

Leamington School Annual Plan 2009

Focus Area	Background	Things we aim to achieve	Outcome	Corresponding NAG'S	
Achievement Targets					
Writing	85% of students school wide achieving at or above national expectations in written language by the end of 2009.	<p>Writing has been identified as part of core business for Leamington School. Assessment data in 2008 showed disparity in results from term 1 to term 3. Investigations into disparity between Maori and Non Maori student achievement is on going. Pre literacy skills seem to be a factor, along with attendance, and engagement of boys in particular.</p>	<ul style="list-style-type: none"> • School wide achievement in Writing to 85% school wide by Term 4 2009. • Teachers engaging in regular dialogue at both staff meeting and syndicate level to discuss Best Practise in Writing. • Refine school assessment procedures in writing to ensure assessment data is accurate, and timed in a way allow teachers to use data to maximise next step learning. • Investigate the disparity between Maori and Non Maori achievement and develop recommendations about how Maori achievement in writing can be improved both in short and long term. • Literacy Lead teachers working with staff to develop agreed effective practise criteria in written language • Link school wide writing achievement with ICT cluster goals • Lead Teachers attending First Steps Writing facilitator training 		<p>NAG 1 NAG 3 NAG 2</p>

Reading	85% of students school wide achieving at or above national expectations in reading language by the end of 2009.	<p>Reading has always been considered core business within the school. Assessment data is regularly gathered historically. 2008 data indicates 89% of children reading at or above expected national levels.</p>	<ul style="list-style-type: none"> • School wide achievement in reading at 85% school wide by Term 4 2009. • Teachers engaging in regular dialogue at both staff meeting and syndicate level to discuss effective Practise in reading comprehension programmes. • Investigate the disparity between Maori and Non Maori achievement and develop recommendations about how Maori achievement in reading can be improved both in short and long term. • Reflective practise about use of data to drive next step learning. This will be an iterative process • Effective practise guidelines developed with teachers around teaching of literacy with Revised curriculum • \$15 000 spent targeted towards literacy resources 		<p>NAG 1 NAG 3 NAG 2</p>
Math – basic facts	80% of student's school wide achieving at or above national expectations in math's by the end of 2009.	<p>The school collects regular data on literacy, but not on math achievement which is collated yearly. Math is part of the core business of the school and as such should be more closely monitored.</p>	<ul style="list-style-type: none"> • School wide achievement in Basic facts to 80% school wide by Term 4 2009. • Math basic facts data collected twice per year. • Teachers engaging in regular dialogue at both staff meeting and syndicate level to discuss effective Practise • Reflective practise about use of data to drive next step learning. This will be an iterative process 		<p>NAG 1 NAG 3 NAG 2</p>

New Curriculum	<p>The Revised Curriculum is Gazetted in 2010. Significant progress has been made in 2008 developing fundamentals around which the School curriculum will be based. Major headings have been put forward, with work to be done on refining and defining these headings.</p>	<ul style="list-style-type: none"> • School vision and direction finalised • Each area of school vision unpacked and defined in terms of effective practise at Leamington school • Areas of literacy completed in 2009, reading, writing, oracy, information literacy • Unit allocated for overall vision of implementation of Curriculum • 2 Units allocated for implementation of literacy aspect of curriculum development 		<p>NAG 1 NAG 2 NAG 3 NAG 6</p>
ICT Cluster Involvement	<p>In 2007 Leamington School joined the Wailite ICT cluster. The aim of this cluster is to further refine teaching practise to develop thinking skills, integrated with technology. In 2008 the school developed an ICT plan to map its pathway forward and identifying areas priority for the school.</p>	<ul style="list-style-type: none"> • Implement school wide ICT plan • Link cluster involvement with student achievement in literacy, particularly written language • Release ICT lead teacher to work in classrooms one day per week to enhance classroom programmes • Teacher only day with Eric Frangenheim • Continue to modernise school IT equipment to allow children to engage in the type of IT activities identified in ICT strategic plan 		<p>NAG 1 NAG 2 NAG 3</p>
Finalise School Charter	<p>The previous school charter meet the requirements of the ministry but did not give the BOT, and leadership of the school a clear pathway about how to move into the future and significant strategic goals it wants to achieve in the</p>	<ul style="list-style-type: none"> • Continue to redevelop the school charter to provide both vision and pathways for all stakeholders in the school to move into the future that incorporates work done in 2008 • Shared vision that reflects the priorities of the Leamington Community • Day retreat by BOT to develop School charter • Strategic plan in place to allow the charter to be implemented 		<p>NAG 1 NAG 2 NAG 3 NAG 4 NAG 5 NAG 6</p>

	next 4 years. A charter was put together in 2008 that meet ministry requirements. Fine tuning needs to take place, along with completion of the Strategic plan to meet aims of the Charter			
BOT Training	The current BOT undertook several training sessions in 2008 to clarify its role as governors of the school. The BOT recognises that ongoing training is important to allow it to continually reflect on its current practise to ensure effective governance is maintained	<ul style="list-style-type: none"> • Attend STA training as available • Acquire STA training hours to work with BOT in school • Develop a BOT Concertina file of all relevant BOT information 		NAG 3 NAG 2
Review policies to reflect charter	BOT Policy flows out of Charter direction. The current policy format reflects the charter that was developed in 2004.	<ul style="list-style-type: none"> • Review Finance, Personnel, and Curriculum policy 		NAG 2
Property Development	The BOT is committed to ensuring the school grounds are attractive, safe and supportive of a learning environment.	<ul style="list-style-type: none"> • Building of New Classroom in Junior School • Remodelling of Library • School signage around key boundary points in the school 		NAG 4 NAG 1 NAG 6
School Uniform	In 2008 the community indicated a desire to have a school uniform. The BOT ratified this so that a compulsory uniform will	<ul style="list-style-type: none"> • Uniform committee to research different types of uniform • Uniform committee to make recommendations to the BOT and community on style, cost, etc • BOT to ratify uniform for 2010 school year 		NAG 1 NAG 2

	be in place from 2010.			
Junior bi lingual class	In 2008 the BOT looked to have a Junior Bi lingual class. This was unable to proceed due to lack of suitable candidates.	<ul style="list-style-type: none"> • In Term 3 of 2009, revisit viability of re-establishing a junior bilingual class • Maori language lessons for Yr 0 – 3 children each morning to address Maori fluency, and provide a pathway for entrance into Senior class • Raise teacher awareness and fluency in Maori language through regular staff meeting sessions 		NAG 1 NAG 2
Senior Bi lingual class	In 2008 the BOT moved to establish a level 2 bi lingual class	<ul style="list-style-type: none"> • Provide support and monitor class to ensure instruction is in 50 – 80% Maori language 		NAG 1
BOT elections in 2010	In 2010 the school will vote on new BOT members. Several BOT members have indicated they will stand down from the BOT	<ul style="list-style-type: none"> • Candidates for 2010 BOT identified if possible • Invite interested parents to attend BOT meetings • BOT chairperson and/or principal to meet with possible candidates to outline role of BOT member • BOT put in place a succession plan for new BOT members 		NAG 2
Afterschool care	In 2008 the BOT identified the After School care programme as needing improvement. The school sees afterschool care as an important extension of the school, and as such, the programme should reflect the values and standards of the school	<ul style="list-style-type: none"> • 1 Fixed Term unit allocated to a teacher to take overall responsibility for the programme • Weekly meetings with After School care staff to trouble shoot issues they are facing, and help plan programmes • Regular correspondence with parents using service about what children are doing • Increase profile of After School care programme to community via newsletter /website / notices to parents 		NAG 1 NAG 2 NAG 6 NAG 5
Sport	The school survey in 2008 identified that parents placed a high value on children being active. Various sporting groups function within the school but require an overarching facilitator to	<ul style="list-style-type: none"> • 1 fixed term unit • Oversee (not run) the implementation of school sport, in and out of school time • Establish a Sports committee to co-ordinate current sporting codes, and establish new codes as opportunities present, 		NAG 1

	ensure priorities in sport are achieved			
Enviroschool	The school has made a commitment to Enviroschools. In the past groups have been active across the school making a difference. The school wants to take this further to involve all children and staff.	<ul style="list-style-type: none"> • Allocate 1 unit to oversee Enviroschools • All children and teachers involved in Enviroschool activities each week • Enviroschools becoming a focus area so teachers do not have to be involved in another meeting after school 		NAG 1 NAG 4
Transition to School Programme	Recent trends have indicated that pre-school literacy levels are declining. Parents do not know what skills / knowledge a child should have when they start school.	<ul style="list-style-type: none"> • 1 unit attached to preschool parent education • Relationships formed preschools / parents will be a pathway to continue education when child enters school • Release teacher to meet with parents during the day when they drop children at day care • Work with parents outside of working hours to allow parents to attend education sessions if appropriate 		NAG 1