

Leamington School Annual Plan 2008

Focus Area		Background	Things we aim to achieve	Timeline	Corresponding NAG'S
		Achievement Targets			
Writing	75% of students school wide achieving at or above national expectations in written language by the end of 2008.	<p>Writing has been identified as part of core business for Leamington School. Initial assessment data indicates that Student achievement in Writing is not at the same level as reading.</p>	<p>Raise school wide achievement in Writing to 75% school wide by Term 4 2008.</p> <p>Teachers engaging in regular dialogue at both staff meeting and syndicate level to discuss Best Practise in Writing.</p> <p>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.</p> <p>Classroom observation of writing by Literacy leader leading to learning conversations in writing.</p> <p>Tapping into expertise within school to develop teacher capacity in writing.</p> <p>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.</p>	Completed by end of term 4	NAG 1 NAG 3 NAG 2

Reading	<p>83% of students school wide achieving at or above national expectations in reading language by the end of 2008.</p>	<p>Reading has always been considered core business within the school. Assessment data is regularly gathered historically. 2008 data indicates 79% of children reading at or above expected national levels</p>	<p>Raise school wide achievement in reading to 83% school wide by Term 4 2008. Teachers engaging in regular dialogue at both staff meeting and syndicate level to discuss Best Practise in reading comprehension programmes. Refine school assessment procedures in reading to ensure assessment data is accurate, and timed in a way allow teachers to use data to maximise next step learning. Classroom observation of reading by Literacy leader leading to learning conversations in reading. Tapping into expertise within school to develop teacher capacity in reading. 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.</p>	<p>Completed by the End of Term 4</p>	<p>NAG 1 NAG 3 NAG 2</p>
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New Curriculum	The New Curriculum needs to be implemented by 2010. The new curriculum is a fundamental shift in the way schools think about preparing children for the future.	Teachers begin to develop school wide implementation plan and practises to meet aims of new curriculum. Policy on key areas of Teaching practice, assessment, and teaching techniques, aiming to marry ICT cluster and curriculum momentum Base decisions on direction of school on research and teacher beliefs around how to best prepare children for their future.	End of Term 4 (may continue into 2009)	NAG 1 NAG 2 NAG 3 NAG 6
ICT Cluster Involvement	In 2007 Leamington School joined the Wailite ICT cluster. The aim of this cluster is to further refine teaching practise to develop thinking skills, through an inquiry learning integrated with technology approach.	Develop a school wide ICT to guide the school for the remainder of 2008. During 2008 research possible directions ICT can take and make long term strategic decisions based on research to guide the school over the next 4 years. Align IT developments to compliment and extend learning. Begin to develop a shared school implementation plan of what types of thinking Leamington school will nurture, develop, extend, to support the direction of the new curriculum particularly in the area of thinking.	End of term 4	NAG 1 NAG 2 NAG 3
Redevelop School Charter	The current school charter meets the requirements of the ministry but does 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 next 4 years.	Redevelop the school charter to provide both vision and pathways for all stakeholders in the school to move into the future. Shared vision that reflects the priorities of the Leamington Community Day retreat by BOT to develop School charter	Term 3 and 4	NAG 1 NAG 2 NAG 3 NAG 4 NAG 5 NAG 6
Community Survey	In 2007 the Community survey did not provide enough responses to be able to form a clear pathway forward.	Develop a community survey to explore areas of interest to the BOT and Community Send the community survey out to all Leamington School Families. Aim for a 70% response to the survey. Collate the results of the survey to allow the BOT to get a clear picture of areas of priority for the Leamington Community	Survey completed and results collated in Term 2 Analysed and considered by BOT Term 3, 2008	NAG 1 NAG 2 NAG 5
BOT Training	The current BOT is new for all but one member. In 2007 a	Attend STA training as available Aquire STA training hours to work with BOT in school	Ongoing through	NAG 3 NAG 2

	large focus of the new BOT was appointing a new principal and continuing work started on the Administration upgrade. The new BOT has had little time to focus on refining their role as Governors of the school.	Develop a School Governance Policy Develop a BOT Concertina file of all relevant BOT information	2008	
Begin to review policies to reflect charter	BOT Policy flows out of Charter direction. The current policy format reflects the charter that was developed in 2004.	Review Strategic Plan Review Health and Safety policy	Ongoing through 2008	NAG 2
ERO	The school is due for its tri-annual ERO review.	Work with ERO to identify areas of strength and weakness of school Consider ERO recommendations and incorporate into strategic plan as relevant.	Term 2, 2008	NAG 1 – 6
Administration Upgrade	In 2007 the previous principal began working on upgrading the current administration area. Plans were finalised late in 2007, with building starting early in 2008.	Complete Administration upgrade following plan put in place in 2007.	Term 2, 2008	NAG 4
Induction Programme	In 2007 the BOT appointed a new principal and assistant principal. The school has also temporarily lost the DP due to maternity leave, and a senior teacher. The school has had a natural and healthy change in personnel, however, these changes have all happened at the same time.	Induction programme for Principal and Assistant Principal to ensure a smooth transition into the leadership of the school. Place experienced teacher around Leadership team to provide stability to existing staff and practises.	Ongoing through 2008	NAG 3