



Annual Plan 2011

Cashmere Learners

Our Vision

Cashmere Learners will

- confidently and proficiently **use languages, symbols and texts**;
- actively **participate and contribute** at school, in the home and in the community;
- **relate to others** from all backgrounds and cultures with respect and understanding;
- **think** creatively, critically and metacognitively about their experiences and ideas; and
- demonstrate the self-motivation and positive attitude to **manage themselves** in setting and achieving goals and meeting challenges.

Approved 15.12.10



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Introduction

The Annual Plan details the actions and priorities for the Board and staff of Cashmere Avenue School for 2011. It is the second Annual Plan in the 2010-12 strategic planning period.

The plan is a key management and self-review tool for the staff, principal and Board, but also serves as a useful information source for parents and whanau who wish to understand the environment that is being created for their children in 2011.

Priorities

In 2011 the priority will be to complete the effective implementation of National Standards, including communication of their characteristics and impacts to parents and students. We will provide the first report against these standards to parents in June 2011, and we have provided targets for the year against the National Standards in this plan.

We have redesigned our teaching practices to reflect the new curriculum (2007) over the past two years - in 2011 we will trial the new curriculum framework.

The Board has also identified the effective implementation of ICT as a priority for 2011 and has allocated staffing to employ a coordinator for this role.

Targets

The Board has resolved to adopt two sets of targets for 2011 for the subject areas of Reading, Writing and Mathematics – the traditional targets we have measured ourselves by since 2007 and targets against the National Standards. These are summarised on pages 4 to 6.

Class Structure

In 2011 we anticipate a school roll between 325 and 400, catered for by the following classes:

<u>Syndicate</u>	<u>Classes</u>	<u>Teaching Staff</u>
Senior	2 x Year 6, 2 x Year 5	4 f/t, 1 p/t
Middle	4 x Year 3/4	4 f/t
Junior	2 x Year 2, 1 x Year 1/2, 3 x Year 1 (and 3 x Year 1 during the year)	5 f/t, 2 p/t

The school is supported by a Special Needs Coordinator and Reading Recovery teacher, 4 teacher aides and 4 additional part time teachers, 2 library staff and 2 office staff.

Conclusion

While this plan is focussed on the teaching environment the Board recognises the key contribution that co- and extra-curricular activities make to the learning outcomes, and personal development, of Cashmere Avenue students. We will continue to provide quality opportunities for our students to play a role in their school and wider community, through sports, cultural and leadership activities.

Summary: Annual Targets

1. Reading

1.1 Target group(s): Students in year 4 to 6 cohorts

a. 80% of our students to be in the upper two quartiles (top 50%) when compared to the asTTle sample data for urban medium to high decile schools.

	Year 4	Year 5	Year 6
OCT 2010*	79%	84%	77%
MAY 2009	88%	94%	91%
NOV 2008	79%	87%	83%
JULY 2007	83%	71%	86%

b. 50% of our students to be in the upper quartile (top 25%) when compared to the asTTle sample data for urban medium to high decile schools.

	Year 4	Year 5	Year 6
OCT 2010*	49%	55%	44%
MAY 2009	59%	63%	72%
NOV 2008	49%	67%	64%
JULY 2007	60%	39%	61%

*In 2010 the e-asTTle scores were realigned to the new NZ curriculum expectations, so a direct comparison to previous years is not possible.

1.2 Target group(s): Students in year 2 to 6 cohorts

Based on the PM Benchmark results this is the "minimum standard" for reading:

a. 100% of our students to be reading at or beyond their chronological age by the end of the year.

	Year 0/1	Year 2	Year 3	Year 4	Year 5	Year 6
2010	Y0/1 – 90%	98%	98%	100%	95%	98%
2009	Y1 – 89%	100%	100%	100%	100%	100%
2008	Y1 – 98%	97%	97%	99%	97%	100%
2007	Y0/1 – 96%	94%	99%	98%	93%	93%

2. Writing

Based on national achievement in asTTle writing and school achievement based on the asTTle writing indicators.

Target group(s): Students in year 2 to 6 cohorts

	Year 2	Year 3	Year 4	Year 5	Year 6
2011 Target –90% at or above (year end):	1e	2b	2m	2e	3b
2010	80%	93%	95%	89%	98%
2009*	39%	80%	68%	73%	76%
2008	59%	65%	69%	69%	71%
2007	78%	89%	87%	58%	75%
National Sample % at/above this level in 2005	-	-	-	60%	60%

*Note: 2009 was the first year all school samples were assessed using the asTTle indicators. Previously the middle and senior school used the cluster exemplars, and the junior school used the National Exemplars. 2009 data also reflects mid term 2 results. School-wide assessment was undertaken in term 4 in 2007 and end term 2 - beginning term 3 in 2008. 2010 results are from Term 4 samples.



NATIONAL STANDARDS TARGETS 2011:

- To have 90% of Year 5 students in 2011 achieving At or Above the National Standards (Level 3 Basic or better).
- To have 90% of Year 6 students in 2011 achieving At or Above the National Standards (Level 3 Proficient or better).
- To have boys achieving against National Standards in writing as follows:
Above: 30% At: 65% Below: 5%

3. Mathematics

3.1 Target group(s): Students in year 4 to 6 cohorts

- a. 90% of our students to be in the upper three quartiles (top 75%) when compared to the PAT Mathematics national reference sample.

	Year 3	Year 4	Year 5	Year 6
March 2010	84%	92%	91%	98%
March 2009	76%	91%	95%	98%
March 2008	87%	94%	98%	100%
March 2007	78%	98%	95%	97%

- b. 40% of our students to be in the upper quartile (top 25%) when compared to the PAT Mathematics national reference sample.

	Year 3	Year 4	Year 5	Year 6
March 2010	56%	44%	38%	63%
March 2009	29%	54%	52%	62%
March 2008	30%	52%	52%	46%
March 2007	40%	56%	26%	51%

3.2 Target group(s): Students in year 2, 4 and 6 cohorts

Based on observation, the Diagnostic Survey or GLOS results for both the addition/subtraction and multiplication/division domains these are the “minimum standards” for strategy stage:

- a. 100% of our students to be at or beyond Stage 3, the Count from One (imaging) strategy stage, by the end of Year 2.

	Year 2 +/-	Year 2 x/+
2010	100%	100%
2009	95%	95%
2008	100%	88%
2007	100%	95%

- b. 100% of our students to be at or beyond Stage 4, the Advanced Counting strategy, stage by the end of Y4

	Year 4 +/-	Year 4 x/+
2010	100%	100%
2009	100%	100%
2008	100%	100%
2007	100%	100%



c. 100% of our students to be at or beyond Stage 5, the Early Additive Part Whole strategy stage, by the end of Year 6.

	Year 6 +/-	Year 6 x/+
2010	100%	100%
2009	95%	98%
2008	100%	97%
2007	100%	95%

NATIONAL STANDARDS TARGETS 2011:

- To have 85% of Year 4 students in 2011 achieving At or Above the National Standards (Completing numeracy strategy stage 5 or better).
- To have no Year 4 students in 2011 achieving Well below the National Standards (Well below is at numeracy strategy stage 4 or lower).
- To have 85% of Year 5 students in 2011 achieving At or Above the National Standards (Progressing through numeracy strategy stage 6 or better).
- To have no Year 5 students in 2011 achieving Well below the National Standards (Well below is at early numeracy strategy stage 5 or lower).
- To have 85% of Year 6 students in 2011 achieving At or Above the National Standards (Completing numeracy strategy stage 6 or better).
- To have no Year 6 students in 2011 achieving Well below the National Standards (Well below is at numeracy strategy stage 5 or lower).
- To have 25% of girls achieving at the Above level against National Standards in mathematics



Summary: Annual Plan

Strategic Goal	Action Plan	Objective
Literacy and numeracy	To review and improve literacy programmes	<ul style="list-style-type: none"> • 90% of Year 5 and 6 students achieving At or Above, and none Well Below, the National Standards. • Boys achievement in writing comparable to girls – Above 30%, At 65%, Below 5% • Students develop the wider aspects of the National Standards in writing
	To review and improve mathematics programmes	<ul style="list-style-type: none"> • Mathematics assessment drives learning programmes in relation to the National Standards. • 85% of students At or Above Stage 5, and no students Well Below, in years 4 to 6. • Girls achievement in maths comparable to boys
	Professional development and performance management for teaching staff.	<ul style="list-style-type: none"> • Teachers' professional development supported • Teacher Registration Criteria fulfilled
An engaging and innovative school curriculum	Implement our school curriculum	<ul style="list-style-type: none"> • Trial our Cashmere Avenue curriculum framework. • Staff commit to the practice of inquiry.
	Review and improve the use of ICT	<ul style="list-style-type: none"> • Students are regularly and effectively using ICT
	Support for able students	<ul style="list-style-type: none"> • Identification and development of Able Students. • Able Students will feel recognised and engaged in learning • Parents will be engaged
	Review and improve teaching and learning of Te reo and Tikanga Māori	<ul style="list-style-type: none"> • Staff will improve the teaching and support of Tikanga and Te reo Māori
Implementing, assessing and reporting on the National Standards	Implement the National Standards in Reading, Writing and Mathematics	<ul style="list-style-type: none"> • The National Standards are implemented • Parents and students are familiar with the aims of the National Standards
Improve the quality of the learning environments	To provide internal spaces that support an innovative and engaging curriculum	<ul style="list-style-type: none"> • Refurbishment of Rooms 10 and 11
	To provide external spaces that support an innovative and engaging curriculum	<ul style="list-style-type: none"> • New recreation spaces and school environment projects • Programmes and areas are developed to support sustainability practices
	To review the school's property needs	<ul style="list-style-type: none"> • Priorities for development established

National Standards Reporting 2010 & Targets for 2011

Background

The National Standards results reported from 2010 have not been based upon moderated “Overall Teacher Judgments” (OTJs) as is the most desirable practice. The school board and management agreed that there had been insufficient time and quality professional development to allow our teaching staff to make accurate and consistent judgements against the standards at this time.

The National Standards results in this section are based on comparisons to relevant assessment tool alignments, as provided by the Ministry of Education. (<http://assessment.tki.org.nz/Assessment-tools-resources/Alignment-of-assessment-tools-with-National-Standards>)

The Ministry has acknowledged, and we would agree, that the assessment alignments are not a consistent and truly reliable measure of the standard. In part this is because no one test or assessment tool can hope to measure the breadth of the National Standards. The other caution at this time is that the alignments have been developed based on a small group of around 12-15 ‘experts’ examining a small sample of around 30 actual student assessments. It is acknowledged that the score ranges and their relation to various National Standards levels will not have a high level of reliability and will change over time as further alignment exercises are undertaken.

Reading

Achievement in relation to the Reading Standard was based upon:

- the e-asTTle Reading alignment for students in Years 4 to 6.
- reading level expectations from the standards for students in Year 1 and 2. As we have reading wedge graphs that are used throughout the year in these Year levels, we could in this instance readily determine whether the standard was reached on the one-year or two-year anniversary of starting school.
- For Year 3 students the National Standard reading level expectation for After 3 years is not particularly challenging for our students. Only one student would have been below. We have also used the e-asTTle test to indicate a level of achievement for our Year 3 students, and used scores of 2 Proficient and 2 Advanced to indicate the “At” standard (mid to late curriculum level 2). This is more challenging than the National Standard states (early to mid curriculum level 2) but extrapolates well from the Year 4 to 6 e-asTTle alignments. See our adjustment marked * in the table below.

Year level Achievement in Reading National Standards – 2010

	Above	At	Below	Well below
After 1 year	32%	44%	15%	10%
After 2 years	88%	11%		2%
After 3 years	86%	10%	2%	
<i>After 3 years*</i>	39%	48%	11%	2%
Year 4	41%	46%	11%	2%
Year 5	35%	58%	5%	2%
Year 6	43%	48%	7%	2%
Total	48%	41%	8%	3%

The Reading Standard in Year 1 is based largely on a reading level of Green and the development of decoding skills. We feel it sets a good level of challenge for our students. However the standards in Years 2 to 3, still based largely on a reading level and decoding skills, are not particularly challenging for our students.



The e-asTTle alignment sets a good challenge, and this reading test measures many of the comprehension skills expected in the standards from Years 4 to 6.

Gender Achievement in Reading National Standards

	Above	At	Below	Well Below
Female	49%	41%	8%	2%
Male	48%	41%	8%	3%

There is no significant difference between the attainment of boys and girls in relation to the standards.

Achievement by Ethnicity in Reading National Standards

	Above	At	Below	Well below
NZ European	50%	39%	6%	4%
NZ Māori	46%	46%	8%	
Other	43%	43%	13%	1%
Pasifika	44%	56%		
Grand Total	48%	41%	8%	3%

Tests of significance showed no trends or differences between the ethnicities shown above.

Writing

Achievement in relation to the Writing Standard was based upon the e-asTTle Writing alignment and the guidelines for expected levels in the Education Gazette (Vol 89, No 20). In both of these a curriculum level and sub-level are used. This is a good indicator of the writing requirements of the National Standards, but does not measure students' level of independent application of writing skills in other learning areas of the curriculum.

Our students completed a personal experience recount writing sample at the beginning of term 4, and these were analysed by teachers using the e-asTTle curriculum level indicators. These align well with the Writing National Standard. A small number of students (fewer than 10) had extended absence over the period in which the samples were completed. The mid year writing sample score was used for these students. One student had extended absence at the time of both samples and has been excluded from the results.

For convenience of reporting all Year 1s have been assessed against the "After 1 year standard", Year 2s against the "After 2 years standard", and Year 3s against the "After 3 years standard".

Year level Achievement in Writing National Standards - 2010

	Above	At	Below	Well below
After 1 year	12%	88%		
After 2 years	33%	67%		
After 3 years	40%	53%	5%	
Year 4	24%	71%	5%	
Year 5	45%	34%	14%	7%
Year 6	13%	74%	13%	
Total	27%	65%	6%	1%



NATIONAL STANDARDS TARGETS 2011: *It was evident that there was a challenge presented by the National Standards for Years 5 and 6, but particularly for the Year 5 cohort. This may be as the National Standard for Year 5 is more aspirational than for other years, or it may reflect the achievement of that cohort. The expectation is that in these years students develop the writing skills described at curriculum level 3.*

- 1. To have 90% of Year 5 students in 2011 achieving At or Above the National Standards (Level 3 Basic or better).**
- 2. To have 90% of Year 6 students in 2011 achieving At or Above the National Standards (Level 3 Proficient or better).**

There were fewer students in Year 6 beyond the standard for their level. It should be noted that the Ministry of Education e-asTTle Writing alignment indicates that for Year 6 students to be considered above their standard they should be at level 4 proficient (the middle of the level). This is essentially a sub-level further on than for any other Year level, and a level that is generally accepted as suitable for the end of year 7. If the pattern for other levels had been followed then our Year 6 results would have been more acceptable. We will not set a target in relation to this until further development of the alignments is undertaken by the Ministry to confirm whether this is a realistic expectation.

Gender Achievement in Writing National Standards

	Above	At	Below	Well Below
Female	34%	63%	3%	
Male	21%	68%	9%	2%

There is a significantly higher proportion of girls exceeding the standards. There is also a significantly higher number of boys than girls when looking at those below and well below. When exploring the data further it was evident that in Years 1 and 2 there is no significant gender difference. In years 3 to 6 girls are more likely to excel, and in years 5 and 6 boys are more likely to underachieve.

NATIONAL STANDARDS TARGETS 2011: *There is a challenge to see if boys can be extended or encouraged to achieve at levels comparable to the girls.*

- 3. To have boys achieving against National Standards in writing as follows:
Above – 30% At – 65% Below – 5%**



Achievement by Ethnicity in Writing National Standards

	Above	At	Below	Well below
NZ European	28%	65%	7%	1%
NZ Māori	27%	70%	3%	
Other	27%	64%	5%	1%
Pasifika	30%	70%		
Grand Total	27%	65%	6%	1%

Tests of significance showed no trends or differences between the ethnicities shown above.

Mathematics

Achievement in relation to the Mathematics Standard was based upon the GloSS (Global Strategy Stage assessment) alignment. The alignment looks at the student's strategy level attained in each of the three numeracy domains - $+/-$, x/\div and proportions and ratios. An average across the three domains is determined. This is a good indicator of the numeracy requirements of the National Standards, which is intended to be the major determining factor in level against the standards. It does not measure any parts of the standards relating to other strands or statistics.

Our students have at this time only completed learning programmes in $+/-$ and x/\div , so our comparative score was an average of strategy level attained in only these two domains.

The first three years of the National Standards are based on an achievement expectation at the anniversary of starting school. From Year 4 the National Standards are based on end of year expectations. This creates some challenges for gathering numeracy data at the end of the year for students in Year 1 to 3, as their school starting anniversary dates (effectively their birthdays) are spread throughout the year. To simplify things and not to give advantage to our reporting, when looking at the Year 1, 2 and 3 students, Standards were chosen based on time at school as at 1 Dec 2010 as follows:

Time at school as at 1 Dec 2010:	Standard compared to:	Relates to
5 months - 1 year, 3 months	After 1 year	Most Year 1s
1 year, 4 months - 2 years, 3 months	After 2 years	Some oldest Year 1s & most Year 2s
2 years, 4 months - 3 years, 6 months	After 3 years	Some oldest Year 2s & all Year 3s

Year level Achievement in Mathematics National Standards 2010 - Based on GloSS alignment

	Above	At	Below	Well below
After 1 year	24%	66%	10%	NA
After 2 years	18%	76%	6%	
After 3 years		93%	7%	
Year 4	5%	76%	19%	
Year 5	19%	16%	50%	16%
Year 6	56%	30%		15%
Total	20%	59%	16%	5%



After closely examining the GloSS alignments it was felt that there were the following discrepancies:

- Too easy in Year 1, 2 and 6 to be above the standard
- Too hard to be above the standard in Year 4
- Too hard to be at the standard in Year 5

NATIONAL STANDARDS TARGETS 2011: *It was evident that there is a clear challenge presented by the National Standards for Years 4 to 6. This reflects the difficulties many students find in transitioning into and through strategy stage 5 of the numeracy framework. This is a stage where students move on from counting strategies, abstract reasoning develops and 'true' additive and multiplicative strategies are explored and refined.*

4. To have 85% of Year 4 students in 2011 achieving At or Above the National Standards (Completing numeracy strategy stage 5 or better).
5. To have 85% of Year 5 students in 2011 achieving At or Above the National Standards (Progressing through numeracy strategy stage 6 or better).
6. To have 85% of Year 6 students in 2011 achieving At or Above the National Standards (Completing numeracy strategy stage 6 or better).
7. To have no Year 4 students in 2011 achieving Well below the National Standards (Well below is at numeracy strategy stage 4 or lower).
8. To have no Year 5 students in 2011 achieving Well below the National Standards (Well below is at early numeracy strategy stage 5 or lower).
9. To have no Year 6 students in 2011 achieving Well below the National Standards (Well below is at numeracy strategy stage 5 or lower).

Gender Achievement in Mathematics National Standards - Based on MoE GloS alignment

	Above	At	Below	Well Below
Female	12%	65%	19%	4%
Male	28%	53%	13%	5%

There is a significantly higher proportion of boys exceeding the standards. There is no significant difference between boys and girls when looking at those below or well below, or when looking at the total of those at and above the standard. The only evident trend is that boys are more likely to achieve above the standard. When exploring the data further it was evident that this trend existed to some degree at all year levels.

NATIONAL STANDARDS TARGETS 2011: *There is a challenge to see if girls can be extended or encouraged to achieve at the higher levels to the extent of the boys.*

10. To have 25% of girls achieving at the Above level against National Standards in mathematics.

Achievement by Ethnicity in Mathematics National Standards - Based on MoE GloS alignment

	Above	At	Below	Well below
NZ European	21%	57%	15%	7%
Other	23%	55%	19%	3%
Pasifika	20%	60%	20%	
NZ Māori	10%	80%	10%	
<i>Grand Total</i>	<i>20%</i>	<i>59%</i>	<i>16%</i>	<i>5%</i>

Tests of significance showed no trends or differences between the ethnicities shown above.



Strategic Goal 1: Consolidate and extend student literacy (including the use of te reo Māori) and numeracy through evidence-based teaching practice.

Historical Position

Reading

Prior to 2006 achievement information showed that students made very good progress in early years and generally students across the school performed favourably when compared to norms in PAT tests. Almost all students fall in the average or above bands of achievement. However it was evident that there were not as many students achieving at above average levels as we might have expected. Appraisals and staff feedback indicated that there were not high quality reading programmes in all classes. The 2004 ERO review of the school identified that, while there were many good practices evident in the teaching of reading in the school, developing consistency of best practice would be beneficial.

In response to the needs identified internally and by external review, reading became the focus of school development in 2006 and 2007. This was through a Ministry of Education sponsored programme delivered by Learning Media. Key developments were:

- Upskilling of staff in
 - assessment tools (asTTle, wedge graphs) and training in analysis and use of assessment information;
 - use of effective and deliberate acts of teaching, and reading comprehension strategies;
- Introduction of a phonics programme in junior school; and
- Development of school reading procedures.

Pleasing student gains and shifts in teacher practice were made over the two years of the project.

In 2008, with further high staff turnover, the challenge was sustaining the consistency of practice. A continued high level of student achievement suggests that the challenge was met. A promising development in 2008 was some initial exploration into the integrating of thinking strategies into reading programmes. This was an area of practice further developed in 2009. Achievement levels in reading remain high, and there are some indications that in classes where teachers embed thinking language and develop good student questioning students make greater progress.

In 2010 the previous developments appear to have been sustained, with achievement results remaining at high levels.

The National Standards for reading have not been fully implemented but initial indications are that our students will achieve relatively well in relation to them. This implementation will be a focus for 2011 (see Strategic goal 3).

Writing

During 2002-2005 the school's literacy focus was on the development of effective writing programmes. In 2003-4 the school participated in the Raroa Cluster Literacy Project. This involved the teachers from Raroa Intermediate and all the year 5 and 6 teachers from the contributing primary schools working together to develop cluster exemplars of writing, and guidelines and implementation of best practice teaching in writing. In 2004 and 2005 literacy leaders within the school lead an internal development to implement the Raroa cluster developments across all levels of the school.

Targets were set cluster wide during the Raroa project, but no cluster schools have achieved them. Our students' writing levels in 2004-5 generally compared favourably to those achieved across the cluster. For several years there has been debate in the cluster about the reliability of the cluster exemplars that were developed.

In 2009 our school-wide writing assessment was undertaken using the asTTle exemplars, and school-wide moderation was carried out. This led well into 2010 when the staff began implementing the National Standards for writing, which are based on curriculum levels and align well with the indicators from the asTTle exemplars. Close assessment of students' written work and a more clear and consistent understanding of effective writing at the various year levels was developed through moderation across the school in 2009 and 2010.

It will be important to continue developing teacher understanding and consistency of judgement in relation to the writing standards, particularly in those aspects of the standards that are not measured by a writing sample – such as independent application of writing skills for various purposes across the curriculum learning areas. This continued implementation will be a focus for 2011 (see Strategic goal 3).

Our initial National Standards data for writing indicated two potential focus areas for 2011:

- *National Standards for writing in Years 5 and 6. The expectation is that in these years students develop the writing skills described at curriculum level 3. It is clearly a challenge for a significant number of Year 5s and 6s to reach and then progress through this curriculum level.*
- *National Standards for writing in all Year levels. There is a challenge to see if boys can be extended or encouraged to achieve at levels comparable to the girls.*

Spelling

In 2007 the South Australian Spelling Test (SAST) was introduced as a robust and current measure of achievement. Across years 2 to 6 it is evident that around 75% of students are achieving at spelling ages at or above their chronological age, while only a small number (6%) are at levels that we would consider are "At Risk" – or a year below their age. While this level of achievement is high, it does not match attainment in reading, where 95% of students are at or above their chronological age.

In 2008 a review of the range of the many spelling resources and programmes in the school was undertaken - eg. Joy Alcock's "Spelling Under Scrutiny" programme, "Progression in Phonics" (PIPS) that is the state funded programme in English schools, and Yolanda Soryl's "Phonics" (an adaptation of PIPS). Some effort has been invested in developing a consistent framework for the teaching of spelling across the school. Implementing this in 2009 was deferred, due to a heavy staff development commitment in other areas, and recognition that actual practice in most instances married up to the proposed framework.

In 2010 a spelling framework was drafted and agreed by staff. This includes guidance about spelling progressions, assessments, programmes and resources. A levelled phonics programme is now in place across the school as necessary. The achievement of students in spelling showed no particular variance from other years.

There are spelling, phonics and grammar expectations reasonably clearly defined in the National Standards for writing. As part of the further implementation of the National Standards we should develop monitoring of student achievement against these specific indicators.

Oral language

The 2004 ERO review noted that oral language activities were planned and integrated into many learning units and that students had frequent opportunities to develop the effective use of speech in a variety of contexts. However, it was noted that improved programme guidelines and oral language indicators would assist teachers to engage students in goal-setting and self-evaluation of their own progress in this area. Development in this area has not been prioritised ahead of competing demands for a number of years. However in 2010 a new Ministry publication on Oral Language programmes was reviewed and introduced to staff. A team of staff have subsequently been developing some programme guidelines for the school, which will be in place in 2011.



Mathematics

The school took part in the numeracy project during 2004-7. During this time maths resources in all classes were improved considerably, a range of assessment tools and strategies were introduced and there were significant improvements in the quality of mathematics teaching. As a result a large number of students achieved at Good levels. Since that time a number of new staff have had 'numeracy catch-up' professional development if not numeracy trained.

Since 2007 the students' strategy stages in the addition/subtraction and multiplication/division domains have compared favourably to the results achieved by decile 8-10 schools in the numeracy project achievement database.

The new PAT: Mathematics assessment was introduced in 2007. In comparison to the national reference sample the results have been positive with around 90% of our students in Years 3 to 6 scoring in the two upper quartiles (top 50%) and at least 50% of Year 3-6 students scoring in the top quartile (top 25%) when compared to the national reference sample.

The National Standards for mathematics, introduced in 2010, have posed some challenges. There has been considerable confusion around the expectations for numeracy in the standards with some levels seeming to be particularly challenging in relation to national achievement in numeracy.

The following focus areas have been identified from our initial analysis of school results in numeracy in relation to the National standards:

- *There is a clear challenge presented by the National Standards for Years 4 to 6, where there is an expectation that students progress into and through Strategy Stage 6 (Advanced Additive – Early Multiplicative). Many students find difficulty in transitioning into and through the prior stage (Strategy Stage 5: Early Additive) as this is where students move on from counting strategies, abstract reasoning develops and 'true' additive and multiplicative strategies are explored and refined.*
- *There is a challenge to see if girls can be extended or encouraged to achieve at the higher levels to the extent of the boys.*

Professional development and Performance Management

After internal review in 2010 it was identified that Teacher Appraisal processes are not well aligned to the expectations of the new NZ curriculum, and the requirements of the new Registered Teacher Criteria. There is not currently good coordination with the sound established teacher inquiry and professional development processes. The staff collaboratively reviewed existing practice with these new guidelines and expectations, and a framework for professional performance review and ongoing development has been agreed. This will need to be further developed and implemented.



Annual Goal and Action Plan 1.1

To review and improve literacy programmes across the school

Intended objectives	Actions	Timing	Responsibility	Resourcing
<p>To have 90% of Year 5 and 6 students achieving At or Above the National Standards, and no students in these year groups Well Below.</p> <p>Lifting the achievement of boys in writing to a level comparable to girls by having boys achieving against National Standards as follows: Above: 30% At: 65% Below: 5%</p> <p>To ensure that students are developing the wider aspects of the National Standards in writing such as:</p> <ul style="list-style-type: none"> Independently selecting text types for relevant purposes across the learning areas. Evaluating their own progress and achievement in writing. 	<p>Workshops on:</p> <ul style="list-style-type: none"> key aspects of effective formative assessment practice, e.g. student self-evaluation and goal setting, feedback, creating shared expectations of the curriculum demands at levels 1, 2 and 3. Exploring purposeful writing across the curriculum and contexts and approaches that will engage boys 	During terms 1-2	Literacy Leader, Principal, APs, Syndicate leaders.	Release for planning, Meeting time, Facilitator costs
	<p>Identification of target students (Below standard students and boys) and close monitoring of student progress throughout the year (Documentation check). Goal-setting with students and parents.</p>	Through year	Literacy Leader, Principal, APs, Syndicate leaders.	Meeting time Release
	<p>Analyse Year 5 and 6 writing sample indicator sheets to identify any patterns of strengths and weaknesses in the cohorts</p>	Term 1	Literacy Leader, Principal, APs	Meeting time
	<p>Teacher inquiry into writing and its purposeful integration across the curriculum. Including:</p> <ul style="list-style-type: none"> Buddy teachers, Reciprocal observations, Student interviews and feedback (including attitude) Sharing effective practice (observations and or videos) 	Terms 1-3	Literacy Leader, Principal, APs, Syndicate leaders, teachers.	Release for co-planning and observations
	<p>School and syndicate analysis of achievement information in relation to standards – Writing samples <u>and</u> spelling, phonics and grammar expectations. Report to board and community.</p>	Start term 2 and start term 4	Literacy Leader, Principal, APs, Syndicate leaders, teachers.	Meeting time



Annual Goal and Action Plan 1.2

To review and improve mathematics programmes across the school.

Intended objective	Actions	Timing	Responsibility	Resourcing
<p>Teachers can make effective use of a range of Mathematics assessment to identify individual students' capabilities and needs and plan learning programmes to cater for the identified needs in relation to all aspects of the National Standards.</p> <p>To accelerate the progress of students transitioning into and through stage 5. Target to have 85% of students at or above in years 4 to 6, and no students well below in those years.</p> <p>Lifting the achievement of girls in maths to a level comparable to boys by having girls achieving against National Standards as follows: Above: 25% At: 55%</p>	<p>Maths leader guides Leadership team investigation into the mathematics tools and assessments available including the National Standards for Mathematics</p>	Term 1	Maths Leader, Principal, APs, Syndicate leaders.	Meeting time Release
	<p>Workshops on:</p> <ul style="list-style-type: none"> administering and marking of selected maths assessments, creating shared expectations of the curriculum demands at levels 1, 2 and 3. Consult with maths advisor and Ministry PLD facilitator to help identify acceleration strategies Exploring strategies, contexts and approaches that will engage girls 	Term 1-2	Maths Leader, Principal, APs, Syndicate leaders, teachers	Meeting time
	<p>With a target focus on students below the standards and a sampling of girls, Mathematics class data is analysed individually and collaboratively in syndicates to:</p> <ul style="list-style-type: none"> identify needs and differentiation for groups within classes Collaboratively build teacher knowledge of effective mathematics instruction <p>Syndicate needs will be identified for further syndicate PD</p>	Through year	Maths Leader, Principal, APs, Syndicate leaders, teachers	Meeting time
	<p>Undertake school level analysis of student results for syndicates and report to the board.</p>	Term 1	Maths Leader, Principal, APs, Syndicate leaders.	Release time



Annual Goal and Action Plan 1.3

To redevelop and implement professional development and performance management processes for teaching staff.

Intended objective	Actions	Timing	Responsibility	Resourcing
Teachers' professional development is being sustainably supported	Principal and Leadership team complete development of professional development and performance management framework, and share with teaching staff	For retreat	Principal, APs, Teachers	Meeting time Release
Requirements of the Teacher Registration Criteria are being fulfilled.	Trial throughout year.		Principal, APs, Syndicate leaders, Teachers	
	Undertake review.	End Term 3	Principal, APs, Syndicate leaders, Teachers	Meeting time Release



Strategic Goal 2: Develop an engaging and innovative school curriculum that integrates inquiry learning, thinking skills, ICT and cultural perspectives (including tikanga Māori); encourages student curiosity and caters for capable students.

Historical Position

Inquiry, Thinking Skills, and Information and Communication Technology

From 2006 to 2009 the school was involved with a cluster of the northern suburbs primary and intermediate schools in a “Extending Higher Standards Across Schools” (EHSAS) project with a thinking skills focus. The main aims were to develop common understandings, progressive skill development, shared effective teaching practice and some common assessment practices in relation to developing students’ thinking and inquiry skills. Support for teachers was provided through knowledge workshops, expert observations, coaching, observation feedback and supported teacher inquiries.

Over the last 3 years students and teachers in all classes have had very good access to reliable and standard ICT equipment. This has been achieved by investment commitment to upgrade the school network infrastructure, ongoing use of the Ministry of Education Laptops for Teachers (TELA) scheme, a regular service contract and leasing of 13 laptops and 23 desktop computers. Three extra laptops were purchased in 2009. The large number of laptops gives considerable flexibility to learning configurations.

Support for ICT development was provided in 2009 through the employment of a part-time ICT teacher who enabled many teachers to improve both their own technical skills and improve the use and management of ICT in their classroom programmes. The lack of a suitable person for this role in 2010 has been a frustration for staff who have wanted to continue their development.

As a result, over the previous three years there has been increased integration of an inquiry philosophy and use of information and communication technology (ICT) into our school curriculum. A framework for both of these has been developed.

In 2009 and 2010 considerable energy has been devoted to collaboratively reshaping our school curriculum to reflect the new curriculum and the pedagogical shifts in the school.

The curriculum now reflects the inquiry philosophy that is developing and integration of knowledge and objectives from across curriculum learning areas into themes and rich concepts suitable for in-depth exploration by students. In 2010 a framework was developed to ensure that themes and concepts are covered in a balanced manner. Teachers will be trialling this in 2011.

The associate principal, who has been our ‘iLeader’ and key driver in this area, will be on maternity leave during 2011, but has fortunately expressed a desire to assist with some continued professional development where possible, and depending on the demands of motherhood!

Specialist Teachers

The school has had a Special Education Needs Coordinator (SENCO) for 5 years. The purposes of this role are to coordinate external agencies, provide support programmes, develop and implement special needs procedures, support and upskill teachers and teacher aides. The current SENCO works three days a week and has been most successful in improving the monitoring of special needs support through the school Student Management System (SMS) eTAP. With the guidance of the SENCO, classroom teachers are providing specific and regularly reviewed goals and plans for Teacher Aides. This has ensured clear identification of focussed support for special needs students.

In 2010 procedures and programmes for gifted and talented students were developed in consultation with students and parents. These have been supportively trialled with teachers and will continue to be refined in 2011.



From 2007-10 several part-time staff have provided CRT release to teaching staff. In this time they delivered programmes based around values, oral presentation skills and the performing arts. Student and teacher feedback indicates that this is a positive addition to learning programmes that gives students the opportunity to experience teaching and learning that the regular teacher, through skill or time restraints, might not otherwise deliver. It is desired that this opportunity for enrichment be continued in 2011, however teacher funding constraints may see less time available and some of the focus shifted to aspects of the health curriculum.

Annual Goal and Action Plan 2.1

To trial our school curriculum, and revisit the pedagogical elements of inquiry learning that underpin it.

Intended objective	Actions	Timing	Responsibility	Resourcing
To trial our Cashmere Avenue curriculum framework.	Syndicates collaboratively plan inquiry learning topics, using back-mapping to identified themes and concepts in school curriculum framework, and with external and internal support as required.	Term 4 2010 & through 2011	APs, Syndicate leaders, Principal, Staff (iLeader)	Staff meeting
To further develop staff understanding and commitment to the practice of inquiry.	<p>Developing knowledge base of new staff, and revisiting prior knowledge and expectations for established staff in relation to:</p> <ul style="list-style-type: none"> • questioning • incorporating the language of thinking • metacognition • inquiry philosophy • impact of inquiry on the class environment <p>Through some of the following as necessary: workshop day/½ days, Staff/syndicate meetings, coaching, PRT programmes</p>	Term 1-3	APs, Syndicate leaders, Principal, Staff (iLeader)	Meeting times, release times



Annual Goal and Action Plan 2.2

To review and improve the use of ICT in teaching and learning.

<p>Students are regularly and effectively using ICT to achieve their learning goals in many learning areas.</p>	<p>Set up of a computer suite facility.</p>	<p>Dec '10 - Jan '11</p>	<p>Principal and Exec. Officer to coordinate.</p>	
	<p>Recruit suitable ICT coordinator</p>	<p>Dec '10 - Jan '11</p>	<p>Principal</p>	
	<p>Baseline evidence on student use is gathered through teacher interview and classroom observation. Indicators to be developed from school ICT use guidelines.</p>	<p>Term 1</p>	<p>ICT coordinator, APs, Syndicate leaders, Principal</p>	<p>Release time</p>
	<p>Evidence is shared with teaching staff. Teachers set syndicate targets for student use and co-construct a development strategy – skilled & unskilled practitioners paired. Share plan with students.</p>	<p>Term 2</p>	<p>ICT coordinator, APs, Syndicate leaders, Principal</p>	<p>Staff and syndicate Meeting time.</p>
	<p>Support to teachers provided through some of:</p> <ul style="list-style-type: none"> • ICT teacher coaching • ICT skills workshops &/or courses • Visits to exemplar schools • Equitable timetabling of resources • Promotion of school ICT use guidelines • Development of "How to..." wall displays • 'Expert' teacher demonstrations 	<p>Terms 1-3</p>	<p><u>Delivery</u> – ICT co-ordinator, ICT teacher, APs, syndicate leaders</p> <p><u>Uptake</u> – teaching staff</p>	<p>Release & meeting time, staffing allocation, course costs</p>
	<p>Mid year progress review – teachers report progress or learning in professional forum. Resources reallocated if under utilised. Progress report to board.</p>	<p>July call-back day</p>	<p>ICT co-ordinator, iTeam Leader, iTeam, APs, Principal, teachers</p>	<p>Meeting time</p>
	<p>Comparative evidence on student use is gathered through teacher interview and classroom observation and sampling of student work. Outcomes reported to staff, students and board, and annual variance completed.</p>	<p>Term 4</p>	<p>ICT coordinator, APs, Principal</p>	<p>Release time, Meeting time</p>

Annual Goal and Action Plan 2.3

To continue to develop support for able students within classroom programmes.

Intended objective	Actions	Timing	Responsibility	Resourcing
Procedures and teaching strategies are used in classrooms to identify and develop Able Students.	Ongoing support for teachers on implementing Able Student procedures as required. May include knowledge workshops, coaching, demonstrations, etc.	Term 2	Able Student Co-ordinator, SENCO, APs, Syndicate leaders, Principal	Release & meeting time.
Able Students will feel recognised and engaged in learning.	Monitoring during document check discussions and sharing good practice in syndicates.	Through year	Able Student Co-ordinator, SENCO, APs, Syndicate leaders	Release & meeting time,
Parents of able students will be engaged in developing support for their children.	Continue ongoing review through student and parent interview, and student case studies, and feedback to teachers and board.	Term 3 and 4	Able Student Co-ordinator, SENCO, Principal	Release & meeting time

Annual Goal and Action Plan 2.4

To review and improve teaching and learning of Te reo and Tikanga Māori.

Intended objective	Actions	Timing	Responsibility	Resourcing
Through professional inquiry on Tikanga and Te reo Māori in school programmes staff will improve in the teaching and support of this in classrooms.	Review and evaluate practice in teaching Te Reo Māori	Term 1	Te reo/tikanga co-ordinator, Principal	Release time
	Collaboratively review new Māori curriculum and amend school programme guidelines as necessary	Term 2	Led by Te reo/tikanga co-ordinator, Principal, Staff	Staff and call-back day Meeting time
	Set syndicate goals for term and reflect on progress regularly through syndicate meetings	By start term 3	Syndicate teams	Syndicate Meeting time
	Review and evaluate results of professional inquiry and report to staff and board	Term 4	Te reo/tikanga co-ordinator, Principal	Release time, Meeting time



Strategic Goal 3: Further develop the learning partnership between students, parents and teachers through:

- **implementing, assessing and reporting on the National Standards;**
- **assessing and reporting on the key competencies; and**
- **improving the communication of curriculum developments, student learning support and current issues to our diverse parent community.**

Historical Position

One of the attractive features of the school is the sense of community and the “family feel”. This has been in part due to the relatively small size of the school, but also a result of a high level of parent interest and motivation to be involved. Parents are typically well educated and place high value on their children receiving a quality and diverse educational experience. This support is shown through active parent groups such as the Home and School and Whānau Group, good numbers of parent volunteers in classes and around the school, excellent support for school events and, most importantly, high interest in formal and informal opportunities to be informed of children’s progress.

There are several factors that put stress on the sense of familiarity and partnership within the school – there are a growing number of families from other countries unfamiliar with the New Zealand school system, in more cases both parents are working full time and the school roll continues to grow. We need to specifically focus on the community partnership to ensure it is maintained at a strong level.

Because of the good level of support and enthusiasm of parents and staff, students experience a wide range of interesting and extra-curricular opportunities. There are a number of EOTC events each year including regular senior camps and middle syndicate marae visits. Regional resources such as Te Papa and The Dowse Art Museum are often used to support class programs. Staff and parents also endeavour to bring “outside” experts and artists or performers into the school. There is also much involvement in both interschool and after school sports competitions.

The board undertook community consultation for a new strategic plan in 2009. The most significant area identified for improvement was a desire for effective, clear and timely communication between school and parents in relation to student achievement and progress.

In 2010 the school began implementing the National Standards, expecting that this would strengthen communication on student achievement and progress. While staff have become familiar with the progressions outlined in the Standards and the expectations of reporting, there has been little clarity from the provided professional development in regard to making consistent judgements on achievement against the Standards. As a result the board has decided to defer reporting against the Standards to parents until 2011, and are aware of the need for further parent education on the inconsistencies inherent in the Standards.



Annual Goal and Action Plan 3.1:

To implement the National Standards in Reading, Writing and Mathematics.

Intended objective	Actions	Timing	Responsibility	Resourcing
<p>The National Standards are implemented, including aligning school-wide assessment with developing Overall Teacher Judgements and reporting to students and parents.</p> <p>Parents and students are familiar with the aims of the National Standards, their uses and any areas where they may not align to current expectations of achievement.</p>	<p>Professional development to build consistency of teacher judgements against the standards – staff and syndicate workshops</p>	<p>Term 1-2</p>	<p>Principal, APs, Synd leaders, and teachers.</p>	<p>Retreat and call-back day costs</p>
	<p>Review existing assessment tools and Ministry alignments and determine which will best contribute to teachers OTJ's against the standards.</p>	<p>Terms 1 and 2</p>	<p>Principal, APs, Synd leaders</p>	<p>Release time and costs for workshop day – each syndicate.</p>
	<p>Continue to inform parent community of National standards and how they are implemented and reported on through newsletters, school web-site, report covering letters, Ministry publications and information sessions.</p>	<p>Term 1-2</p>	<p>Principal, APs, Board</p>	<p>Release time</p>
	<p>NB – ensure retention of assessments that currently give comparisons to national levels and patterns of achievement</p>	<p>Mid year & End of year</p>	<p>Principal, APs,</p>	<p>Release time Meeting time</p>
	<p>Analyse achievement data collected for National Standards, against baseline established and report to teachers and board</p> <ul style="list-style-type: none"> • Compare to existing target results • Identify any areas for development • Set annual targets based on the National Standards for 2012 	<p>Through out year</p>	<p>Principal, APs, Synd leaders, and teachers.</p>	<p>Meeting time</p>
	<p>Syndicate leaders and teachers collaboratively review achievement against the Standards, and evaluate progress of target students</p>	<p>Term 4</p>	<p>Principal, APs, board</p>	<p>Release time, Meeting time</p>



Strategic Goal 4: Improve the quality of the learning environments to provide internal and external spaces that support an innovative and engaging curriculum.

Historical Position

Over the previous 8 years considerable energy has been devoted to improving and developing various learning spaces and developing grounds and facilities that encourage creative and physical activity. This has largely been in response to a growing roll. These include:

- Cochrane Community Hall
- Library extension and refurbishment
- 7 new classrooms
- Refurbishment of 3 classrooms
- Data projectors installed in all classrooms
- 2 classroom soundfield systems
- New adventure playground
- Additional hard-court space
- Gardening area (CASE group in 2010)

There are still a number of classrooms that require refurbishment, and a shortage of withdrawal/small group teaching spaces and resource areas. If board funding is sufficient, we will refurbish Rooms 10 and 11, which will include the development of another small teaching space.

The board's current 5 year property funding agreement comes to an end mid 2012. A complete external property review to the Ministry guidelines must be undertaken prior to entering a new agreement. To align with our school annual planning this review should take place in 2011. This will be reflected in the board annual agenda for 2011.

In 2010 the newly formed CASE (Cashmere Avenue School Environment) group developed a number of garden spaces and gardening facilities and explored several environmental issues at the school. This group will be supported to continue in 2011.

Annual Goal and Action Plan 4.1:

To provide internal spaces that support an innovative and engaging curriculum.

Intended objective	Actions	Timing	Responsibility	Resourcing
Refurbishment of Rooms 10 and 11 to provide an attractive and comfortable learning environment and extra small teaching space is completed.	Complete tender process	Term 4, 2010	Board or delegation	Project manager and architect fees.
	Manage building contract	Term 1 and 2	Board delegation, within limitations to Principal and Finance and Audit committee	Building costs and fees.



Annual Goal and Action Plan 4.2:

To provide external spaces that support an innovative and engaging curriculum.

Intended objective	Actions	Timing	Responsibility	Resourcing
New recreation spaces and school environment projects are developed through enrichment programmes with students.	Enviro coordinator (unit holder) appointed fixed term for 2011	Term 4, 2010	Principal	1 management unit
	Enviro coordinator works with student inquiry group(s) to identify student needs and priorities, and possible solutions across schools eg. class gardens, sandpit, shade areas, etc. Proposals presented to Principal and or board.	Terms 1-3	Enviro coordinator, Principal, Board	Release time and intervals duty release
	Liaise with grants officer for possible grant applications	Terms 1-2	Enviro coordinator, Executive officer	Release time
	Enviro coordinator works with student group(s) to implement agreed planned solutions within allocated budget. Some Executive officer/principal support if external contractors involved	Terms 2-4	Principal, Board Enviro coordinator	Release time and intervals duty release. Budget: \$4000
Programmes and areas are developed to support sustainability practices	Enviro coordinator (unit holder) appointed fixed term for 2010	Term 4, 2010	Principal	1 management unit
	Enviro coordinator works with student inquiry group(s) to identify environmental sustainability needs and priorities, and possible solutions across schools eg. Power monitoring, composting, recycling, etc. Proposals presented to Principal and or board.	Terms 1-3	Enviro coordinator, Principal, Board	Release time and intervals duty release
	Liaise with grants officer for possible grant applications	Terms 1-2	Enviro coordinator, Executive officer	Release time
	Enviro coordinator works with student group(s) to implement agreed planned solutions within allocated budget. Some Executive officer/principal support if external contractors involved	Terms 2-4	Principal, Board Enviro coordinator	Release time and intervals duty release. Budget: \$1000



Annual Goal and Action Plan 4.3:

To review and determine the property and grounds development needs of the school.

Intended objective	Actions	Timing	Responsibility	Resourcing
The board will have clearly identified and prioritised property needs in the school, firstly in regard to any health and safety issues, and secondly to modernise facilities to meet today's learning requirements.	Ministry requirements for the 10 Year Property Programme and 5 Year Agreement are identified and shared with the board. (The board will be entering into new agreements with the Ministry in 2012)	Term 2	Principal	Budget: \$6000
	A suitable and Ministry approved property consultant(s) is selected to undertake a full property audit.	Term 2	Principal, Board	
	Liaise with property consultant throughout property review	Term 3	Principal	
	Property needs and opportunities are presented to the board for consideration.	Term 3	Principal, Consultant	
	10 Year Property Programme and 5 Year Agreements are developed for submission to the Ministry in term 1 2012	Terms 3-4	Principal, Board	