

**Cashmere Avenue School**

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## Annual Plan 2010

# 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.

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## Annual Targets:

### Reading

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

1.1.1a 80% of our students to be in the upper two quartiles (top 50%) when comparing to the AsTTle sample data for urban medium to high decile schools.

<b>RESULT IN JULY 2007:</b>	<b>Y4 – 83%</b>	<b>Y5 - 71%</b>	<b>Y6 – 86%</b>
<b>RESULT IN NOV 2008</b>	<b>Y4 – 79%</b>	<b>Y5 – 87%</b>	<b>Y6 – 83%</b>
<b>RESULT IN MAY 2009:</b>	<b>Y4 – 88%</b>	<b>Y5 – 94%</b>	<b>Y6 – 91%</b>

1.1.1b 50% of our students to be in the upper quartile (top 25%) when comparing to the AsTTle sample data for urban medium to high decile schools.

<b>RESULT IN JULY 2007:</b>	<b>Y4 – 60%</b>	<b>Y5 - 39%</b>	<b>Y6 – 61%</b>
<b>RESULT IN NOV 2008:</b>	<b>Y4 – 49%</b>	<b>Y5 – 67%</b>	<b>Y6 – 64%</b>
<b>RESULT IN MAY 2009:</b>	<b>Y4 – 59%</b>	<b>Y5 – 63%</b>	<b>Y6 – 72%</b>

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

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

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

<b>RESULTS 2007:</b>	<b>Y0/1 – 96%</b>	<b>Y2 - 94%</b>	<b>Y3 – 99%</b>
	<b>Y4 – 98%</b>	<b>Y5 - 93%</b>	<b>Y6 –93%</b>
<b>RESULTS 2008:</b>	<b>Y1 – 98%</b>	<b>Y2 - 97%</b>	<b>Y3 –97%</b>
	<b>Y4 – 99%</b>	<b>Y5 - 97%</b>	<b>Y6 – 100%</b>
<b>RESULTS 2009:</b>	<b>Y1 – 89%</b>	<b>Y2 - 100%</b>	<b>Y3 – 100%</b>
	<b>Y4 – 100%</b>	<b>Y5 - 100%</b>	<b>Y6 – 100%</b>

### Writing

Based on national achievement in Asttle writing and school achievement.

NB. 2009 was the first year all school samples were assess using the asTTle indicators. Previously the middle and senior school used the cluster exemplars, and the junior school used the National Exemplars.

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

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

\*Note: 2009 data reflects mid term 2 results. Schoolwide assessment was undertaken in term 4 in 2007 and end term 2 - beginning term 3 in 2008. This makes it difficult to determine whether the target was been met.



**Mathematics**

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

2.1.1a 90% of our students to be in the upper three quartiles (top 75%) when comparing to the PAT Mathematics national reference sample.

**RESULT IN:**

<b>March 2007:</b>	<b>Y3 - 78%</b>	<b>Y4 - 98%</b>	<b>Y5 - 95%</b>	<b>Y6 - 97%</b>
<b>March 2008:</b>	<b>Y3 - 87%</b>	<b>Y4 - 94%</b>	<b>Y5 - 98%</b>	<b>Y6 - 100%</b>
<b>March 2009:</b>	<b>Y3 - 76%</b>	<b>Y4 - 91%</b>	<b>Y5 - 95%</b>	<b>Y6 - 98%</b>

2.1.1b 40% of our students to be in the upper quartile (top 25%) when comparing to the PAT Mathematics national reference sample.

**RESULT IN:**

<b>March 2007:</b>	<b>Y3 - 40%</b>	<b>Y4 - 56%</b>	<b>Y5 - 26%</b>	<b>Y6 - 51%</b>
<b>March 2008:</b>	<b>Y3 - 30%</b>	<b>Y4 - 52%</b>	<b>Y5 - 52%</b>	<b>Y6 - 46%</b>
<b>March 2009:</b>	<b>Y3 - 29%</b>	<b>Y4 - 54%</b>	<b>Y5 - 52%</b>	<b>Y6 - 62%</b>

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

Based on the Diagnostic Survey and GLOS results for both the addition/subtraction and multiplication/division domains these are the "minimum standards" for strategy stage:

2.1.2a 100% of our students to be at or beyond Stage 3, the Count from One (imaging) strategy stage, by the end of Year 2.

**RESULT IN:**

<b>2007:</b>	<b>+/- Y2 - 100%</b>	<b>x/÷ Y2 - 95%</b>
<b>2008:</b>	<b>+/- Y2 - 100%</b>	<b>x/÷ Y2 - 88%</b>
<b>2009:</b>	<b>+/- Y2 - 95%</b>	<b>x/÷ Y2 - 95%</b>

2.1.2b 100% of our students to be at or beyond Stage 4, the Advanced Counting strategy, stage by the end of Y4

**RESULT IN:**

<b>2007:</b>	<b>+/- Y4 - 100%</b>	<b>x/÷ Y4 - 100%</b>
<b>2008:</b>	<b>+/- Y4 - 100%</b>	<b>x/÷ Y4 - 100%</b>
<b>2009:</b>	<b>+/- Y4 - 100%</b>	<b>x/÷ Y4 - 100%</b>

2.1.2c 100% of our students to be at or beyond Stage 5, the Early Additive Part Whole strategy stage, by the end of Year 6.

**RESULT IN:**

<b>2007:</b>	<b>+/- Y6 - 100%</b>	<b>x/÷ Y6 - 95%</b>
<b>2008:</b>	<b>+/- Y6 - 100%</b>	<b>x/÷ Y6 - 97%</b>
<b>2009:</b>	<b>+/- Y6 - 95%</b>	<b>x/÷ Y6 - 98%</b>



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## **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 need to be sustained, along with developing effective use of the National Standards for reading.

#### **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.

There has not been a major emphasis on development in writing since the Raroa Cluster Literacy Project in 2003-4 and a follow up in-school focus in 2005. 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. While the 90% targets were not met results were favourable in years 3-6, especially considering the assessment was undertaken in term 2. The lower rate for Year 2 is likely to be an indication of the earlier assessment time, and a change to using the asTTle assessment indicators rather than the National Exemplars.

In 2010 the staff will be implementing the National Standards for writing. This will involve further close assessment of students written work and developing a clear and consistent understanding of effective writing at the various year levels.

### **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. However sharing the framework should still be undertaken in 2010.

### **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. To date development in this area has not been prioritised ahead of competing demands.

One area explored in 2009 for the promotion of oral language was engaging students more in the self-assessment and reporting of progress. There were student led conferences during term 3 year as part of the reporting to parents process, which were almost universally considered to be a very positive development by students, parents and staff.

### **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 in 2005.

The new PAT:Mathematics assessment was introduced in 2007. In comparison to the national reference sample the results were positive in 2007, 2008 and 2009, with at least 90% of our students in Years 4 to 6 scoring in the two upper quartiles (top 50%) and at least 50% of Year 4-6 students scoring in the top quartile (top 25%) when compared to the national reference sample. However, for Year 3 the results, while still favourable, are not at the same level. This may be a reflection of the greater emphasis that literacy has in the junior timetable.

It is believed that further understanding, use and analysis of Mathematics assessment at the classroom level would have benefits for teachers and students, by identifying specific individual student needs and focussing the learning programme.

Implementing the National Standards for mathematics in 2010 will give staff the opportunity to clearly recognise the critical progression of learning in mathematics and also analyse progress in the early years of school.

### Annual Goal and Action Plan 1.1

#### To review and improve literacy programmes across the school

Intended objectives	Actions	Timing	Responsibility	Resourcing
Consistent and cohesive spelling guidelines are in place across the school that give clear guidance to teachers on the content, structure and resources for spelling programmes.	Spelling guidelines are finalised.	By term 1	Literacy Leader, APs, SENCO	Release
	Guidelines shared with staff	Term 1	Literacy Leader, APs, SENCO	Meeting time
	Implementation and monitoring of student progress.	Through year	Teaching staff	
	Review of implementation, including staff consultation, planning review, progress in spelling of random student sample.	Mid year	Literacy Leader, APs, SENCO	Release time
Consistent and cohesive oral language guidelines are in place across the school that give clear guidance to teachers on the integration of oral language into programmes, and assessment requirements.	Review Oral Language progressions (pending MoE publication)	When available	Literacy Leader, APs, Principal	Release
	Develop guidelines for school and share with staff		Literacy Leader, APs, Principal	Meeting time
	Monitor oral language assessment as part of termly documentation checks		APs, Principal	
	Collate school data and report to staff and board	Term 4	Literacy Leader, APs, Principal	Release and meeting time
Classroom and syndicate writing achievement data is effectively analysed and acted upon.	Staff are familiar with the administering and marking of writing samples – including the importance of surface features, through a staff meeting.	Term 1 or 2	Literacy Leader, APs, Principal	Meeting time

	<p>Writing samples class data is analysed individually and collaboratively in syndicates to:</p> <ul style="list-style-type: none"> <li>• identify needs and differentiation for groups within classes.</li> <li>• Collaboratively build teacher knowledge of effective writing</li> <li>• Syndicate needs may be identified for further syndicate PD</li> </ul> <p>Undertake school level analysis of student results for PATs and report to the board.</p>	<p>Term 2 And Term 4?</p>	<p>APs, Principal</p>	<p>Syndicate meeting time</p>
		<p>Term 2-3</p>	<p>Literacy Leader, Principal</p>	<p>Release time</p>

### Annual Goal and Action Plan 1.2

#### To review and improve mathematics programmes across the school.

Intended objective	Actions	Timing	Responsibility	Resourcing
Teachers can make effective use of a range of Mathematics assessment to identify individual student's capabilities and needs and plan learning programmes to cater for the identified needs.	<p>Maths leader guides Leadership team investigation into the mathematics tools and assessments available</p>	Term 1	Maths Leader, APs, Principal	Meeting time Release
	<p>Staff are familiar with the administering and marking of selected maths assessments through either staff or syndicate meetings</p>	Term 1	Maths Leader, APs, Principal	Meeting time
	<p>Mathematics PAT class data is analysed individually and collaboratively in syndicates (PAT – Middle and Senior School, Knowledge assessment – Junior School) to:</p> <ul style="list-style-type: none"> <li>• identify needs and differentiation for groups within classes.</li> <li>• Collaboratively build teacher knowledge of effective writing</li> </ul> <p>Syndicate needs may be identified for further syndicate PD</p>	Term 1	APs, Principal	Meeting time
	<p>Undertake school level analysis of student results for PATs and report to the board.</p>	Term 1	Maths Leader, Principal	Release time

**Further development of Literacy and Numeracy programmes shall be reflected under Strategic Goal 3, in reference to implementing the National Standards.**





## **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 has been 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 skills and abilities.

In the first two years a series of workshops, facilitated by Michael Pohl, were held to strengthening teacher understanding of thinking skills, introduce strategies for explicit instruction in thinking skills and develop a progression of thinking skill strategies.

In 2008 and 2009 the iTeam at Cashmere Avenue School with the support of the project Lead Teacher developed and used useful evaluative measures to assess teacher capacity in the teaching of thinking skills and strategies. Support was also provided through knowledge workshops, expert observations, coaching, observation feedback and supported teacher inquiries. The teacher inquiries were particularly effective in generating commitment and effecting change in practice. Key elements were evidence of teacher practice, self and 'learning buddy' analysis, clear teacher learning goals with success indicators, and student involvement in teacher assessment. There is now a strong basis of practice to build upon. Student data gathered on questioning skills showed some movement in student skill as a result.

After frustrations in previous 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 in 2008 to upgrading 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 has been provided through the employment of a part-time ICT teacher who has enabled teachers to improve both their own technical skills and improve the use and management of ICT in their classroom programmes.

As a result, over the previous two 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 and periodically refined.

While gains have been made, it is important that we sustain the momentum in 2010. One vehicle for this will be continuing the Collaborative reshaping of our school curriculum as a whole teaching team, to reflect the new curriculum and the pedagogical shifts in the school.

#### **Specialist Teachers**

The school has had a Special Needs Coordinator (SENCO) for four 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 2009 in improving the monitoring of special needs support through the newly introduced school Student Management System (SMS) eTAP. With the guidance of the SENCO, classroom teachers are providing very specific and regularly reviewed goals and plans for Teacher Aides. This has improved the quality of support for special needs students.

Procedures and programmes for gifted and talented students is a current area for further development.

In 2007, 2008 and 2009 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 and expanded in the future.

### Annual Goal and Action Plan 2.1

**To reshape our school curriculum, with collaborative input from the teaching team, to reflect the new curriculum and the pedagogical shifts in the school.**

Intended objective	Actions	Timing	Responsibility	Resourcing
To have a Cashmere Avenue curriculum framework that is understood by teachers and reflects the school vision and values, and the national curriculum.  NB: To cover the following learning areas: Health and PE Science Social Sciences Technology The Arts	Staff collaboratively identify common themes across learning area essence statements.	Term 4 2009	iLeader, APs, Principal, Staff	Staff meeting
	Staff collaboratively identify key concepts and skills, for each theme and learning area. These are developed into curriculum/syndicate levels.	Retreat and Term 1	iLeader, APs, Principal, Staff	Meeting times, release times
	Possible contexts and 'so whats' are identified for the key concepts and skills	Term 1- 2	iLeader, APs, Principal, Staff	Meeting times, release times
	Timing and coverage guidelines are developed and agreed	Term 2 - 3	iLeader, APs, Principal, Staff	Release & meeting times
	External advice and research of other schools as necessary other schools	Terms 1 -3	iLeader, APs, Principal, Staff	



To further develop staff understanding and commitment to the practice of inquiry.	Collegial planning in syndicates of inquiry learning topics, linking to identified themes and concepts in school curriculum (as developed), and with external and internal support as required	Termly	APs, Staff, iLeader, Principal	Meeting time
	Developing knowledge base of new staff, and revisiting prior knowledge and expectations for established staff of: <ul style="list-style-type: none"> <li>questioning,</li> <li>incorporating the language of thinking of</li> <li>metacognition,</li> <li>inquiry philosophy</li> </ul> through some of the following as necessary: workshop day/1/2 days, Staff/syndicate meetings, coaching, PRT programmes	Through out year as required	APs, Staff, iLeader, Principal	Meeting and release time
	Workshop on the impact of inquiry on the classroom environment.	Term 2 or 3 or call back day	iLeader, APs, Principal, Staff (external facilitator possibly)	Meeting time (facilitator cost)
	Skilful thinking (Bob Swartz) exploratory syndicate workshop(s). Follow up trial in class programmes with collaborative evaluation as syndicate following. Feedback to all teaching staff.	Term 2 or 3	APs, Staff, iLeader, Principal	Meeting time
	Teacher inquiry into an aspect of thinking or inquiry: <ul style="list-style-type: none"> <li>teachers paired with learning buddies;</li> <li>initial evidence of teacher practice and student action gathered</li> <li>goal-setting and shared with students for ongoing student feedback</li> <li>summary evidence gathered on the impact on students learning and teacher practice.</li> <li>Coordinate staff observation 'walk-around' during CRT times with subsequent reflection of practice across staff.</li> </ul>	Term 3	Teaching Staff APs, iLeader, Principal	Provision for time for learning buddies to work together (offset staff or syndicate meetings)  CRT time  CRT time and meeting time



## Annual Goal and Action Plan 2.2

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

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

### 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. Able Students will feel recognised and engaged in learning.	Complete Able Student procedures and share with teaching staff for trial with focus child(ren) in each class	Term 2	Able Student Co-ordinator, SENCO, APs, Principal	Release time, meeting time.
	Ongoing support for teachers in trial phase as required. May include knowledge workshops, coaching, demonstrations, etc.	Term 3 and 4	Able Student Co-ordinator, SENCO, APs	Release & meeting time, presenter or course costs.
	Evaluate in term 3 and 4 through discussion, interview with focus students & teachers, feedback to staff and board, revise procedures as necessary.	Term 3 and 4	Able Student Co-ordinator, SENCO, APs, Principal	Release & meeting time
	Report to board.	Term 4	Able Student Co-ordinator, SENCO, Principal	

### 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 class 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 CallBack 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



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### **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 enthusiasms of parents and staff, students experience a good 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. A school wide book week in 2006, an emergency week in 2007 and a parent initiated and managed student art exhibition were particularly successful examples of this that generated some real community excitement. 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.

**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 and reporting to students and parents.</p>	<p>Professional development workshops to build teacher understanding of the standards including links to the progressions.</p> <ul style="list-style-type: none"> <li>• Leadership team – webinars in Term 4 2009 and workshop in Holiday</li> <li>• Overview at the retreat, staff and board</li> <li>• External support for APs, Principal early term 1</li> <li>• Day workshops by syndicate to look at relevant assessments, later term 1</li> </ul>	<p>Retreat Term 1</p>	<p>Principal, Literacy Leader, Mathematics Leader, APs, external facilitator</p>	<p>Retreat costs Release time and costs for workshop day – each syndicate. External facilitator cost</p>
	<p>Review assessment procedures to ensure:</p> <ul style="list-style-type: none"> <li>• Relevant accurate data can be collected efficiently using eTAP (the school Student Management System)</li> <li>• Assessment timing and procedures align to reporting requirements</li> <li>• eTAP training as needed</li> </ul>	<p>Terms 1 and 2</p>	<p>Principal, Literacy Leader, Mathematics Leader, APs, external facilitator</p>	<p>Release time</p>
	<p>Align reporting format to National standards, as leadership team as part of regular leadership meetings.</p>	<p>Term 1</p>	<p>Principal, APs, eTAP trainer</p>	<p>Trainer cost, release time</p>
	<p>Informing parent community of National standards and how they are implemented and reported on through newsletters, school website, report covering letters and information sessions</p>	<p>Term 2</p>	<p>Principal, Lit &amp; Maths Leaders, APs, external facilitator</p>	<p>Release time</p>
	<p>Review current school achievement data-gathering, school wide achievement reporting and achievement targets:</p> <ul style="list-style-type: none"> <li>• Analysis achievement data collected for National Standards, reported to the board and baseline established</li> <li>• Compare to existing target results</li> <li>• Identify any areas for development</li> <li>• Set annual targets based on the National Standards for 2011</li> </ul>	<p>Term 1 and 2</p>	<p>Principal, external facilitator</p>	<p>Release 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 recent years considerable energy has been devoted to improving teaching practice and developing various learning spaces in response to a growing roll. In 2007 a new Adventure Playground was built with community support. This has been a valuable addition to the resources in the playground. Despite this addition there is still considerable scope and a need for further development of the physical environment of the school out side of the classroom to provide safe spaces that encourage creative and physical activity. As the school roll grows extra hardcourt space is becoming a pressing priority.

Due to a growing roll, there has been considerable focus on the building and refurbishing of classrooms and the development of smaller teaching spaces. This will continue in 2010 with the development of a further teaching space.

In 2009 the school was successful in a grant application that enabled data projectors to be installed in 9 of the 16 classrooms. These have facilitated the innovative and productive use of ICT in learning. Consideration should be given to further installation in the school.

### **Annual Goal and Action Plan 4.1:**

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

<b>Intended objective</b>	<b>Actions</b>	<b>Timing</b>	<b>Responsibility</b>	<b>Resourcing</b>
A further roll growth classroom that provides an attractive and comfortable learning environment is completed.	Complete tender process	Term 4, 2009	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.
Data projectors are installed in all remaining classrooms	Quotations are received and reviewed with recommendation for the board	Term 1	Executive officer, Principal, board	Purchase and installation costs
	Installation is supervised	Term 1 holidays	Executive officer, Principal	

**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 garden and recreation spaces are developed through enrichment programmes with students.	Enviro coordinator (unit holder) appointed fixed term for 2010	Term 4, 2009	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, vege 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
	Liase with grants officer for possible grant applications	Terms 1-2	Enviro coordinator Executive officer	Release time
Programmes and areas are developed to support sustainability practices	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
	Enviro coordinator (unit holder) appointed fixed term for 2010	Term 4, 2009	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
	Liase 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



Extra hardcourt space is developed on the lower field	Quotations are received and reviewed with recommendation for the board	Term 1	Executive officer, Principal, board	Locally raised funds
	Grant applications are made	Term 1-2	Grants officer, Executive officer	
	Installation is supervised and managed.	Term 3	Project manager Executive officer, Principal	

### Annual Goal and Action Plan 4.3:

#### To review the impact of the school day structure on learning.

Intended objective	Actions	Timing	Responsibility	Resourcing
The school day structure (timetabling of breaks and learning times) provides students with the best opportunities to maximise their learning  NB. There has been some evidence particularly through junior school, that particularly the core subject mathematics is 'compressed' in the current school day structure.	Review ministry guidelines, research and school practice.	Term 1	Awhina coordinator, SENCO, Principal	Release time
	Present options and recommendations to staff, board, and parent and student sample	Term 2	Awhina coordinator, SENCO, Principal	Release time Meeting time
	Approval through board Adopt new day structure	TBA	Principal, board	Meeting time
	Coordinate changeover with eTAP, and other effected stakeholders.	TBA	Executive officer, Principal	
	Begin new day structure	As agreed	School	
	Review changes through student and teacher interview and survey. Report findings to staff board and community.	As agreed	Awhina coordinator, SENCO, Principal	Release time