

Khandallah School



“Inspiring Future Stars”

Annual Plan 2011

2011 ANNUAL PLAN OVERVIEW

"Inspiring Future Stars"

<p>Teaching and learning programme development</p> <p>Literacy</p> <ul style="list-style-type: none"> • Writing – formative assessment. • Reading – guided reading. • Targeting low-achievers. <p>Numeracy</p> <ul style="list-style-type: none"> • Numeracy assessment tools • Targeting low-achievers <p>Key Competencies</p> <ul style="list-style-type: none"> • Thinking – across the curriculum • Inquiry processes <p>NZ Curriculum</p> <ul style="list-style-type: none"> • Key concepts for rich learning • Lighting the Way – Leadership • Here and There – Science • "Star Struck" – Dance / Drama <p>Perceptual Motor Programme</p> <ul style="list-style-type: none"> • All Year 1 students <p>Diversity</p> <ul style="list-style-type: none"> • Within the world of Dance/Drama • Te Reo / tikanga development 	<p>Finance</p> <ul style="list-style-type: none"> • Budget development & review • Monthly financial reports • Meet annual audit requirements. • Review asset register • Review cyclical maintenance provision 	<p>Property</p> <ul style="list-style-type: none"> • Complete ongoing maintenance • Review 10 year property plan • Review 5 year agreement • Continue property development – painting schedule, health & safety projects, swimming pool 	<p>Human Resources <i>Staffing, professional development, performance management</i></p> <ul style="list-style-type: none"> • Fund Reading Recovery (.24) • Fund DP position • Fund ESOL + teacher aide for each syndicate • Priority Whole-School Professional Development <ul style="list-style-type: none"> • Formative assessment practice • Literacy (writing/reading) • ICT • National Standards (Reading / Writing / Mathematics) • Personal Professional Development <ul style="list-style-type: none"> • Reading Recovery • Beginning / Tutor Teacher • Numeracy Lead Teacher • Literacy Lead Teacher • Leadership Team development • Performance Management <ul style="list-style-type: none"> • Job Description Review – all • Registered Teacher Criteria • Learning Walks / Talks
<p>Priority areas for improving student achievement</p> <p>To consolidate and extend high levels of achievement in Literacy / Numeracy with at least 90% achieving at or above expectation (norm referenced tools)</p> <p>Reading:- Reduce underachievement at Years 5 & 6 and for Maori students .</p> <p>Writing:- Reduce underachievement at Years 4, 5 & 6. Extend above achievement at Year 6.</p> <p>Numeracy:- Reduce underachievement for specific students whose rate of progress is below expectation.</p>			
<p>Health and Safety</p> <ul style="list-style-type: none"> • Health & Safety officer (staff) • Regular building checks • Update Hazard Register • Electrical Checks • Health Programme Delivery consultation. 		<p>Self Review / Reporting</p> <ul style="list-style-type: none"> • Charter / Strategic Plan / Annual Targets • School Curriculum Work in Progress • Curriculum / Assessment / Reporting Policies • Annual report • Policy Review Timetable 	

Partnership with the Community

Communication

- Home & School – staff rep/Principal
- Weekly Newsletters
- Portfolios /Written Summaries
- Website

Collaboration

- Parent information/engagement evenings
- 3-way Learning Conferences
- Support for Home & School projects
- Parent involvement in school activities

Consultation

- Charter / Strategic Plan Review – goals
- Board Policy Development
- Ongoing Curriculum Development'
- Health Education Programme

2011 Strategic Goals

Student Learning and Achievement	Developing a Quality Learning Community	School organisation and structure	Partnership
<p style="text-align: center;"><i>Goals that focus on improving Student achievement:</i></p> <p style="text-align: center;"><i>(Curriculum delivery and teaching strategies which promote student achievement)</i></p>	<p style="text-align: center;"><i>Goals for curriculum, support programmes and teacher development:</i></p> <p style="text-align: center;"><i>(Quality Teaching which supports student achievement)</i></p>	<p style="text-align: center;"><i>Goals for personnel, processes and systems:</i></p> <p style="text-align: center;"><i>(Quality infrastructure which supports student achievement and quality teaching)</i></p>	<p style="text-align: center;"><i>Goals that promote Khandallah as a school of choice</i></p> <p style="text-align: center;"><i>(Quality relationships which support development of student achievement, quality teaching and school infrastructure)</i></p>
<p>1. To consolidate and extend high levels of achievement in all aspects of the curriculum, especially literacy and numeracy, through effective teaching/learning pedagogy including clear articulation of learning intentions, use of success criteria and formative assessment practice.</p> <p>Formal assessments for reporting against school targets</p> <ul style="list-style-type: none"> • Reading • Writing • Numeracy 	<p>2. To promote the quality of teaching through whole-school professional development programmes linked to school goals.</p> <ul style="list-style-type: none"> • Registered Teacher Criteria as basis for reflection on practice • Assessment <ul style="list-style-type: none"> • Formative assessment • National standards • Foundation Learning <ul style="list-style-type: none"> • Literacy – reading / writing • Numeracy • Information Communication Technology • Curriculum Lead Teacher Development • Reading Recovery Teacher • Beginning Teachers • Tutor Teachers • Lead Team Development 	<p>3. To foster an innovative physical and learning environment that supports effective teaching.</p> <ul style="list-style-type: none"> • 10 Year Property Plan <ul style="list-style-type: none"> • Building wash • External paint <ul style="list-style-type: none"> • Three storey block • Swimming Pool • Internal paint <ul style="list-style-type: none"> • Three storey block • 5 Year Agreement <ul style="list-style-type: none"> • Repairs to three storey block • Boiler Repairs • Repairs to administration block cladding <p>4. To develop a school curriculum which reflects the expectations of the New Zealand Curriculum and the aspirations of the school community</p> <ul style="list-style-type: none"> • Curriculum Plan – work in progress <ul style="list-style-type: none"> • Formative Assessment • Key Concepts • Key Competencies • Inquiry Learning • Teaching as Inquiry 	<p>5. To strengthen partnerships with parents, caregivers and the wider community and to collaborate and consult fully on all key decisions affecting the school.</p> <ul style="list-style-type: none"> • Learning <ul style="list-style-type: none"> • Involving Parents more directly in the Learning Process • Consultation <ul style="list-style-type: none"> • Maori community • National Standards • Health Education • Consultation – Curriculum, Reporting, International Students,

Goal 1

- To consolidate and extend high levels of achievement in all aspects of the curriculum, especially literacy and numeracy, through effective teaching/learning pedagogy including clear articulation of learning intentions, use of success criteria and formative assessment practice.

2011 Target	Action	Who	Measure	Timeframe
<p>Literacy - Reading</p> <ol style="list-style-type: none">Consolidate and extend high levels of achievement in reading with at least 90% achieving at or above expectation based on assessment tools currently used by our school.Reduce underachievement in 2011 Year 5 and 6 cohorts from 17% and 13% respectively to 10% or less by targeting identified students through daily guided reading and intervention strategies.Identify the small number of Maori students (3) achieving below expectation, support them and monitor progress to bring achievement for Maori students in line with that of whole school.	<p>Reading</p> <ul style="list-style-type: none">Whole school action to consolidate and extend high levels of achievement<ol style="list-style-type: none">Administer formal assessment as outlined in 2011 Assessment Schedule. Collect data school wide at the beginning and end of year. Analyse.Use information from formal / informal assessments to identify needs of students and group for instruction based on needs.Effective classroom teaching is promoted in all classrooms.Regular guided reading lessons for all students in every classroom focusing on extending levels of achievement through higher order questioning and thinking using a range of texts (across curriculum areas).Identified students, achieving below / well below expectation, are targeted specifically in teaching programme and progress monitored regularly.Intervention programmes implemented to respond to need across school but especially at Years 5 and 6 and for Maori students as identified. Achievement monitored.Reading Recovery Teacher supports effective teaching practice across the school – training of Teacher Aide, supporting individual teachers & junior syndicate.Identify and train parent / community helpers to provide regular, reading mileage for students who would benefit from this type of support.			

<p>Literacy – Writing</p> <ol style="list-style-type: none"> 1. Consolidate and extend high levels of achievement in writing with at least 90% achieving at or above expectation based on the asTTle indicators and Literacy Learning Progressions. 2. Reduce the underachievement in Year 4 from 21% to 15%; Year 5 from 26% to 20%; Year 6 from 21% to 15%. 3. Extend the above achievement in Year 6 from 9% to 15% 	<p>Writing</p> <ul style="list-style-type: none"> Whole school action to promote high levels of achievement <ol style="list-style-type: none"> Administer writing assessment at begin / end of the year. Mark and moderate writing assessments based on asTTle / curriculum level indicators. Identify next steps for individual students and incorporate into planning, teaching and learning programmes. Analyse data to identify target students and trends. Effective classroom teaching strategies, based on AtoL effective teaching and learning indicators, implemented and/or enhanced. Regular guided writing lessons for all students Identified students, achieving below / well below expectation, are targeted specifically in teaching programme and progress monitored regularly. Intervention programmes implemented to respond to need especially at Years 4, 5 and 6. 			
<p>Numeracy</p> <ol style="list-style-type: none"> 1. Consolidate and extend high levels of Numeracy achievement with at least 90% achieving at or above expectation 2. Reduce underachievement by identifying students whose rate of progress indicates that intervention in either strategy development or knowledge recall is required to ensure they remain within the expected achievement band. <p><i>NB Target will be reviewed & refined following NumPA testing if required.</i></p>	<p>Numeracy</p> <ul style="list-style-type: none"> Whole school action to promote high levels of achievement <ol style="list-style-type: none"> Administer NumPA and GloSS assessments at the beginning / end of the year respectively. Undertake moderation to promote consistency of administration and teacher judgments. Use information from formal / informal assessments to identify needs of students and group for instruction based on needs. Effective classroom teaching is promoted in all classrooms Regular numeracy lessons for all students in every classroom Identified students, achieving below / well below expectation, are targeted specifically in teaching programme and progress monitored regularly. Intervention programmes implemented to respond to need 			

Goal 2

- To promote the quality of teaching through whole-school professional learning programmes linked to school goals.

Objective	Action	Who	Measure	Timeframe
<p><i>To enhance teacher effectiveness in order to improve student learning outcomes in Literacy</i></p> <p><i>To continue to develop teacher knowledge and practice in Reading through ongoing professional learning based within the school.</i></p>	<p>Reading</p> <ul style="list-style-type: none"> Whole school action to promote teaching effectiveness <ol style="list-style-type: none"> Teachers participate in professional learning to improve reading programme. Regular professional learning sessions throughout the year focus on <ol style="list-style-type: none"> Running Record administration / analysis E-asTTle analysis / next learning steps Literacy Learning Progressions (links to National Standards) Effective pedagogy including formative practice Support is provided for teachers as identified / requested. 			
<p><i>To enhance teacher effectiveness in order to improve student learning outcomes in Literacy.</i></p> <p><i>To continue to develop teacher knowledge and practice in Writing through ongoing professional learning based within the school.</i></p>	<p>Writing</p> <ul style="list-style-type: none"> Whole school action to promote teaching effectiveness <ol style="list-style-type: none"> Teachers participate in professional learning to improve writing programme. Regular professional learning sessions throughout the year focus on <ol style="list-style-type: none"> Assessment administration / moderation / analysis Needs identified through moderation processes Learning progress of “target” students Literacy Learning Progressions (links to National Standards) asTTle indicators and English Exemplars Effective pedagogy including formative practice Support is provided for teachers as identified / requested. 			

Objective	Action	Who	Measure	Timeframe
<p><i>To enhance teacher effectiveness in order to improve student learning outcomes in Numeracy.</i></p> <p><i>To continue to develop teacher knowledge and practice in Numeracy through ongoing professional learning based within the school</i></p>	<p>Numeracy</p> <ul style="list-style-type: none"> • Whole-school action to promote teaching effectiveness <ol style="list-style-type: none"> 1. Teachers participate in prof. learning to improve numeracy program. 2. Regular professional learning sessions throughout the year focus on <ol style="list-style-type: none"> a. needs identified through moderation / analysis of NumPA b. NumPA tools (GloSS, IKAN, JAM) c. number framework d. National Standards expectations – all strands e. effective pedagogy including formative practice 3. Professional development those new to numeracy (when available) 4. Support is provided for teachers as identified / requested. 			
<p><i>To enhance teacher effectiveness in order to improve student learning outcomes across the curriculum.</i></p> <p><i>To continue to develop teacher knowledge of Formative Assessment Practice through ongoing professional learning based within the school</i></p>	<p>Learning outcomes across the curriculum</p> <ul style="list-style-type: none"> • Whole-school action to promote teaching effectiveness <ol style="list-style-type: none"> 1. Teachers participate in professional learning to improve teaching through formative assessment practices. 2. Classroom teachers inquire into their own practice using the action plan model established through the AtoL professional development. 3. Observations of teaching practice and student learning, looking for evidence of formative practice based on the AtoL indicators are carried out by team leaders using the “Learning Walks” and “Open to Learning Conversations” model at least 4 times during Terms 1 and 2. 4. Feedback interviews continue to focus on <ol style="list-style-type: none"> a. improving student learning and achievement b. shifting teachers’ assessment knowledge and practice 5. Learning partnerships are established to discuss teacher action plans and target student progress. 6. Peer observations of practice and feedback to support and learn from each other take place. 7. Quality of formative practice across the school identified, analysed for strengths/weakness and trends. 8. Professional learning and support responsive to evidence / need will be provided as required. 9. Reflection to improve practice is encouraged through an ongoing focus on the Registered Teacher Criteria. 			

Objective	Action	Who	Measure	Timeframe
<p><i>To continue to develop teacher knowledge and practice in the use of ICT to facilitate and support learning within classroom programmes.</i></p>	<p><i>ICT to facilitate and support learning</i></p> <ul style="list-style-type: none"> • <i>Whole school action to promote ICT to facilitate and support learning</i> <ol style="list-style-type: none"> 1. Teachers participate in professional learning to develop knowledge and practice. 2. Practical sessions will assist teachers to become familiar with <ol style="list-style-type: none"> a. Expectations for ICT use at each year level. b. Range of web-based resources appropriate for learning c. Range of software programmes available to support learning. 3. Syndicate planning / sharing includes how ICT can / is being used 4. Ongoing peer support is encouraged 5. Each teacher expected to display in the suite one example of learning using ICT with annotations to show learning goal. 6. Key Competency & ICT teams explore how to introduce Information Literacy to support development of inquiry philosophy 			
<p><i>To continue to develop the capacity for leadership, focused on improving learning outcomes for students, within our school.</i></p>	<p><i>Leadership</i></p> <ul style="list-style-type: none"> • <i>Targeted action to promote leadership effectiveness</i> <p>Curriculum Leaders – Numeracy, Literacy, ICT, Thinking, Maori, Education for Sustainability, Science (T2), The Arts (T3)</p> <ol style="list-style-type: none"> 1. Curriculum Leaders (key people) in priority learning areas attend professional development related to their areas of leadership. 2. Curriculum Leaders have opportunity to attend relevant conferences 3. Curriculum Leaders in priority learning areas are supported in their role by opportunities to participate in support networks 4. Opportunities for curriculum teams to lead programmes of learning are provided – Science / Visual Arts. 5. Syndicate Curriculum Leaders are supported by the Leadership Team. 6. Numeracy / Literacy Lead Teachers / Principal attend National Standards development wherever available 			

Objective	Action	Who	Measure	Timeframe
<p><i>To continue to develop the capacity for leadership, focused on improving learning outcomes for students, within our school.</i></p>	<p>Special Education Needs Co-ordinator (SENCO)</p> <ul style="list-style-type: none"> 7. SENCO attends network workshops organised by RTLBs and other relevant professional development opportunities 8. SENCO is supported by the Leadership Team to review systems, identify and co-ordinate programmes to support learners at risk of underachieving (includes students with ASD and GATE) <p>Tutor / Associate Teachers</p> <ul style="list-style-type: none"> 9. Tutor Teacher and Associate Teachers attend development workshops when available. 10. Tutor Teachers are supported to provide quality induction and mentoring programmes for Provisionally Registered Teachers (PLD proposal for funding). <p>Lead Team</p> <ul style="list-style-type: none"> 11. Lead Team continues professional development tailored specifically to our needs to: <ul style="list-style-type: none"> a) Develop team ethos based on shared understanding/expectations b) Identify areas of strength / future focus c) Develop formative approach to appraisal (learning walks). d) Develop skills which enable “open to learning” conversations e) Review own progress and set new goals (with input from teams). f) Review assessment and reporting processes to meet legislative requirements and board direction g) Further develop our Khandallah School Curriculum 			

Goal 3

- To foster an innovative physical and learning environment that supports effective teaching.

Objective	Action	Who	Measure	Timeframe
<p><i>To continue to upgrade the physical environment in a planned and co-ordinated manner so that the holistic needs of students and staff are catered for.</i></p>	<ol style="list-style-type: none"> 1. Regular meetings of the Property Sub-committee of the Board to progress property issues. 2. Continue the employment of Lee Ashby to manage ongoing property maintenance projects. 3. Carry out work on the 10 Year Property Programme <ol style="list-style-type: none"> a) external painting schedule –Three-storey block b) internal painting schedule – Three-storey block, DP office c) Pre-painting maintenance – Three-storey block 4. Address priority health and safety issues <ol style="list-style-type: none"> a) Leaking building issues b) Boiler repairs 5. Work collaboratively with Board and H&S to fundraise for <ol style="list-style-type: none"> a) Data projector, lighting, sound system in hall b) Sound fields in all classrooms c) Flat screens or interactive whiteboards in classrooms d) Dental Clinic Conversion e) Bottom Field Development 6. Review 5 Year Agreement to identify next project from Concept Plan:- <ol style="list-style-type: none"> a) Upgrade toilets attached to Rooms 7/8/9 and 10/11/12 b) Rationalise and relocate storage areas a) Upgrade Library into more effective space b) Upgrade Rooms 13-14 (including toilet/withdrawal) c) Upgrade workroom/interview spaces in administration area d) Install verandah outside Rooms 7-9 e) Upgrade withdrawal / computer spaces in Rooms 7-12 7. Proceed with funding applications and design work to upgrade the Swimming Pool based on engineers' reports, council planning, community aspirations. 8. Progress the work done to date on reviewing the school identity and carry out a re-branding exercise. 			

Goal 4

- To develop a school curriculum, which reflects the expectations of the New Zealand Curriculum and the aspirations of the school community.

Objective	Action	Who	Measure	Timeframe
<i>To continue the process of developing a school curriculum which gives effect to New Zealand Curriculum (2007).</i>	<ol style="list-style-type: none"> 1. Continue review of assessment / reporting practices to identify areas of alignment / misalignment with NZ Curriculum (and National Standards) expectations. 2. Document Khandallah Way – formative assessment practice 3. Work collaboratively with the Board to develop Curriculum and Reporting Policies. 4. Continue with school-wide professional development related to Effective Pedagogy, Formative Assessment Practice 5. Identify Key Concepts for inclusion in Khandallah School Curriculum with input from parent community. 6. Review the Health Curriculum as delivered in Khandallah School. 			

Goal 5

- To strengthen the home/school and community partnerships.

Objective	Action	Who	Measure	Timeframe
<i>To promote parent understanding of and participation in the learning process.</i>	<p>Communication</p> <ul style="list-style-type: none"> • Formal opportunities for parents to engage with teachers and Board around curriculum, learning, assessment, reporting, charter and/or property development. • Open two-way communication (formal and informal) between home and teacher regarding student progress, welfare, behaviour. • Regular weekly newsletters keep parents informed of school / syndicate happenings and acknowledge student achievements. • Review and update school website to be the “must go to” parent information source 			

	<p>Collaboration</p> <ul style="list-style-type: none"> • Investigate ways to use the school website to support parental partnership in the teaching and learning process. • Further develop three way conferences, involving learning conversations focused on student learning. • Introduce Open Classroom times for parents to view children's learning goals in action • Invitation to participate in class/school programmes, trips/activities beyond the classroom, parent representation for each class and annual gala. • Teacher participation in a range of school community events organised by BOT / Home and School Association. <p>Consultation</p> <ul style="list-style-type: none"> • Review School Charter / Curriculum in consultation with students, parents and staff. <ul style="list-style-type: none"> • Key Concepts • Health Programme • Consult on Board Policies <ul style="list-style-type: none"> • Curriculum Delivery • Reporting to Parents • International Students • Actively seek the views of specific groups within our community <ul style="list-style-type: none"> • Maori • Minority ethnicities • School leavers 			
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