



HOUGHTON VALLEY SCHOOL

Annual Plan

2011

STRATEGIC GOALS

GOAL ONE

All students achieve success in their learning.

GOAL TWO

Curriculum programmes provide opportunities to develop key competencies of:

- Managing self
- Participating/contributing
- Relating to others
- Thinking

GOAL THREE

Tikanga Maori and Te Reo are integrated into school life.

GOAL FOUR

Our students have a diverse range of learning experiences.

GOAL FIVE

Our school has an active partnership with its community.

GOAL SIX

Staff members are themselves lifelong learners who inspire students.

GOAL SEVEN

The school actively reduces its impact upon the environment

GOALS IN DETAIL

GOAL ONE

All students achieve success in their learning.

The following will contribute to the achievement of this goal:

- Professional development for teachers in mathematics.
- Teachers currently not trained in the use of co-operative strategies to attend Effective Teacher training.
- In broader terms, children experience a range of learning opportunities outside the areas numeracy and literacy; providing opportunities for success in non-academic areas.
- Yr 2-6 local achievement goals for mathematics set, assessed and evaluated.
- National standards achievement goals set to target groups that are underachieving in maths (Yr 4), reading (Yr 5), writing (yr 6).
- Using a range of assessment tools to identify needs, drive programmes and to provide evidence of increased achievement.
- Children have the opportunity to compete in the ICAS competition
- Ongoing analysis and tracking of writing levels, reading levels, maths achievement.
- Analysis of School Entry Assessment levels to ensure better tracking of progress.
- Analysis of Six Year Net literacy levels. Special Needs Register records those children identified as having learning needs (e.g. gifted and talented, remedial) and actions taken to address these needs.
- Teacher aides funded to address remedial needs.
- Individual Education Programmes (IEPs) for children with severe learning difficulties.
- Reporting to parents with reference to National Standards; during scheduled whole school parent teacher conferences and/or at the end of one, two or three years at school and in the end of year report
- Extension groups within classes.
- School funds attendance for several children at the weekly Gifted Kids Programme.
- Cross grouping between classes to better cater for needs.
- Use of co-operative learning strategies.
- Reading Recovery 2/3 funded by BOT.
- Targeted group teaching in mathematics, reading and writing within classes.
- Celebration of learning success within class groups and at assembly.
- Use of class website blog as a vehicle to share learning.
- Employment of a specialist art teacher (funded by fundraising).
- Employment of a release teacher who is also a dance specialist.
- A range of sporting opportunities offered.
- School-wide art exhibition term 2.
- Whole school production term 3.
- Year 6 children being trained as peer mediators.

LOCAL TARGETS

YEAR 6 MATHS TARGETS

- 1) For 52% of children (14 chn) to be scoring above 80% in the ARB proportions/ratio assessment (baseline = 11% or 3 chn)
- 2) For 70% of children (19 chn) to be scoring above 70% in the ARB proportions/ratio assessment (baseline = 15% or 4 chn)

YEAR 5 MATHS TARGETS

- 1) For 52% of children (15 chn) to be scoring above 70% (baseline = 3% or 1 chn)
- 2) For 70% of children (20 chn) to be scoring above 50% in the ARB proportions/ratio assessment (baseline = 31% or 9 chn)

YEAR 4 MATHS TARGETS

- 1) For 53% of children (16 chn) to be scoring above 70% in the ARB proportions/ratio assessment (baseline = 23% or 7 chn)
- 2) For 70% (21 chn) of children to be scoring above 50% in the ARB proportions/ratio assessment (baseline = 37% or 11 chn)

YEAR 2 MATHS TARGET

- 100% of children at or above stage 2-4 for proportions/ratios, with a decreasing percentage relying on the use of materials to solve problems

YEAR 3 MATHS TARGET

- 70% of children at stage 2-4 for proportions/ratios, with a decreasing percentage relying on the use of materials to solve problems
- 30% of children at Stage 5

NATIONAL STANDARDS TARGETS

READING

Raise achievement in reading

- Baseline data (Nov 2010) showed 80% of year 4s at or above standard. Testing since then has highlighted several other students with lower levels of achievement. Therefore, based on all sources of evidence, we can confidently say that 72% (21/29) of our current year 5 students are likely to be at or above the standard.

Target for 2011:

'For a minimum of 85% (25/29) of all 2011 year 5 students to be reading at or above standard.'

WRITING

Raise achievement in writing

- Baseline data (Nov 2010) showed 74% of year 5s at or above standard.

Target for 2011:

'For a minimum of 90% of all 2011 year 6 (24/27) students to be writing at or above standard.'

MATHEMATICS

Raise achievement in mathematics

- Data from Nov 2010 showed 74% of year 3s at or above standard. Testing since then has highlighted several other students with lower levels of achievement, including 1 new student. Therefore, based on all sources of evidence, we can confidently say that 65% of our current year 4 students are likely to be at or above the standard.

Target for 2011:

'For 85% of all 2011 year 4 students (26/31) to be at or above standard for mathematics.'

GOAL TWO

Curriculum programmes provide opportunities to develop key competencies of:

Managing self

Relating to others

Participating and Contributing

Thinking

The following will contribute to the achievement of this goal:

- Use of the 'top ten' co-operative strategies in classrooms.
- Continued use of thinking tools across the school.
- 'KC Cards' used in the classroom and playground in recognition of positive behaviours related to the key competencies.
- After spending 18 months trying to understand and implement the National Standards, we can now resume dedeveloping 'Te Kaupapa o Te Kura o Haewai' – our local curriculum.
- This will include the relaunching of 'thread teams' - 'Threads' (part of key competencies).
- All teachers to attend SWELL Learning Carnival in term 3 holidays.
- School provides a range of opportunities for student leadership.

GOAL THREE

Tikanga Maori and Te Reo are integrated into school life.

The following will contribute to the achievement of this goal:

- Regular Te Reo vocab instruction for staff for use in class.
- Teachers singing waiata at every staff meeting.
- Weekly kapahaka instruction for all class levels.
- Te Reo vocabulary included in topic studies.
- Consultation with Maori community.

GOAL FOUR

Our students have a diverse range of learning experiences.

The following will contribute to the achievement of this goal:

- Authentic contexts used e.g. 'Experiencing Marine Reserves', Landmarks, art exhibition.
- Kapa Haka tuition weekly for whole school.
- An electives programme for the junior syndicate.
- BOT funds ICT groups for specialist teaching. 25+ laptops in operation.
- Specialist dance teacher employed in CRT position.
- Librarian entirely funded by BOT and Home and School.
- Individual piano, guitar, drum tuition offered.
- A variety of teaching and learning approaches used:
 - + whole class
 - + ability grouping
 - + social grouping
 - + co-operative grouping
- 'Now News' magazine published by children each term.
- Year 6 leadership team made up of year 6 students on a rotational basis.
- Regular trips and performances linked to school programmes.
- 'Action Learning' (enquiry learning model) incorporated into classroom programmes.
- Academic competitions such as 'Maths Problem Challenge' and 'ICAS Competitions' offered.
- Intra and inter-school sports competitions.

GOAL FIVE

Our school has an active partnership with its community.

The following will contribute to the achievement of this goal:

- 'Open door' approach to home:school communication.
- Proactive approach to the transition to school.
- Principal, teacher and children attend poroporoaki at local playcentre as part of the transition to school.
- School makes facilities available for:
 - holiday art programme
 - after school art programme
 - yoga
 - local community meetings
 - sports practices
- School chooses to run an After School Care programme to assist working parents.
- Charter review including consultation with community.
- Community survey (of some type) each year.
- Regular reporting to parents, including reporting on National Standards School picnics – beach (T1), Wainui Pool (T4).

- Principal, teacher and BOT member attend Home and School meetings.
- Parent information evening – mathematics.
- Promotion of and attendance at school community events.
- School sports events.
- Regular use of local environs for learning, with parent assistance e.g. snorkelling in Island Bay.

GOAL SIX

Staff members are themselves lifelong learners who inspire students.

The following will contribute to the achievement of this goal:

- Maths professional development continued, including staff committing to training during the school holidays.
- All teachers to do an action research project using the SWELL model.
- ‘Thread Teams’ restarted, with the intention of developing the HVS Curriculum.
- Individual PD also available according to identified need. Examples are the Effective Teaching training, autism course.
- Teachers work towards goal as part of appraisal system.
- Principal releasing teachers to observe each other and to be observed. Teachers observing teachers in other schools.
- Membership of professional groups and clusters.
- Two teacher aides nearing completion of the Certificate of Teacher Aiding (Open Polytech).

GOAL SEVEN

The school actively reduces its impact upon the environment.

‘ENVIRO RESPONSIBILITIES’ allocated to classes so that these projects become part of the permanent Houghton Valley School Culture

Pohutukawa – butterfly garden

Kowhai – birds of the valley

Nikau – succulent and flower garden

Karaka – worm farms and organic waste

Harakeke – school forest and seedlings; outdoor classroom

Ti Kouka – paper (and other) recycling

Mahoe – our air

Ngaio – library reading garden

**ACHIEVEMENT TARGETS
HOUGHTON VALLEY SCHOOL 2011**

Target for improving student achievement

NATIONAL STANDARDS TARGETS

These have been set in response to identified achievement levels in term 4 2010 and testing carried out in term 1 201. For details see the outline of strategic goal one on pages 3 and 4 of this document.

MATHS TARGETS

These have been set in response to testing carried out in term 1. For details see the outline of strategic goal one on page two of this document.

Link to Strategic Planning

Strategic Goal: All students achieve success in their learning (maths/writing)

Strategic Goal: Staff members are themselves lifelong learners who inspire students (maths PD)

Strategic Goal: Our students have a diverse range of learning experiences (maths pedagogy changes)

Link to Key Competencies

Maths links to 'using symbols and texts', 'thinking', 'participating and contributing'

Baseline Information

Maths – Use of data (Maths PAT, NUMP Test, National Standards, Assessment Resource Banks) to identify areas of lower achievement; targets set.

Reading, writing, maths target groups for National Standards - identified through a variety of assessment tasks.

Ongoing Assessment and evaluation

Action Research projects.

Retesting of maths term 4 to gauge level of increased achievement.

Retesting target groups term 4,; monitoring throughout the year.

Review and Reporting

- To be reported as per BOT meeting and review schedule

Staff development

Training in teaching mathematics

Action research projects

Resourcing - As per school budget for teacher release

Agency Support – Accent Learning (limited)

Community Involvement- Reports on progress, info evenings

**2011 ANNUAL PLAN OVERVIEW
HOUGHTON VALLEY SCHOOL**

Curriculum Goals

- All children achieve success in their learning
- Curriculum programmes provide opportunities to develop 'key competencies'
- Te Reo and Tikanga Maori are integrated into school life
- Our students have a diverse range of learning experiences
- Staff members are themselves lifelong learners who inspire students
- Increased mathematics achievement

Priority areas for improving student achievement

Maths – Use of data (Maths PAT, NUMP Test, National Standards, Assessment Resource Banks) to identify areas of lower achievement; targets set.

Reading, writing, maths target groups for National Standards - identified through a variety of assessment tasks.

Finance	Property	Health and Safety	Self Review / Reporting
Budget approved for 2011	5 year property plan projects	Monthly checks	Principal's reports to BOT
Mid year budget review	Strengthening R1 and R2 building foundations	Policy Review	Curric Area Reviews
Annual audit	BOT investigating property entitlements	Hazard register	Parent conferences
Policy/procedure review			Policy and Curriculum review
			Review Enrolment Scheme

Human Resources

Staffing

10.47 teachers funded (incl Principal)

- 8 teachers employed term 1, then 9 from term 3 or 4
- 0.3 Reading Recovery (0.1 funded by MOE, 0.2 funded by BOT)
- 0.36 CRT = 16 days per term funded MOE (16 days used)
- 0.21 High ORRS funded MOE (0.21 used)
- 0.2 ICT release funded by BOT

6 part-time teacher aides

Performance Management – Appraisal - Attestation

Links to professional development

Librarian funded by BOT

Professional Development

- 'Mathematics' (major focus)
- 'SWELL, Extending High Standards Across Schools' (action research)

Partnership with the community

Communication – Weekly newsletters, class/syndicate newsletters, school website

Collaboration – Home and School and Pre School Liaison

Regular community events

Consultation – driven by BOT

Reporting to parents

Reporting to BOT

Parent Information Evening

Parent/Teacher conferences