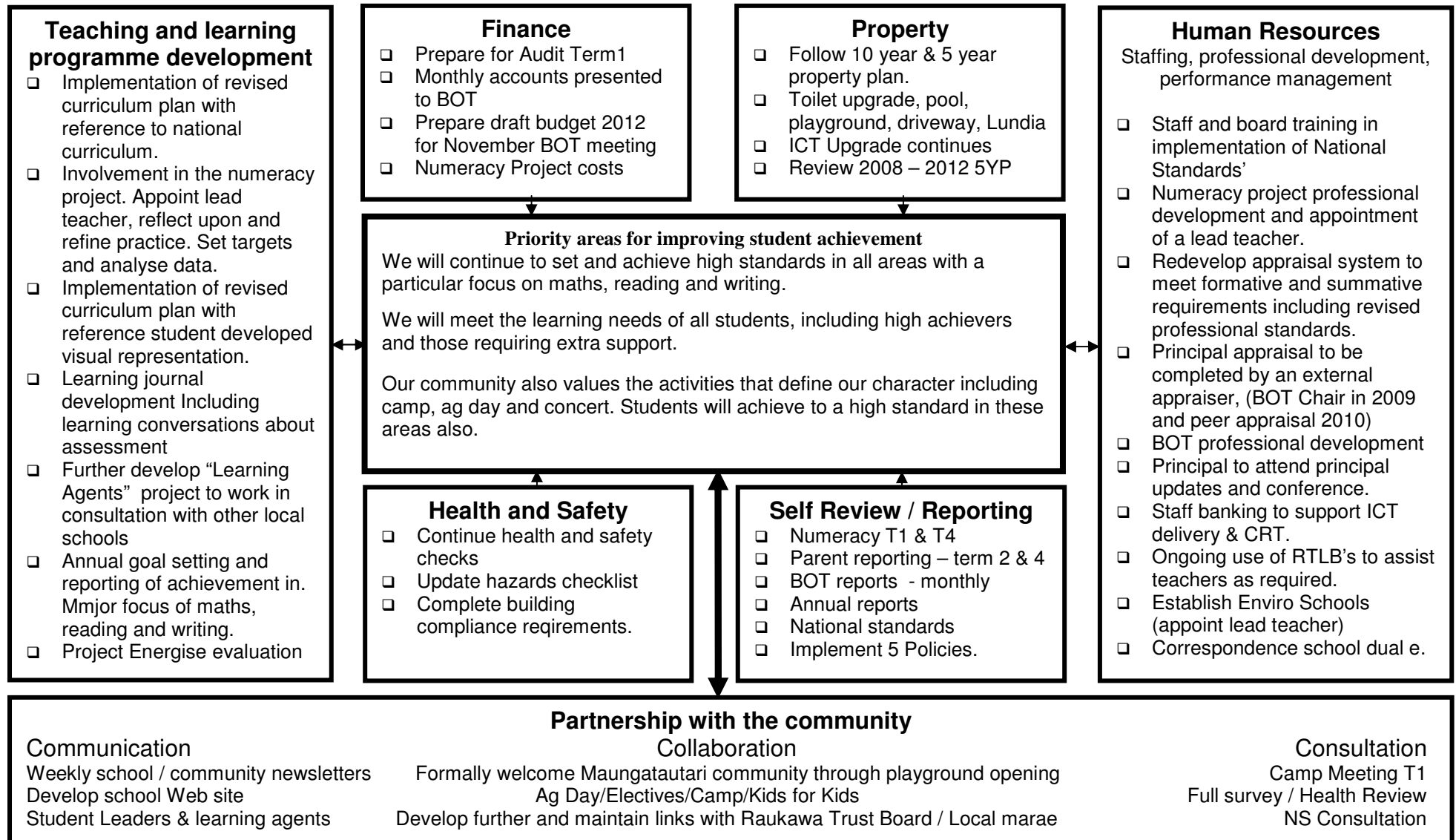


Section 3. Annual

3.1 Annual Plan Overview for Karapiro School 2011



3.2 Annual / Strategic Plan Overview for Karapiro School 2010

2010 targets analysis of variance

Student Achievement / Curriculum

In 2010 we once again aimed for educational excellence by setting demanding goals in the core curriculum areas of reading, writing and mathematics.

Writing

We set the following 6 goals for writing. The goals were closely aligned with the recently published national standards

1. That by December 2010 ALL year 6 students will be achieving at the end Level 3 in writing and at least 30% of year 6 students will be achieving within Level 4 in writing.
2. That by December 2010 ALL year 5 students will be achieving at within Level 3 in writing and at least 30% of year 5 students will be achieving at the end of level 3 in writing.
3. That by December 2010 ALL year 4 students will be achieving at the end Level 2 in writing and at least 30% of year 4 students will be achieving within Level 3 in writing.
4. That by December 2010 ALL year 3 students will be achieving at within Level 2 in writing and at least 30% of year 3 students will be achieving at the end of level 2 in writing.
5. That by December 2010 ALL year 2 students will be achieving at the end Level 1 in writing and at least 30% of year 2 students will be achieving within Level 2 in writing.
6. That by December 2010 ALL year 1 students will be achieving at within Level 1 in writing and at least 30% of year 1 students will be achieving at the end of Level 1 in writing.

Writing Results	Goal Set	Didn't achieve the goal	Achieved the goal	Exceeded the goal
Year 6	End of Level 3	5	3	2
Year 5	Within Level 3	2	3	11
Year 4	End of Level 2		4	5
Year 3	Within Level 2		1	7
Year 2	End of Level 1		2	8
Year 1	Within Level 1			12
Whole School		7	13	45

We achieved 4 out of the 6 goals set in writing and overall 58 out of 65 students met or exceeded the targets. See our analysis of variance for further detail.

Student Achievement: Writing

Generally our targets in writing were achieved. The difficulty we have experienced has been in getting our year 6 students to Level 3 advanced and above. There is quite a step up in expectation from Level 2 to Level 3 and then another major step to level 4. At Year 5 we have a group of highly motivated and very talented writers, we are confident that the majority of these students will achieve at a level above expectations in 2011. All teaching staff are booked into professional development in the January school holidays, working with Alison Davis. This professional development will be the basis of a review of our curriculum implementation guidelines.

Reading

We also set 6 goals for reading. Once again the goals were closely aligned with the recently published national standards

1. That by December 2010 ALL year 6 students will be achieving at the end Level 3 (10 – 12 year level) in reading and at least 30% of year 6 students will be achieving within Level 4 in reading.
2. That by December 2010 ALL year 5 students will be achieving at within Level 3 (9 – 11 year level) in reading and at least 30% of year 5 students will be achieving at the end of level 3 in reading.
3. That by December 2010 ALL year 4 students will be achieving at the end Level 2 (8.5 – 9.5 year level) in reading and at least 30% of year 4 students will be achieving within Level 3 in reading.
4. That by December 2010 ALL year 3 students will be achieving at within Level 2 (Gold 2)in reading and at least 30% of year 3 students will be achieving at the end of level 2 in reading.
5. That by December 2010 ALL year 2 students will be achieving at the end Level 1 (Turquoise) in reading and at least 30% of year 2 students will be achieving within Level 2 in reading.
6. That by December 2010 ALL year 1 students will be achieving at within Level 1 (Green) in reading and at least 30% of year 1 students will be achieving at the end of Level 1 in reading.

Reading Results	Goal Set	Didn't achieve the goal	Achieved the goal	Exceeded the goal
Year 6	10 – 12 yrs +	1	7	2
Year 5	10 – 12 yrs +		6	10
Year 4	8.5 – 9.5 yrs		2	7
Year 3	Gold level			8
Year 2	Turquoise level			10
Year 1	Green Level	1	7	4
Whole School		2	22	41

We achieved 4 out of the 6 goals set in reading and overall 63 out of 65 students met or exceeded the targets. See our analysis of variance for further detail.

Student Achievement: Reading

We have met the majority of our ambitious targets to help each child achieve the national standard as published. We will continue to identify every child who is achieving below expectation and put in place action plans to provide any extra assistance that we can. We continue have work to do it assisting teachers to make overall teacher judgements as to whether the standard has been achieved, exceeded or not met. We will continue to meet with the other Cambridge Rural Schools to moderate assessment data. We will evaluate the usefulness of our new reporting formats in meeting the needs of our parents.

We have benefitted from the Enhanced Learning Fund for the past two years. This has enabled us to provide intensive support for students experiencing difficulty with reading. This funding stopped at the end of 2010 and is no longer available after this. We will need to plan as to how we can best meet such needs. We are receiving excellent parent and ex-parent in-class and homework support; we are looking at developing this programme further.

Mathematics

We also set 6 goals for mathematics. Once again the goals were closely aligned with the recently published national standards

1. That by December 2010 ALL year 6 students will be achieving at the end Level 3 (Numeracy Stage 6 or 7) in maths.
2. That by December 2010 ALL year 5 students will be achieving at within Level 3 (Numeracy Stage 6) in maths.
3. That by December 2010 ALL year 4 students will be achieving at the end Level 2 (Numeracy Stage 5) in maths.

4. That by December 2010 ALL year 3 students will be achieving at within Level 2 (Numeracy Stage 5) in maths.
5. That by December 2010 ALL year 2 students will be achieving at the end Level 1 (Numeracy Stage 4) in maths.
6. That by December 2010 ALL year 1 students will be achieving at within Level 1 (Numeracy Stage 3) in maths.

Mathematics Results	Goal Set	Didn't achieve the goal	Achieved the goal	Exceeded the goal
Year 6	Numeracy Stage 6/7	4	4	2
Year 5	Numeracy Stage 6	3	2	11
Year 4	Numeracy Stage 5		6	3
Year 3	Numeracy Stage 5	2	5	1
Year 2	Numeracy Stage 4		4	6
Year 1	Numeracy Stage 3			12
Whole School		9	21	35

We achieved 3 out of the 6 goals set in reading and overall 56 out of 65 students met or exceeded the targets.

Student Achievement: Mathematics

We have achieved three out of our six very demanding targets for mathematics in 2010. In total 56 out of our 63 students have achieved targets set. 35 students (54%) have exceeded the mathematics targets reinforcing the need to provide these students with extension activities.

The majority of students who did not achieve the target were very close to the expected level. Most of these students (7 out of 9) were in Year 5 and 6 and struggled to achieve at stage six of the numeracy framework. A number of these 9 students have moved to our school recently and in fact only 1 of the 9 students started school at Karapiro. This may indicate a need to look at transition processes for new students.

We are determined to build upon the very good achievement levels detailed above and to accelerate the progress of those students achieving below the expected level while extending the very able students we have. As such we have signed an agreement to undertake a major professional development contract with the University of Waikato in 2011. This professional development will focus on numeracy and developing pedagogy designed to ensure that our school is focussed on ensuring that all students achieve at stage 6 or above by the end of year 6. We will also continue dual enrolment with the correspondence school for our gifted and talented students.

2011 Targets

Strategic aim: School wide focus on implementing national standards to support student achievement

Annual aim 1: Students, parents, families and whānau are clear about their child's progress and achievement in relation to the National Standards, and feel comfortable asking questions regarding how they can support their child's next steps.

Baseline data: Forty four percent of the parents in the school community survey felt comfortable or very comfortable with their understanding of their child's progress and achievement in relation to the curriculum and National Standards, and what they can do to support further progress.

Target:

- One hundred percent of parents, families and whānau agree or strongly agree that they are confident with their understanding of their child's progress and achievement in relation to the National Standards, and know what they can do to support this.

Actions to achieve targets	Led by	Budget \$ or FTE	Timeframe
1. Maintain a parent information page, supported by Ministry of Education resources, on the school website.	Principal		Term 1
2. Develop midyear report format	Principal		Term 1
3. Issue MOE support material at reporting times to support whānau understanding of the student progress and achievement report	Teachers		Term 2 and 4
4. Plan individual parent & teacher meetings to discuss student achievement and future goals.	Principal		Term 2 and 4
5. Survey parents as part of biennial survey	BOT		Term 4

Strategic aim: Achieve high standards of student success in all curriculum areas, with a particular focus on reading, writing & maths. Participation in a major numeracy professional development contract. School wide focus on implementing national standards to support student achievement

Annual aim 2.1: To increase the number of students achieving at or above the National Standard for mathematics.

Baseline data: Analysis of school-wide maths data in December 2010 identified some concerns in the year 6 cohorts. While 60% of year 6 and 75% of year 5 students were meeting their National Standard for maths, a significant number of students were not yet working at stage 6 or above.

Targets:

- That 80% or more of this year's year 6 students will be working at or above the expected level

- That 90% or more of this year's year 5 students will be working at or above the expected level.
- That at least 30% of students in year 5 and year 6 will be working above the expected level.

Actions to achieve targets	Led by	Budget \$ or FTE	Timeframe
1. Review assessment data with staff and determine the particular learning needs of target students	Principal		Term 1
2. Participate in numeracy contract with Sue Bullick through University of Waikato	Lead teacher.	\$2000	Throughout year
3. Review existing programme and provide tailored responsive support to meet the learning needs of target students	Principal, senior leadership team		Term 1
4. Work with parents, families and whānau around ways of supporting students' learning	Principal, teachers		Throughout year
5. Sign dual enrolment with correspondence school to meet the needs of able students	Principal, senior class teacher		Initiate by end Term 1
6. Moderate assessment procedures to ensure school-wide and interschool consistency, includes cluster moderation.	Principal, numeracy facilitator, lead teacher, teachers, cluster		Term 1; review data each term
7. Regular classroom observations and reflection sessions on numeracy sessions	Principal, numeracy facilitator, lead teacher, teachers,		Throughout year
8. Analyse end-of-year data to inform progress and planning for the following year	Principal		End of year
9. Monitor and evaluate the effectiveness of teaching practice and access to PLD tailored to their needs	Principal ,Lead teacher.		Throughout year

Strategic aim: Achieve high standards of student success in all curriculum areas, with a particular focus on reading, writing & maths. School wide focus on implementing national standards to support student achievement

Annual aim 2.2: To increase the number of students achieving at or above the National Standard for writing.

Baseline data: Analysis of school-wide writing data in December 2010 identified some concerns in the year 5 and Year 6 cohorts. While 50% of year 6 and 87.5% of year 5 students were meeting their National Standard for writing, a significant number of students were not yet working at stage three or above.

Targets:

- That 80% or more of this year's year 6 students will be working at or above the expected level
- That 90% or more of this year's year 5 students will be working at or above the expected level.
- That at least 30% of students in year 5 and year 6 will be working above the expected level.

Actions to achieve targets	Led by	Budget \$ or FTE	Timeframe
1. Review assessment data with staff and determine the particular learning needs of target students	Principal		Term 1
2. Participate in writing PD with Alison Davis	Alison Davis	\$800	January Vacation
3. Review existing programme and provide tailored responsive support to meet the learning needs of target students	Principal, senior leadership team		Term 1
4. Work with parents, families and whānau around ways of supporting students' learning	Principal, teachers		Throughout year
5. Employ teacher aides to support at risk students.	Principal, senior class teacher		Initiate by end Term 1
6. Moderate assessment procedures to ensure school-wide and interschool consistency, includes cluster moderation.	Principal, teachers, cluster		Term 1; review data each term
7. Analyse end-of-year data to inform progress and planning for the following year	Principal		End of year
8. Monitor and evaluate the effectiveness of teaching practice and access to PLD tailored to their needs	Principal ,Lead teacher.		Throughout year

Strategic aim: Achieve high standards of student success in all curriculum areas, with a particular focus on reading, writing & maths. School wide focus on implementing national standards to support student achievement

Annual aim 2.3: To increase the number of students achieving at or above the National Standard for reading.

Baseline data: Analysis of school-wide writing data in December 2010 showed that 97% of students were achieving at or above the expected level for reading.

Targets:

- That 95% or more of this year's students will be working at or above the expected level.
- That at least 50% of students will be reading above the expected level.

Actions to achieve targets	Led by	Budget \$ or FTE	Timeframe
1. Review assessment data with staff and determine the particular learning needs of target students	Principal		Term 1
2. Review existing programme and provide tailored responsive support to meet the learning needs of target students	Principal, senior leadership team		Term 1

3. Work with parents, families and whānau around ways of supporting students' learning, including in class reading support.	Principal, teachers		Throughout year
4. Employ teacher aides to support at risk students.	Principal, senior class teacher		Initiate by end Term 1
5. Moderate assessment procedures to ensure school-wide and interschool consistency, includes cluster moderation.	Principal, teachers, cluster		Term 1; review data each term
6. Analyse end-of-year data to inform progress and planning for the following year	Principal		End of year
7. Monitor and evaluate the effectiveness of teaching practice and access to PLD tailored to their needs	Principal ,Lead teacher.		Throughout year

Strategic aim: Implementation of the student developed visual interpretation of learning

Annual aim 3: To increase the level of student awareness of the visual representation of learning at our school.

Baseline data: the visual representation is new this year but synthesises several year's work through our EHSAS contract.

Targets:

- That 100% of students can discuss their learning, and the learning priorities at our school, in terms of the visual representation.

Actions to achieve targets	Led by	Budget \$ or FTE	Timeframe
1. Make representation widely available	Principal		Term 1
2. Put representation on the website	Principal,		Term 1
3. Develop individual and class responses to the visual representation	Teachers		Throughout year
4. Monitor and evaluate the effectiveness of students' interpretation of the visual representation	Principal, Lead teacher. Learning Agents		Throughout year