next steps • Whole class teaching and modelling of writing daily – short sharp structured writing • Focus on spelling where all children are expected to spell Lists 1 – 4 of the essential word lists • Use the quick write weekly emphasis (children to write short quality pieces of writing one week in four) • Visit other classes in syndicate to observe good practice in writing • Celebrate good writing in newsletter and classes • Establish clear routines for group teaching 			
What will the school do to meet the target?	When will it be done by?	Who is involved / responsible?	What resources will be allocated to meet target?
<ul style="list-style-type: none"> • <i>Provide Professional development opportunities including visits to other schools if required.</i> • <i>Data analysed and reported to staff and Board.</i> 	Ongoing	All Middle Syndicate Teachers	Release days if required

<p><i>In in each term students will complete a piece of written Language. This will be moderated by each Syndicate. This assessment will be repeated and the results compared with each other. Student progress will be monitored throughout the year.</i></p>	<p>Each Term</p>	<p>Class Teachers</p>	<p>Support from Senior Management</p> <p>Asttle Writing test used twice in Middle and Senior Syndicate</p>
<p><i>All teachers will continue to implement the successful strategies from:</i></p> <ul style="list-style-type: none"> • <i>Effective Literacy Practice Years 1-4</i> • <i>Effective Literacy Practice Years 5-8</i> • <i>Literacy Learning Progressions</i> • <i>English Language Learning Progressions</i> 	<p>Ongoing</p>	<p>Class Teachers, UC Education Plus Advisors if required</p>	<p>Performance appraisal system</p>
<p><i>The results from the testing will be uploaded into the school's SMS and the students' progress will continue to be tracked over time as part of the school's ongoing assessment schedule. Regular progress reports will be provided to the BOT.</i></p>	<p>On going</p>	<p>Class teachers Senior Management</p>	<p>Student Management System</p>
<p>Final Data:</p>			
<p>Analysis of Variance</p> <p>What made a difference?</p> <p>Recommendations</p>			

STUDENT ACHIEVEMENT TARGET 3 2011 JUNIOR SYNDICATE

<p>Strategic Goal: Improve students' achievement in Literacy</p>	<p>Target Area: Writing</p>												
<p>Annual Target: To improve the standard of Writing for all children at Henley School. To lower the numbers of children scoring in the below category for National Standards.</p>	<p>Student Group: Junior Syndicate (Year 2)</p> <p>All 91 Boys: 46 Girls: 45</p>												
<p>Historical Position: National Standards results in Writing show children scoring in the below category in 2010 as</p> <table border="0"> <tr><td>Y1</td><td>29%</td></tr> <tr><td>Y2</td><td>19%</td></tr> <tr><td>Y3</td><td>52 %</td></tr> <tr><td>Y4</td><td>29%</td></tr> <tr><td>Y5</td><td>24%</td></tr> <tr><td>Y6</td><td>16%</td></tr> </table> <p>Overall 77 percent of students are at or above the National Standard for writing (increase of 5 percent since mid-year 2010)</p>	Y1	29%	Y2	19%	Y3	52 %	Y4	29%	Y5	24%	Y6	16%	<p>Ethnicity</p> <p>NZ: 72 Maori: 6 Asian: 3 Pasifika: Other: 10</p>
Y1	29%												
Y2	19%												
Y3	52 %												
Y4	29%												
Y5	24%												
Y6	16%												

Action Plan:

Our **School** expectations for writing are as follows:

- Grouping will take place to cater for individual needs
- Structured writing will take place daily
- Targeted children will be closely monitored
- Moderating and sampling of children's writing will take place on a termly basis

Our **Junior Syndicate** expectations are as follows:

- Use clear learning intentions and success criteria so children are aware of next steps
- Share exemplar matrix identifying needs and progress to children
- Focus on spelling where all children are expected to spell Lists 1 – 2 of the essential word lists
- Visit other classes in syndicate to observe good practice in writing
- Celebrate good writing in newsletter and classes
- Link reading and writing wherever possible
- Verbal specific feedback to children including what they are doing well as well as what the next steps are
- Ensure teacher modeling meets the needs of groups in each room
- Writing 4 times a week minimum.
- Follow up activities for writing to involve spelling practice and more writing
- Visuals for process and proof reading e.g. hand with 5 to do or writers keys before seeing the teacher
- Value children's work, Star writer of the day, feedback reason for choosing it e.g. expression, spelling or formation
- Teach sounds to those children who don't already know these.
- Build up high frequency words children can write quickly.
- Have expectation that once a word has been learned, it is spelled correctly




What will the school do to meet the target?	When will it be done by?	Who is involved / responsible?	What resources will be allocated to meet target?
<ul style="list-style-type: none"> • <i>Provide Professional development opportunities including visits to other schools if required.</i> • <i>Data analysed and reported to staff and Board.</i> 	Ongoing	All Junior Syndicate Teachers	Release days if required

<p><i>In in each term students will complete a piece of written Language. This will be moderated by each Syndicate. This assessment will be repeated and the results compared with each other. Student progress will be monitored throughout the year.</i></p>	<p>Each Term</p>	<p>Class Teachers</p>	<p>Support from Senior Management</p>
<p><i>All teachers will continue to implement the successful strategies from:</i></p> <ul style="list-style-type: none"> • <i>Effective Literacy Practice Years 1-4</i> • <i>Effective Literacy Practice Years 5-8</i> • <i>Literacy Learning Progressions</i> • <i>English Language Learning Progressions</i> 	<p>Ongoing</p>	<p>Class Teachers, UC Education Plus Advisors if required</p>	<p>Performance appraisal system</p>
<p><i>The results from the testing will be uploaded into the school's SMS and the students' progress will continue to be tracked over time as part of the school's ongoing assessment schedule. Regular progress reports will be provided to the BOT.</i></p>	<p>On going</p>	<p>Class teachers Senior Management</p>	<p>Student Management System</p>
<p>Final Data:</p>			
<p>Analysis of Variance</p> <p>What made a difference?</p> <p>Recommendations</p>			






Henley School will lodge a copy of its annually updated Charter to the Ministry of Education by 20 December. This Charter will include the school's annually updated targets for improvement.

Henley School will consult with its community, including its Maori community, on a regular basis as part of its self review process.

Targets for student achievement will be identified by:

-  Analysis of National Standards data for Henley School
-  Information gathered from staff meetings
-  National priorities

Detailed Timeline

-  **Work on annual objectives** - Throughout school year
-  **Data gathering and Review of Charter** - September – December
-  **Compilation of Report** - January - February
-  **Presentation to Board of Trustees and Community** - May
-  **Send Report to Ministry of Education** – End of May

Supporting Documentation

-  **5 year Property Agreement/ 10 year Property Agreement**
-  **Annual Budget**

