

# **Rotorua Intermediate School**

## **Principal's Report Related to Annual Effectiveness Plan 2009**

COURAGE AND COMMITMENT

## Principal's Report Annual Effectiveness Plan 2009 MASTER

Strategic Area	Achievable Outcome	Delegation	Budget	Achievement Indicators	Procedures for Accountability
<b>School-wide Assessment Programme (1.09)</b>  <b>Pillar One</b>	Standardising learning rubrics will be an essential focus to monitor students' progress and achievement. (Consolidation)	<b>Heather &amp; Formative Assessment Team</b>	2 PD days	Rubrics co-constructed with students.  Rubrics placed on School Master and Website.  Rubrics part of assessment as learning process.	Formative Assessment Team moderation  Development Team moderation  Students reports  Progress discussions
<b>March Progress</b>  <b>July Progress</b>  <b>October Summary &amp; Projection</b>	Literacy – Writing rubrics updated AsTTle version 5. Schoolwide implementation plan consistent in all classrooms. Evidence of formative assessment, feedback/feedforward in both literacy books. Y7 students setting high benchmarks for student accountability.  Key competencies- Standardised rubrics used across school. Developing monitoring of achievement levels in thinking skills.  Consolidation of "Thinking Skills" – Key Competencies. In process of reviewing Thinking Skills – Question Generators to specific disciplines e.g. Compare and contrast/Social Sciences, Analysis/Science				
<b>Student Assessment Trends (2.09)</b>  <b>Pillar One</b>	Schoolwide achievement trends analysed against national norms for gender and ethnic trends. (Consolidation)  Team Trends identified and target set (Accountability)  Class targets set for selected 'Target Groups' and reviewed. (Accountability)	<b>Heather Fm Ass Team</b>		Annual Assessment Timetable set in 2008.  All assessment data and analysis recorded on School Master.  Team and Class targets recorded and progress reviewed	Fm Ass Team moderation  Development Team moderation  Reports to BOT: April September  Target groups identified collaboratively.  BEST practice staff development sessions



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<b>March Progress</b>  <b>July Progress</b>  <b>October Summary &amp; Projection</b>	<p>All data entered as per assessment schedule. All class data analysed by classroom teachers and targets set for groups and individuals. Reading, writing and math. School data analysed and benchmarks reviewed. Target groups established on Schoolmaster. School expectations is that teachers will be planning to address the target group needs in Reading, Written Language and Maths</p> <p>Review of Reading and Writing classroom programmes. Focus justifying/evidence of planning to specific needs, feedback and feedforward to teachers.</p>				
<b>School Master Student Assessment Monitoring (3.09) Pillar One</b>	<p>Consistent feature of our schools' accountability protocols from 2009 on. (Consolidation)</p> <p>Ongoing professional learning will ensure the efficient and effective use of this formative assessment tool. (Consolidation)</p>	<p><b>Heather &amp; FM Ass Team</b></p> <p><b>Julie</b></p>	<p>2 PD days</p>	<p>All major assessment monitored through School Master.</p> <p>Teachers requiring PD catered for. i.e. Nicky, Kim</p> <p>School Master process seen as effective and efficient task by teachers.</p>	<p>Fm Ass Team moderation</p> <p>Professional Dev arranged proactively as required.</p> <p>Reference to data during Progress Discussions and report writing</p> <p>Board: School Master</p>
<b>March Progress</b>  <b>July Progress</b>  <b>October Summary &amp; Projection</b>	<p>Term 1 Reports out in Wk 6. All testing data entered for Y7 on Schoolmaster (Y8 student aspiration statement instead of data). Report 2, Learning Block, writing, reading math and PE all set up for teachers to enter data. Assessment timetable provides timeframe for entering, moderating and editing before reports sent home in Wk 6 Term 2.</p> <p>Teachers up skilling, using School Master effectively, using as a reference for planning and using assessment rubrics for success criteria in their classroom programmes.</p>				



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<b>Student Assessment Exemplars (4.09)</b>  <b>Pillar One</b>	Protocols for using assessment exemplars in Written Language used to appraise development by teachers and students.  (Consolidation)	<b>Tina &amp; Literacy Team</b>		Online Teacher's reference folder of exemplars.  E-copies for student and parent reference.  Student using exemplars for reference in class during the learning process.  Positive review outcomes from observations by Literacy Team	Literacy Team observations and moderation  Development Team moderation  B.E.S.T sessions
<b>March Progress</b>  <b>July Progress</b>  <b>October Summary &amp; Projection</b>	Exemplars from asTTle, English online and from books to be used in 'instructional' writing books. Exemplars to be deconstructed with students to see the features of the text so that students have a useful, quality example to guide their writing focus.  Students beginning to use the language of literacy to assess their own & peer writing. Rubrics used as a means of seeing where students are at & where they can move forward. 'Checklists' used to show the 'process' students need to follow to achieve success in writing genres.  Student exemplars from T1 (Narrative) have been moderated & chosen to be typed up ready for School Intranet.				
<b>E-Portfolios (5.09)</b>  <b>Pillar One</b>	E-Portfolios developed to allow for regular feedback to parents and self assessment by students in Digital Learning Team.  (Consolidation)	<b>Vanessa Digital Team</b>		Students and parent acknowledge the value of being able to reference and gauge ongoing progress of students.	Digital Team moderation  Parent feedback  Board: May





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<p><b>March Progress</b></p> <p><b>July Progress</b></p> <p><b>October Summary &amp; Projection</b></p>	<p>Moderating done through whole school, continuing in team meetings and referred to in literacy team. Tina to undertake 'Quality assurance' by going through year 7 teachers AsTTle marking. This then re-checked in Lit. Team. Tina doing 4 minute walk throughs with literacy team members first. Discussed student books, determined acts of teaching, student feed forward &amp; back. Classroom walls to show writing is valued.</p> <p>Tina has read through AsTTle marking needs to check original scores. Four minute walk-throughs continuing, student feedback developing.</p>				
<p><b>Specialist Team (7.09)</b></p> <p><b>Pillar One</b></p>	<p>Innovation 2009</p> <p>Students will gain greater in-depth learning experiences by engaging in 10 week programme in each specialist area.</p>	<p><b>Susan &amp; Specialist Team</b></p>		<p>Fm Ass cycle evident in each programme.</p> <p>Blending of Technologies to develop flexibility in student's problem solving</p>	<p>Reviews undertaken at the end of each term.</p> <p>Board: July</p>
<p><b>March Progress</b></p> <p><b>July Progress</b></p> <p><b>October Summary &amp; Projection</b></p>	<p>Students and teachers are enjoying the 10 week programme. The extra time has allowed students to reflect on work and make changes they deem necessary to produce successful outcomes. Reflections/rubrics with next learning in work books becoming more evident as teachers knowledge of formative assessment is enhanced. Teachers are now looking at integrating across programmes by sharing resources, room space and sharing planning and experiences.</p> <p>10 week programme promotes full utilisation of the design technology programme. Student ownership throughout all stages of the programme, planning, reflection, next learning...</p>				



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<b>Specialist Team (8.09)</b>  <b>.Pillar One</b>	Greater emphasis on guiding students through a problem solving thinking and doing process by skillful use of effective questioning  (Consolidation)	<b>Susan</b>		Greater level of 'Learning Conversations' apparent in all classes.	Classroom observations by Team Leader and Principal.  Written review against targets. July
<b>March Progress</b>  <b>July Progress</b>  <b>October Summary &amp; Projection</b>	Value of learning conversations and quality of questioning and feedback has been a focus of every meeting with sharing of examples from across the team. Rooms have changed their seating to facilitate learning conversations between students. More focus on co-operative strategies such as peer assessments.  Evidence of learning conversations across all team. Evident in learning journals, with some examples of effective questioning to promote problem solving thinking.				
<b>Digital Learning Team (9.09)</b>  <b>Pillar One</b>	Implementation of goals set out in the 'Digital Learning Booklet'.  Enhance learning linking with parents.  (Consolidation)	<b>Vanessa</b>		Evidence of increasing use of creative use of technology to foster Rich, Real and relevant learning opportunities.  Consistent and common pedagogy evident across five digital classes.	Written Review report against targets: August





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<p><b>March Progress</b></p> <p><b>July Progress</b></p> <p><b>October Summary &amp; Projection</b></p>	<p>Operational team established with 10 staff members on board from each of the 5 development teams. This enables us to share, implement and reflect on initiatives developed by staff for staff. We meet 3 times per monitor the effectiveness of these initiatives. To date we have implemented school wide expectations for book layout, glossary and the formative assessment process of learning intentions, success criteria and learning conversations. This is evidence based best practise for student's ongoing learning.</p> <p>Team is working through a Reading "Improving Mathematics Problem Solving Skills" (Torres-Valasquez and Rodriquez, 2005) to support our students with problem solving before, during and after. Trials of evidence based practise are taking place within the operational teams' classes and then sharing within development teams will take place in Term 3. A problem solving rubric has been established as an exemplar. Math Corner in the school newsletter has been established for the past 4 weeks. Planning in place for the Mathletics NZ challenge in August 2009. We are featuring as the school to beat.</p>				
<p><b>Physical Education (11.09)</b></p> <p><b>Pillar One</b></p>	<p>Innovation 2009</p> <p>PE Specialist: Mel Evans.</p> <p>Students experiencing structured Physical Education lessons based on identified individual needs.</p> <p>Teachers being coached to implement structured and purposeful PE lessons.</p>	<p><b>Mel</b></p>		<p>Each unit is assessed and outcomes shared with students and parents.</p> <p>Increased level of peer assessment.</p> <p>Teacher development is appraised using a co-constructed rubric</p>	<p>Teachers and students using assessment rubrics.</p> <p>Appraisal by PE specialist</p>



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<p><b>March Progress</b></p> <p><b>July Progress</b></p> <p><b>October Summary &amp; Projection</b></p>	<p>This has been extremely effective with all students experiencing success at the different levels of assessment. Lessons have been skill based with teachers learning how to 'break down' a game by learning the skills themselves. We have focussed on small ball skills, touch rugby skills and how to rotate and manage small games within teams.</p> <p>Teachers have started to lead more with the PE programme. Good structures and routines are in place for students and teachers to run with their own programmes. More rubrics are being designed for students to be able to follow sequential steps and benchmark/assess themselves.</p>				
<p><b>Student Engagement (12.09)</b></p> <p><b>Pillar One</b></p>	<p>Innovation 2009</p> <p>New Student Engagement team will implement a structured programme to consistently engage students at lunchtimes and foster greater student leadership.</p>	<p><b>Mel</b></p>	<p>\$1,000</p>	<p>Students are challenged and activity participate lunchtime:</p> <p>4 Lunchtimes; Term 1 &amp; 4</p> <p>3 Lunchtimes; Terms 2 &amp; 3</p> <p>Students are taking a greater responsibility to organise and implement activities to engage their peers.</p>	<p>Observations of programme.</p> <p>Reviews through Development Teams and Student Council.</p> <p>Board awareness: February</p>



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<p><b>March Progress</b></p> <p><b>July Progress</b></p> <p><b>October Summary &amp; Projection</b></p>	<p>Excellent response to lunch-time activities. We have a committed, responsible group of students who are refereeing games and who meet at specified times to learn how to control these activities. We have had consistency by having a smaller team and feel that Term 1 has been a huge success in terms of keeping all our students engaged.</p> <p>We have had continued success throughout Term 2 with student engagement. On average we catered for over 200 students every lunch hour from Monday-Thursday. Student leadership has been excellent, with referees controlling and organising activities. In weeks 6-8 we reduced from 4 days to 3 days for student engagement to allow for sports teams trainings.</p>				
<p><b>Resource Management (13.09)</b></p> <p><b>Pillar 3</b></p>	<p>Greater monitoring and accountability of the school's learning resources, which are located in the teacher's resource room.</p> <p>(Consolidation)</p>	<p><b>Ali</b></p>		<p>Teachers consistently follow procedures to minimise loss of resources.</p>	<p>Annual Audit of system.</p> <p>Audit of new maths resource each term.</p>
<p><b>March Progress</b></p> <p><b>July Progress</b></p> <p><b>October Summary &amp; Projection</b></p>	<p>Re vamp so far: School Journals, Boxed Sets of Reading Books, just completed Science, Professional Development and Maths in Progress at the moment.</p> <p>Professional Development clean up ongoing, Library shut for renovations, Ali about to undertake re vamp of social studies and health.</p>				



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<b>School Pride and Community Promotion</b> <b>(14.09)</b>  <b>Pillar 4</b>	Unity of pride fostered across student, staff and parent community by celebrating our successes.  (Consolidation)	<b>Jeannie Mark</b>	\$1,800	School Values reflected in actions of staff and students.  School uniforms are worn with pride.  Regular features in the school newsletter and local media celebrating student achievement.	Observation of school culture, student behaviour, reports from parents, community feedback.
<b>March Progress</b>   <b>July Progress</b>   <b>October Summary &amp; Projection</b>	Beginning to develop a student directed assembly process. Have scrapped formal and informal assemblies. Same expectations apply for all assemblies. Monday morning assembly has been planned to be a 'Monday Madness' assembly, designed as a positive warm up to the week; with singing, student of the week, you tube video of the week. Planning to set up roving reporters to create a movie every fortnight once trained, nothing from stopping them in gaining outside promotion, self directed revolving two year plan. Plans in progress for outside media e.g. sending information and articles to these media Rotorua Review, Daily Post etc.  Reintroduced the formal, informal and prefect lead assembly rotation. Dates on the calendar show when assemblies have been scheduled. Folders set up in teacher read ready to place expectations and agenda scaffolds. Regularly sending in photos and stories to the Daily Post for publication and are having reasonable success as publication is beyond our control. Reworking the way our upcoming events will be advertised and reported on via the school website. Need to consider the way we use links, blogs, etc. Have not yet implemented the 'Monday Madness' idea for Monday morning assembly - reconsidering feasibility in regard to workload. This is a work in progress. Confirmed a fortnightly release block with Mark to work on website, meet with students involved in reporting, review progress, etc.				
<b>Language Module Approach</b> <b>(15.09)</b> <b>Pillar One</b>	All students will be given the opportunity to learn aspects of another language and appreciate the associated culture.  (Consolidation)	<b>Susan All Teachers</b>	\$1000	Programmes are structured and effectively presented.	Lesson observations.  Review sessions with teachers.  Student feedback.



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<b>MOE Chinese Language Programme (16.09)</b>  <b>Pillar One</b>	MOE sponsored programme will develop skills of teachers to teach Chinese.  Teacher Aid Chinese Speaker to assist programme.  (Consolidation)	<b>Laytee</b> <b>Debbie</b> <b>Kwey Yi</b>	MOE Funded	Increase confidence to teach Chinese evident in both class programmes.	Two mile stone reports to be sent into MOE.
<b>March Progress</b>  <b>July Progress</b>  <b>October Summary &amp; Projection</b>	Debbie Law has undertaken this programme with her class. She has also attended the required PD days as per MOE Contract. Rachel consolidating lessons where appropriate in her Year 8.  Courses have been undertaken to support teacher's confidence to continue with programme. Students are able to discuss words and some sentences in context				
<b>Progress Reports (17.09)</b>  <b>Pillar One</b>	Innovation 2009  Parent receiving clear evidence on achievement, progress and next step learning of their child.	<b>Heather &amp; Fm Ass Team</b>  <b>Teachers</b>		Informative report produced as part of school's formative assessment philosophy. Reports will target student progress and achievement towards personalized learning goals.	2 summative, 3 Learning Block Progress reports. 2 Progress Discussions. 2 Team Evenings which are student led. End Term 1 and Term 3



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<b>March Progress</b>  <b>July Progress</b>  <b>October Summary &amp; Projection</b>	Summative report in Week 6 Term 1. Student report booklet sent home with report, purposing the report. Report expectations and time frame for the 5 reports included in booklet. Consultation with parents across the school to take place in term 2, for their feedback and input on format and what information parents value and would like to receive.  Term 2 Wk 6 – Term 3 Wk 6 Assessment for Learning Reports. Positive feedback from parents/teachers and students. Student accountability for learning evident in report and progress discussions. Report Survey still to be sent out to parents.				
<b>Developing Thinking through and Inquiry Approach (18.09) Pillar One</b>	Innovation 2009  Students understanding meta-cognition (Thinking about thinking) through mastering an Inquiry approach to problem solving	<b>Amy Tucker &amp; Inquiry Team</b>	TOD	Shared teacher understanding of the Inquiry Approach.  School expectations of Inquiry approach evident in classes.  School expectations adhered to by teachers	Professional Development  BEST Seminars  Class observations  School visits: Mountview Taupo
<b>March Progress</b>  <b>July Progress</b>  <b>October Summary &amp; Projection</b>	We have created a blog which our whole team has access to. This is a record of what we have done each meeting. This term we have been focusing on writing a definition on what inquiry learning is and what this will look in our school.  This term we have been looking at different inquiry models and creating one unique model for our school. We are aiming at being classroom friendly for each teacher and the students. We have nearly completed this model and will soon be trying it out in our classrooms.				
<b>Enhance E Learning in Non Digital Classes</b>	Innovation 2009  Students in Non-Digital classes will increase their ability to engage in E Learning as a regular part of their	<b>Sylvie &amp; Team Leaders</b>		Evident of increased engagement by students in E Learning opportunities.  Integrated E Learning planned	Classroom observations  Self Appraisal Rubric  Board: June



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(19.09) Pillar One	class programmes.			in all learning programmes.	
<b>March Progress</b>	The non-digital teams have a day in the ICT suite with each team deciding on how much time each class will need. All students and teachers have gone through the basic skills programme which included password security, file management, cyber safety, safe internet searching and emails. Students have been working with their learning block topics using a range of ICT software from basic word processing to multimedia. The E-Learning has been integrated with the learning block and students are totally engaged. Feedback from teachers has been positive in that students could work with projects that are relevant to the learning programme. Teachers have said that their knowledge and skills have improved. The programme does not stop in the ICT suite as the e-learning is continued in class using the computers available in the classroom. Fridays are for extension work and groups of students have been working on web pages. The next step is to start moving onto class blogs and wikis and setting up interactive groups with other schools in New Zealand and as well as other countries.				
<b>July Progress</b>	There is evidence of students and staff showing confidence in their basics ICT skills. Class programmes have an ICT component included. Almost all classes now have a class blog which is linked to the school website. Students have taken the responsibility to regularly update the class blogs which also displays student contributions. Our extension programme for this term is developing creativity and design and students are working towards the Netguide Web Challenge competition.				
<b>October Summary &amp; Projection</b>					
<b>Reading Target Group (20.09)</b>  Pillar One	Innovation 2009  The 'Target Group' in each class will be monitored to gauge the effectiveness of Learning and Teaching programme.	<b>Kathy Sutcliffe</b>		Identification of 'Target Group' based on group of students reading at least Stanine 3 and below. (Not the lowest students in the class). Groups restricted to between 6-8 students.  Planned review of the variety of reading strategies used.	Term One data used for identification.  Mid Year (July) Written report to Board  End of Year (October) Written Report to Board



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<p><b>March Progress</b></p> <p><b>July Progress</b></p> <p><b>October Summary &amp; Projection</b></p>	<p>133 pupils PROBE tested and added to Special Need register. 24 pupils taken on Literacy Programme and waiting list established.</p> <p>One Teacher Aide working 4 days and one parent working three afternoons.</p> <p>Worked with 4 teachers on reading programmes and taught groups in two of the classes so far. Will continue with this support for the rest of this term and next term.</p> <p>Applied for and gained funding from the Ministry of Education (Enhanced Programme Fund) for Literacy Programme (Reading) for 2 years which will begin in Term 2 this year and will continue throughout 2010, employing two further Teacher Aides,</p> <p>The Literacy Programme at Rotorua Intermediate aims to lift literacy levels of struggling readers by at least 2 years.</p> <p>From these pupils, 42 were selected for the intermediate reading recovery programme.</p> <table border="0"> <tr> <td>6 months progress</td> <td>5 pupils (2 Maori girls and 1 non- Maori boy 1 non -Maori girl)</td> </tr> <tr> <td>1 year progress</td> <td>5 pupils (1 non-Maori girl and 3 Maori boys 1 Maori girl)</td> </tr> <tr> <td>1.5 years progress</td> <td>2 pupils (1 Maori boy and 1 non- Maori boy)</td> </tr> <tr> <td>2 years progress</td> <td>3 pupils (1 non- Maori boy and 2 Maori girls)</td> </tr> <tr> <td>2.5 years progress</td> <td>1 pupil (1 non-Maori girl)</td> </tr> </table> <p>In class support T1 and T2      Discussed reading programmes with teachers in:- T1, S4, A1,A3, A4      In class support T3 A4</p>	6 months progress	5 pupils (2 Maori girls and 1 non- Maori boy 1 non -Maori girl)	1 year progress	5 pupils (1 non-Maori girl and 3 Maori boys 1 Maori girl)	1.5 years progress	2 pupils (1 Maori boy and 1 non- Maori boy)	2 years progress	3 pupils (1 non- Maori boy and 2 Maori girls)	2.5 years progress	1 pupil (1 non-Maori girl)				
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<p><b>Monitoring Maori Student Achievement (21.09)</b></p> <p><b>Pillar One</b></p>	<p>Ensuring teachers and Board are aware of any significant comparisons between progress and achievement rates of Maori and Non Maori students,</p> <p>Comparisons made on other significant cohort group within the school's community.</p>	<p><b>Heather and Fm Ass Team</b></p>		<p>Clear indication of comparative of Maori and Non Maori students.</p> <p>Strategies put in place to address any major concerns</p>	<p>Written Reports April and October Board: April and October</p>										



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<b>March Progress</b>  <b>July Progress</b>  <b>October Summary &amp; Projection</b>	2009 term 1 STAR data shows 90 Maori represented Stanine 1-4, 12 Maori in Stanine 7-9. All students in 1-2 have running record for accurate reading age. 24 students on Kath Sutcliffe register of which 19 are Maori. Teachers targets identifies students 3 and below. Kath working with 3 classroom teachers in class and supporting 2 others in term 1 with reading programmes for students not on her register.  Classroom review of Writing and Reading will focus on the instructional strategies for identified target groups and evidence of student progression will be compared against their cohort group.				
<b>Monitoring Gender Trends of Achievement (22.09)</b>  <b>Pillar One</b>	Ensuring teachers and Board are aware of any significant comparisons between progress and achievement rates of Boys and Girls	<b>Heather and Fm Ass Team</b>		Clear indication of comparative of Gender groups.  Strategies put in place to address any major concerns	Written Reports April and October Board: April and October
<b>March Progress</b>  <b>July Progress</b>  <b>October Summary &amp; Projection</b>	STAR data shows significant concern for boys Stanine 2-3 (14.6%), girls (3.8%). Y7 norm is 9.5%. Boys in this bottom range have been identified. These boys make up a significant number in the reading withdrawal programme and in class groupings.  Kathy has monitored the progress of the students in reading programme, PROBE and results entered onto schoolmaster to track progress. Teachers to test students (Not in IRR) reading below chronological age using PROBE in Term 3 to monitor progress in reading.				
<b>Monitoring progress trends of our Digital Team students (23.09)</b>  <b>Pillar One</b>	Ensuring teachers and Board are aware of any significant comparisons between progress and achievement of Digital and Non Digital students	<b>Heather and Fm Ass Team</b>		Clear indication of comparative of Digital and Non Digital groups.  Strategies put in place to address any major concerns	Written Reports April and October Board: April and October



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<b>March Progress</b>	2009 baseline data Y7 Term 1 and compared against Term 4 results. 2008 Y7 Term 4 data and 2009 Y8 Term 4 data to be analysed for significant achievement.				
<b>July Progress</b>	NA Data collected in Term 4 for analysis.				
<b>October Summary &amp; Projection</b>					
<b>Board of Trustees</b>	Board will receive Student achievement data from a representative 'Monitoring Group' from across RIS			Gain understanding of personalized targets set and regular reports of achievement progress	Report of Achievement Data: April; July and October
<b>Monitoring Group</b>					
<b>Pillar One</b>					
<b>March Progress</b>	A random selection of students, mixed ability & gender, 1 student from each Y7 class to be monitored by the board over 2 years. In 2010 new intake of Y7 students to track over a two year cycle.				
<b>July Progress</b>	Created a register for the BOT. Use reports, student work samples and student self reports T2, T3. Term 1 & 4 use test data.				
<b>October Summary &amp; Projection</b>					
<b>SEI: Peaceful Warriors (24.09)</b>	Innovation 2009 Students' self esteem enhanced and strategies to understand and implement life skill prove beneficial to students involved	<b>Sensei Bob</b> <b>Tia Term 1</b> <b>Wi Term 2</b>	\$6100	Students show a great of Respect for themselves and others.  Student can demonstrate greater self control and appreciation of others	Class observations PMI from students  Review by Teachers involved
<b>Pillar One</b>					



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<p><b>March Progress</b></p> <p><b>July Progress</b></p> <p><b>October Summary &amp; Projection</b></p>	<p><b>Tia – Peaceful Warriors Term 1 2009.</b> My class and I have had a very enjoyable first term with Bob Reed. Bob works with my students twice a week for an hour on Tuesdays and Thursdays. Bob supports my classroom environment by providing a unique social skills learning vehicle, using the medium of Non-aggressive Martial Arts. He has introduced the importance of self control, self esteem and self confidence. He has also provided my students with strategies to deal with peer pressure and letting go of tension. Bob is extremely professional and a wonderful teacher. I would recommend the Peaceful Warrior Programme to any class room teacher.</p> <p>Programmes in STAR class and Tama Toa have proved very effective in developing our students' confidence and social awareness skills in both classes. Funding will be budgeted to ensure programme operated again during 2010</p>				
<p><b>Health Consultation (25.09)</b></p> <p><b>Pillar 4</b></p>	<p>Parent community will be consulted with of the content and implementation strategies to be undertaken during 2009</p>	<p><b>Wai</b></p>		<p>Feedback received and options considered</p> <p>Final programme published in newsletter</p>	<p>Consultation outcomes reported to Board</p> <p>March</p>



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<p><b>March Progress</b></p> <p><b>July Progress</b></p> <p><b>October Summary &amp; Projection</b></p>	<p>The first letter has been sent out to inform all Year 7 parents of the purpose and content of the schools specialised sexuality programme. The letter welcomes parents/caregivers to discuss the programme, view the resources and allows them the right to withdraw their child from attending sexuality education lessons by forwarding a written request to the principal. No parent has withdrawn a child from the programme. Regarding consultation with the community on the delivery of the Health/PE programme a draft statement on the Sexuality Education component has been completed. Statements for the other six key areas of learning (Mental Health, Food and Nutrition, Body Care and Physical Safety, Physical Activity, Sport Studies, Outdoor Education) need to be completed.</p> <p>Draft statements from the other six areas Mental Health, Food and Nutrition, Body Care and Physical Safety, Physical Activity, Sports Studies and Outdoor education need to be completed so that consultation on delivery to the community can proceed. Regarding Sexuality Education, the teaching and learning programme for the first half of Year 7 classes has been completed and the reports are due to go out this Friday 24<sup>th</sup> July. Student evaluations of the programme have been very positive and a new resource 'The Sexuality Road' which was purchased recently is being introduced to the Year 7 classes this term. Mrs Tetenburg from FPA continues with the 'Girls Only Classes' twice a term. The specialist programme will now be called 'Sexuality Education' instead of 'Positive Puberty'.</p>				
<p><b>Student Leaders (26.09)</b></p> <p><b>Pillar One</b></p>	<p>Maximal use of students in roles of responsibility and leadership (Consolidation)</p>	<p><b>Mel</b></p>		<p>Students acknowledge and show increasing level of responsibility</p> <p>Increased role evident of students leading school presentations and community promotions</p>	<p>Annual PMI of student leaders</p>



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<p><b>March Progress</b></p> <p><b>July Progress</b></p> <p><b>October Summary &amp; Projection</b></p>	<p>Excellent level with student engagement referees so far. They are looking on student read to find out when they are umpiring, they are becoming self-managers. House captains have taken on board two new initiatives during school assemblies to try and have more of a profile within their houses.</p> <p>Student referees still going excellent and we have recruited new students to assist with specialist sports; ie. Netball and soccer umpires. House captains are assisting in monitoring their houses during assemblies and are presenting certificates to chosen students.</p>				
<p><b>Safe Physical &amp; Emotional Learning Environment (27.09)</b></p> <p><b>Pillar 2</b></p>	<p>Consistent implementation of school protocols to deal with inappropriate classroom behaviour.</p> <p>(Consolidation)</p>	<p><b>Debbie Roger</b></p>		<p>School Counsellors only dealing with issues at the appropriate stage of offending.</p> <p>Communication with parents/caregivers acted on.</p> <p>Referrals of cases to RTLBs or GSE</p>	<p>Review of data book information each term by School Counsellors.</p> <p>Recording on School Master of majors incidents</p> <p>Review of major situations with Principal: case by case.</p>
<p><b>March Progress</b></p> <p><b>July Progress</b></p> <p><b>October Summary &amp; Projection</b></p>	<p>Teams have taken on responsibility to deal in house with students causing concerns. School Counsellor used to defuse situations and contact parents and support agencies as per protocols. Appointment of second School Counsellor will assist this situation</p> <p>Data books reviewed and students identified, direct parent contact from counsellors. Data is showing that teacher and parent contact is more frequent, counsellors are also experiencing more parent contact.</p>				



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Strategic Area	Achievable Outcome	Delegation	Budget	Achievement Indicators	Procedures for Accountability
<b>Ensuring high level of school attendance</b> <b>(28.09)</b> <b>Pillar 2</b>	Monitor of daily attendance and lateness levels and ensure parents are held accountable. (Consolidation)	<b>Lynette</b> <b>Julie</b> <b>Debbie</b> <b>Roger</b>		Effective data base of students not attending Reduction in follow up calls to parents Reduction in home visits by Counsellors	Review of data base each term E Registers monitored through school office Term report by School Counsellors
<b>March Progress</b>  <b>July Progress</b>  <b>October Summary &amp; Projection</b>	<p>The information of student appearing as absent when class rolls are completed by 9.30am is forwarded to their parents daily. The process is to be extended to students who are arriving late. At this stage lateness is our major concern. With one school Counsellor who has been supporting camps we have fallen behind in with the follow-up calls. This situation will be rectified once Roger Sheenan begins his role.</p> <p>Letters to parents/caregivers at beginning of term regarding absences and lateness. Texts to inform of lateness, van pickups for serious late attendees and staff email to counsellors of absentee's after 3 days.</p>				
<b>SENCO Team</b> <b>(29.09)</b>  <b>Pillar One</b>	Innovation 09 Support programmes and strategies to address identified learning need of 'special needs' students effectively implemented.	<b>SENCO Team:</b> <b>Kathy S;</b> <b>Hinei</b> <b>Heather</b>		Evidence of differentiated programmes to address identified needs. Assessment requirements adhered to: i.e Student achieving at STAR Stanine 3 and below must have a running record every term	All R Rec. data entered on School Master in-order to track progress and monitor effectiveness of strategies used Mid Year (July) Written report to Board End of Year (October) Written Report to Board



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<p><b>March Progress</b></p> <p><b>July Progress</b></p> <p><b>October Summary &amp; Projection</b></p>	<p>We have 5 students on RTLB roll, 1 student on ACC roll, 2 students on GSE-ORRS roll, 4 students on GSE – Behaviour and Learning roll, 7 students who are Hearing Impaired, 3 students on SLS roll. An IEP will be established for all students except the Hearing Impaired students. Teachers who have student with a Hearing Impairment have met with the representative for Hearing Support at the end of February. Students have been needs based grouped within classrooms to support their next learning steps.</p> <p>We received funding from Nga Ara Totika for a cognitive report for one student in T5. One student in T2 has received assistance from the MOE Interim Response Funding for high behavioural needs and language difficulties. This has been supported by ongoing assistance from RTLB and more recently GSE. Needs based grouping continues to be a school wide expectation to support student needs.</p>				
<p><b>Safe Physical &amp; Emotional Learning Environment (30.09)</b></p> <p><b>Pillar 2</b></p>	<p>Counsellors used in a proactive and supportive role by staff (Consolidation)</p>	<p><b>Debbie Roger</b></p>		<p>Increase in class support visits.</p> <p>Positive follow up with parents by Teacher and School Counsellors.</p> <p>Parents/ Caregivers express confidence in working with Counsellors.</p>	<p>Review by Counsellors each term</p> <p>Sample PMI to parents in September and reported to Board</p>
<p><b>March Progress</b></p> <p><b>July Progress</b></p> <p><b>October Summary &amp; Projection</b></p>	<p>Due to the situation of only one Counsellor this aspect of the Counsellors role hasn't development to the level we are aiming for, at this stage. Term 2 will see a significant improvement</p> <p>Counsellors divided classes and conducted daily walk throughs. Also maintain a high presence during morning and lunch breaks, this has resulted in a marked decrease in playground incidents. Staff email counsellors pro-actively with concerns.</p>				



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<b>Safe Physical &amp; Emotional Learning Environment</b> <b>(31.09)</b> <b>Pillar 2</b>	Innovation 09 Establishment of Restorative Centre for teachers, students and parents.	<b>Debbie</b> <b>Roger</b>		Restorative Centre used as supportive drop-in centre by students	Review by Counsellors each term. Findings shared with Principal
<b>March Progress</b> <b>July Progress</b> <b>October Summary &amp; Projection</b>	Counsellor has undertaken 6 'Full Monty' Restorative Conferences this term. Two other Res Conf have been undertake by other staff Counsellors currently working out of staff room which restricts the ability to setup centre but this will be rectified by the end of the term. Awaiting completion of new staff room				
<b>Safe Physical &amp; Emotional Learning Environment</b> <b>(32.09)</b> <b>Pillar 2</b>	<b>Schoolwide;</b> * Understanding of restorative practices and intended outcomes. * Implementation of strategies and procedures. * Community awareness of school's direction to achieve restorative approaches Consolidation)	<b>Erika</b> <b>Debbie</b> <b>Roger</b>		Restorative belief embedded in actions and language relating to students - Parents expect restorative rather than punitive approach to issues.	Review by Counsellors each term. Findings shared with Principal Reduction in Stand down and Suspensions Milestone reports to MOE successfully completed
<b>March Progress</b>	The 2009 programme for developing restorative practices in the school through staff professional development has begun with the first individual House sessions taking place in week 4 of term one. The time provides further information, discussion, training and opportunities for reflection and problem solving. Each House has identified their current level of implementing restorative practices and set goals for developing as a team in their understanding and implementation of restorative practices in response to inappropriate behaviours. The team level professional development is being led by 3 RTLB to ensure continuity. Each team is working on using the restorative chat with individual students at this time. There is a further opportunity for the 3 day facilitation of restorative conferences professional development by Margaret Thorsborne in the beginning of April. At least two staff (including the new counsellor) from Rotorua Intermediate will be participating in this at no cost to the school as it is being funded by the Rotorua Central				



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Strategic Area	Achievable Outcome	Delegation	Budget	Achievement Indicators	Procedures for Accountability
<b>July Progress</b>  <b>October Summary &amp; Projection</b>	RTLB attending team meeting twice per term. Staff and counsellors attended restorative workshops during term 2.				
<b>Restorative Practices (33.09)</b>  <b>Pillar 2</b>	Professional Development for Principal and staff will influence and enhance restorative and preventative measure to keep students at school  (Consolidation)	<b>Debbie</b>  <b>Roger</b>  <b>Erika</b>  <b>RTLB</b>		Increased in strategies to implement in school.  Increasing the knowledge of and influential capabilities of staff	Milestone reports to MOE
<b>March Progress</b>  <b>July Progress</b>  <b>October Summary &amp; Projection</b>	5 Major Restoratives undertaken to date. All have been successful in having students reflect on incident, repair the damage done to all parties then finally reconnecting with the other students involved. All students have returned to class with no other incidences  Roger and Debbie attended RTP review. 3 more staff attended restorative training. Staff member supported by Erika held a class conference this term very successful. Roger and Debbie conducting circle time in some classes.				
<b>Connecting with Maori Community (34.09)</b>  <b>Pillar 4</b>	Increased awareness of strategies to motivate the engagement of Maori Students  (Consolidation)	<b>Wai</b>		Professional Learning for staff  Sharing of research information  Sharing of effective strategies	Half year Review and Development Board: August



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<b>March Progress</b>  <b>July Progress</b>  <b>October Summary &amp; Projection</b>	Professional development undertaken with staff on 'Kia Hiwa Ra Programme' in 2008 – Doctor Angus Macfarlane. Strategies being implemented in classrooms. Introduction of school haka that all students are learning.  A teacher survey on Tikanga Maori was given to all staff last term to assess their needs in the teaching and inclusion of Te Reo me ona Tikanga in their classroom programmes. The school haka was successfully taught to all students and each of the five teams participated at Year 7 and Year 8 Levels in a school wide student engagement 'school haka competition' last term. This proved to be a very successful and uplifting experience for the whole school. It has since been used for all special and celebratory occasions at the school. The school's Kapa Haka Group is in full swing practising for the Nationals later in the year.				
<b>Quality Learning Experiences (35.09)</b>  <b>Pillar One</b>	Innovation 2009  Extending Leaders paradigm of thinking relating to the provision of quality education for Emerging Adolescences	<b>Garry</b>  <b>Hinei</b>  <b>Heather</b>  <b>Vanessa</b>		Group to undertake visits to other Intermediate Schools in order to observe, be challenges by programmes and approaches being undertaken.  Reflections will lead to justification of effective approaches being undertaken at RIS.	Review discussions Board Chair
<b>March Progress</b>  <b>July Progress</b>  <b>October Summary &amp; Projection</b>	Due to the hectic pace of Term 1 visits to other Intermediate and Middle School have been planned for Term 2 on. First visits: Hamilton Intermediates, Te Puke Intermediate, Matamata Intermediate, Maeroa Intermediate, Berkley Normal Middle,  Programme has yet to be undertaken due to ongoing professional development being attended and the monitoring of current school developments, however our intention is still to visit these schools in term 4				
<b>Annual MOE</b>	<b>Students scoring at and below</b>	<b>Heather and</b>		Evidence of Asttle & PAT data	Half year Review and Development

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<b>required targets (36.09)</b>  <b>Pillar 4</b>	<b>the critical scores in STAR subtests 1-3 will be expected to be performing within the typical range.</b>  asTTle Writing asTTle Added value 25-50points	<b>Fm Ass Team</b>		used to plan for student and class needs.  Probe questioning kits, inference, understanding knowledge, incorporated into DATs	End of year variance report developed
<b>March Progress</b>  <b>July Progress</b>  <b>October Summary &amp; Projection</b>	STAR Data shows, Subtest 1 Word, 9% (31) below, Subtest 2 Sentence Comp 15% (51), Subtest 3 Paragraph 11% (37).asTTle writing averages indicate no significant difference between the school and national mean. AWS National mean 518, Y7 490. Each class to set own benchmarks after consultation with Assessment Leader.  NA				
<b>Weekly Planning. (37.09)</b>  <b>Pillar One</b>	Daily planning aligned with school's learning and teaching philosophy, team targets and school development targets  DATS: Deliberate acts of teaching stated in weekly plans.  (Consolidation)	<b>Team Leaders</b>		Learning intentions recorded  Planned group teaching to target assessed needs  Varsity of whole class and group activities.  Detailed planning for Reading, Writing, Maths and Learning block related activities.	Moderation by Team Leaders  Appraisal by Principal and Team Leaders  Self assessment
<b>March Progress</b>  <b>July Progress</b>  <b>October</b>	Shared planning sessions are part of a structured approach to address this area. This approach enable teachers to share effective strategies and resources.  This area continues to be a focus for Team Leaders meetings and Team discussion. Our ongoing Review and Development processes are ensuring teachers have become more comfortable with being their involvement and the involvement of others in ongoing reviews				



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<b>Summary &amp; Projection</b>					
<b>Four Minute walk Throughs (38.09) Stage One Pillar One</b>	Innovation 2009 Development and Operational Team Leaders have the knowledge and ability to undertake this process and gain maximum effect	<b>Team Leaders</b>		Minimum of one discussion per term between Team Leader and team members	Term Reviews at Leadership Meetings once a term <b>Stage two will see all teachers developing these observational skills</b>
<b>March Progress</b>  <b>July Progress</b>  <b>October Summary &amp; Projection</b>	Team Leaders, DPs and Principal have been undertaken this observational process. Reflective discussions have now been entered into with teachers. The skill of leading a reflective discussion will be a Professional Learning focus at our Leaders meetings.  Mentoring groups have consolidated as an effective approach to share ideas, resolve issues and discuss options for ongoing challenges. Each Mentor has personalised their approach to best suit the two Team Leaders they are working with.				
<b>Environment Physical and Personal Health and Safety (39.09) Pillar 2</b>	Regular reviewing of health and safety procedures will evidence high levels of accountability among staff.  (Consolidation)	<b>Susan</b>		Staff record accidents on School Master  Staff identify hazards and refer to appropriate departments  Emergency procedures drilled once a term  RAMs completed and signed off  Regular audit of duties	Feedback to staff each term  Feedback to Board July



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<p><b>March Progress</b></p> <p><b>July Progress</b></p> <p><b>October Summary &amp; Projection</b></p>	<p>Our focus this term has been to review our EOTC RAMS forms after consultation with a Risk Analyst. Teachers are now required to be familiar with the destination so that possible risks can be identified and either eliminated, isolated or minimised. Procedures have been tightened and a greater accountability has been placed with the teachers.</p> <p>T3 there will be an audit of duties. All emergency procedures have been updated and on display in rooms. RAMS completed fully in accordance with protocols. Office is recording accidents on schoolmaster.</p>				
<p><b>Enviro Schools (40.09) Pillar One</b></p>	<p>Students will undertake all the required tasks to achieve Gold Medal for the Enviro Schools Certificate</p>	<p><b>Wai</b></p>		<p>Students aware of criteria and see relevance of the tasks they are undertaking</p> <p>Parent Community appreciate efforts and outcomes of Eco Warriors</p>	<p>Report Submitted October 2009</p>
<p><b>March Progress</b></p> <p><b>July Progress</b></p> <p><b>October Summary &amp; Projection</b></p>	<p>Vision Mapping student group report to BOT at least once a term</p> <p>Monitoring of Enviroschools progress by Rotorua Enviroschools Education for Sustainability Teacher (Sally-Anne Daniell)</p> <p>Enviroschools Scrapbook – Record of tasks and projects undertaken by different groups (Photos included)</p> <p>RIS Magazine – Enviro Pages twice yearly</p> <p>Two pages showing photographs of sustainable and enviro activities titled 'Sustainable Actions at RI S' and 'Enviro Learning in Action' published in the Term 2 RI S School Magazine</p> <p>The student Vision Mapping Group presented their report and vision map to the BOT at the June meeting. Action is in progress to address and support some of the ideas raised by this group</p> <p>Thirty trees received from the 'Paper for Trees' Trust at end of Term 2. To be planted out this term.</p> <p>Native tree trail signage completed. Signage for Paper for Trees Garden also completed.</p>				



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