

# GLENHOLME SCHOOL CHARTER SECTION 3

## 2010 ANNUAL TARGETS

### Teaching and Learning Programme Development (NAG 1)

- Glenholme School Values
- Improving Maori student achievement
- Continue 5 year old literacy intervention programme
- Continue HPP/PPP literacy intervention programme
- Lift reading achievement through guided reading programmes
- Continue Reading Recovery literacy intervention
- Classroom use of technologies for learning
- Differentiated learning programmes that cater for students with special needs and or who are gifted and talented
- Planning, teaching and learning programmes that include SOLO taxonomy
- Gift Kids Programme for gifted and talented students
- Individual Educational Plans for students with special needs

### Finance (NAG 4)

- Board to financially support Literacy Intervention Programmes with MOE
- Utilise Ngati Whakaeue funding for HPP/PPP and 5 year old literacy intervention programme
- Board to fund 2010 Professional Development
- Board to fund In-Kind professional development for LIFE Cluster and Rotorua Central ICT Cluster
- Financially support students for the Gifted Kids
- Leadership professional development

### Property (NAG 4)

#### 5 Year Plan items:

- Hall, C8 /9 and C1 and 2

#### Capital Budget Items:

- Computer hardware in A4, Electronic Work Stations, New Server, Classroom furniture, Library books, Sports equipment

### Human Resources (NAG3)

- Employ a teacher aides for Literacy Intervention Programmes
  - Literacy leader to monitor Literacy Intervention Programmes
  - programmes support
  - PRT teachers to undertake Numeracy Project training
  - Numeracy, Literacy & Maori Student Achievement
  - Reading Recovery release teacher
  - Teacher aide support in identified classrooms
  - Employ teacher aide for support in class/s
  - Tutors for HPP/PPP programmes
- PROFESSIONAL DEVELOPMENT**
- Margaret Thornburg - Restorative Thinking Practices
  - LiFE Cluster – Principal and Lead Teachers - focus
  - Rotorua Central ICT Cluster– Principal and Lead Teachers - focus

## 2010 ANNUAL PLAN OVERVIEW

### Priority Areas for Improving Student Achievement and Annual Targets

#### Reading

- PIKOPIKO - After one year at school students will read at the Green level of 'Ready to Read' seen text with at least 90% accuracy.
- POHUTUKAWA - After three years at school students will read at the Gold level of 'Ready to Read' seen text with at least 90% accuracy.

#### Writing

- KOWHAI - After two years at school students will meet the writing demands of the New Zealand Curriculum at Level one.

#### Mathematics

- TOTARA – At the end of Year 5 students will meet the demands of the New Zealand Curriculum at early Level 3 (Stage 6 beginning).

### Health & Safety (NAG 5)

- Implement programmes under guidance of the Student Health and Well-Being Team
- Health and Safety Officer Election
- Develop Health and Safety Reporting
- Review all external surfaces for safety
- Health curriculum review

### Administration (NAG 6)

- Develop staff use of School Master administration programmes, printing lists, creating groups and using the special needs register
- Develop staff use with ENROL
- Development of NZCER online assessment for PAT, STAR and e-asTTle

### Documentation and Self – Review (NAG 2)

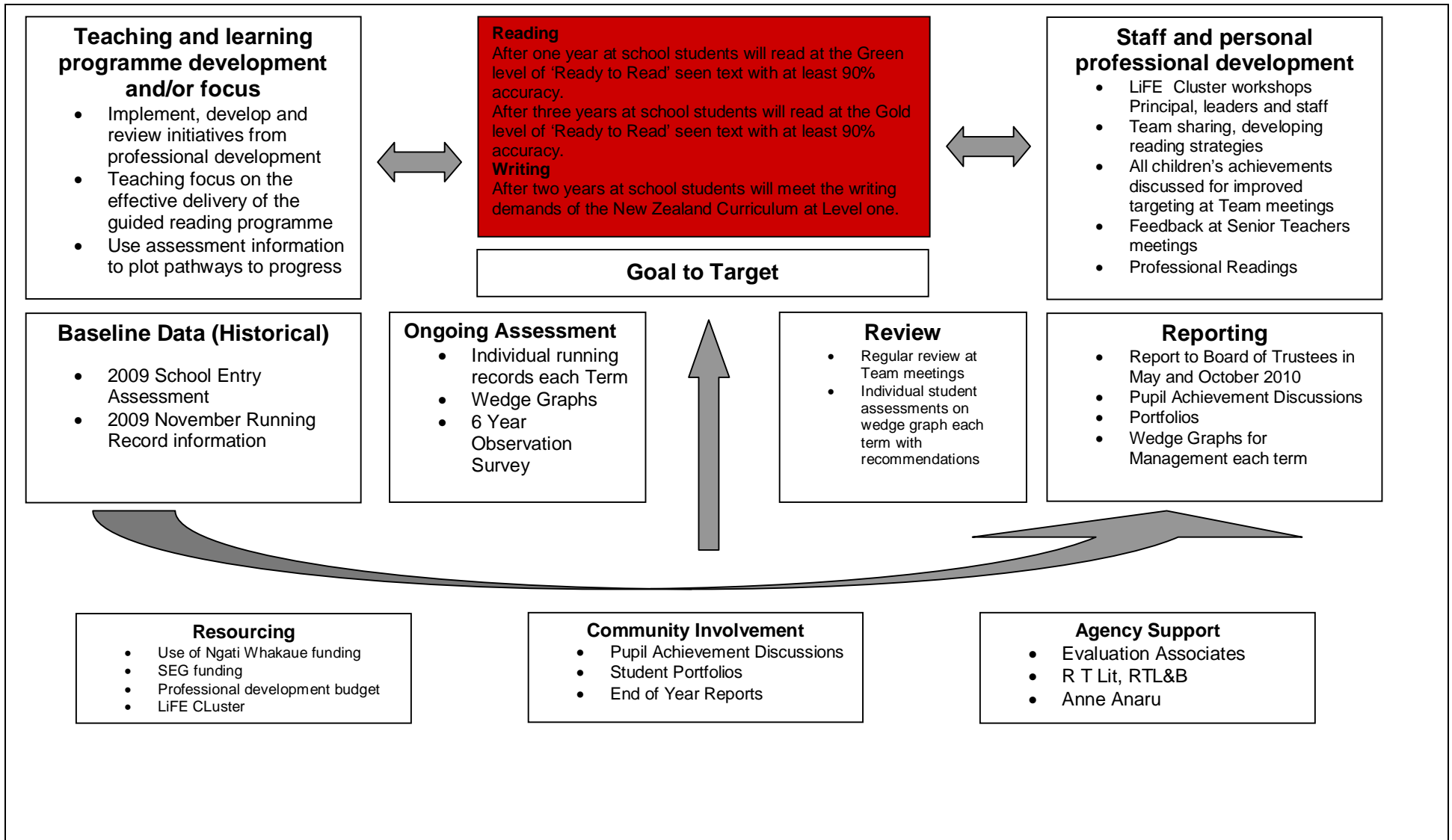
- Review policies and procedures for Health and Safety and new legislation
- Curriculum Procedure reviews for Health, and whole school Numeracy Assessment
- Community consultation on the Health Curriculum

### Attachments

- Professional Development
- Curriculum Review Timetable
- Board Review Timetable
- Board Meeting Timetable
- Capital Budget
- School Organisation

# ANNUAL ACHIEVEMENT TARGET ONE for 2010

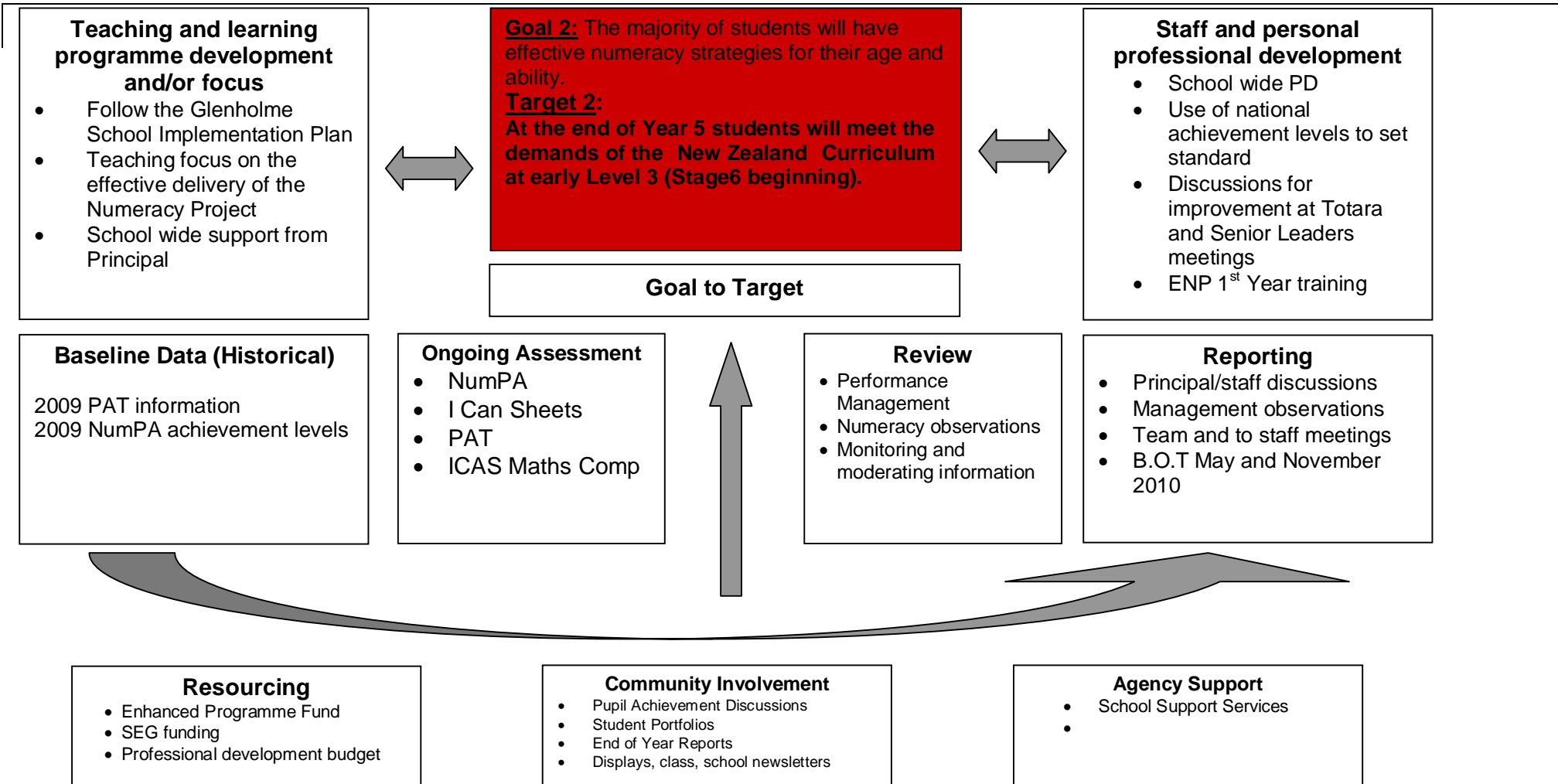
**Goal 1:** The majority of students will have developed effective literacy skills for their age, particularly in oral communication and reading comprehension, with specific interventions for students with moderate needs.



Objectives	Strategies	Anticipated Duration	Self Review/Reporting
<i>What are we planning to do?</i>	<i>How are we going to do this?</i>	<i>How long will it take?</i>	<i>Where have we got to and what do we intend to do next?</i>
1. Ensure all teachers have skill, knowledge and understanding of the planning and teaching the reading	<ul style="list-style-type: none"> <li>• Literacy identified as a Team development goal</li> <li>• Reflected in appraisal development and documentation</li> <li>• Professional conversations</li> <li>• Classroom observations</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing 2010</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
2. Provide effective professional development that enhances classroom practice and student achievement	<ul style="list-style-type: none"> <li>• Literacy Lead Team attend the LiFE Cluster workshops</li> <li>• Literacy Lead Team provide professional development for staff</li> <li>• Reading Recovery Training</li> <li>• RTL&amp;B, RTLit, Literacy Advisor from SSS and DP</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing 2010</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
3. Ensure all teachers have skill, knowledge and understanding of the how to analyse student achievement information	<ul style="list-style-type: none"> <li>• Use target as wedge graph information for classes with individual student information collated</li> <li>• Monitor student information</li> <li>• Senior teacher utilises release for classroom observations</li> <li>• Team members moderate student achievement and assessment information at team meetings</li> <li>• Literacy lead Teachers are observed by Evaluation Associates</li> <li>• Literacy lead teachers observe members of their Teams classroom practice</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing 2010</li> </ul>	
4. Ensure effective administration of Running Records and 6 Year Observation Survey are	<ul style="list-style-type: none"> <li>• Maire Clay video of 6 year Observation Survey</li> <li>• Review running record administration</li> </ul>	<ul style="list-style-type: none"> <li>• Term One</li> </ul>	

standardised.	<ul style="list-style-type: none"> <li>• Team members moderate practice</li> <li>• Professional discussions</li> </ul>		
5. Review the progress of all children in Teams especially those at risk and below the wedge graph targets	<ul style="list-style-type: none"> <li>• Team meetings to review at risk</li> <li>• Share strategies and developments</li> <li>• Plot pathways to progress</li> <li>• Monitored and moderated</li> <li>• Team minutes</li> <li>• Report to Board of Trustees in May and October 2010</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing 2010</li> <li>• DP to attend selected meetings</li> </ul>	

# ANNUAL ACHIEVEMENT TARGET TWO for 2010



<b>Objectives</b>	<b>Strategies</b>	<b>Anticipated Duration</b>	<b>Self Review/Reporting</b>
<i>What are we planning to do?</i>	<i>How are we going to do it?</i>	<i>How long will it take?</i>	<i>Where have we got to and what do we intend to do next?</i>
1. Ensure all teachers have skill, knowledge and understanding of the planning and teaching the reading	<ul style="list-style-type: none"> <li>• Numeracy Project Framework</li> <li>• Numeracy identified as a Totara Team development goal - will see a range of strategies being used and reflected in 2010 appraisal development</li> <li>• Observations</li> <li>• Professional conversations</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing 2010</li> </ul>	
2. Provide effective professional development that enhances classroom practice and student achievement	<ul style="list-style-type: none"> <li>• Lead Teacher workshops</li> <li>• School Support Service workshops and advisor</li> <li>• ENP 1<sup>st</sup> Year Training</li> <li>• Staff and Team meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing 2010</li> </ul>	
3. Ensure all teachers have skill, knowledge and understanding of the how to analyse student achievement information	<ul style="list-style-type: none"> <li>• Work with Numeracy expert</li> <li>• Lead Teachers</li> <li>• Team Meetings</li> <li>• Professional conversations</li> <li>• Senior teacher utilises release for classroom observations</li> <li>• Team members moderate student achievement and assessment information at team meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing 2009</li> </ul>	
4. Ensure effective administration of NumPA, and PAT are standardised across Glenholme School	<ul style="list-style-type: none"> <li>• DP to monitor</li> <li>• Principal and DP provide relevant information for staff</li> <li>• Team and staff meetings</li> <li>• Numeracy Project guidelines</li> <li>• Glenholme School Implementation Plan</li> </ul>	<ul style="list-style-type: none"> <li>• Term One</li> <li>• Ongoing 2010</li> </ul>	

<p>5. Review the progress of all children in Totara Team especially those at risk achieving below Stage 4 or Stanine 1-4 in PAT</p>	<ul style="list-style-type: none"><li>• Team meetings to review at risk</li><li>• Share strategies and developments</li><li>• Plot pathways to progress</li><li>• Monitored and moderated</li><li>• Team minutes</li><li>• Report to Board of Trustees in May and November 2010</li></ul>	<ul style="list-style-type: none"><li>• Ongoing 2010</li><li>• DP to attend selected meetings</li></ul>	<ul style="list-style-type: none"><li>•</li></ul>
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