

**Rotorua Intermediate School**

# **Annual Improvement Plan 2011**

COURAGE AND COMMITMENT



Strategic Area	Achievable Outcome	Delegation	Budget	Achievement Indicators	Procedures for Accountability
<b>Numeracy Moderation (Consolidation) (13.10)</b>  <b>Pillar One</b>	<b>School wide support for the implementation of Maths programme introduced in 2009</b>  <b>Particular focus on clarifying alignment to Number framework</b>  <b>Consolidating use of maths equipment to enhance learning effectiveness</b>	<b>Hinei</b>		<b>Regular school wide and team level development.</b>  <b>Use of classroom moderating to ensure deliberate acts of teaching bases on assessment data.</b>  <b>Use of equipment to enhance concept development.</b>	<b>Action Plan: March Board July and October</b>
<b>March Action Plan/ targets</b>  <b>July Progress Intended Next Step Dev.</b>  <b>October Summary &amp; Next Stage Development</b>	<p><i>2011: Streamline Math Resources through the library to ensure each class only has resources on a needs based programme to ensure resources aren't sitting on shelves. Moderate examples of learning experiences to ascertain OTJ for National Standard expectations. Teachers share evaluation of each unit taught in class to identify good teaching practice, quality resources and areas of need for each student. Use E-AsTTLe as a Formative Assessment tool to identify next step learning.</i></p> <p><i>Term 1 &amp; 2 Math evaluations completed by teachers based on OTJ for specific learning outcomes. Overall these evaluations indicate teachers are making generic statements as to where next for the students in their class. Our school-wide next steps will be to analyse these evaluations and talk with individual teachers to check they have the pedagogical content knowledge to identify next steps for students in target groups.</i></p> <p><i>The teacher discussions have been beneficial to clarify next steps teaching for the target groups. Using the observations, unit evaluations and evidence in student books has provided the information necessary to analyse success in both teaching and learning. I have now moved to working with only those teachers that through discussion they need the most support. This support could be in analysing data, identifying next steps teaching or making sense of where next for individual students.</i></p> <p><i>This process will follow through next year to consolidate.</i></p>				



**Review of Annual Improvement Plan**

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Pillar One	Class targets set for selected 'Target Groups' (Consolidation of Accountability)			on School Master. Team and Class targets recorded and progress reviewed	
<p><b>March Action Plan/ targets</b></p> <p><b>July Progress Intended Next Step Dev</b></p> <p><b>October Summary &amp; Next Stage Development</b></p>	<p><i>Tina and Raewyn will analyse data and set targets for 2011 as per MOE requirements, thereby identifying key learning needs across school and identify register of students to target and track progress and support the classroom teacher</i></p> <ul style="list-style-type: none"> <li>• <i>Target groups have been identified in all classrooms for reading based on the analysis of the PAT and STAR data collected at the end of 2010 and the beginning of 2011.</i></li> <li>• <i>A register of these students has been established and the students identified are those who are below, but who are working towards the standard. The majority of these students scored at Stanine 4 in the two tests.</i></li> <li>• <i>When carrying out reading observations in the classes, these target groups are the groups which are being observed so that teachers are being supported in their strategies teaching.</i></li> <li>• <i>Data for these students is being collected at the end of each learning block on School Master and teachers are expected to keep an ongoing journal to track progress.</i></li> </ul> <p><i>When all data is collected it will be collated &amp; targets analysed around week 4-5.</i></p> <p><i>For reading assessment, data has been recorded on School Master at the end of each learning block however the progress of the students in the ALGs has not been reviewed regularly by teachers.</i></p> <p><i>In 2012 there will be a greater emphasis placed on tracking the progress of the ALG students and setting targets at the end of each learning block.</i></p>				



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<p><b>Empowering Students (4.10)</b></p> <p><b>Pillar One (Next Step Development)</b></p>	<p><b>Teachers providing learning experiences that require students to articulate their own learning needs and identify their progress</b></p>	<p><b>Curric Leaders</b></p> <p><b>Principal</b></p>		<p><b>Students articulating learning intentions and success criteria</b></p> <p><b>Students involved in self assessment</b></p> <p><b>Quality interaction during Progress Discussions</b></p>	<p><b>Reports to Principal and Board</b></p> <p><b>Action Plan: March</b></p> <p><b>Team moderation</b></p> <p><b>Development Team moderation</b></p> <p><b>BEST practice staff sharing sessions</b></p>
<p><b>March Action Plan/ targets</b></p> <p><b>July Progress Intended Next Step Dev.</b></p> <p><b>October Summary &amp; Next Stage Development</b></p>	<p><i>Ensure more integration across curriculum with focus on 21 Century learning experiences, students making connections, seeing the relevance and purpose evident in all classes.</i></p> <p><i>Principal to implement programme of observations to appraise actual student engagement and outcomes.</i></p> <p><i>'Accelerated Learning groups (ALG)' in every classroom. Teacher observations have been done twice in almost every room. Moderation of student books by teams in T3. Moderation of persuasive writing in teams in T3. Moderation by myself (Tina) of randomly chosen students in the ALG of persuasive writing. On-going RIS exemplars from each team to be processed &amp; put into the RIS folder.</i></p> <p><i>Term 3 reading observations have identified that teachers need to provide their students with on-going feedback and feed forward and that students need to reflect more regularly on their learning. Observations in Math will continue twice per year for Expert Math teachers and termly for teachers who need support. These teachers are identified through ongoing observations.</i></p> <p><i>In 2012 moderation of formative assessment will continue and students will be required to have a copy of the RIS Reading Plan/student version in their reading books to assist with articulating their learning. Evidence of learning conversations in student math books will be moderated in team meetings and reviewed in Math formal observations.</i></p>				

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<p><b>Student Assessment Exemplars (6.10)</b></p> <p><b>Pillar One</b></p>	<p><b>Protocols for using assessment exemplars in Written Language used to appraise development by teachers and students.</b></p> <p><b>(Consolidation)</b></p>	<p><b>Tina</b></p>		<p><b>Online Teacher’s reference folder of exemplars.</b></p> <p><b>E-copies for student and parent reference.</b></p> <p><b>Good to Great Walls in each class</b></p> <p><b>Student using exemplars for reference in class during the learning process.</b></p> <p><b>Review outcomes from observations</b></p>	<p><b>Reports to Principal and Board</b></p> <p><b>Action Plan: March</b></p> <p><b>Team Moderation</b></p> <p><b>Room observations</b></p> <p><b>Walk the walls</b></p>
<p><b>March Action Plan/ targets</b></p> <p><b>July Progress Intended Next Step Dev.</b></p> <p><b>October Summary &amp; Next Stage Development</b></p>	<p><i>Moderation of asTTle results to gauge trends of development and next step improvement.</i></p> <p><i>Teachers PD to purpose use of exemplars and sharing of effective teaching practice.</i></p> <p><i>Still collecting asTTle examples from teams &amp; students to use as exemplars. Whole school observations completed. Organising some teachers to view teachers showing success in areas of writing.</i></p> <p><i>Teams have moderated pieces of writing. I have then used these as exemplars on the RIS exemplar page. This is still on-going as writing is given to me.</i></p> <p><i>A group of teachers have visited other classrooms for PD and sharing of effective teaching practice.</i></p> <p><i>I have looked at random student books from ALG in all teams bar Jackson. Noted teaching seen and advised leaders &amp; teachers with ideas for improvement &amp; questions for teams to discuss to make improvements for 2012.</i></p> <p><i>Visited 2 primary schools to assess whether we are linking our teaching as students move from year 6. This has proved to be so.</i></p>				



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<p><b>E-Learning Journals</b> Next Step Dev (7.10)  Pillar One</p>	<p><b>E-Learning Journals developed through Ultra Net to allow for regular feedback from parents and self assessment by students in Digital Learning Team.</b>  <b>(Consolidation)</b></p>	<p><b>Heather</b>  <b>Digital Team</b></p>		<p><b>Students and parent acknowledge the value of E Learning Journals to gauge ongoing progress of students.</b></p>	<p><b>Reports to Principal and Board</b> <b>Action Plan: March</b> <b>Digital Team moderation</b> <b>Parent feedback</b></p>
<p><b>March Action Plan/ targets</b>  <b>July Progress Intended Next Step Dev.</b>  <b>October Summary &amp; Next Stage Development</b></p>	<p><i>Teachers develop more integration of photo shop, videos, blogs for reflections.</i></p> <p><i>Class programmes will allow students to share more of the learning processes that they engage in during the day and not just key assessment tasks and related outcomes.</i></p> <p><i>Classes are using photo and video evidence of their learning. Some classes have used video for assessment. Introducing one thing at a time. Focus Term 3 Blogs across the team and building skills of students to create specific feedback related to the learning.</i></p> <p><i>There are some parents providing feedback on student work. Need to get more parents on board, there are some who have not logged in at all this year. We have discussed how we are going to target all parents at key points throughout 2012 to get more online involvement. Students' reflections and some peer assessment happening more informally than formal. Students are using their u-space as a place to invite feedback and hold online social learning conversations.</i></p> <p><i>Students value the recording of group session teaching and video feedback.</i></p>				

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<p>School wide consistency assessment using E Asttle (8.10)</p> <p>Pillar One</p>	<p>All students have undertaken E Asttle assessment as part of school's formative assessment process and used results for next step learning</p>	<p>Heather &amp; Sylvie</p>		<p>Students have skills to undertake assessment</p> <p>Students and teachers interpreting information</p> <p>Information helping support student learning</p>	<p>Reports to Principal and Board</p> <p>Action Plan: March</p> <p>Report in July and October from Team Leaders</p>
<p>March Action Plan/ targets</p> <p>July Progress Intended Next Step Dev.</p> <p>October Summary &amp; Next Stage Development</p>	<p><i>Specific times to plan &amp; agree on asTTle terminology undertaken by House Leaders and teachers.</i></p> <p><i>Student E Learning Folder will include web sites/knowledge will allow continued moderation of student engagement in E Learning.</i></p> <p><i>e-asTTle formative assessments in Math &amp; Reading set up for the accelerated groups. Whole school completed writing. Students to use and reference their data to create own learning targets.</i></p> <p><i>Math reading and writing online formative assessment used for all classes and students. Teachers are using to inform their next teaching. PD for teachers planned in 2012 in getting students to use as a reference for their learning and setting goals throughout the year. Target group for using the data from these tests are the students.</i></p> <p><i>Some parents do go online and look at the results, need to communicate to all parents that the data is available online.</i></p>				

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<p><b>School wide consistency in Reading (9.10)</b></p> <p><b>Next Step Dev</b></p> <p><b>Pillar One</b></p>	<p>All classes have required information on Good to Great Wall</p> <p>Ongoing observations to encourage sharing of best strategies in Reading by Raewyn.</p> <p>Regular professional sharing sessions will be built into school wide professional learning programmes.</p>	<p>Raewyn</p> <p>Literacy Consultants</p> <p>Christine</p> <p>Sharron</p>		<p>School Reading expectations evident in all planning and students' books</p> <p>Increase level of self monitoring by students.</p> <p>Gaining knowledge from contributing school to ensure scaffolding of strategies.</p>	<p>Reports to Principal and Board</p> <p>Action Plan: March</p> <p>Report: July and October from Reading Consultant</p>
<p><b>March Action Plan/ targets</b></p> <p><b>July Progress Intended Next Step Dev.</b></p> <p><b>October Summary &amp; Next Stage Development</b></p>	<p><i>To implement the Reading Plan constructed in 2011 and continue staff development in relation to the plan;</i></p> <p><i>Continue working with the advisers to implement and consolidate plan and to construct a staff Reading Handbook.</i></p> <ul style="list-style-type: none"> <li><i>• There have been two rounds of reading observations in all classrooms, implemented firstly by the reading advisers and then by me. Teachers have received feedback and next steps suggestions as a result of these observations.</i></li> <li><i>• Within the Teams there has been support provided to implement the schoolwide reading plan.</i></li> <li><i>• There has also been PD provided in Teams to assist teachers with strategies development.</i></li> <li><i>• Current levels of practice have been identified and now teachers will be timetabled to observe examples of effective practice within the classrooms' of their peers.</i></li> <li><i>• Two more planned PD sessions facilitated by the reading advisers will be taking place this term.</i></li> </ul> <p><i>The Reading Plan has been implemented successfully across all teams this year.</i></p> <p><i>Reading observations carried out at the end of Term 3 identified examples of effective teaching and these will be shared at team level this term. Some teachers have been asked to observe examples of effective teaching happening in other classrooms. Students' books have been moderated at team level to encourage consistency.</i></p> <p><i>There have been two more valuable PD sessions facilitated by the reading advisers during Term 3, one on developing critical thinking and questioning skills and the other on ideas for developing reading across the curriculum.</i></p> <p><i>Targets for 2012 include on-going sharing of effective practice, individual tutoring of teachers requiring further reading PD and the development of reading exemplars.</i></p>				

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<b>Specialist Team (10.10)</b> <b>Next Step Dev</b> <b>Pillar One</b>	<b>Innovation 2010</b> Students will gain greater in-depth learning experiences by blending technologies in different contexts.	<b>Erin &amp; Specialist Team</b>		<b>Blending of technologies evident in products</b>  <b>Blending of Technologies is developing flexibility in student's problem solving</b>	<b>Action Plan: March</b> <b>Review report July and October</b>

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<p><b>March Action Plan/ targets</b></p>	<p><i>Programme planning to show a definite blending of technologies in-order that students see the transferable nature of technologies in everyday life.</i></p>				
<p><b>July Progress Intended Next Step Dev.</b></p>	<p><u>Materials Technology:</u></p> <ul style="list-style-type: none"> <li>• <i>The first classes have just completed their two terms in Materials Technology.</i></li> <li>• <i>The students have overwhelmingly supported the blending of the technologies as they have a greater variety of materials to use, increased practical time and are able to create more exciting outcomes.</i></li> <li>• <i>The teachers also prefer the blending as students are taking ownership of their learning by becoming more self reliant and self managing, and are able to be more creative with the increased time and materials available.</i></li> <li>• <i>The boundaries have decreased enabling them to be more creative within contexts which are more relevant to each individual student.</i></li> </ul> <p><i>In the next half of the year we will endeavour to improve on the programme by overcoming some of the problems we have encountered so far.</i></p>				
<p><b>October Summary &amp; Next Stage Development</b></p>	<p><u>Music / Drama:</u></p> <p><i>Sherlie and Alasdair have joined forces and are working with one class to create a musical over two terms. The students have so far created a plot and are working in groups to create each scene. They will write the music, and organise props, etc so the entire musical is student generated.</i></p> <p><i>The blending undertaken in 2011 has been very successful and popular with students and teachers alike. The boundaries previously imposed in the programmes have been decreased and students have had more freedom to be creative with their problem solving. The students no longer perceive each subject area as a stand alone subject and are more inclined to make decisions that may require a broader approach. The blended subjects have allowed the students to have more control of their learning and the resulting level of enthusiastic participation has been increased.</i></p> <p><u>Next Stage Development:</u></p> <ul style="list-style-type: none"> <li>• <i>Other stand alone specialist subjects will blend in 2012 to create the rich learning experiences that some students have enjoyed this year.</i></li> </ul> <p><i>Blended programmes need to be made available to all students in the school.</i></p>				



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<b>Specialist Team (11.10)</b>  <b>Pillar One</b>	<b>Emphasis on guiding students through a problem solving and thinking process by skillful use of effective questioning (Consolidation)</b>	<b>Erin Specialist Team</b>		<b>Greater level of 'Learning Conversations' apparent in all classes.</b>	<b>Action Plan: March Classroom observations by Peers and Team Leader.</b>





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<b>Extending Thinking Strategies</b>  <b>(12.10) Pillar One New Initiative</b>	<b>Teacher provided with a variety of thinking strategies to allow students different approaches/strategies to unpack problems and information.</b>	<b>Stephanie</b>		<b>Greater range of thinking strategies evident in the learning process.</b>  <b>Students can articulate relevance of chosen strategies</b>	<b>Action Plan: March</b>  <b>Written Review report against targets: July and October</b>
<b>March Action Plan/ targets</b>  <b>July Progress Intended Next Step Dev.</b>  <b>October Summary &amp; Next Stage Development</b>	<p><i>Establishing and implementation of RIS Thinking Taxonomy across all classes.</i></p> <p><i>Draft thinking taxonomy has been completed and NAPES developed. The thinking taxonomy is now being trialled in Rutherford House- looking at building up exemplars in 'real-life' learning situations from the students themselves, deciding what works and what doesn't, and further developing taxonomy from this.</i></p> <p><i>RIS Thinking Taxonomy is still under improvement after trialling and finding out what works well and what is less effective. The double bubble map and Napeing was introduced to team leaders in term three with the expectation that all teachers would implement this in their programme. Teachers were advised that an example from each class would be asked for early on in term 4.</i></p> <p><i>In order to continue to develop the use of our thinking taxonomy in 2012, teachers need to be introduced to other tools at different levels of the taxonomy, some they will be familiar with and some they may not be. My suggestion would be to compile the taxonomy, tools and NAPES for each teacher and to develop a timetable of expectation for what tools will be used each term throughout 2012.</i></p>				
<b>Moderation of Physical Education Programmes (Consolidation)</b>	<b>Consistent focus on skill development through PE lessons</b>	<b>Shane Principal</b>		<b>Each unit is assessed and outcomes shared with students and parents.</b>  <b>Create more opportunities for peer</b>	<b>Reports to Principal and Board</b>  <b>Action Plan: March</b>  <b>Teachers and students using assessment rubrics.</b>  <b>Formative Appraisal by PE specialist</b>



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<b>(14.10)</b> <b>Pillar One</b>				<b>assessment of skills, pre &amp; post developmnt</b>	
<b>March Action Plan/ targets</b>	<p><i>Employing a sports enthusiast to support staff in the provision of quality PE lessons targeting skill development.</i></p> <p><i>Establishment of pre and post skill appraisal which students can engage in.</i></p> <p><i>There has been a great consistency in teachers taking their classes over to the gym and engaging in PE programmes. One area that needs further enhancement consolidating the frame work of skills then game rather than having a game and hoping the skills will develop. The focus on slii assessment should help in this development.</i></p> <p><i>Progress continues to be made in providing a skills based, targeted physical education programme. The extension for development during 2012 will be adding a problem solving dimension to an increasing number of lessons. These will be a combination of individual and group challenges.</i></p>				
<b>July Progress Intended Next Step Dev.</b>					
<b>October Summary &amp; Next Stage Development</b>					
<b>School Pride Promotion through local and National Media</b> <b>New Initiative</b> <b>(17.10)</b> <b>Pillar 4</b>	<b>Selected students trained to interact with local and national media over issues of interest outside of school.</b>	<b>Linda</b>		<b>Students undertake planned approach to school promotion.</b> <b>Student develop skills in photography, reporting plus engage in community issues.</b> <b>Regular features in the school newsletter and local media..</b>	<b>Action Plan: March</b> <b>Review report July and October</b>

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<p><b>March Action Plan/ targets</b></p> <p><b>July Progress Intended Next Step Dev.</b></p> <p><b>October Summary &amp; Next Stage Development</b></p>	<p><i>Targeting Rugby World Cup involvement, regular publishing in newsletters, local newspapers, RPA newsletter &amp; make another attempt to get published in School Journals.</i></p> <p><i>Photography competitions &amp; workshops, displays in a range of formats including the web.</i></p> <p><i>July Report-Regular contributions to Newsletters &amp; updating of displays occurring. Minimal exposure achieved in external publications. Next Steps-Submit 3 published pieces per month to a variety of media. Develop a forum to display photography electronically, excluding reception area.</i></p> <p><i>Writing was submitted to local &amp; 1 national paper and education magazines with a 50% publication rate. Internal school magazines have included a high level of media team content. Photos published in monitor in foyer.2012-different format for media team. Difficulties are caused by the lack of dedicated time available to develop a robust programme for the Media team. Shorter break times have meant the hour lunch cannot be used for meetings and writing. Next year it would be helpful to have this programme run as an extension option however it would need to be more than once a week.</i></p>				
<p><b>Chinese Language Development (18.10) Pillar One</b></p>	<p>Students given the opportunity to learn the Chinese language and appreciate the associated culture.</p> <p><b>(New Initiative)</b></p>	<p>Debbie Laytee Kwey Yi</p>	<p>MOE Funding</p>	<p>Programmes are structured and effectively presented.</p> <p>Quality support from Laytee George</p>	<p><b>Action Plan: March</b></p> <p><b>Written Review report against targets: July and October</b></p> <p><b>Lesson observations.</b></p> <p><b>Review sessions with teachers.</b></p> <p><b>Student feedback.</b></p>

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<p><b>March Action Plan/ targets</b></p> <p><b>July Progress Intended Next Step Dev.</b></p> <p><b>October Summary &amp; Next Stage Development</b></p>	<p><i>Programmes will continue throughout 2011. Planned trip to China by a class of students who are studying the language.</i></p> <p><i>Programmes are progressing smoothly with Language assistance and MLA. Chinese speech competitions see approximately 50 students participating with the remaining 150 students attending the day for support. Liz McCredie and Debbie Law have been accepted to attend further PD in China (Beijing) in October which is looking at using a range of resources in the classroom; these will be supplied to the school at the cost to Hanban. The organisation of the China trip for students, teachers and family has been a great success thanks to the organisation from Jodi Hepburn. All cost has been paid and the itinerary set. Looking forward to the feedback about the new sister school being put into place while on this trip. Would like to look at all the information about trip to in vision this being a bi-yearly trip.</i></p> <p><i>*China Trip a huge success. Students reflections available shortly. Sister school visit in Nanjin sounded positive with further communication to happen. Classes continue as usual. Debbie and Liz spent 1 week in Beijing gaining further development with resources to assist the teaching of the language. Next steps will be for teachers to be more confident and involved with teaching the language in the class using the range of resources we have. We still require the assistant teachers however mainly as an assistant to the teacher rather than to the students. Chinese language and culture will continue in 2012. Number to teachers/classes unknown at this stage.*</i></p>				

<p><b>Consultation with Pacifica Community New Initiative (20.10) Pillar Four</b></p>	<p><b>School will gain information related to aspirations and expectations that Pacifica families of our school</b></p>	<p><b>Kim</b></p>		<p><b>Feedback from consultation assists in shaping school direction</b></p>	<p><b>Action Plan: March Review report July and October</b></p>
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<p><b>Reading Target Group (Consolidation) (23.10)</b></p> <p><b>Ka Hikitia Goal Pillar One</b></p>	<p><b>The ‘Needs Based Target Group’ in each class will be monitored to gauge the effectiveness of Learning and Teaching programme with focus on Maori and Gender achievement</b></p> <p><b>SEI</b></p>	<p><b>Kathy Sutcliffe</b></p>		<p><b>Identification of ‘Target Group’ based on students reading at least Stanine 3 and below. Groups restricted to between 6-8 students.</b></p> <p><b>Planned review of the variety of reading strategies used.</b></p>	<p><b>Term One data used for identification.</b></p> <p><b>Action Plan: March</b></p> <p><b>Written Review report against targets: July and October</b></p>
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<p><b>March Action Plan/ targets</b></p> <p><b>July Progress Intended Next Step Dev.</b></p> <p><b>October Summary &amp; Next Stage Development</b></p>	<p><i>Bruce Berry and Raewyn Taylor on (both at 25 hours per week) continue with the programmes to support our students with learning and help their parents help them at home.</i></p> <p><i>Year 7 PROBE data (After 6 months on programme)</i></p> <table border="1"> <tr> <td>Improvement</td> <td>+ 6months</td> <td>+ 1 Year</td> <td>+ 1.5 Years</td> <td>+ 2 Years</td> <td>+ 2.5 Years</td> <td>+ 3 Years</td> <td>+ 3.5 Years</td> <td>+ 4 Years</td> </tr> <tr> <td>Student numbers</td> <td>0</td> <td>4</td> <td>3</td> <td>4</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </table> <p><i>Year 7 Burt Word Test (After 6 months on programme)</i></p> <table border="1"> <tr> <td>Improvement</td> <td>+ 6months</td> <td>+ 1 Year</td> <td>+ 1.5 Years</td> <td>+ 2 Years</td> <td>+ 2.5 Years</td> <td>+ 3 Years</td> <td>+ 3.5 Years</td> <td>+ 4 Years</td> </tr> <tr> <td>Student numbers</td> <td>0</td> <td>4</td> <td>2</td> <td>1</td> <td>6</td> <td>0</td> <td>1</td> <td>0</td> </tr> </table> <p><i>Year 8 PROBE (After 18 months on programme)</i></p> <table border="1"> <tr> <td>Improvement</td> <td>+ 6months</td> <td>+ 1 Year</td> <td>+ 1.5 Years</td> <td>+ 2 Years</td> <td>+ 2.5 Years</td> <td>+ 3 Years</td> <td>+ 3.5 Years</td> <td>+ 4 Years</td> </tr> <tr> <td>Student numbers</td> <td>0</td> <td>0</td> <td>2</td> <td>2</td> <td>3</td> <td>6</td> <td>2</td> <td>2</td> </tr> </table> <p><i>Year 8 Burt Word Test (After 18 months on programme)</i></p> <table border="1"> <tr> <td>Improvement</td> <td>+ 6months</td> <td>+ 1 Year</td> <td>+ 1.5 Years</td> <td>+ 2 Years</td> <td>+ 2.5 Years</td> <td>+ 3 Years</td> <td>+ 3.5 Years</td> <td>+ 4 Years</td> </tr> <tr> <td>Student numbers</td> <td>0</td> <td>0</td> <td>0</td> <td>1</td> <td>4</td> <td>1</td> <td>2</td> <td>10</td> </tr> </table> <p><i>There are currently 24 students who have completed the 40 sessions and have been tested. 28 students are yet to complete the 40 sessions.</i></p> <p><i>Total students accessing programme and support= 52 students</i></p> <p><b><i>Stareway to Spelling (Look and Say)</i></b></p> <p><i>All students receive support for their spelling via this resource. The programme is currently 50% completed and student achievement data will be presented in the end of year report.</i></p> <p><u><i>Home School Partnership: Reading Together Programme</i></u></p> <p><i>42 families and whanau have participated in this programme which supports literacy at home for students involved in the school literacy programme.</i></p> <p><i>We have 1 ORRS student dual enrolled with Correspondence School in A2, working with a teacher aide.</i></p>								Improvement	+ 6months	+ 1 Year	+ 1.5 Years	+ 2 Years	+ 2.5 Years	+ 3 Years	+ 3.5 Years	+ 4 Years	Student numbers	0	4	3	4	0	0	0	0	Improvement	+ 6months	+ 1 Year	+ 1.5 Years	+ 2 Years	+ 2.5 Years	+ 3 Years	+ 3.5 Years	+ 4 Years	Student numbers	0	4	2	1	6	0	1	0	Improvement	+ 6months	+ 1 Year	+ 1.5 Years	+ 2 Years	+ 2.5 Years	+ 3 Years	+ 3.5 Years	+ 4 Years	Student numbers	0	0	2	2	3	6	2	2	Improvement	+ 6months	+ 1 Year	+ 1.5 Years	+ 2 Years	+ 2.5 Years	+ 3 Years	+ 3.5 Years	+ 4 Years	Student numbers	0	0	0	1	4	1	2	10
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<p><b>Monitoring Maori Student Achievement (24.10)</b></p>	<p><b>Ensuring teachers and Board are aware of any significant comparisons between progress and achievement rates of Maori</b></p>	<p><b>Julie Heather</b></p>		<p><b>Clear indication of comparative of Maori and Non Maori students in Reading, Writing and Maths.</b></p>	<p><b>Data report March</b></p> <p><b>Written Reports July and October</b></p>
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**Review of Annual Improvement Plan**

Strategic Area	Achievable Outcome	Delegation	Budget	Achievement Indicators	Procedures for Accountability
<p><b>(Ka Hikitia Goal Pillar One</b></p>	<p><b>and Non Maori students, Comparisons made on other significant cohort group within the school's community.</b></p>			<p><b>Strategies put in place to address any major concerns</b></p>	
<p><b>March Action Plan/ targets</b></p> <p><b>July Progress Intended Next Step Dev.</b></p> <p><b>October Summary &amp; Next Stage Development</b></p>	<p><i>Template set up and will be used by the curriculum leaders and will show all data from 2010 – onwards</i></p> <p><i>Schoolmaster and e-asTTle data has been entered for half year reports. Analysis yet to be completed for school wide progress.</i></p> <p><i>Formative assessment: Teachers enter data and analyse their student achievement data for all curriculum areas and write reflections for each area after each learning cycle (3 over the year). They identify students making progress and those still needing support who have not. Teachers are able to run grid reports to get a range of data, boys/girls Maori and their accelerated groups.</i></p> <p><i>Summative assessment: testing results completed end of week 2. Teachers to analyse their data for their class against their targets they set at beginning of year.</i></p> <p><i>Curriculum leaders to analyse schoolwide data, set targets for 2012 and complete variance report in wk 4</i></p>				

**Review of Annual Improvement Plan**

Strategic Area	Achievable Outcome	Delegation	Budget	Achievement Indicators	Procedures for Accountability
<b>Monitoring Gender Trends of Achievement (Consolidation) (25.10) Pillar One</b>	<b>Ensuring teachers and Board are aware of any significant comparisons between progress and achievement rates of Boys and Girls</b>	<b>Heather</b>		<b>Clear indication of comparative of Gender groups. Strategies put in place to address any major concerns</b>	<b>Year 7; 2 student per class (Girl/ Boy) E Asttle Assessment Second week of Terms 2,3,4  Progress Reports to Board: April, July and October</b>
<b>March Action Plan/ targets  July Progress Intended Next Step Dev.  October Summary &amp; Next Stage Development</b>	<p><i>Template set up and will be used by the curriculum leaders and will show all data from 2010 – onwards</i></p> <p><i>BOT presented with overview of literacy and math baseline data and targets in the Charter.</i></p> <p><i>Target and Variance report will be completed by end of week 4, Term 4. Comparison data shared this term with BOT and teachers.</i></p>				

**Review of Annual Improvement Plan**

Strategic Area	Achievable Outcome	Delegation	Budget	Achievement Indicators	Procedures for Accountability
<b>Monitoring progress trends of our Digital Team students (Consolidation) (26.10) Pillar One</b>	<b>Ensuring teachers and Board are aware of any significant comparisons between progress and achievement of Digital and Non Digital students</b>	<b>Heather</b>		<b>Clear indication of comparative of Digital and Non Digital groups. Strategies put in place to address any major concerns</b>	<b>Year 7; 2 student per class (Girl/ Boy) E Astle Assessment Second week of Terms 2,3,4 Progress Reports to Board: April, July and October</b>

**Review of Annual Improvement Plan**

Strategic Area	Achievable Outcome	Delegation	Budget	Achievement Indicators	Procedures for Accountability
<b>March Action Plan/ targets</b>	<i>Monitoring and analyse progress to look for key indicators of high levels of achievement.</i>				
<b>July Progress Intended Next Step Dev.</b>	<i>Data collected and recorded to make comparative data end of Term 3.</i>				
<b>October Summary &amp; Next Stage Development</b>	<i>Data will be available in week 4 of this term and information shared BOT and teachers</i>				

<b>Health Consultation Annual Compliance (29.10) Pillar 4</b>	<b>Parent community will be consulted on the content and implementation strategies to be undertaken during 2011</b>	<b>Wai</b>		<b>Feedback received considered Final programme published in newsletter</b>	<b>Consultation outcomes reported to Board July</b>
<b>March Action</b>					



**Review of Annual Improvement Plan**

Strategic Area	Achievable Outcome	Delegation	Budget	Achievement Indicators	Procedures for Accountability
<p><b>Plan/ targets</b></p> <p><b>July Progress Intended Next Step Dev.</b></p> <p><b>October Summary &amp; Next Stage Development</b></p>	<p><i>Parents continue to be informed about Health activities and programmes through the school prospectus and annual newsletters.</i></p> <p><i>July Report: The two yearly consultation process with parents is now due and will begin at the start of Term 3. Results of the survey will be collated and outcomes reported to the Board in Term 3, 2011.</i></p> <p><i>Programme has been maintained and the mature responsiveness of the students is very encouraging. Since my room has been closed in I have been able to extend my programme by providing increased display areas to better engage the students in discussion and group activities.</i></p> <p><i>Due to the quality of the programme and the positive parent feedback this Health programme will not be a targeted area in the future. The compliance requirement of annually consulting with parents will be undertaken.</i></p>				

<p><b>Student Leaders (30.10)</b></p> <p><b>Pillar One</b></p>	<p><b>Maximal use of students in roles of responsibility and leadership across a variety of school roles</b></p> <p><b>(Consolidation)</b></p>	<p><b>Jodie &amp; Marie</b></p>		<p><b>Students acknowledge and show increasing level of responsibility</b></p> <p><b>Increased role evident of students leading school presentations and community promotions</b></p>	<p><b>Action Plan: March</b></p> <p><b>Review report July and October</b></p> <p><b>Annual PMI of student leaders</b></p>
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**Review of Annual Improvement Plan**

Strategic Area	Achievable Outcome	Delegation	Budget	Achievement Indicators	Procedures for Accountability
<p><b>March Action Plan/ targets</b></p> <p><b>July Progress Intended Next Step Dev.</b></p> <p><b>October Summary &amp; Next Stage Development</b></p>	<p><i>2011 Leadership “live in” opportunities / camps for refs, house captains to enhance leadership with the use of team building and leadership challenges and role models to speak to the students.</i></p> <p><i>The primary focus of student engagement changed quite dramatically this year due to the change in timetable, which saw the organisation of the new student engagement programme as a priority. Therefore although we are having regular house captain and ref meetings there has not been a “live in”.</i></p> <p><i>House captains and refs are organising and running various activities communicating this to the school via assemblies. As student engagement is compulsory and the entire school is now engaged at the same time, three times a week we have a high number of refs, house captains and organisers involved (at least 80). Each house is responsible for a different day. Activities for this term have included; unihockey, dodgeball, longball, ultimate Frisbee, skipping, board games, paper scissor rock, t ball, tug of war, haka, class chant, handball, Zumba, burger and weetbix eating competitions and students vs staff competitions. Student involvement is high, student engagement is high and teacher involvement is increasing. Consolidating the new programme is our main focus. Students are currently being asked what activities they would like for next term. Jackson House won the cup for term 1.</i></p> <p><i>The action plan in blue was unfortunately not met largely due to number 1 - on reflection it should be organised at the end of the year moving into the current year and 2 – change in Student Engagement going from 8 classes 3 times a week to entire school engagement 3 times a week at the same time. New timetables were drawn up, extra refs taken on, new equipment needed to be purchased and new procedures needed to be put into place.</i></p> <p><i>Monday, Wednesday and Friday see the whole school engaged in activities between 1.30 and 2.00pm. Current term 3-4 activities include; netball, basketball, <u>La Cross</u>, <u>Coast to Coast</u>, <u>Kiorahi</u>, <u>Jedi</u>, <u>Giant Soccer</u>, <u>Skipping</u>, <u>Line Dancing</u> (in line with the social). With the underlined begin new activities introduced this year, Giant Soccer new last year and netball and basketball the only original activities. Shane has been running coaching seminars with the refs, House Captains meet on Mondays to complete administration work as well as come up with new ideas and activities. Due to the high number of refs (approximately 60) involved the management of them has been difficult due to absentees etc.</i></p> <p><i>Next step would be going back to the original idea of a Leadersip “Live In” for House Captains and Refs, combining with Rachel C and her prefects; encouraging team building, leadership challenges and role models to speak to the students.</i></p> <p><i>An additional co-ordinator for student engagement is also required as it is a large job for one person and by delegating roles will add to the effectiveness of the programme.</i></p>				



***Review of Annual Improvement Plan***

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**Review of Annual Improvement Plan**

Strategic Area	Achievable Outcome	Delegation	Budget	Achievement Indicators	Procedures for Accountability
<p><b>Ensuring high level of school attendance</b> <b>(32.10)</b> <b>Ka Hikitia</b> <b>Goal</b> <b>Pillar 2</b></p>	<p><b>Monitor of daily attendance and lateness levels and ensure parents are held accountable.</b> <b>Maintain specific focus and records on Maori Students</b> <b>(Consolidation) SEI</b></p>	<p><b>Cory</b> <b>Julie</b> <b>Debbie</b> <b>Roger</b></p>		<p><b>Effective data base of students not attending</b> <b>Reduction in follow up calls to parents</b> <b>Reduction in home visits by Counsellors</b></p>	<p><b>Review of data base each term</b> <b>E Registers monitored through school office</b> <b>Term report by School Counsellors</b> <b>Complete reports to meet SEI requirements</b> <b>Progress Reports to BOT: March, July &amp; Oct</b></p>
<p><b>March Action Plan/ targets</b></p> <p><b>July Progress Intended Next Step Dev.</b></p> <p><b>October Summary &amp; Next Stage Development</b></p>	<p><i>Inclusion in school behaviour protocols and prospectus the expectation for attendance. More contact with truancy officers from both Primary and High Schools</i></p> <p><i>The monitoring of daily attendance and compliance with the Truancy protocols has reduced the number of unexplained absences to the lowest level in the last five years. Lateness is still an issue that is currently work in progress via contact with parents/caregivers. Continued lateness by students – these students are required to attend the afterschool programme. New data base allows us to show parents the full years’ attendance/lateness. This has proved effective in a large number of students.</i></p> <p><i>Daily attendance continues to be monitored. A number of new initiatives for lateness have been implemented with letters and after school programme being key parts. This had reduced the long line outside the office in the morning that was encountered in terms 1 and 2. The Rock on programme sponsored by the police will be brought on stream in term 4. This provides police support for long term truants by direct police intervention and contact with families. There has been a drop in unexplained absences but will continue to be part of daily monitoring.</i></p>				

**Review of Annual Improvement Plan**

Strategic Area	Achievable Outcome	Delegation	Budget	Achievement Indicators	Procedures for Accountability
<p><b>SENCO Team (33.10)</b></p> <p><b>Pillar One</b></p>	<p><b>Innovation 09</b></p> <p><b>Support programmes and strategies to address identified learning need of 'special needs' students effectively implemented.</b></p>	<p><b>SENCO Team:</b></p> <p><b>Kathy S;</b></p>		<p><b>Evidence of differentiated programmes to address identified needs.</b></p> <p><b>Year 7 &amp; Year 8 STAR Class students to have own IEP</b></p>	<p><b>Action Plan: March</b></p> <p><b>Review report July and October</b></p> <p><b>All R Rec. data entered on School Master in-order to track progress and monitor effectiveness of strategies used</b></p>
<p><b>March Action Plan/ targets</b></p> <p><b>July Progress Intended Next Step Dev.</b></p> <p><b>October Summary &amp; Next Stage Development</b></p>	<p><i>Apply to outside agencies i.e. Ngati Whakaue, Charitable Trusts to fund the Differentiated Learning programme or the Reading Programmes within our school.</i></p> <p><i>Numeracy Home-School partnership programme set up in Term 2. Letters were sent to 79 families whose child scored PAT stanine 1 or 2. A series of 4 evenings were set up to provide examples of learning experiences where parents could implement Math in a real life context within their own homes. 14 families responded and attended these workshops. Teachers follow a "teacher inquiry" process to track the needs and achievement of all students in their class. Next steps: Further workshops to be set up this term and ongoing reflection by teacher and Hinei to ensure a targeted learning programme is planned, implemented and evaluated.</i></p> <p><i>Ongoing support provided for ESOL, ORRS and Special Needs students by way of 1-1 English Language tuition, SLS teacher in class working alongside classroom teacher or teacher aides placed in classrooms with needs. We have had one application of Interim response Funding of \$2000 to support transition for a student in A4. His behaviours have been modified with this full-time teacher aide support.</i></p> <p><i>We will need four teacher aides in the school next year to support in A3, Jackson Team for a medically unstable student coming and the other two support staff will be used on a needs basis from testing data at the beginning of 2012.</i></p>				

**Review of Annual Improvement Plan**

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<p><b>Connecting with Maori Community (38.10)</b></p> <p><b>Ka Hikitia Goal</b></p> <p><b>Pillar 4</b></p>	<p><b>Increased awareness of strategies to motivate the engagement of Maori Students</b></p> <p><b>Gain community aspirations for Maori Students</b></p> <p><b>(Consolidation)</b></p>	<p><b>Kim</b></p>		<p><b>Annual Consultation Prof Learning for staff</b></p> <p><b>Use of Teacher to target planned Te Reo challenges for all students.</b></p>	<p><b>Half year Review and Development Board: August</b></p>

**Review of Annual Improvement Plan**

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<p><b>March Action Plan/ targets</b></p> <p><b>July Progress Intended Next Step Dev.</b></p> <p><b>October Summary &amp; Next Stage Development</b></p>	<p><i>Continue with year 7 / 8 karakia and waiata along with haka. Need to introduce the school waiata- part of student engagement school competition. Need consistency with waiata and haka at assemblies. Ensure adequate translation is fostered for all students and teachers (use of intranet to help with translation). Set up expectations for formal and informal assemblies (Powhiri).</i></p> <p><i>Staff have been introduced to selected waiata and karakia during staff meetings so they can support students with their learning. Will need to ensure we continue to incorporate in assemblies. Have sent an email to team leaders to advise that they will need to monitor their team members to ensure expectations are being met and Jodi to see if we can have a student engagement competition set up to encourage the learning / teaching of the school waiata. Will look at an assessment for end of year report.</i></p> <p><i>Introduction of school waiata competition was a great success with all classes taking part and presenting some very polished performances. This is a great starting point for our year 7's to continue through with for next year when introducing to new students. Surveyed teachers and was disappointed that only 50% are consistently meeting the expectations set down. I have since been through the curriculum and Ministry expectations to support where to next. In discussion with Garry I will look at developing a rubric for next year – end of year reporting which will provide students and teachers with a formal reporting criterion. Will continue next year with the haka, waiata and karakia that we have had this year with the rubric based around the students knowledge and understanding of the karakia. The haka and school waiata will be introduced at the beginning of the year in the form of a student engagement competition again and will be continued throughout the year in team and school wide assemblies. I will also be working with Hinewaho to look at how to incorporate the Pepeha into our programme ensuring it is inclusive to all our students. These expectations and reporting criterion will be presented to all staff by me.</i></p>				

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**Review of Annual Improvement Plan**

Strategic Area	Achievable Outcome	Delegation	Budget	Achievement Indicators	Procedures for Accountability
<p><b>Weekly Planning.</b></p> <p><b>(41.10)</b></p> <p><b>Pillar One</b></p>	<p><b>Daily planning aligned with school’s learning and teaching philosophy, team targets and school development targets</b></p> <p><b>DATS: Deliberate acts of teaching stated in weekly plans.</b></p> <p><b>(Consolidation)</b></p>	<p><b>Team Leaders</b></p> <p><b>Principal</b></p>		<p><b>Learning intentions recorded</b></p> <p><b>Planned group teaching to target assessed needs</b></p> <p><b>Variety of whole class and group activities.</b></p> <p><b>Detailed planning for Reading, Writing, Maths and Learning block related activities.</b></p>	<p><b>Moderation by Team Leaders</b></p> <p><b>Appraisal by Principal and Team Leaders</b></p> <p><b>Self assessment</b></p>
<p><b>March Action Plan/ targets</b></p> <p><b>July Progress Intended Next Step Dev.</b></p> <p><b>October Summary &amp;</b></p> <p><b>Next Stage Development</b></p>	<p><i>Continue with creating Math Planning exemplars so we have a full year’s work.</i></p> <p><i>We have completed exemplars for Math Planning for both Year’s 7 &amp; 8. These include student rubrics to provide students with a clear expectation at the end of each unit. Next steps: Work with teachers to make evaluations more specific and support subject specific content knowledge.</i></p> <p><i>Teachers have continued to begin with Math Planning exemplars and modified these to suit the needs of their students. The rubrics have remained constant to ensure we are all marking using the same criteria.</i></p> <p><i>Continued discussion in team meetings or with Hinei as to what the assessment criteria actually means and what would need to be seen to evidence this.</i></p>				



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Strategic Area	Achievable Outcome	Delegation	Budget	Achievement Indicators	Procedures for Accountability
<p>Use of outside Expertise to further enhance the development of Formative Teaching schoolwide (45.10) Pillar One</p>	<p>Teachers will participate in personal formative appraisal of their actual classroom teaching and be aware of their next step learning/ development  (New Initiative 2010) (ERO Recommendation)</p>	<p>Hinei Heather Team Leaders</p>		<p>Teachers reviewed teaching in their classroom practice an given feed-forward development  Teachers establish their own personal development plan to achieve identified targets.</p>	<p>Action Plan: March Review report July and October</p>
<p>March Action Plan/ targets  July Progress Intended Next Step Dev.  October Summary &amp; Next Stage Development</p>	<p><i>Establish a leadership mentoring role to develop Formative Appraisal Skills. Coaching by Kevin for Leadership Team. Another round of classroom observations</i></p> <p><i>Curriculum leaders completed observations of all teachers' teaching their accelerated groups. Feedback given and next steps identified with the teacher</i></p> <p><i>After each unit, data entered and reflections recorded, These form the basis of team leader/teacher feedback coaching. Math feedback and next learning consistent across school. House leaders to take on responsibility of Learning Block, developing their skills and knowledge at House Leaders meetings Writing and reading still developing their coaching roles and observation skills.</i></p>				

***Review of Annual Improvement Plan***

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