



Kelburn Normal School

**Annual Plan
2011**

STUDENT ACHIEVEMENT 1

Outstanding delivery of education in all areas, with priority to literacy and numeracy

Strategic Goal 1.1

Deliver a range of literacy opportunities, building on student strengths, with an emphasis on oral language and the arts

Annual Target 1.1

Enhance delivery of literacy programmes by building in process drama

Historical Position

Through undertaking 2009-2010 Action Research the teaching staff have collected evidence of improved student achievement in written language when literacy programmes involved a greater range of learning opportunities, especially when starting units/lessons with an emphasis on oral language and/or the arts (drama, dance, music, visual) and which build on individual student strengths. To enhance the delivery of literacy programmes there is a:

- need to increase staff release time to update curriculum documents and implementation of curriculum systems
- need for syndicate release times to get a shared understanding of literacy practices

Action Required	Who	Timeframe	Resources	Intended Outcome/ Success Criteria	Actual Outcome
1.1.1 Review KNS English Curriculum delivery documentation and practices to ensure there is an emphasis on oral language and the arts (Continued from 2010 Annual Plan Next Steps)	English Curriculum Team Principal ECT/Principal	By the end of Term 1, 2011 Board	Meeting time/s for English Curriculum Team (ECT) Wk 1-5 Meeting time/s for the ECT to present and work with the teaching team Wk 6-8	KNS English Curriculum provides a range of literacy opportunities with an emphasis on oral language and the arts. <ul style="list-style-type: none"> • ECT meet fortnightly in Term 1 to revise the English Curriculum delivery documentation and make changes • Reviewed documentation be agreed on by all teaching staff • Revised document added to the KNS Curriculum Handbook • Reviewed documentation be tabled 	

		meeting agenda item Week 3, Term 2		at Week 3, Term 2 board meeting	
1.1.2 Review KNS English Curriculum delivery documentation and practices to ensure there is an emphasis on oral language and the arts (Continued from 2010 Annual Plan Next Steps)	English Curriculum Team Principal ECT/Principal	By the end of Term 1, 2011 Board meeting agenda item Week 3, Term 2	Meeting time/s for English Curriculum Team (ECT) Wk 1-5 Meeting time/s for the ECT to present and work with the teaching team Wk 6-8	<ul style="list-style-type: none"> Reviewed documentation be made available to the parent community via a newsletter and/or website <p>KNS English Curriculum provides a range of literacy opportunities with an emphasis on oral language and the arts.</p> <ul style="list-style-type: none"> ECT meet fortnightly in Term 1 to revise the English Curriculum delivery documentation and make changes Reviewed documentation be agreed on by all teaching staff Revised document added to the KNS Curriculum Handbook Reviewed documentation be tabled at Week 3, Term 2 board meeting Reviewed documentation be made available to the parent community via a newsletter and/or website 	
1.1.2 Audit teaching staff capability to deliver the revised KNS English Curriculum and collect observational data	ECT ECT and ALT	End of Term 1, 2011 Mid Term 2, 2011	Scheduled meeting times	<ul style="list-style-type: none"> The ECT develop an audit to gather information around teacher capability to deliver the KNS English curriculum (Wk 6-8) Conduct the audit on teacher capability to deliver the KNS English curriculum (Wk 9-11) Baseline data collected from observation/s and self review of classroom Reading lesson/s and practices 	

		End of Term 4, 2011		<ul style="list-style-type: none"> Carry out Term 4 observations to identify any shifts in teaching practice 	
1.1.3 Support the delivery of the revised KNS English Curriculum by providing targeted individual professional development	ECT and ALT English Advisors. KNS staff, drama experts	From Term 2 onwards	Professional Development budget for teachers to observe, attend course, syndicate release \$3,000 Supporting texts, videos \$500	<ul style="list-style-type: none"> Using the audit develop and implement a professional development schedule which supports individual teacher growth. (This may be additional PD on integrating process drama into English programmes.) Summary of the audit, PD schedule update for Term 2-4, 2011 presented to the board via the Principal Report 	
1.1.4 Provide opportunities for teachers to share practices with other staff members (Continued from 2010 Annual Plan Next Steps)	Principal, ALT and SLT	Throughout the year	Ensure sharing times during Full Staff, Area and Syndicate meetings	Teachers are given numerous opportunities to discuss, share and learn about effective literacy practices from each other <ul style="list-style-type: none"> At least two sessions per term for staff discussion on teaching practice in English in Term 1 and 2 Provide feedback to the board on these sessions via the Principal Report 	



<p><u>Strategic Goal 1.2</u></p> <p>Develop and deliver a wide range of mathematics learning opportunities to cater for individual needs</p> <p><u>Annual Target 1.2</u></p> <p>To deliver mathematics programmes which develop students number sense in contexts involving practical problem solving (Will continue into 2012)</p>	<p><u>Historical Position</u></p> <p>Teaching staff have worked during 2009-2010 to develop more consistent teaching of mathematics across the school. This includes assessment of the numeracy programme. Teachers have identified a need to continue to address the consistency of teaching methods across the school and using assessment data in mathematics to support teaching and learning</p>
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Action Required	Who	Timeframe	Resources	Intended Outcome/ Success Criteria	Actual Outcome
1.2.1 Review KNS Mathematics Curriculum delivery and assessment documentation to ensure classroom programmes cater for all needs within the classroom	<p>Math's Curriculum Team (MCT)</p> <p>MCT/Principal</p> <p>Math's Curriculum Team (MCT)</p>	<p>By the end of Term 1, 2011</p> <p>Board meeting agenda item early Term 2</p> <p>By the end of Term 2, 2011</p>	Meeting time for Math's Curriculum Team (MCT)	<p>KNS Mathematics Curriculum documentation reflects best practices for teaching and assessing mathematics</p> <ul style="list-style-type: none"> • MCT meet fortnightly in Term 1 to revise the Mathematics Curriculum delivery documentation and make changes • Reviewed documentation be agreed on by all teaching staff • Reviewed documentation be presented at a board meeting • Reviewed documentation made available to the parent community via a newsletter and/or website • Assessment practices throughout the school are streamlined and documented clearly • Mathematics Assessment document presented and discussed at staff meeting • <u>Next step</u>; In 2012 or earlier if time allows develop and conduct a mathematics audit on teacher capability/problem solving 	



<p><u>Strategic Goal 1.3</u></p> <p>Extend learning across the curriculum through the use of ICT and Information Literacy.</p> <p><u>Annual Target 1.3</u></p>	<p><u>Historical Position</u></p> <p>In 2010 the ICT team developed a school wide ICT Plan for 2010 and beyond. This was supported with a large financial investment in the IT infrastructure at the end of 2010. All classrooms now have the hardware to allow basic ICT integration into teaching and learning programmes. The next step is to provide training and support for teachers and staff to develop their capability to use</p>
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To use ICT tools effectively across the curriculum				these tools effectively and continue to add to the ICT infrastructure as per the plan.	
Action Required	Who	Timeframe	Resources	Intended Outcome/ Success Criteria	Actual Outcome
1.3.1 Develop systems and provide training and support for staff to explore and experiment how the ICT resource can be integrated into classroom programmes to support student achievement	Principal and ICT team Out source PD sessions with experts	Term 1, 2011 Term 1, 2011 Term 2, 2011	Professional Development Budget \$3,000 Release time for teachers to observe \$3,000 Meeting times for sharing ICT practice	All staff have the necessary confidence, knowledge to integrate ICT into teaching and learning programmes with evidence of its effectiveness in raising student achievement <ul style="list-style-type: none"> ICT Team develop and conduct an ICT Audit on all KNS staff in Term 1, 2011 Present Audit summaries to the board as part of Principal Report Develop and implement a school wide PD plan from the audit in Term 1, 2011 Develop a system to gather feedback from syndicates/areas on how ICT integration is progressing and additional support requests throughout each term Provide collated feedback from each term to the principal for presentation at the board 	
1.3.2 Incorporate ICT tools into the school wide Action Research for 2011 (Developed from the 2010 Annual Plan Next Steps)	ICT team and ALT	Term 1 Term 2-3 Term 4	Meeting times scheduled Professional Development support \$3,000 'Special presentation afternoon tea meeting/s' \$1,000	<ul style="list-style-type: none"> Develop guidelines for the 2011 Action Research which involves ICT (Term 1, 2011) Support and guide teachers through the Action Research process Present these guidelines to the board Teachers present their Action Research at staff meetings. Video presentations and/or invite the board 	

<p>1.3.3 Continue to build teachers knowledge of Information Literacy and ensure IL is integrated into the classroom programme (Continued from 2010 Annual Plan Next Steps)</p>	<p>Information Literacy teacher and classroom teachers</p>	<p>TOD 1</p>	<p>Meeting time scheduled to allow for discussions, induction of new staff</p> <p>Professional Development Budget \$1,200</p>	<p>Ensure all teachers are aware of their part to play in the delivery of Information Literacy across the school</p> <ul style="list-style-type: none"> • Teachers have time to discuss the Information Literacy Plan and guidelines on TOD • Teachers planning includes Information Literacy as evidenced through the termly monitoring sheets • Professional development is offered to teachers who require support. This is recorded on the PD plan 	
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STUDENT ACHIEVEMENT 2

Extend individual student progress and achievement

Strategic Goal 2.1

Use data to inform teaching and learning programmes which cater for all needs.

Annual Target 2.1

Use assessment data to inform teaching and learning programmes to cater for all needs

Historical Position

In 2010 teachers were released for six half days within their syndicate teams to discuss student achievement data and the implementation of National Standards at KNS. This has not only assisted teachers to build a shared understanding of the assessment tools and practices but also provided the necessary time to moderate assessment practices across the school. At KNS we believe it is most effective when teachers are able to analysis their own class and syndicate data. This practice allows for student data to not only inform but also drive the teaching and learning programmes throughout the school.

Action Required	Who	Timeframe	Resources	Intended Outcome/ Success Criteria	Actual Outcome
2.1.1 Review and update school assessment procedures, documentation and teacher practice to reflect effective and current practices, continuing to provide syndicate release time for teachers to discuss these assessment practices (Continued from 2010 Annual Plan Next Steps)	Principal to timetable and provide ALT to review documentation	Term 1, 2011 Each term	Syndicate Release time \$3,000 Professional development in effective data analysis \$500 Discussions between teachers and across syndicates around assessment practices Release Time for TA's and Teachers \$500	Individual student assessment informs classroom teaching and learning programmes <ul style="list-style-type: none"> • Develop the 2011 assessment timetable and table at Week 7, Term 1 BoT meeting • Teachers summarize their class assessment data and produce copies for the ALT/SENCO • Evidence within the teachers planning (teacher practice) that assessment has informed planning and teaching programmes. Checks made through the Termly monitoring sheet. • Procedures and documentation is reviewed and updated as necessary • Provide any professional development on data analysis which has been identified and add this to the PD record for 2011 • Timetable meetings for Teacher Aides and classroom teachers to meet regularly to discuss student progress and achievement throughout each term • Present summarized student progress and achievement data at BoT meetings as the assessment schedule allows and following the BoT meeting agenda schedule 	



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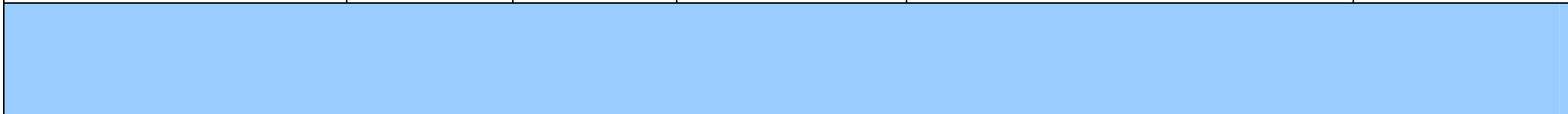
Strategic and Annual Target Goal 2.2

Provide a reporting system which recognizes the whole child

Historical Position

In 2009 the teaching staff revised the KNS End of Year Reporting format to reflect the revised New Zealand Curriculum. This resulted in a very different report format. Further changes were made during 2010 with the introduction of National Standards. Best practice and research supports reporting on all aspects of a child's development not just academic. Therefore teaching staff are working hard to ensure the KNS reporting systems recognizes the whole child and not just thin slices of their progress and achievement.

Action Required	Who	Timeframe	Resources	Intended Outcome/ Success Criteria	Actual Outcome
2.2.1 Seek parent feedback on the first year of National Standards implementation (2010) and use this feedback to improve the KNS reporting to parents systems taking into account best practices from within the profession. (Continued from 2010 Annual Plan Next Steps)	Principal, Deputy Principal ALT Teaching Team	Term 1 Term 2	Questionnaire/survey \$250 Time to collate responses	That the majority of KNS parents understands the reporting process and has a clear picture of their child's next steps at school and where they can assist at home. <ul style="list-style-type: none"> • Develop a way for parents to provide the school with feedback on the reporting process • Collect the feedback • Collate feedback • Summarize and present to staff, board and parent community • Identify any necessary changes as a result of the feedback and looking at best practices from within the profession • Continue the review cycle • Provide information sessions for parents as required and/or additional items on assessment in the newsletter and/or on the website 	



Strategic Goal and Annual Target 2.3

Recognise and communicate student progress and achievement within and around the school.

Historical Position

Students should all have an opportunity to 'shine'. At KNS we actively build on individual students strengths within the classroom and recognize achievements at school wide and syndicate assemblies throughout the year. The next step is to create further opportunities to promote and display individual students work and achievements within and around the school. This will provide motivating models for other students and also show cases the talented students we have at KNS.

Action Required	Who	Timeframe	Resources	Intended Outcome/ Success Criteria	Actual Outcome
2.3.1 Investigate, develop a plan to implement creative ways of showcasing and acknowledging student progress and achievements	Teaching staff	Brainstorming Term 1 Throughout the year	A budget to support displaying of work \$4,000 E.g. Printing budget for certificates E.g. Yr 8 Leavers presentations budget	KNS student work is valued, displayed attractively and showcased within and around the school environment. <ul style="list-style-type: none">• Brainstorming of ideas• Plan to trial some/all ideas throughout the year• Develop a review process to decide which were successful in showcasing and acknowledging student progress and achievement• Identify successful ideas to continue on with• Ensure the Bush Builders 'Native' posters from 2010 is completed in Term 1, 2011 with posters on show in the adventure playground and Gully areas	
2.3.2 Further develop teacher awareness of Gifted and Talented identification procedures	ALT and all teaching staff	Term 3	Professional Development if expert facilitator used \$500	<ul style="list-style-type: none">• Professional development session/s held for teaching staff in Term 3, 2011• Tabled at a Term 3, 2011 board meeting as part of the principals report	

STUDENT ACHIEVEMENT 3

Create a powerful Learning Culture

Strategic Goal 3.1

Create a powerful learning culture through use of Learning Conversation

Annual Target 3.1

Learning conversations feed into the teaching and learning cycle

Historical Position

With the implementation of the revised NZ Curriculum at KNS came KNS Learning Conversations. This is where students play an active role in discussing their own learning (both content and process of learning) with others. Learning Conversations are very much part of the KNS teaching and learning cycle and school culture. When introducing new ideas people require time for consolidation. Therefore our next step at KNS is to allow time for teachers to strengthen the role of Learning Conversations and assist parents to understand the importance of Learning Conversations in the child's development at KNS by building on work already started in this area.

Action Required	Who	Timeframe	Resources	Intended Outcome/ Success Criteria	Actual Outcome
3.1.1 Communicate with parents the reasons for 3 Way Conferences and benefits for their child	Principal and all teaching staff	Term 1 and throughout the year	Meeting times	<p>Parents are aware of the reasons for including their child in the 3 Way Conferences and know they can ask for separate interviews without their child if they feel it necessary. Reporting to parents does not need to be confined to the three scheduled times during the year.</p> <ul style="list-style-type: none"> Document and share the reasons for 3 Way Conferences in newsletters, at school gatherings and on the website Continue to encourage parents to make additional interview times throughout the year (over and above these school wide scheduled times) to discuss student achievement and progress 	

		Term 3, 2011		<ul style="list-style-type: none"> • Learning conversations are used in 3 Way Conferences and parents can see them in action • Seek feedback from parents in Term 3, 2011 on the effectiveness of Learning Conversations in their child's development. • Summarize this feedback for presentation to the board, staff and community via meetings, principals report, website and newsletter items 	
		Term 4, 2011			
3.1.2 Timetable staff meetings for teachers to discuss and share ways that they are integrating Learning Conversations into the everyday classroom programme. This will be supported by professional readings and research	ALT, Syndicate Leaders	Regularly throughout the year at full staff, area and syndicate meetings	Professional Readings \$500 Meeting times scheduled into timetable	Teachers develop their 'tool box' of ways to integrate Learning Conversations into the classroom <ul style="list-style-type: none"> • Teachers can articulate the ways that they do integrate Learning Conversations into their programme and provide evidence through student artifacts/video/photos etc • Minutes of scheduled meetings record discussions around Learning Conversation integration • A Learning Conversation Booklet is developed and made available to all teaching staff of the suggested ways teachers are integrating Learning Conversations into their programmes. (Term 4) 	



<p><u>Strategic Goal 3.2</u></p> <p>Create a powerful learning culture through embracing our school values and competencies</p>	<p><u>Historical Position</u></p> <p>The revised NZ Curriculum and our KNS Curriculum are still relatively new and work needs to continue in order for the changes to become a natural part of the way we do things at KNS. We believe, when delivered as intended, that our</p>
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Strategic Goal 3.3

Create a powerful learning culture through fostering leadership and responsibilities for all students

Annual Target 3.3

Establish a KNS leadership and responsibilities structure within the school

Historical Position

KNS offers numerous opportunities for all students in the way of leadership and responsibility. To ensure a clear structure and progressions are effective these opportunities need to be documented in one place and streamlined throughout the school.

Action Required	Who	Timeframe	Resources	Intended Outcome/ Success Criteria	Actual Outcome
3.3.1 Document what KNS already offers in the way of leadership and responsibility within classrooms, syndicates, areas and school wide	ALT and syndicate leaders	Term 2 start	Meeting times scheduled	<ul style="list-style-type: none">A document describing the opportunities KNS already provides for students to lead and have responsibility	
3.3.2 Further develop the 3.3.1 document to ensure streamlining and progression, adding any additional opportunities	Full staff	Term 2/3	Meeting times scheduled May require budget support if badges are required \$1,000	<ul style="list-style-type: none">A document describing all leadership and responsibilities being offered at KNS	
3.3.3 Collect Student Voice to assist in school improvement	ALT and teaching staff	Term 2	Budget for NZCER Survey \$250	Student voice is heard and valued as part of the school improvement cycle at KNS <ul style="list-style-type: none">Year 3-8 students complete the NZCER Student Voice surveyResults are compared with previous yearsFocus areas identifiedSurvey focus areas later in the year after interventionShare results with staff	



Strategic Goal 3.4

Create a powerful learning culture through being culturally inclusive

Annual Target 3.4

Teachers integrate cultural studies into the 2011 teaching and learning programmes under the school wide theme for 2011 of 'Identity and Difference'

Historical Position

KNS is predominately New Zealand European. There are a number of other ethnic cultures represented in the school community however most are small in numbers in comparison. We are also fortunate to welcome a group of international students each year into our KNS community. The international students are predominantly from Asia. One of our school values is to be culturally inclusive. Teaching staff believe it is important for the students at KNS to be exposed to and learn about other cultures, especially those represented within our school, and for all cultures to be made to feel welcome at KNS.

Action Required	Who	Timeframe	Resources	Intended Outcome/ Success Criteria	Actual Outcome
3.4.1 Develop how our 2011 school wide topic of Identity and Difference can provide opportunities for cultural exploration	ALT, Syndicate leaders and the whole teaching staff	Term 4, 2010, Term 1 TOD 2011 and throughout the year	Supporting texts from curriculum budgets \$2,000 (\$1,000 each for Social Sciences and Library budgets) Meeting times for discussions and planning	Develop cultural awareness in KNS students and school community. <ul style="list-style-type: none"> Cultural opportunities are planned for and evident in teachers plans and students work Students are provided several opportunities throughout the year to participate in different cultural activities and learn about differences and similarities. Cultural opportunities and experiences are shared with the KNS community via the newsletter, class open times for sharing to parents, assemblies and on the school website 	

Strategic Goal 3.5

Create a powerful learning culture through promoting student's connection with our community and environment

Historical Position

Our local Kelburn community and Wellington City provide wonderful learning opportunities for KNS students. As a school we need to ensure that we do not over look what is on our immediate doorstep and make the most of the opportunities

<u>Annual Target 3.5</u> Use of our local village and greater Wellington city as a resource to support teaching and learning				which Wellington provides for teaching and learning.	
Action Required	Who	Timeframe	Resources	Intended Outcome/ Success Criteria	Actual Outcome
3.5.1 To ensure teachers are aware of and make use of the resources which Wellington has to offer to support our teaching and learning programmes at KNS	ALT and Syndicate Leaders Full staff	Throughout the year	Meetings for 'outside providers' from Wellington to inform teachers about how they can support teaching and learning \$500	Teachers make connections to the wider community and the teaching and learning programmes offered at KNS <ul style="list-style-type: none"> • Class, syndicate trips involve the Wellington resources • Links are evident in teacher planning • Events are shared via newsletters 	

STAFF DEVELOPMENT

Attract and develop high quality staff, recognizing their value

<u>Strategic Goal 4.1</u> Provide systems to ensure appropriate appraisal, self reflection and development				<u>Historical Position</u> Schools have always battled with the compliance aspect of staff appraisal and the individual development of the person. Historically the two aspects have been part of the same system within a school. However best practice is providing evidence that it is more effective to separate the two. Professional Standards guide the compliance aspect of appraisal and will continue to do so with the introduction of new standards for schools to implement in 2011. The individual development of teachers will be separated from compliance and become part of the 'building a powerful learning culture' whereby teachers work in teams to observe best practices and learn from each other.	
<u>Annual Target 4.1</u> Implement the new professional standards and develop a 'team approach' to individual professional development					
Action Required	Who	Timeframe	Resources	Intended Outcome/ Success Criteria	Actual Outcome
4.1.1 Replace the existing professional standards	Principal, DP, ALT	Week 1-4, Term 1	New professional standards	The new professional standards are being used for the compliance aspect of appraisal	

with the new professional standards and inform staff about the changes				<ul style="list-style-type: none"> • Document is developed and implemented for appraisal using the new professional standards • The document is discussed and shared with the personnel sub committee on the board • The personnel sub committee report to the board that this document is in place 	
4.1.2 Brainstorm with staff ways of developing a ‘team approach’ to individual professional development. (This is different to the school wide professional development programme).	Principal and ALT Teaching staff	Term 1/2 and continued throughout the year Term 3, 2011	Meetings Release time for observations and feedback \$4,000	Teachers have planned observations with each other focusing on an aspect of teaching and learning practice. Teachers have input into their own programme. <ul style="list-style-type: none"> • Ideas are recorded • A system is developed and documented • An observation schedule is completed with a recording form identifying observation focus and feedback • The system is presented to the personnel sub committee, along with the supporting documents • The personnel sub committee report to the board that the system and supporting documents are in place and being implemented as described in the documentation. 	
<u>Strategic Goal 4.2</u> Support a professional learning culture through the provision of staff development programmes and networking				<u>Historical Position</u> At times a classroom teacher can feel starved of ‘adult’ conversation and isolated from professional discussion, especially when they are faced with a difficult issue. Teachers love to talk about their students and their successes and the hard times,	

Annual Target 4.2

KNS staff have the opportunity to network with teachers from other schools

however they do have to be careful about whom they discuss such things with and find that it's really other teachers who they can do this with. At KNS we have systems for the staff to be able to network within the school but it is also be of benefit to be able to have networking opportunities between schools. By providing these networking opportunities it will broaden the 'ideas and experience pool'. This is also important for our KNS support staff.

Action Required	Who	Timeframe	Resources	Intended Outcome/ Success Criteria	Actual Outcome
4.2.1 Utilize cluster connections to provide opportunities for teacher and support staff networking	Principal	Throughout the year, especially TOD's SENCO days	Release time \$2,000 TOD's Cluster Meetings	Ensure that KNS teachers not only share within our school but also with other staff from other schools and different contexts. <ul style="list-style-type: none"> • Teachers attend TOD cluster meetings • Teachers attend area specific cluster meetings, such as SENCO days • Senior staff have opportunities to network with other senior staff from other schools • Classroom teachers attend professional development sessions which involve teachers from other schools • A record of these meetings will be included in the principal monthly board report 	

Strategic Goal and Annual Target 4.3

Acknowledge and celebrate whanaungatanga (staff as a community)

Historical Position

Collectively the KNS staff is the schools greatest asset. To ensure the school attracts and retains a high caliber of staff; they, the staff, need to feel acknowledged and supported by the KNS community. KNS Staff will be at their best professionally when they feel valued by the school community.

Action Required	Who	Timeframe	Resources	Intended Outcome/ Success Criteria	Actual Outcome
4.3.1 Develop a system to allow other staff members, the board and where appropriate the wider school community to be informed about individual and collective staff successes	Principal, DP ALT, Syndicate Leaders	Throughout the year	Acknowledgment and celebration \$1,200	KNS staff feel valued and want to come to work <ul style="list-style-type: none"> KNS retains and attracts high quality staff When staff leave the school they leave for career advancement and/or for positive reasons which would be described in exit interviews Celebrations and acknowledgments are included in the newsletter, at assemblies and in the principals report to the board 	

LEARNING ENVIRONMENT

Provide a high quality learning environment

Strategic Goal and Annual Target 5.1

Provide a learning environment which is safe and healthy

Historical Position

For children to learn and grow to their best ability they require a safe and healthy environment first. This includes both the property features of the environment and the school culture. Our KNS school values will be a guiding influence on the school culture.

Action Required	Who	Timeframe	Resources	Intended Outcome/ Success Criteria	Actual Outcome
5.1.1 Continue to carry out the health and safety compliance checks as per schedule	Caretaker	Follow the schedule; daily, weekly, monthly	The schedule Budget to ensure maintenance and	The KNS physical environment is safe for all. <ul style="list-style-type: none"> The checks are carried out and forms completed and sent through 	

			<p>repairs are carried out throughout the year \$12,000</p> <p>Provision for replacement over time of larger items not funded by the ministry e.g. KNS adventure playground, The Gully, Interior and exterior Painting \$16,000</p>	<p>to the MOE</p> <ul style="list-style-type: none"> The board are informed of the completion of these checks and any follow up actions required as part of the principals board report 	
5.1.2 Through the development of leadership and responsibility 3.3.2 ensure there is a system for playground monitors as well as teacher duty	ALT	Term 2	<p>May need a way of identifying the playground monitors e.g. caps \$500</p> <p>Release for the teacher in charge of the monitors</p>	<p>The KNS culture is healthy.</p> <ul style="list-style-type: none"> School values are explicit and support the behavioral management programme within the school (as per success criteria 3.3.2) Monitors assist teacher on duty in the play ground 	
5.1.3 Revise KNS LEOTC (Learning Outside the Classroom) procedures and documents	PE Team and ALT	Term 1, 2011	Meeting times	<p>LEOTC opportunities have minimal associated risks due to good planning and well thought out safety procedures.</p> <ul style="list-style-type: none"> Review and update current KNS LEOTC procedures and supporting documents Present to the board and staff 	
5.1.4 Revise and update the KNS Civil Defense procedures and supporting documents (Continued from 2010 Annual Plan Next Steps)	ALT	Term 1, 2011	<p>Meeting times</p> <p>Maybe associated costs for setting up water storage, blankets etc \$1,000</p>	<p>KNS is prepared in the case of an emergency</p> <ul style="list-style-type: none"> Review and update documents Make contact with Civil Defense Present to the board and staff Communicate procedures with parent community 	

Strategic Goal 5.2

Provide a learning environment which is modern

Annual Target 5.2

Commence the upgrade of classroom interior and library shelving
(Links to Strategic Goal and Annual Target 7.4 ICT Infrastructure)

Historical Position

The KNS student's ages range between 5-13 years old. It is important to continuously upgrade the school facilities to ensure the school does not become out dated and old school in the eyes of our students. They deserve a physical learning environment which reflects the world they live in.

Action Required	Who	Timeframe	Resources	Intended Outcome/ Success Criteria	Actual Outcome
5.2.1 Ensure that classroom upgrades are followed out as per the 10 Year Property Plan. (Continued from 2010 Annual Plan Next Steps)	Property sub committee	Throughout the year	5YA Budget resourcing from the Ministry of Education Any additional locally raised money to support the MOE funding (if required)	KNS looks modern and is a motivating and inspirational learning environment <ul style="list-style-type: none"> The board receives updates on progress against the 10 Year Property Plan as part of the meeting cycle. This plan prioritizes work to be carried out over the next five years. The board continues their 'walk through' the school visits with a view of looking at both classroom programmes and property. 	
5.2.2 Upgrade library shelving. (Continued from 2010 Annual Plan Next Steps)	Library Team	Term 1, 2011	Budget for upgrading of library shelving (\$12,000 approximately to complete, although can be carried out in stages)	Library shelving is updated to encourage students to read the books on display. Shelving would predominately be facing out wards opposed to only one cover being able to be seen in a pile. <ul style="list-style-type: none"> Upgrade shelving as per quotes from 2010 	

Strategic Goal 5.3

Provide a learning environment which is respectful of the environment

Historical Position

In 2010 the school wide focus was Biodiversity which raised a number of questions and possible projects from students and

<u>Annual Target 5.3</u> To reduce the amount of unnecessary use of paper around the school				staff. Although the 2011 school wide focus is not on a science theme classroom practices can still promote day to day routines which are respectful to the environment. It was identified that there are a number of ways that KNS could reduce the amount of paper used. This in turn will help our environment.	
Action Required	Who	Timeframe	Resources	Intended Outcome/ Success Criteria	Actual Outcome
5.3.1 The school administration, management and classes monitor paper waste and investigate ways they could reduce their class waste.	Teachers	Term 3	Time in the classroom programme (\$500 for storage bins for recycling set up)	Reduce school wide paper use and waste <ul style="list-style-type: none"> • Summaries of use and waste over a one week period • Evidence of plans to reduce use and waste • Summaries of use and waste after intervention 	

LEARNING PARTNERSHIPS & COMMUNICATION

Encourage learning partnerships and maintain high quality communication within our school community

<u>Strategic Goal 6.1</u> Provide opportunities for parent involvement in their child's education <u>Annual Target 6.1</u> Involve parents in teaching and learning	<u>Historical Position</u> At KNS we believe in the 'triangle of learning'. That is a teaching and learning cycle which involves; the teacher, the student and the parent/s. All three sides of the triangle need to be active before a child can achieve their full potential. KNS teachers recognize that it is not always easy for parents to be involved in the daily classroom programme due to work or other commitments during the day. Teachers are aware of the need to be creative in the ways that they provide opportunities for parent involvement within the classroom and school programmes.
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Action Required	Who	Timeframe	Resources	Intended Outcome/ Success Criteria	Actual Outcome
6.1.1 Teachers actively create opportunities for their students parents to be involved in the 'triangle of learning'.	Teachers	Throughout the year		<p>The 'triangle of learning' is working effectively to ensure all students achieve to their full potential.</p> <ul style="list-style-type: none"> • Parents are invited into their child's classroom or to be part of class trips • Parents are involved in 3 Way Conferences • Celebrations of work are shared with parents through performances, presentations, open days and/or newsletters • The board is informed of the types of opportunities for parental involvement through the principal's board reports. 	

Strategic Goal 6.2

Provide quality feedback about individual, cohort and school wide student progress and achievement

Annual Target 6.2

Document KNS expectations for day to day feedback between teacher and student

Historical Position

KNS has always provided formal feedback on student progress and achievement in a variety of forms;

1. individual conferences, reports, portfolios for parents
2. cohort progress and achievement to the board e.g. girls vs. boys, year groups, ethnic groups etc
3. school wide achievement to the board and wider school community via the newsletter

Quality feedback also needs to occur on a day to day basis in the classroom between teacher and student and student and student. Sometimes this will be written sometimes it will be verbal. The type of feedback will vary depending on the age of the student and the learning activity.

Action Required	Who	Timeframe	Resources	Intended Outcome/ Success Criteria	Actual Outcome
6.2.1 List current practices throughout the school, review and develop KNS	Teachers ALT Syndicate	Term 2/3	Meeting times scheduled	A shared approach and understanding to providing student feedback is developed and implemented across the school.	

<p>expectations for teacher feedback to students and develop a description of intended outcomes for parent/teacher interaction</p>	<p>Leaders</p>			<ul style="list-style-type: none"> • A list of current practices is established to build on • A set of expectations (which may include samples) is established and added to the staff information folder on-line • Teachers implement and use the document as a guide for providing feedback to students on their work • Expectations are added to the KNS Curriculum Handbook and tabled at a board meeting in Week 7, Term 3 	
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<p><u>Strategic Goal and Annual Target 6.3</u></p> <p>Communicate openly with the school community</p> <p><u>Annual Plan 6.3</u></p> <p>Regularly update the community about the status of the Strategic Plan, Annual Plan and associated finances</p>	<p><u>Historical Position</u></p> <p>Clear, open communication forms a solid foundation for trust and support to develop. There are always ways to improve communication and at KNS we are aware that what has worked with one group of parents or in one year will not necessarily work the next.</p>
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Action Required	Who	Timeframe	Resources	Intended Outcome/ Success Criteria	Actual Outcome
<p>6.3.1 Approve the KNS 2011 budget (which is able to financially support the delivery of the 2011 Annual Plan) receiving clear monthly finance reports to ensure accurate and up to date reporting and planning can be carried out. (Developed from 2010 Annual Plan</p>	<p>Finance sub committee</p>	<p>Throughout the year</p> <p>Term 1</p> <p>Term 1</p>	<p>Budget for school accountant and auditor \$10,000</p>	<p>Financial information is clearly and openly reported to the board, communicated to the community and made available to KNS staff.</p> <ul style="list-style-type: none"> • The financial sub committee to identify the amount of any 'locally raised' funds required to met annual operational costs (Term 1, 2011) • Provide approved 2011 budget to interested community members via the school office (Term 1, 2011) 	

Next Steps)		Term 2		<ul style="list-style-type: none"> • Revise financial documents within the school and table at a board meeting. These will also be available on 'schooldocs' for the community to view (Term 2, 2011) • Regular updates are provided to the community via the board newsletter 	
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<u>Strategic Goal 6.4</u> Promote the school and its achievements <u>Annual Target 6.4</u> Invite the newspapers along to class, syndicate and school wide events	<u>Historical Position</u> Our KNS students and programmes are worth celebrating and sharing with the wider community. It is easy to over look the fact that the wider community take an interest in what we are doing.
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Action Required	Who	Timeframe	Resources	Intended Outcome/ Success Criteria	Actual Outcome
6.4.1 Identify within each syndicate a newspaper link person whose job it is to inform the Deputy Principal to invite the newspaper along to events. The DP is the point of contact and has a school wide over view of when the newspaper is being invited into the school	DP Identified newspaper person for each syndicate	Term 1, 2011 and throughout the year		KNS has one newspaper contact person, our DP, who has a planned overview of newspaper opportunities. <ul style="list-style-type: none"> • KNS events and programmes are included in a range of newspapers and community drops throughout the year • The board is informed through the principal report of such inclusions. 	
6.4.2 Strategic Goal and Annual Target 2.3.1 also supports 6.4.1	As per 2.3.1	As per 2.3.1	As per 2.3.1	KNS student work is valued, displayed attractively and showcased within and around the school environment.	



RESOURCING

Continually improve our resources to meet the needs of our students now and in the future

Strategic Goal 7.1

Take a 5 year view of resource requirements to support the strategic plan

Annual Target 7.1

Resource 2011 Annual Plan and 'put money aside' for projects which require accumulated funds over several years

Historical Position

Schools receive an annual operational budget according to the number of students as at 1st March each year. The amount is considerably lower the higher the schools decile rating. KNS is the highest decile possible, decile 10. Therefore we need to be actively looking at ways of raising local funds to support the continuation and development of the school and teaching and learning programmes. In addition to working within their means on an annual basis, schools are required to 'put aside' some of each years operational grant to provide for planned projects in the future which require schools to save for. One example of this is the interior and exterior painting of a school. Money is 'put aside' for this over a 9 year period.

Action Required	Who	Timeframe	Resources	Intended Outcome/ Success Criteria	Actual Outcome
7.1.1 Identify any funding requirements for the 2011 budget and explore possible funding avenues.	Finance sub committee	Term 4, 2010 and start of Term 1, 2011	Support from the PTA and other funding sources Grant application possibilities are made aware to the finance sub committee	The KNS 2011 Annual Plan is fully funded. <ul style="list-style-type: none"> A draft budget for 2011 is completed Shortfall is communicated clearly within the KNS community Possible funding avenues are investigated and work carried out to ensure the budget is positive 	
7.1.2 Provision continues to be 'put aside' for funding projects which require saving over several years	Finance sub committee	Term 4, 2010 and start of Term 1, 2011	Capital Expenditure plan 10 Year Maintenance Plan	Saving will be 'put a side' for clearly identified projects requiring funding from several annual operational grants from the MOE. <ul style="list-style-type: none"> Any accumulated funds in KNS bank accounts can be clearly 	

			Any other plans which have financial impact on school	identified as 'tagged' or 'non-tagged'.	
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Strategic Goal 7.2

Support flexible learning groups, to optimize teacher: student ratios

Annual Target 7.2

Review current flexible groupings and identify continuation and/or new ways of using and funding flexible groupings to raise student achievement

Historical Position

There are many factors which influence student achievement - some say class size makes a difference. At KNS we believe that it is effective teaching which makes the greatest difference coupled with class size. Our teachers need to be able to cater for individual needs and sometimes to do this the teachers identify that additional personnel would make a difference to student achievement. Often, these additional personnel will be over and above the KNS Ministry of Education funded staff and therefore will rely on locally raised funds if this need is to be met.

Action Required	Who	Timeframe	Resources	Intended Outcome/ Success Criteria	Actual Outcome
7.2.1 Identify and review current flexible groupings, making recommendations to continue and/or establish different or new flexible groupings	All teaching staff	Term 4, 2010 Term 1, 2011		Programmes and flexible groupings cater for identified needs of KNS students throughout the school <ul style="list-style-type: none"> • Generate a list of current flexible groupings • Identify which should continue, stop or be altered 	
7.2.2 Investigate possible funding options for proposed flexible groupings	ALT and Board	Throughout the year		Proposed flexible groupings are funded for and provided at KNS. <ul style="list-style-type: none"> • Generate a summary of flexible groupings and way of funding. Identify which are able to be implemented and those not. • Present summary to the board as part of the principal report to the board 	

<u>Strategic Goal and Annual Target 7.3</u>				<u>Historical Position</u>	
Resource the enhanced learning opportunities at KNS				KNS offers a number of extra and special programmes such as Discovery Time for the Junior Area, Chess Club strategic lessons and games, Drama Club, Orchestra, four choirs, and additional staffing for targeted areas of the school, just to name a few. All of these programmes require additional funding over and above our MOE annual operational entitlement either for staffing and/or resources. Funding is required each year to ensure the continuation of such programmes. Additional staffing and funding is outlined in the Annual budgets.	

Action Required	Who	Timeframe	Resources	Intended Outcome/ Success Criteria	Actual Outcome
7.3.1 As per 7.1.1	Principal, ALT, Finance sub committee	Term 1, 2011	Budget Grants PTA Financial Support	All extra and special programmes continue to be made available for of KNS students through the support of targeted funding to support both staffing and resources. <ul style="list-style-type: none"> The board is provided a summary of extra and special programmes and how they are funded. This would be included in a principal's report. 	



<u>Strategic Goal 7.4</u>				<u>Historical Position</u>	
Develop our ICT infrastructure				KNS is committed to providing a modern learning environment for our students. This would include integrating planned technology into the school environment, which supports student achievement throughout the school. In 2010 KNS developed an ICT plan which now requires funding support to be implemented over the next few years.	
<u>Annual Target 7.4</u>					
Technology supports student achievement in English and Mathematics					

Action Required	Who	Timeframe	Resources	Intended Outcome/ Success Criteria	Actual Outcome
7.4.1 Ensure all Interactive Whiteboards and supporting technology is being used effectively	ICT Team	Throughout the year	PD Budget \$2,000 Technical support contract budget	The ICT Plan is being implemented with current KNS technology is being used effectively to support teaching and learning and student achievement.	

through professional development provisions and technical support			\$8,000 IWB Installation \$9,000	<ul style="list-style-type: none"> Teachers are confident when using the hardware. Evidence provided through the before and after survey with a summary of each being presented to the board (ICT Audit summary from 1.3) Technical support is prompt and does not delay the effective use of technology in the classroom. This also can be ascertained via the teacher survey. Purchase and install IWB in Room 14 and upgrade the existing IWB in Room 8 	
7.4.2 Investigate wireless options throughout the school with the view that wireless options would support mobile laptop pods	ICT Team	Term 1, 2011	Budget for installation of wireless network and for at least two mobile pods (one per level would be useful being a total of 4 pods) Approx \$25,000 but could be done in bits	KNS students have access to ICT anywhere in the school <ul style="list-style-type: none"> A wireless network audit is conducted Mobile pod quotes are sort An installation plan developed and actioned for 2011 and beyond Plan presented at a board meeting with funding requests 	



<p><u>Strategic Goal 7.5</u></p> <p>Develop and implement an international student marketing strategy</p> <p><u>Annual Target 7.5</u></p> <p>Translate the international student section into target languages and continue to develop networks and advertising through the KOKOS agency</p>	<p><u>Historical Position</u></p> <p>KNS is fortunate to be one of a small number of primary schools in our region who has MOE permission to enroll international students. International students are required to pay fees for tuition at KNS. These fees pay for staffing and programme development and resources. The focus for international students at KNS is for cultural exchange, interchange and awareness. Each year it is uncertain how many international students will enroll at KNS. A staff member is employed specifically to address pastoral care</p>
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and provide academic programme support for our international students. In order for this to be cost efficient there is an optimum number of international students required each year. KNS need to market the school as a place which is culturally inclusive and welcoming of international students to ensure the optimum number of international students is met each year.

Action Required	Who	Timeframe	Resources	Intended Outcome/ Success Criteria	Actual Outcome
7.5.1 Investigate translator for the website and discuss costs. Choose preferred provider and action	International Student sub committee (ALT rep, ESOL teachers and Principal	Term 1, 2011	Budget to pay translator (could be funded out of international student fees) \$2,000	School information more accessible to international students and their families <ul style="list-style-type: none"> • International Student information translated on the website • Keep details of who is accessing KNS information via the international student website 	
7.5.2 Develop an action plan to develop networks and market the school for a place for international students to study	International Student sub committee (ALT rep, ESOL teachers and Principal	Term 2, 2011	Marketing in KOKOS magazine \$2,000 Plus additional \$1,000 for printing of KNS material to send to Korea	KNS has a planned approach to marketing the school to international students and actively using networking to support the marketing <ul style="list-style-type: none"> • Action Plan tabled at a board meeting • Continued to be involved in the sister school cultural exchange programme with Sunae Elementary School, Seoul, Korea 	





Kelburn Normal School

Analysis of Variance

For the year ended 31 December 2011

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A close look at this data may suggest that the school could implement some of its programmes differently to make more progress towards their long-term improvement goals.

In other words, the analysis of variance provides a sound starting point for self-review.

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2011 Student Achievement Target One:

To lift student achievement in reading comprehension across the school using the Reading National Standards as the benchmark. (A priority identified by the school and national education priority through NAG 1, Curriculum and NAG 2, Self Review, including reporting on National Standards.)

Link to Strategic Plan Goals:

STUDENT ACHIEVEMENT

Goal 1 **Outstanding delivery of education in all areas, with priority to literacy and numeracy**

Deliver a range of literacy opportunities, building on student strengths, with an emphasis on oral language and the arts. (Supports strategic priority 1, 2, 3 and 4)

Goal 2 **Extend individual student progress and achievement**

2.1 *Use data to inform teaching and learning programmes which cater for all needs. (supports strategic priority 1 and 2)*

Historical Position	2011 KNS Target and National Standard
<p>Results from National Standards testing in 2010 show that there were 24 students across the school from Year 1-8 who did not meet the National Standard in Reading.</p> <p>There was another group of 28 children across the school that only just made the standard and we need to monitor these students closely while also focusing on those children above.</p>	<ul style="list-style-type: none">• By the end of 40 weeks at school Year 1 students will be reading, responding to, and thinking critically about fiction and non-fiction texts at the GREEN level of Ready to Read.• By the end of 80 weeks at school Year 2 students will be reading, responding to, and thinking critically about fiction and non-fiction texts at the TURQUOISE level of Ready to Read.• By the end of three years at school Year 3 students will be reading, responding to, and thinking critically about fiction and non-fiction texts at the GOLD level of Ready to Read.• By the end of four years at school Year 4 students will be reading, responding to, and thinking critically about texts at level 2 of the NZC.• By the end of five years at school Year 5 students will be reading, responding to, and thinking critically about texts working towards level 3 of the NZC.• By the end of six years at school Year 6 students will be reading, responding to, and thinking critically about texts working at level 3 of the NZC.• By the end of seven years at school Year 7 students will be reading, responding to, and thinking critically about texts working towards level 4 of the NZC.• By the end of eight years at school Year 8 students will be reading, responding to, and thinking critically about texts working at level 4 of the NZC.
	How will this be measured?

	<ul style="list-style-type: none"> • Teacher observations over a period of time of the individual student reading in group and individual instructional sessions • Running record administrated at the appropriate level. This includes comprehension questions as well as accuracy and fluency. For the older students this will take the form of a piece of text that the students read independently and respond to in writing. • Meeting the National Standard as outlined in the Reading and Writing Standards for Y1-8. 			
	Focus Area	Year Group	Gender	Ethnicity
	Reading	Y 1-8	Both	All

KNS Student Achievement Target Two:

To increase student achievement in literacy in Years 1-8, in particular the use of writing processes within written language.

(A priority identified by the school and a national education priority.)

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Historical Position	2011 School Target			
<p>Results from 2010 National Standards showed that we had a total of 16 students across the school from Year 1-8 who did not meet the National Standard for writing. Coupled with this, in 2010 we had 23 students from Year 3 to 7 who were 6 months or more below their chronological age in their spelling SAST score at the end of the year.</p>	<p>The English Curriculum team will develop a school wide spelling programme for the teaching team to implement to focus on raising school wide achievement in writing (through looking at spelling and writing processes).</p>			
	<p>How will this be measured?</p> <ul style="list-style-type: none"> • Teacher observations during the intervention programme of students developing awareness of spelling patterns, use of accurate vocabulary in written language and other classroom based written tasks such as individual spelling tests. • Twice yearly moderation of written language samples which will be assessed against the writing exemplars and moderated within, syndicate, area teams and across the school. • School wide “SAST” South Australian Spelling test will be administered in Term 1 (Diagnostic data) and again in Term 3 (summative data) 			
	Focus Area	Year Group	Gender	Ethnicity
	Writing	Year 1-8	All	All



Kelburn Normal School

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	Writing	Year 1-8	All	All



Kelburn Normal School

Analysis of Variance

For the year ended 31 December 2011

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Link to Strategic Plan Goals:

STUDENT ACHIEVEMENT

Goal 1 Outstanding delivery of education in all areas, with priority to literacy and numeracy

Deliver a range of literacy opportunities, building on student strengths, with an emphasis on oral language and the arts. (Supports strategic priority 1, 2, 3 and 4)

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2.1 Use data to inform teaching and learning programmes which cater for all needs. (supports strategic priority 1 and 2)

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	Focus Area	Year Group	Gender	Ethnicity
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KNS Student Achievement Target Two:

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Kelburn Normal School

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Kelburn Normal School

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Link to Strategic Plan Goals:

STUDENT ACHIEVEMENT

Goal 1 Outstanding delivery of education in all areas, with priority to literacy and numeracy

Deliver a range of literacy opportunities, building on student strengths, with an emphasis on oral language and the arts. (Supports strategic priority 1, 2, 3 and 4)

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2.1 Use data to inform teaching and learning programmes which cater for all needs. (supports strategic priority 1 and 2)

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	Focus Area	Year Group	Gender	Ethnicity
	Reading	Y 1-8	Both	All

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Kelburn Normal School

Analysis of Variance

For the year ended 31 December 2011

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KNS Student Achievement Target Two:

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Kelburn Normal School

Analysis of Variance

For the year ended 31 December 2011

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STUDENT ACHIEVEMENT

Goal 1 Outstanding delivery of education in all areas, with priority to literacy and numeracy

Deliver a range of literacy opportunities, building on student strengths, with an emphasis on oral language and the arts. (Supports strategic priority 1, 2, 3 and 4)

Goal 2 Extend individual student progress and achievement

2.1 Use data to inform teaching and learning programmes which cater for all needs. (supports strategic priority 1 and 2)

Historical Position	2011 KNS Target and National Standard
<p>Results from National Standards testing in 2010 show that there were 24 students across the school from Year 1-8 who did not meet the National Standard in Reading.</p> <p>There was another group of 28 children across the school that only just made the standard and we need to monitor these students closely while also focusing on those children above.</p>	<ul style="list-style-type: none"> • By the end of 40 weeks at school Year 1 students will be reading, responding to, and thinking critically about fiction and non-fiction texts at the GREEN level of Ready to Read. • By the end of 80 weeks at school Year 2 students will be reading, responding to, and thinking critically about fiction and non-fiction texts at the TURQUOISE level of Ready to Read. • By the end of three years at school Year 3 students will be reading, responding to, and thinking critically about fiction and non-fiction texts at the GOLD level of Ready to Read. • By the end of four years at school Year 4 students will be reading, responding to, and thinking critically about texts at level 2 of the NZC. • By the end of five years at school Year 5 students will be reading, responding to, and thinking critically about texts working towards level 3 of the NZC. • By the end of six years at school Year 6 students will be reading, responding to, and thinking critically about texts working at level 3 of the NZC. • By the end of seven years at school Year 7 students will be reading, responding to, and thinking critically about texts working towards level 4 of the NZC. • By the end of eight years at school Year 8 students will be reading, responding to, and thinking critically about texts working at level 4 of the NZC.
	<p>How will this be measured?</p>

	<ul style="list-style-type: none"> • Teacher observations over a period of time of the individual student reading in group and individual instructional sessions • Running record administrated at the appropriate level. This includes comprehension questions as well as accuracy and fluency. For the older students this will take the form of a piece of text that the students read independently and respond to in writing. • Meeting the National Standard as outlined in the Reading and Writing Standards for Y1-8. 			
	Focus Area	Year Group	Gender	Ethnicity
	Reading	Y 1-8	Both	All

KNS Student Achievement Target Two:

To increase student achievement in literacy in Years 1-8, in particular the use of writing processes within written language.
(A priority identified by the school and a national education priority.)

Link to Strategic Plan Goals:

STUDENT ACHIEVEMENT

Goal 1 **Outstanding delivery of education in all areas, with priority to literacy and numeracy**

Deliver a range of literacy opportunities, building on student strengths, with an emphasis on oral language and the arts. (Supports strategic priority 1, 2, 3 and 4)

Goal 2 **Extend individual student progress and achievement**

2.1 Use data to inform teaching and learning programmes which cater for all needs. (supports strategic priority 1 and 2)

Historical Position	2011 School Target			
Results from 2010 National Standards showed that we had a total of 16 students across the school from Year 1-8 who did not meet the National Standard for writing. Coupled with this, in 2010 we had 23 students from Year 3 to 7 who were 6 months or more below their chronological age in their spelling SAST score at the end of the year.	The English Curriculum team will develop a school wide spelling programme for the teaching team to implement to focus on raising school wide achievement in writing (through looking at spelling and writing processes).			
	How will this be measured? <ul style="list-style-type: none"> • Teacher observations during the intervention programme of students developing awareness of spelling patterns, use of accurate vocabulary in written language and other classroom based written tasks such as individual spelling tests. • Twice yearly moderation of written language samples which will be assessed against the writing exemplars and moderated within, syndicate, area teams and across the school. • School wide “SAST” South Australian Spelling test will be administered in Term 1 (Diagnostic data) and again in Term 3 (summative data) 			
	Focus Area	Year Group	Gender	Ethnicity
	Writing	Year 1-8	All	All