

Goal 5: To promote continuous improvement in student progress and achievement
See section below - Annual Targets

Priorities for Improving Student Achievement Annual Targets - 2011

Target 1	Raising Levels of literacy										
NAG	1	NEP	3 / 4			To raise the level of literacy in students from Years 7 to 10 by one Curriculum Level (asTTle measurement)					
Strategic Goal	2	Strategic Objective									
Background and Comment	<p>1. At Liston College, literacy levels have improved (according to asTTle measures and Achieving @ Waitakere reports) While reading results have shown an improvement, there is a need to look to improving writing.</p> <p>2. Goals for:</p> <ul style="list-style-type: none"> • raising the levels of literacy • better use of student achievement data (gathering of assessment evidence to evaluate progress of students and to inform future programme planning) <p>are contained in both the National Administration Guidelines and the National Education Priorities. With Liston College being part of the Achieving @ Waitakere initiative, there is a move to improve achievement through improvement in both literacy and numeracy.</p> <p>A school wide, whole staff approach is the key to ensuring the literacy objectives are recognised and implemented across the school</p> <p>2. Professional development for all teaching staff is recognised as being the key factor in improving literacy outcomes for our students. Professional development opportunities will be provided to all teaching staff</p> <p>3. Literacy achievement data will be made available to all staff to enable them to evaluate individual / cohort curriculum levels and better plan their delivery of the curriculum to meet student needs.</p>										
Background Data (asTTle tests)	Year	National	2004 Liston	2005 Liston	2006 Liston	2007 Liston	2008 Liston	2009* Liston	2010 ¹ National	2010 ¹ Liston	2011
	Year 7	508 / 3B	490 / 3B	490 / 3B	478 / 3B	580 / 4B	575/4B	1578/4B	1453/4B	1482/4P	
	Year 8	517 / 3B	490 / 3B	500 / 3B	500 / 3B	640 / 4P	595/4B	1672/4A	1494/4P	1510/4A	
	Year 9	634 / 4P	500 / 3B	540 / 3B	624 / 4P	648 / 4P	616/4P	1675/4A	1507/4A	1574/5B	
	Year 10	728 / 5B	545 / 3P	575 / 3A	697 / 5B	712 / 5B	636/4P	1810/5A	1545/4A	1590/5P	
Explanation	<p>B - Basic, P - Proficient, A - Advanced Curriculum Levels: Year 7: levels 3B - 4B, Year 8: levels 4B - 4P, Year 9: 4P - 5B, Year 10: 5P - 5A</p> <p>*change to e-asTTle 2009 ¹Recalibration of test scores</p>										

Measures to be used	PAT and asTTle assessment tools			
Budget / Resources	<ul style="list-style-type: none"> • Employment of a data entry person (on call) \$1000 • Professional Development (Departmental level) \$1000 			
	Actions	Responsibility	Time frame	Indicators
NAG 1	<ul style="list-style-type: none"> • Teaching methodologies / resources utilised to assist in improving literacy at the classroom level (Reading and writing) 	<ul style="list-style-type: none"> • HOD / Classroom teacher 	Ongoing	<ul style="list-style-type: none"> • Methodologies observed / reported on as part of the PMS process
NAG 2	<ul style="list-style-type: none"> • Using appropriate tools assess each students literacy level (Reading and writing) • To evaluate and report on student achievement • Copy of report(s) to be forwarded to the Principal • Ensure the provision of appropriate professional opportunities (Reading and writing) • Measuring usage of fiction books in the library • A programme of related activities to support literacy is established (Reading and writing) • Literacy Programme supported by departments (see NAG 1 above) • Review of in class strategies used by teachers to support improving literacy • Review the <i>Actions</i> and <i>Outcomes</i> of this Target and report to the Principal 	<ul style="list-style-type: none"> • Literacy Co-ordinator • Literacy Co-ordinator • Librarian • Literacy Co-ordinator • Heads of Department • Literacy Co-ordinator • Literacy Co-ordinator 	<p>Ongoing</p> <p>December 2010</p> <p>throughout the year</p> <p>once during the year</p> <p>ongoing</p> <p>ongoing</p> <p>ongoing</p>	<ul style="list-style-type: none"> • Assessment has taken place • Data analysed • Report(s) produced (for all students and in particular Maori and Pasifika students) and filed with the appropriate people • Appropriate professional development takes place • Snap shots taken of the usage of fiction books in the library and compared with previous years • A programme of related activities takes place • Literacy Co-ordinator provides resources for Departments • Feedback / Literacy methodologies for each teacher / department reported on by the Literacy co-ordinator to SLT / HODs / individual Teachers • A report is presented to the Principal
NAG 3	<ul style="list-style-type: none"> • To employ a data entry person (on call) 	<ul style="list-style-type: none"> • Literacy Co-ordinator 	February / May 2011	<ul style="list-style-type: none"> • Data entry person employed
NAG 4	<ul style="list-style-type: none"> • To allocate funds according to the budget to support the strategic objective 	<ul style="list-style-type: none"> • Principal 	November 2011 for 12	<ul style="list-style-type: none"> • Funds allocated

Target		2		Raising Levels of numeracy							
NAG	1	NEP	3 / 4	To raise the level of literacy in students from Years 7 to 10 by one Curriculum Level (asTTle measurement)							
Strategic Goal	2	Strategic Objective									
Background and Comment	<p>1. Goals for:</p> <ul style="list-style-type: none"> raising the levels of numeracy better use of student achievement data (gathering of assessment evidence to evaluate progress of students and to inform future programme planning) are contained in both the National Administration Guidelines and the National Education Priorities. <p>With Liston College being part of the Achieving @ Waitakere initiative, there is a move to improve achievement through improvement in both literacy and numeracy.</p> <p>A co-ordinated year 7-10 and mathematics departmental approach is the key to ensuring the numeracy objectives are recognised and implemented across particularly at the junior school level.</p>										
Background Data (asTTle tests)	Year	2004	2005	2006	2007	2008	2009	2010 ¹	2010 ¹		
		Liston	Liston	Liston	Liston	Liston	Liston	National	Liston		
	Year 7	638/4B	-	616 / 3A	597 / 3A	614 / 3A	595/3A	1644/4B*	1505/4B	1503/4B	
	Year 8	774 / 4A	630 / 4B	640 / 4B	623 / 3A	667 / 4B	677/4P	1714/4P*	1535/4P	1549/40	
	Year 9	807 / 4A	644 / 4B	649 / 4B	746 / 4A	748 / 4A	761/4A	1783/4A*	1567/4A	1582/5B	
	Year 10	828 / 5B	-	786 / 4A	782 / 4A	827 / 5B	766/4A	823/4A#	1601/5A	1599/5P	
Explanation	<p>B - Basic, P - Proficient, A - Advanced Curriculum Levels: Year 7: levels 3B - 4B, Year 8: levels 4B - 4P, Year 9: 4P - 5B, Year 10: 5B - 5A</p> <p>*change to e-asTTle 2009, # asTTle ver 4 ¹Recalibration of test scores</p>										
Measures to be used	asTTle, Yellis and Midyis assessment tools										
Budget / Resources	• Employment of a data entry person (on call) \$1000										
Actions		Responsibility			Time frame		Indicators				
NAG 1	<ul style="list-style-type: none"> To utilise the resources developed over past years to support classroom teachers at years 7 and 8 A suitable Curriculum area chosen in which trial resources / methodologies to support numeracy 			<ul style="list-style-type: none"> HOD Mathematics / Class teacher Numeracy Co-ordinator 		Ongoing March Ongoing Ongoing December 2011		<ul style="list-style-type: none"> Resources are utilised Curriculum area chosen Resources / methodologies utilised Appropriate Professional Development takes place Progress reported on 			

NAG 2	<ul style="list-style-type: none"> • Using appropriate tools to assess each student numeracy level • To evaluate and report on student achievement • Copy of report(s) to be forwarded to the Principal • Ensure the provision of appropriate professional development opportunities for teachers of years 7-10 and teachers of mathematics • Numpa Project Professional Development • Review the <i>Actions</i> and <i>Outcomes</i> of this Target and report to the Principal 	<ul style="list-style-type: none"> • Numeracy Co-ordinator • Numeracy Co-ordinator • Years 7-8 Mathematics Teachers • Numeracy Co-ordinator 	<p>Ongoing</p> <p>December 2009</p> <p>Ongoing - 2011</p> <p>December 2011</p>	<ul style="list-style-type: none"> • Assessment has taken place • Data analysed • Report(s) produced (for all students and in particular Maori and Pasifika students) and filed with the appropriate people • Appropriate professional development takes place • A report is presented to the Principal
NAG 3	<ul style="list-style-type: none"> • To employ a data entry person (on call) 	<ul style="list-style-type: none"> • Numeracy Co-ordinator 	February / May 2011	<ul style="list-style-type: none"> • Data entry person employed
NAG 4	<ul style="list-style-type: none"> • To allocate funds according to the budget to support the strategic objective 	<ul style="list-style-type: none"> • Principal 	November 2011 for 11	<ul style="list-style-type: none"> • Funds allocated

Target		3		Raising Levels of Achievement - NCEA results										
NAG	1	NEP	4	1. Level 1 - 85% overall pass, with N/A in externals - 20% or less										
Strategic Goal	2	Strategic Objective		2. Level 2 - 90% overall pass, with N/A in externals - 20% or less										
				3. Level 3 - 85% overall pass, with N/A in externals - 20% or less										
Background and Comment		<ul style="list-style-type: none"> Both the National Administration Guidelines and the National Educational Priorities outline actions that a school should be taking regarding the nature of assessment data and its use. The notion of the better utilisation of assessment data to evaluate the progress of an individual and / or specific groups of students, and the feed back that such data can provide on programme planning, is central to the overall theme of improvement in student achievement. This process will involve: <ul style="list-style-type: none"> i) The gathering of assessment information and evidence ii) The evaluation of student / group progress (national data) iii) The review of present programmes of work and where necessary future planning to better meet the learning needs of the students 												
Background Data (NCEA Results)		Year	2004		2005		2006		2007		2008*		2009*	
			Liston	National	Liston	National	Liston	National	Liston	National	Liston	National	Liston	National
		Level 1	53.7%	55.4%	55.7%	56.5%	76%	60.4%	79%	63%	76.8%	70.4%	81.8%	71.7%
		Level 2	73.5%	57.4%	70.9%	60.8%	72.7%	64.3%	86%	66%	73.9%	74.7%	87.4%	76%
		Level 3	67.4%	48.6%	64.4%	51.4%	63.3%	52.7%	60%	54%	87%	65.2%	80%	69.9%
* Participation Rate used as a pass rate measure														
		Year	2010*		2011		2012		2013		2014		2015	
			Liston	National	Liston	National	Liston	National	Liston	National	Liston	National	Liston	National
		Level 1	81.9%	73.8%										
		Level 2	78.7%	79.4%										
		Level 3	72.7%	73.5%										
* Participation Rate used as a pass rate measure														
		Year	2009*		2010*		2011							
			Target % Externals	Actual	Target % Externals	Actual	Target % Externals	Actual						
		Level 1	<30%	38.5%	<20%	24.2%	<20%							
		Level 2	<25%	28.3%	<20%	29.6%	<20%							
		Level 3	<30%	28.6%	<20%	28.9%	<20%							

Measures to be used		<ul style="list-style-type: none"> • NCEA results • Midyis - Measure of value added by individual and ethnicities • Yellis • Investigation of programme design / delivery 		
Budget / Resources		<ul style="list-style-type: none"> • Professional Development \$1000 		
Actions		Responsibility	Time frame	Indicators
NAG 1	<ul style="list-style-type: none"> • To identify those subjects, standards, assessment methods, ethnic groups where the NCEA results for the previous year were below the national average • To identify factors that impacted upon results (both positive and negative, internal and external) • To explore and adopt examples of best practice that will have a positive impact on student achievement in the identified subjects / standards / assessment methods / ethnicities • Set NCEA TARGETS for 2012 	<ul style="list-style-type: none"> • Heads of Department • Heads of Department • Professional Development Committee • Heads of Department 	<ul style="list-style-type: none"> End of March End of Term 1 End of June 2011 	<ul style="list-style-type: none"> • Relevant data provided • Data analysed and evaluated according to established criteria • Report produced (according to established criteria) and forwarded to the Director of Reporting and Assessment • Programme of actions established and reported to the Principal • TARGETS established and reported to the Principal
	<ul style="list-style-type: none"> • Implementation and monitoring of programme 	<ul style="list-style-type: none"> • Heads of Department • Deans 	ongoing	<ul style="list-style-type: none"> • On going reports to the SLT throughout the year
NAG 2	<ul style="list-style-type: none"> • To analyse global raw NCEA data • Using appropriate tools, analyse and evaluate results on a comparative and singular basis according subjects / standards / assessment methods / ethnicities (for all students and in particular Maori, Pasifika and Filipino students) • Report produced and forwarded to the Principal • A Review of <i>Actions</i> and <i>Outcomes</i> of this Target undertaken • Departmental Programme design evaluated / reviewed in light of <i>Actions</i> and <i>Outcomes</i> 	<ul style="list-style-type: none"> • Dir of Achievement • Dir of Achievement • Heads of Department 	<ul style="list-style-type: none"> Mid February 2011 February 2011 December 2011 	<ul style="list-style-type: none"> • Data analysed and evaluated according to established criteria • Report produced (according to established criteria) and forwarded • Principal reports to the SLT / BOT • Departmental Programme designed, monitored/ evaluated / reviewed
NAG 3	<ul style="list-style-type: none"> • To employ a data entry person (on call) 	<ul style="list-style-type: none"> • Literacy Co-ordinator 	February / May 2011	<ul style="list-style-type: none"> • Data entry person employed

NAG 4	<ul style="list-style-type: none"> To allocate funds according to the budget to support the strategic objective 	<ul style="list-style-type: none"> Principal 	November 2011 for 12	<ul style="list-style-type: none"> Funds allocated
	<p style="text-align: center;">2012</p> <ul style="list-style-type: none"> To analyse Global raw NCEA data for 2011 Using appropriate tools, analyse and evaluate results according to TARGETS / subjects / standards / assessment methods / ethnicities (for all students and in particular Maori and Pasifika students) 	<ul style="list-style-type: none"> Dir of Achievement HODS 	February 2012	<ul style="list-style-type: none"> Data analysed and evaluated according to established criteria and targets

Target		4		National Standards											
NAG		1 / 2		NEP		3 - 6		Raising the levels of achievement at or above the National Standard (Years 7 and 8)							
Strategic Goal		2		Strategic Objective		<ol style="list-style-type: none"> 1. Year 7 - 80% of cohort at or above the appropriate curriculum level for their class level by years end as stated in the National Standards for the year level. 2. Year 8 - 85% of cohort at or above the appropriate curriculum level for their class level by years end as stated in the National Standards for the year level. 									
Background and Comment				<ul style="list-style-type: none"> • National standards are one way to support improved progress and achievement in student outcomes, particularly in the areas of numeracy and literacy. This will assist in improving outcomes for all students and in particular those students at risk of not achieving or for those who have special learning needs. • By using a variety of assessment types and data collection tools, and through appropriate reporting, parents and caregivers will have a clear idea of their child's progress and achievement in relation to the national standard • Teaching staff will develop the knowledge and understanding of the National Standard and how students are doing in relation to them. By gathering a range of appropriate assessment evidence, staff will be able to evaluate progress of students against the national standard and to inform future programme planning 											
Background Data				End of Year 2010											
Proportion at or above the National Standard				Year 7		Maths	75.9%								
						Reading	74.1%								
						Writing	73.2%								
				Year 8		Maths	54%								
						Reading	76.4%								
						Writing	63.6%								
Measures to be used for making "overall teacher judgements"				Reading: asTTle, Entrance tests, Probe, Toe by Toe, Bannatyne reading tests, class observation, unit tests Mathematics: asTTle, Entrance tests, Numpa, Ikan, class observation, unit tests											
Budget / Resources				<ul style="list-style-type: none"> • Professional Development \$1200 											
				Actions		Responsibility		Time frame		Indicators					
NAG 2		<ul style="list-style-type: none"> • Develop appropriate reporting templates to support parents / caregivers understanding of their child's progress in relation to the national standard 				<ul style="list-style-type: none"> • Dir Assessment & Reporting • Class teachers 		2010 / 2011		<ul style="list-style-type: none"> • Appropriate template designed • positive feedback from staff and parents / caregivers 					

NAG 1	<ul style="list-style-type: none"> Analyse and review mid and end of year achievement data to: <ul style="list-style-type: none"> inform progress Identify students <ul style="list-style-type: none"> by ethnicity at risk of not achieving plan appropriate teaching and learning programmes to meet student's individual learning needs 	<ul style="list-style-type: none"> Class teachers HODs SLT 	Ongoing	<ul style="list-style-type: none"> appropriately planned programmes of work are developed and utilised (taking into account prior learning) appropriate planned learning and engagement taking place targeted instruction takes place improved student outcomes
NAG 1	<ul style="list-style-type: none"> Teachers use achievement data to regularly reflect on the effectiveness of their own actions 	<ul style="list-style-type: none"> Class teachers HODs SLT 	Ongoing	<ul style="list-style-type: none"> Regular self assessment of class programmes Teachers engaging in professional discussions about planning and student engagement effective teaching practice taking place Positive performance reviews
NAG 2	<ul style="list-style-type: none"> Work with parents / caregivers to support their child's learning 	<ul style="list-style-type: none"> Class teachers HODs Deans 	Ongoing	<ul style="list-style-type: none"> appropriate feedback and feed forward and support provided
NAG 2	<ul style="list-style-type: none"> Review <ul style="list-style-type: none"> current assessment tools and assessment schedules to ensure alignment across the school moderation methods to ensure school wide consistency in the evaluation of standard achieved 	<ul style="list-style-type: none"> Class teachers HODs SLT 	2011 - 12	<ul style="list-style-type: none"> Appropriate Professional Development delivered Achievement data collection tools appropriate to school needs (level, output, timing) utilised Assessments are appropriate and allow for the accurate measurement of student's level of achievement Moderation plans in place school based exemplars / judgement statements developed Consistency achieved in evaluating student's level of achievement
NAG 3	<ul style="list-style-type: none"> To employ a data entry person (on call) 	<ul style="list-style-type: none"> Literacy Co-ordinator 	February / May 2011	<ul style="list-style-type: none"> Data entry person employed

NAG 4	<ul style="list-style-type: none">To allocate funds according to the budget to support the strategic objective	<ul style="list-style-type: none">Principal	November 2011 for 12	<ul style="list-style-type: none">Funds allocated
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Appendix 1

National Educational Goals

"...statements of desirable achievements by the school system, or by an element of the school system" (Education Act 1989)

Education is at the core of our nation's effort to achieve economic and social progress. In recognition of the fundamental importance of education, the Government sets the following goals for the education system of New Zealand.

1. Attainment of the highest standards of achievement, through programmes which enable all students to realise their full potential as individuals, and to develop the values needed to become full members of New Zealand society.
2. Equality of educational opportunity for all New Zealanders, by identifying and removing barriers to achievement.
3. Development of the knowledge, understanding and skills needed by New Zealanders to compete successfully in the modern, ever-changing world.
4. A sound foundation in the early years for future learning and achievement through programmes which include support for parents in their vital role as their children's first teachers.
5. A broad education through a balanced curriculum covering essential learning areas with high levels of competence in basic literacy and numeracy, science and technology.
6. Excellence achieved through the establishment of clear learning objectives, monitoring student performance against those objectives, and planning programmes to meet individual needs.
7. Success in their learning for those with special needs by ensuring that they are identified and receive appropriate support.
8. Access for students to a nationally and internationally recognised qualifications system to encourage a high level of participation in post-school education.
9. Increased participation and success by Maori through the advancement of Maori educational initiatives, including education in Te Reo Maori, consistent with the principles of the Treaty of Waitangi.
10. Respect for the diverse ethnic and cultural heritage of New Zealand people, with acknowledgment of the unique place of Maori, and New Zealand's role in the Pacific and as a member of the international community of nations.

Conclusion

The National Education Guidelines are part of every school charter by law. As part of the guidelines, the National Education Goals are therefore a legal requirement, but because they are broad, long-term aims, they are not expressed as detailed or prescriptive requirements. Rather, the Government expects that schools will use them to guide their policies and practices. For each of the ten goals, boards of trustees are required to consider the implications for their schools and how they can best contribute to the goal given their local circumstances. Their responses to each goal will vary depending on such factors as the size of the school, the needs of students, and the aspirations of the school community.

Appendix 2

The National Administration Guidelines

(MOE October 2009)

In order to ensure the National Education Goals are met, Boards of Trustees and principals respectively, are also required to follow sound governance and management practices involving curriculum, employment, financial and property matters applying to schools, and the Boards of Trustees' Code of Conduct. Further details of these requirements are found in the relevant legislation, appropriate contracts of employment, property occupancy documents and, from time to time, guidelines promulgated by the Secretary for Education.

NAG 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:

(a) develop and implement teaching and learning programmes:

- i. to provide all students in years 1-10 with opportunities to achieve for success in all areas of the National Curriculum;
- ii. giving priority to student achievement in literacy and numeracy, especially in years 1-8;
- iii. giving priority to regular quality physical activity that develops movement skills for all students, especially in years 1-6.

(b) 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:

- i. student achievement in literacy and numeracy, especially in years 1-8; and then to
- ii. 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*;

(c) on the basis of good quality assessment information, identify students and groups of students:

- i. who are not achieving;
- ii. who are at risk of not achieving;
- iii. who have special needs¹; and
- iv. aspects of the curriculum which require particular attention;

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

(e) 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

(f) 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.

NAG 2

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

- (a) 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, National Standards, assessment and staff professional development;
- (b) 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
- (c) 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.

NAG 2A

Where a school has students enrolled in years 1-8, the board of trustees, with the principal and teaching staff, is required to use National Standards to:

- (a) report to students and their parents on the student's progress and achievement in relation to National Standards. Reporting to parents in plain language in writing must be at least twice a year;
- (b) report school-level data in the board's annual report on National Standards under three headings:
 - i. school strengths and identified areas for improvement;
 - ii. the basis for identifying areas for improvement; and
 - iii. planned actions for lifting achievement.
- (c) report in the board's annual report on:
 - i. the numbers and proportions of students at, above, below or well below the standards, including by Māori, Pasifika and by gender (where this does not breach an individual's privacy); and
 - ii. how students are progressing against the standards as well as how they are achieving.

These requirements do not apply to boards of trustees that are working towards implementing *Te Marautanga o Aotearoa* until 2 February 2012.

For the avoidance of doubt, the first annual report to which subclauses (b) and (c) apply is that which reports on the 2012 school year, except for boards of trustees that are working towards implementing *Te Marautanga o Aotearoa* when the relevant report is that which reports on the 2012 school year.

NAG 3

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

- (a) 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

(b) 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.

NAG 4

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

- (a) allocate funds to reflect the school's priorities as stated in the charter;
- (b) 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
- (c) 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.

NAG 5

Each board of trustees is also required to:

- (a) provide a safe physical and emotional environment for students;
- (b) promote healthy food and nutrition for all students; and
- (c) comply in full with any legislation currently in force or that may be developed to ensure the safety of students and employees.

NAG 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.

Footnote

¹ Including gifted and talented students.

Appendix 3

The National Education Priorities

These have been set out by government and form the basis of the current NAG 1.

They are:

- Opportunity to access the knowledge, skills and attitudes and values outlined in the National Curriculum Framework and the national curriculum statements
- Provision of a safe physical and emotional learning environment (currently in NAG 5)
- Raising levels of literacy and numeracy. This is especially in years 1 to 4. Emphasis is to be placed on those at risk of not progressing to further education or training through under-achievement in literacy and/or numeracy
- Better utilisation of student achievement data. Gathering of assessment evidence to evaluate progress of students and to inform future programme planning
- Improving outcomes for those students at risk of not achieving or for those who have special learning needs
- Improving learning outcomes for Maori
- Career guidance from year 7 upwards with special emphasis on those students who are at risk or unprepared for the transition to the workplace or further study
- Reporting to students and parents on the achievement of individual students and to the school's community on the achievement of students as a whole. Also reporting on identified groups within these priorities (currently NAG 2)

School planning will be based very much on how these priorities might be addressed beginning with analysis of their current situation using evaluative and review data, identifying the variable factors in lifting achievement and establishing priorities for setting of targets.

The Annual Report will provide details of the progress made towards meeting set targets. This will become a useful tool, along with findings of self reviews, for planning future targets.