



MILFORD SCHOOL

2011 CHARTER



MILFORD SCHOOL

Strategic Plan 2011 - 2013

Annual Action Plan 2011

Targets 2011

Annual Action Plan and Actual Outcomes 2010

Analysis of Variance 2010



Our Vision: Inspired to Learn and Achieve.

Our Mission: To provide education and life skills to the children of Milford in a manner which is effective and reflects the changing needs of the local community.

Education Goals

To promote self esteem.

To develop strengths in the basics, that is Literacy and Numeracy.

To develop a love of learning.

To establish and maintain good work habits.

To ensure a balanced programme of learning.

To ensure the environment the students are learning in is one where the students overall happiness is promoted.

To ensure at all times that positive relations continue to be sustained.

Local Curriculum Emphasis

To present a holistic approach within a balanced programme that will involve outside agencies.

To continue the Waterwise programme.

To promote the use of ICT for both teachers and students.

School Values

Respect for and acceptance of others

Responsibility and self control

Honesty and integrity

Strong work ethic

Independence

Sensitivity and tolerance



Strategic Plan 2011 – 2013
Annual Action Plan 2011
Targets 2011



Milford School

Inspired to Learn and Achieve

Strategic Plan 2011 – 2013

Strategic Goal: To Raise the Achievement of all Students

NAG 1 Curriculum – Improving Student achievement

- **Inquiry Learning**
 - introduce and implement school-wide use of Milford Inquiry Model (2011, 2012)
 - ensure differentiated learning evident for children with identified needs (2011-2013)
 - communicate the link between the inquiry learning model and home learning school-wide and to the community (2011)
- **Formative assessment**
 - continue development and consolidation of formative assessment principles into all areas of the curriculum to ensure it is embedding into daily teaching and learning (2011-2013)
 - consolidate use of asTTle (2011, 2012)
 - continued development and use of rubrics to enhance teaching and learning (2011-2013)
- **Analysis of student achievement data and Reporting**
 - whole school analysis and reporting of student data (2011)
 - analysis of data across a variety of cohorts (2011-2013)
 - continue development of National Standards as a benchmark reporting tool (2011-2013)
 - establish links with local Intermediate to ascertain achievement levels of Milford students (2011)
 - develop a timetable for reporting student achievement to the BoT (2011)
 - development of class descriptions, identifying specific student needs in order to inform teaching practice in literacy and numeracy (2011, 2012)
- **Professional learning**
 - align appraisal document and process with RTC and AfL: teacher capability matrix (2011)
 - introduce elements of coaching to enhance teacher practice (2012, 2013)
 - consolidate and embed formative assessment practices school-wide (2011-2013)
 - provide professional learning school wide in writing (2011, 2012)
 - growing leadership capacity within the school (2011-2013)
 - development of the use of KnowledgeNet as a school-wide LMS (2011, 2012)
 - promote critical and challenging discussion around student learning and teaching practices (2011-2013)
- **Curriculum Delivery**
 - review curriculum guideline documents (2011-2013)
 - develop on-going cycle of review (2011)
 - use of key competencies to develop strategies and processes for lifelong learning (2011-2013)
 - implement use of benchmarks for all students in Te Reo as per the curriculum document (2011, 2012)

Business as Usual

- Implementation of revised NZ Curriculum
- Best practice teaching in Numeracy and PE / PA
- Reporting to parents, Health consultation and consult with Maori parents
- Appoint staff with AfL knowledge and induction of new staff
- Refine assessment tools and timetable
- Promote vision statement, Milford Graduate and Key Competencies
- Recognise excellence: sporting, academic, cultural
- Staff appraisal – school wide

NAG 3 Personnel – Improving Student achievement

- Leadership Opportunities / Career paths (2011-2013)
- Staff support and wellbeing (2011-2013)
- Specialist teaching staff - in Te Reo / Tikanga Maori (2011)
 - establishment of Director of Learning position (2011)
 - use of external support for development of AfL practices (2011)
 - to cater for GATE / CWSN / Leadership (2011-2013)
 - to cater for related arts / music / performance (2011)
 - support staff to cater for individual student needs (2011-2013)
 - to explore broader Watersports programme (2012)
 - investigate the teaching of different languages (2013)

NAG 2 Self Review

- Review and explore reporting options involving students (2011)
- Review curriculum delivery plan (2011-2013)
- Review policies and procedures as per the timetable (2011-2013)
- Review of on-going BoT training timetable (2011, 2012)
- Review Support Staff appraisal (2011)
- Review police vets for non-teaching staff (2011)

NAG 4 Finance and Property

- Set budget to complete personnel priorities as per Nag 3 (2011-2013)
- Set budget to complete 5YA priorities as per 10 Year Property Plan (2011-2013)
- Set budget to complete curriculum prof. development priorities as per Nag 1 (2011-2013)
- Investigate Teacher / Student Scholarships (2012, 2013)
- Investigate internal painting contract (2012)
- Use of facilities (hall, pool, Lake) / community involvement and partnerships (2012, 2013)
- Complete 5YA priorities (repairs to Dental Clinic electrical and plumbing, Library refurbishment, re-locatable classrooms refurbishment, roofing repairs, boiler replacement, carpet replacement, car park extension, repair structural defects, build bike shelter, improved teaching spaces e.g. withdrawal spaces – small group and related arts, classroom environment, ICT / Computer / Information centre) (2011-2013)

NAG 5 Health and Safety

- Student Wellbeing (self-esteem, social skills, values, happy and safe, house culture)
- Complete Health and Safety 5YA priorities (replace boundary fence to Lake, create junior / senior shade areas, replace water fountains, heating / cooling of classrooms, unified fire / alarm system, repair sewer line / drainage, senior court resurfacing) (2011-2013)

Business as Usual

- Ensure budget allows for on-going development of ICT
- Maintain level of income from locally raised funds
- Maintenance of Travelwise practices and review of Travel Plan
- Update first aide certificates
- On-going external painting contract



Annual Action Plan 2011

NAG: 1 CURRICULUM – Improving Student Achievement

Action:	Who:	Costs:	Expected Outcome:	Actual Outcome:
<p>1.1 To develop Inquiry Learning throughout the school.</p>	<p>Principal DP AP TL Teaching Staff</p>	<p>As required (from PD budget of \$16,500)</p>	<ul style="list-style-type: none"> • Introduce and implement school-wide use of Milford Inquiry Model. Review on a regular basis and revise as appropriate to meet the needs of teachers and pupils. • Ensure differentiated learning is evident for children with identified needs. Use of class descriptions to identify children and record action to be taken. • Communicate the link between the inquiry learning model and home learning philosophy school-wide and to the parent community. • Parent information – on-going information disseminated to parents throughout the year e.g. key competencies, inquiry learning, national standards, curriculum teaching and learning. Through information evenings, newsletter, brochures / flyers, website, parent interviews and portfolios. 	
<p>1.2 To develop Formative Assessment practices throughout the school.</p>	<p>Principal DP AP TL RK Teaching Staff</p>	<p>AfL budget \$20,000</p>	<ul style="list-style-type: none"> • Continue development and consolidation of formative assessment principles into all areas of the curriculum to ensure it is embedding into daily teaching and learning. • Lifelong learning - children are able to understand where they are in their learning, where to next and how to continue in their learning journey. • Students and staff will concentrate on building learning focussed relationships in order to facilitate joint ownership of learning. • Consolidate use of asTTle. Y4 – 6 classes 	

			<p>will implement asTTle tests in writing and reading, sharing the data with the students and using the data to inform their next steps in teaching. Y0-3 will do similar writing assessment at the same time. Whole staff, syndicate and team moderation of marking.</p> <ul style="list-style-type: none"> • Introduce e-asTTle in trial groups, moving to whole Y4-6 for Reading and Writing. • Continued development and use of rubrics to enhance teaching and learning. Use of rubrics with students and parents to develop self-assessment practices. 	
1.3 To enhance the analysis of student achievement data and reporting.	Principal DP AP TL Teaching Staff	As required (from PD budget of \$16,500 and CM \$2,000)	<ul style="list-style-type: none"> • Whole school analysis and reporting of student data – senior leadership will collate school-wide data in order to address identified needs and report on student achievement. • Analysis of data across a variety of cohorts. • Continue development of National Standards as a benchmark reporting tool. • Continue refinement of making judgements of children in relation to National Standards, and refine reporting to parents. • Develop data storage and analysis in Classroom Manager for National Standards. • Develop method for reporting National Standards data to the MoE. • Establish links between local Intermediate to ascertain achievement levels of Milford Students. • Develop a timeline for reporting student achievement to the Board. • Development of class descriptions, identifying specific student needs in order to inform teaching practice in literacy and numeracy. 	

<p>1.4 To plan for and provide Professional Learning opportunities for all staff.</p>	<p>Principal DP AP TL RK BA Teaching Staff</p>	<p>From PD budget total of \$16,500</p>	<ul style="list-style-type: none"> • Align appraisal document and process with Registered Teacher Criteria and AfL Teacher Capability Matrix. Increase use of reflection as a professional learning opportunity for staff. • Consolidate and embed formative assessment practices school-wide (see 1.2). • Provide professional learning school-wide in writing in order to raise student achievement in this area. • Growing leadership capacity within the school at a range of levels, particularly in the area of AfL. • Development of the use of KnowledgeNet as a school-wide Learning Management System. Staff, pupil and parents to be using on a daily basis. • Promote critical and challenging discussion around student learning and teaching practices, school-wide, syndicate and team level. • Staff share outcomes of PD with others and report on its projected impact on their future teaching practice and student achievement. 	
<p>1.5 To ensure on-going review of and development in curriculum delivery across the school.</p>	<p>Principal DP AP TP TL Teaching Staff</p>	<p>As required</p>	<ul style="list-style-type: none"> • Review curriculum guideline documents. Revise as required (see 2.2). • Develop on-going cycle of review. Begin implementation. • Embedding the use of Key Competencies to develop strategies and processes for lifelong learning. Children will understand there are dispositions that are essential to develop in order to become lifelong learners who contribute to society. • Implement use of benchmarks for all students in Te Reo as per the curriculum document. 	



Annual Action Plan 2011

NAG: 2 DOCUMENTATION AND SELF REVIEW

Action:	Who:	Costs:	Expected Outcome:	Actual Outcome:
2.1 To review and explore reporting options involving students.	Principal DP AP TL Teaching Staff Parent community	As required	<ul style="list-style-type: none"> Portfolios – development of content and format of samples ensuring student involvement in assessment and reporting to parents. Continued refinement of reporting against the National Standards and expected levels of achievement. Parent interviews – inclusion of students in the interview process for at least one of the interviews held during the school year. Development of a student information sheet for discussion at the interviews. 	
2.2. To review the curriculum delivery plan.	Principal DP/AP Curriculum Team Leaders Teaching Staff	As required	<ul style="list-style-type: none"> Develop formalised on-going cycle of review of curriculum guideline documents. Curriculum teams review documents with staff and make relevant changes. Inclusion of statements around expected student achievement in key literacy and numeracy curriculum areas. 	
2.3 To review policies and procedures as per the timetable.	Principal DP/AP BoT Chair	Nil	<ul style="list-style-type: none"> Policy / Procedure review – continued regular review of procedures following the review cycle. Clear delegation of authority and roles. Presentation to the BoT for ratification. 	
2.4 To review on-going Board training.	Principal BoT Chair BoT	BoT PD \$1,278	<ul style="list-style-type: none"> Review Board training to date and plan for on-going future training in specific areas to meet the needs of Board members. Develop a BoT training / professional development timetable that can be used/adapted for current and future Boards. 	
2.5 To review Support Staff Appraisal	Principal BoT	As required	<ul style="list-style-type: none"> Review support staff roles and job descriptions within the school. Research formats for support staff appraisal 	

			<p>from other sources (local schools, NZSTA, NZEI).</p> <ul style="list-style-type: none"> • Development of new support staff appraisal documents to be implemented in 2012. 	
2.6 To ensure current Police Vets for all non-teaching staff.	Principal BoT CC	As required	<ul style="list-style-type: none"> • Review expiry dates of current Police Vets for all non-teaching staff. • Develop system of accountability similar to teacher registration status. • Ensure all non-teaching staff have current Police Vets. 	



Annual Action Plan 2011

NAG: 3 PERSONNEL - Improving Student Achievement

Action:	Who:	Costs:	Expected Outcome:	Actual Outcome:
3.1 To provide for leadership opportunities / career paths for teaching staff.	Principal DP AP Teaching staff	Units MoE funded (33) PD budget of \$16,500 AfL budget \$20,000	<ul style="list-style-type: none"> • Use of Management Units – continue to refine the procedure of allocating contestable fixed term units and determining successful outcomes of the unit holders. • Encourage use of innovations unit(s) in order to develop new initiatives that benefit the school and students. Refine procedures for allocating multiple units and determining successful outcomes. • Encouragement of potential leaders to take part in leadership professional development, including current middle leadership. Development of Director of Learning role and AfL support teachers. • Leadership Team take responsibility for being involved in the professional development of Team Leaders as leaders in school. 	
3.2 To ensure on-going staff support and wellbeing.	Social Club BoT Principal	BoT 'Good Employer' budget \$4,000	<ul style="list-style-type: none"> • Innovative ways of showing staff collegiality – active social club who organise regular staff events. • BoT acknowledgement of staff at various 	

	SLT		<p>times of the year and due consideration given to the additional workload around the current professional development and new initiatives.</p> <ul style="list-style-type: none"> • Implementation of staff forum meetings for staff to voice issues and find solutions, involving all staff. 	
3.3 To provide specialist teaching Staff.	Principal BoT DP AP	<p>Release / ORRS teachers funded through MoE (T.S.)</p> <p>T. Aides \$21,400 \$10,380 \$20,266 \$18,020</p> <p>Specialist teachers funded through combination of T.S. (while staffing is high) and B.G.</p> <p>AfL budget \$20,000</p>	<ul style="list-style-type: none"> • GATE / CWSN / Leadership – students’ needs will be met by providing personnel to work in the areas of Gifted and Talented, Special Needs and Student Leadership. Utilise full and part time staff strengths. • Teacher employed (0.2) to allow for GATE teaching school-wide. • Continued employment of a Director of International Students (full time teacher) and Teachers’ Aides to assist in the delivery of a comprehensive ESOL programme. • Reading Recovery (six children) and Teachers’ Aides for MultiLit programme / Reciprocal Reading and both individual and group work with selected children. • Employment of teaching staff and Teacher’s Aide to work with ORRS funded student, and School High Health Needs Fund to employ a Teacher’s Aide for SHHNF student. • Teacher employed (0.2) to allow for CWSN teaching in the junior school. Teacher employed (0.1) to allow for CWSN Maths teaching in the senior school. • Development of Director of Learning position to ensure on-going implementation of AfL principles and practices in classrooms, provide opportunities for teacher feedback and feed-forward with students and to continue teacher professional 	

		<p>development.</p> <ul style="list-style-type: none"> • Use of external support for the development of AfL practices (Evaluation Associates). • Specialist music teacher employed (0.2) to work with students to develop musical performance e.g. school band / orchestra / etc. and to work alongside teachers to assist with Music programmes. Future development of a full time music specialist to teach music throughout the school. • Specialist Te Reo / Tikanga Maori teacher employed (0.1) to work with Maori / Pacifica Students and work in classrooms alongside teachers to model Te Reo programmes. • Provide release for sports co-ordinator in order to facilitate Ministry's Kiwisport initiative. 	
		<p>Kiwisport funding \$8,213</p>	



Annual Action Plan 2011

NAG 4: FINANCE AND PROPERTY

Action:	Who:	Costs:	Expected Outcome:	Actual Outcome:
4.1 To set annual budget to reflect the priorities identified by the BoT and included in the Strategic Plan.	BoT Principal	Total (BoT) - Personnel \$98,279 - 5YA \$646,325 - P.D. \$36,500	<ul style="list-style-type: none"> • Set annual budget to complete personnel priorities as per Nag. 3 (see 3.3). • Set annual budget to complete 5YA priorities as per the 10 Year Property Plan • Set annual budget to complete curriculum professional development priorities as per Nag. 1 (see 1.1, 1.2, and 1.4). 	
4.2 To ensure on-going property maintenance and scoping and completion of 5YA priorities.	Principal BoT LD Mike Cooper Property Team	Repairs and maintenance budget \$20,000 MoE Furniture	<ul style="list-style-type: none"> • Meeting with Ministry's School Property Advisor and Mike Cooper to establish a starting point for on-going property maintenance and 5YA action plan. • Development of a Property Team consisting of interested Board members and staff. On-going and regular meetings to establish 	

		and Equip. Grant \$14,505	<p>priorities in 5YA and decide on exactly what our development and modern learning environments will look like going forward.</p> <ul style="list-style-type: none"> • Begin implementing 2011 priorities and planning for future development (repairs to Dental Clinic electrical and plumbing, Library refurbishment, re-locatable classrooms refurbishment, block 2 roofing repairs, boiler replacement, car park extension, repair structural defects, bike shelter, improved teaching spaces e.g. withdrawal spaces – small group and related arts, classroom environment, ICT / Computer / Information centre). • Continuation of seven year painting contract with Programmed Property Services. 	
		5YA Budget \$622K MoE \$646K BoT		
		\$12,500		



Annual Action Plan 2011

NAG: 5 HEALTH AND SAFETY

Action:	Who:	Costs:	Expected Outcome:	Actual Outcome:
5.1 Provide a safe physical environment for students	Principal BoT LD Mike Cooper Property Team	Repairs and Maintenance budget \$20,000 5YA Budget \$622K MoE \$646K BoT	<ul style="list-style-type: none"> • Complete Health and Safety priorities from 5YA (replace boundary fence to Lake, create junior / senior shade areas, replace water fountains, heating / cooling of classrooms, unified fire / alarm system, repair sewer line / drainage, senior court resurfacing). • Ensure student wellbeing is catered for (self-esteem, social skills, values, happy and safe, house culture) and development of systems to ensure on-going support and promotion of student wellbeing is active with in school. • On-going property maintenance and identification, eliminate, reduce or isolate Health and Safety Hazards. 	



MILFORD SCHOOL ACHIEVEMENT TARGET 2011

Teaching and learning programme development and/or focus

- * All children will be tested using PAT Maths assessment.
- * T/A assistance in classrooms for children identified as having learning needs.
- * Teachers will Gloss test each child.
- * Focus on ways teachers identify and work maths programmes for children with limited number knowledge
- * Team meetings – discussion on how to move chn forward – shared understandings and procedures.
- * Research into programmes which promote mathematical understandings.



Target for improving student achievement Mathematics

By the end of Year 6, students will be achieving at Level 3 in the mathematics and statistics learning area of the New Zealand Curriculum.

It is expected that 90% of all Year 6 students will be achieving at or above the National Standard by the end of 2011.



Staff and personal professional development

- *Director of Learning providing some in class modelling of the use of assessment in teaching and learning.
- *Two Lead teachers appointed – Junior and Senior to attend all Lead teacher meetings and update staff regularly.
- *Discussion and consultation re useful assessment tools.
- *Attendance for new staff at catch-up sessions for Numeracy Project.
- *On-going training for use of Mathletics programmes. On-going use of graded Nelson Maths Books
- *Class Descriptions developed to identify children with needs and focus of teachers planning and programmes accordingly.

Links to Strategic Planning

FOCUS ON NUMERACY

On-going/Comparative Assessment

- | | |
|---------------------------|---------------------------------|
| * OTJ for Mathematics NS. | * GLOSS |
| * In Class observations | * PAT Results |
| * Self-assessment | * Conferencing |
| * Class work | * Anecdotal notes |
| * Class Descriptions | * Remedial teacher assessments. |

Use all of above to give a comprehensive understanding of each child's mathematical ability.

Data collection in March for comparison in December 2011



EVIDENCE

- * Improved Mathematical understanding at end of year GLOSS testing.
- * Improved stanines in Maths PAT 2012
- * A shift in achievement in number knowledge
- *Children will be more engaged in their learning.
- * Children will be working at the standard for Maths for their year group.
- * Children will show an improvement in results taken by remedial teacher with beginning and endpoint data.

Targeted Children

Eighteen children in Year 5 2010 who were achieving below National Standard for Mathematics.

Baseline Data

Historical position.

- * Nineteen children were identified at the end of Year 5, 2010 as being below the National Standard in Mathematics.
- * A number of children who progressed last year with the T/A still need assistance to come up to the level of other children.



Resourcing

- * Financial commitment – funding for teacher assistance, programme purchase and resources.
- * Strategies transferable from AfL contract – assistance from Director of Learning.
- * All teachers to get updated Number Framework Books for teaching and reference.

Community Involvement

- * Parents informed of focus on children's maths number knowledge
- * Children taking home learning aspects for practise and discussion to reinforce concepts and understandings
- * On-going use of Mathletics Programme for reinforcement of concepts and number knowledge
- * Graded Nelson Books for exercise practise



MILFORD SCHOOL ACHIEVEMENT TARGET 2011

Staff and personal professional development (as per Staff Development Plan)

Introduce new class description format for identifying and planning for students with specific needs.
Maintain staff professional development in the areas of AfL and writing moderation (AfL Lead Teachers and Sara Baker)
School wide school development in writing (Sara Baker and English team).

Teaching and learning programme development and/or focus

School wide focus on the development of writing, including use of asTTle and e-asTTle, moderation of marking, development of school exemplars.
Use of class descriptions to identify struggling writers and to pinpoint strategies for improvement.

Target for improving student achievement

Literacy – Written Language

For 90% of Year 5 children to be achieving the National Standard in writing by the end of 2011.

Links to Strategic Planning

To monitor (by National Standards) and increase the level of written language achievement in the Year 5 cohort group. Writing identified as a school wide focus for improvement.

On-going/Comparative Assessment

The cohort group (Year 5) will be formally assessed in writing using the asTTle assessment tool in week 5 of Terms 1 and 3.

Samples of writing across the curriculum will be assessed and OTJs formed by the teachers.

Results to be collated and analysed.

Community Involvement

Parents will be kept informed of students' progress throughout the year in interviews, portfolios and reports. Term 2 portfolios will show a mid-year OTJ regarding National Standards, and the end of year report will show whether each child has achieved the Standard.

EVIDENCE

Students will create texts in order to meet the writing demands of the NZC as they work towards Level 3.
Students will use their writing to think about, record, and communicate experiences, ideas and information to meet specific learning purposes across the curriculum.
Teachers will use OTJs to assess samples of writing in asTTle, and in class work across the curriculum. End of year National Standard OTJ will show progress and achievement of the cohort.

Baseline Data Historical position.

In 2010, National Standards results show that 70% of Year 5 students met or exceeded the Year 4 National Standard. This is a total of 52 students. 30% of those students did not meet the Year 4 Standard (22 students).

One extra student was assessed in relation to ELLP, not National Standards. This student would be achieving below the National Standard.

Targeted Children in Following Rooms:

8 students in Room 6, 6 students in Room 3 and 8 students in Room 5 (all below the Standard at the end of Year 4).
One student in Room 6 will be assessed in relation to ELLP. Two other students new to the school in 2011 will also be assessed in relation to ELLP.

Resourcing

School wide development in writing. AfL strategies to be used.



**Annual Action Plan Actual Outcomes 2010
Analysis of Variance 2010**



Annual Action Plan 2010

NAG: 1 CURRICULUM – Improving Student Achievement

Action:	Who:	Costs:	Expected Outcome:	Actual Outcome:
1.1 Consult with Parents of Maori students.	Principal TP	Nil	<ul style="list-style-type: none"> • Parents of Maori Students will have the opportunity to contribute to their children's learning. • Children feel valued in the school community. • Raised profile of Maori students, their culture and language. • Maori children will be catered for according to their needs. 	<ul style="list-style-type: none"> • Parent meeting organised for 1 June however had to be cancelled due to lack of interest. • Sent discussion points home as a questionnaire for parents of Maori students to replace the meeting but only received two responses to the questionnaire and one email response. • Kahurangi NZ Maori Dance Theatre whole school performance T3. • Unable to source Kapa Haka tutors to assist Tracye Erickson with the Waiata Group. • Waiata performance at Onepoto Festival T4. • Tracy Perry continues to provide support for class teachers and students as a liaison person and purchasing resources for use at all year levels. Data gathered on student achievement and general welfare of Maori students from class teachers.
1.2 To develop Inquiry Learning throughout the school.	Principal DP AP TL Teaching Staff	As required (from PD budget of \$16,500)	<ul style="list-style-type: none"> • Differentiated Teaching and Learning – planning for individual needs evident in long term and daily planning. • Development of a model of inquiry learning for Milford School incorporating the Revised Curriculum. Trial model across different levels. • Lifelong learning strategies and processes – children will develop strategies around how and what is important to learn and be able to follow an inquiry model. • Embedding the use of Key Competencies to develop lifelong learning – children will understand there are dispositions that are essential to develop in order to become lifelong learners who contribute to society. 	<ul style="list-style-type: none"> • Introduction of Class Descriptions to identify GATE, CWSN, ESOL and inclusions of how these children are being catered for. • Meetings held to consult and discuss and develop an Inquiry model for Milford School. Six teachers trialling developed model. Prof. Prac. meeting to discuss outcomes and introduce findings to all teachers for further use in classes in 2011. (Model confirmed). • Predominantly the development and focus on Key Competencies has been through the 'Milford Graduate' – regular discussion in class, with senior leaders, in assemblies, newsletters and through the focus of the fortnight around the dispositions students require to become a successful Milford Graduate.

			<ul style="list-style-type: none"> • Home learning – will reflect the shift to an inquiry learning model. All staff will embrace Milford School’s Home learning philosophy. • Parent information – on-going information disseminated to parents throughout the year e.g. key competencies, inquiry learning, national standards, curriculum teaching and learning. Through information evenings, newsletter, brochures / flyers, website, parent interviews and portfolios. 	<ul style="list-style-type: none"> • Home Learning has continued with greater emphasis on AfL learnings and children taking increased responsibility for own learning – next steps and this will continue in 2011 with Inquiry Model being used and practised widely. • Information disseminated to parents throughout the year e.g. key competencies, inquiry learning, national standards, curriculum teaching and learning. Through information evenings, New Entrant evenings, newsletter, brochures / flyers, website, parent interviews and portfolios.
1.3 To develop Formative Assessment practices throughout the school.	Principal DP AP TL Teaching Staff	AtoL Contract Budget \$25,000	<ul style="list-style-type: none"> • Use of learning intentions and success criteria – L.I.s and S.C. will be evident in all classrooms. Children will be able to openly discuss what they are learning, their next steps and how they will know when they have achieved them. • Implementation of asTTle – all classes Y4 – 6 will implement tests in writing and reading, sharing the data with the students and using the data to inform their next steps in teaching. Y0-3 will do similar writing assessment at the same time (W5 T1, W5 T3). • Assessment tools will support teaching and learning – teachers will feel confident in the testing tools and be able to use the test data in formative ways. • Lifelong learning - children are able to understand where they are in their learning, where to next and how to continue in their learning journey. • Students and staff will concentrate on building learning focussed relationships in order to facilitate joint ownership of learning. 	<ul style="list-style-type: none"> • Second year of AtoL contract facilitated by Evaluation Associates. Five lead teachers working directly with four teachers each. In-service sessions (on and off site), regular QLCs and Prof. Prac. meetings. • L.I.s and S.C. are consistently evident in all classrooms. Evidenced in teachers’ planning as well as displayed around the classrooms. Children are able to openly discuss what they are learning, their next steps and how they will know when they have achieved them. More prominent in written language due to the AtoL contract. Future focus is to extend to all learning areas. • asTTle Reading and Writing assessments used in Terms 1 and 3 to gather beginning and endpoint data for teachers, parents, BOT and Evaluation Associates. School wide and team moderation of writing continued with Prof. Prac. meetings and team meetings. Reports from asTTle used by teachers to give feedback to children and parents. Y1-3 completed similar writing assessments at the same time as Y4-6, results on Classroom Manager used to report to BoT and staff. Greater and more confident use of consistent marking criteria by staff. To continue on in 2011 and beyond. • The wider use of assessment tools needs to be

				<p>linked carefully to child outcomes. Use of PAT and ICAS enables moderation to take place and provides a link between school-wide assessment and national assessment - demonstrating and giving teaching direction.</p> <ul style="list-style-type: none"> • School wide focus in Term 1 around building learning focussed relationships. Class displays clearly show the emphasis that has been placed on <i>learning</i>. Ownership of learning is shifting more to the students with co-construction of L.I.s and S.C.s.
1.4 To enhance the analysis of Student Achievement Data in order to modify teaching practice and report accurately on student achievement.	Principal DP AP TL Teaching Staff	From PD budget total of \$16,500	<ul style="list-style-type: none"> • Whole school analysis and reporting of student data – senior management will collate school-wide data in order to address identified needs and report on student achievement. • Year level analysis of data – teachers will collate data on the students in their teams in order to address identified needs and report on student achievement, facilitated and lead by team leaders. • Teaching practise based on student achievement analysis – teachers will analyse student data in order to clearly identify where each student is at and their next steps in learning. 	<ul style="list-style-type: none"> • Now have school wide student achievement data in Written Language and Reading. Data collected in T1 and T3 (Writing) and in Terms 1-4 (Reading). Collation and analysis of data by senior leadership personnel. Presentation to BoT in Term 4. • Beginning to discuss achievement data of individual year levels at Team Leader level for discussion in year group levels. Beginning to use achievement data to discuss trends across cohorts as well as how we are meeting individual needs of students. • Classroom teaching practice is more closely related to individual needs of students based on assessment data, conferencing with students, giving feedback and discussion around next learning steps. Most prominent in written language due to the AtoL contract. Future focus is to extend to all learning areas.
1.5 To plan for and provide Professional Learning opportunities for all staff.	Principal DP AP TL BA Teaching Staff	From PD budget total of \$16,500	<ul style="list-style-type: none"> • Introduction and trialling of KnowledgeNet as a Learning Management System in the school. • Aligning teachers’ expectations of student achievement to curriculum levels. Utilizing information regarding student achievement in National Standards. 	<ul style="list-style-type: none"> • KnowledgeNet has begun to be implemented across 4 classrooms. We have made use of student home pages and profile pages with students creating their own home pages and info pages which can be viewed by other students. We have also set up class pages with resources (links to websites, Learning Intentions, Success Criteria for

			<ul style="list-style-type: none"> • Analysis of outcomes following professional development – staff share outcomes of PD with others and report on its projected impact on their future teaching practice and student achievement. • Provide professional learning school wide in literacy – AtoL is addressing PD around writing. 	<p>units of work, and multimedia such as PowerPoint). These resources can be accessed at home to allow for continued learning at home.</p> <ul style="list-style-type: none"> • Throughout the year the senior leadership team have attended numerous information workshops relating to the implementation of the National Standards. Workshops run by Team Solutions were attended by two members of our Numeracy team and two members of our Literacy team. Gordana and Sara attended a series of workshops on using ELLPs. We have utilised this information to work with the Team Leaders to be able to report to parents, in writing, in relation to the National Standards twice in 2010. As part of this process we have had more moderation of assessment results between year groups and individual teachers, as well as having aligned teachers' expectations of student achievement to curriculum levels. • A heavy emphasis was placed on the AtoL PD contract this year and as part of this, staff have shared outcomes of this PD with others and discussed its projected impact on their future teaching practice and student achievement. However, because of the AtoL focus, this has not always occurred following other PD opportunities taken by staff. Topics that link well with AtoL have been shared at Prof. Prac. meetings, for example: Robyn Keen shared Habits of Mind concepts from a Teachers Matter conference. • Following the analysis of student outcomes, future focus is still needed around the teaching and assessment of writing and this will be the focus for 2011.
<p align="center"><u>Professional Development attended by teaching staff in 2010:</u></p> <p>3 Divas, Advanced First Aid, APPA Leadership Conference, Boys Learning, Braille Workshop, Caretakers Conference, Celebrating Diwali, Code of Practice Developing 21st Century Thinkers Effective Literacy ELLP Workshops, Empowering 21st Century Learners, First Responder First Aid, Gifted and Talented Symposium, Habits of Mind, Hearing Loss Workshop, ICAS Conference Flights, Inspiring Women, Management Discussion- Evaluation Associates, Maths Lead Teacher In-service , Mediation Network Meeting, National Standards Workshop, N.S.P.A. Conference, Numeracy Progressions, Primary Maths Association Seminar, Prada Willi Syndrome in the Classroom, Reading Recovery, Rich Feedback Environments, Save Our Sanity, Teaching Strategies - Autism, Understanding Autism, Understanding Number Framework.</p>				



Annual Action Plan 2010

NAG: 2 DOCUMENTATION AND SELF REVIEW

Action:	Who:	Costs:	Expected Outcome:	Actual Outcome:
2.1. To review the Timetable of Policy / Procedure Review.	Principal DP/AP BoT Chair	Nil	<ul style="list-style-type: none"> Policy / Procedure review – continued development and refining of regular review cycle of procedures. Clear delegation of authority and roles. 	<ul style="list-style-type: none"> Documented Policy and Procedure review cycle established and implemented in 2010. Delegation of authority and roles explained to the new BoT. Reviewed: Health and Safety Tool Kit (March) Financial Management Procedures (July), Governance Manual (September) and International Student Policy and Prospectus (October).
2.2. To review Reporting Formats.	Principal DP AP TL Teaching staff Parent community	CM Budget \$4,081	<ul style="list-style-type: none"> Portfolios – team leader discussion and development of content and format of samples ensuring parents are informed of the level their children are working at with reference to National Standards and expected levels of achievement. Reports – continued refinement of Milford School report. Review with reference to new information and legislative requirements e.g. Literacy Progressions and National Standards documents. Parent interviews – survey staff and parents on current interview format. Discussion around greater involvement of / by children. 	<ul style="list-style-type: none"> Developed National Standards reporting sheets for inclusion in the Portfolios. Sent home in T3 rather than T2, due to complexity of implementation. Information sheets detailed the required skills for meeting the Standard at each Year level (or by the end of 1, 2 or 3 Years at school). Links were also made to the expected curriculum levels for each year group. Children’s achievement was recorded in relation to the appropriate Standard and current skills listed, next steps in learning and how parents can help at home. End of year reports have been reformatted to include whether a child was below, at, above (or ‘on track to meeting’ for Y1, 2 and 3 children not yet at the end of their 1st, 2nd or 3rd year at school). Teachers comment on current skills, next steps in learning and how parents can help at home. Team leader discussion around greater involvement of students in parent / teacher interview process. Have discussed formats from other schools. Further work is needed around what this would look like at Milford School. Clear links are being established through AtoL contract

				regards student ownership of learning and the natural progression towards children discussing this with their parents.
2.3 To develop the 2011 – 2013 Strategic Plan.	Principal AP/DP BoT Parent community	Nil	<ul style="list-style-type: none"> Stakeholders surveyed to establish school goals in order to develop the Strategic Plan. 2011 – 2013 Strategic Plan written. 	<ul style="list-style-type: none"> Parent Questionnaire developed by BoT members and the Principal and sent home just before the end of T3. Results collated and discussed by the Board in relation to the Strategic Plan. Feedback from the questionnaire presented to parents through the school newsletter on a weekly basis in T4. Major issues addressed / explained. Strategic Planning PD facilitated by Michael Absolum (Evaluation Associates) during September Board meeting. Follow-up brainstorm and discussions at October meeting. Senior leadership team formulated curriculum goals for the next three years based on a review of current Strategic Plan and goals to address the needs within the school. Draft Strategic Plan written, to be completed and finalised early in 2011.



Annual Action Plan 2010

NAG: 3 PERSONNEL - Improving Student Achievement

Action:	Who:	Costs:	Expected Outcome:	Actual Outcome:
3.1 To provide for leadership opportunities / career paths for teaching staff.	Principal DP AP Teaching staff	Units MoE funded (31) PD budget of \$16,500	<ul style="list-style-type: none"> Use of Management Units – refining the procedure of allocating units and determining successful outcomes of the unit holders. Innovations unit developed to allow for teacher inquiry in order to develop new initiatives that benefit the school and students. Encouragement of potential leaders to take part in leadership professional development. 	<ul style="list-style-type: none"> All teaching staff were offered an opportunity to apply for unit positions. None were contested. Unit holders received detailed job descriptions outlining negotiated responsibilities for their associated unit position. Unit holders met with the Principal mid-year to review performance against the indicators and to offer any assistance going forward. Unit holders to record evidence of the tasks completed to meet the negotiated responsibilities as part of the appraisal process. Feedback given by the Principal.

				<ul style="list-style-type: none"> • Innovations unit available and advertised regularly but not taken up by staff. Linda Vane has led a team of teachers to develop a Milford School Inquiry Model which most readily meets the criteria. Some discussion has occurred around innovations for 2011 so will continue with concept. • Team leaders participated in a Leadership Day facilitated by the senior leadership team. It was decided that more of these days would be of value to develop their leadership skills. • Teachers have been encouraged to participate in leadership PD opportunities. Several teachers have taken this opportunity for example: attending the APPA Leadership Conference.
3.2 Valuing and acknowledging Staff.	Social Club BoT Principal SLT	BoT 'Good Employer' budget \$3,000	<ul style="list-style-type: none"> • Innovative ways of showing staff collegiality – active social club who organise regular staff events. BoT acknowledgement of staff at various times of the year and due consideration given to the additional workload around the current professional development and new initiatives. 	<ul style="list-style-type: none"> • Staff social club very proactive in 2010. Many activities, morning teas and social events organised throughout the year. • Regular BoT recognition including morning / afternoon teas, flowers, personalised cards, gift vouchers and generous contribution to staff Christmas function. • When appropriate, gifts and morning teas are organised for special events such as weddings, baby showers and staff leaving.
3.3 To provide specialist teaching Staff.	Principal DP AP	Release / ORRS teachers funded through MoE T.S. T. Aides \$26,245 \$10,235 \$13,167	<ul style="list-style-type: none"> • GATE / CWSN – students' needs will be met by providing personnel to work in the areas of Gifted and Talented and Special Needs. Utilise full and part time staff strengths in the GATE/CWSN programmes. Reading Recovery (x6 children) and Teacher Aides for MultiLit programme / Reciprocal Reading and both individual and group work with selected children. • Employment of teaching staff to work with ORRS funded students. • Related Arts / Music – specialist staff 	<ul style="list-style-type: none"> • A greater variety of GATE classes have been offered over the year encompassing various teachers' strengths. Junior teachers have been forthcoming and have willingly extended able children in a variety of areas throughout the year. A GATE register has been developed in order to identify children with special talents and this will be consulted, along with teacher recommendations, each year. Linda Vane has attended a GATE Symposium and an ICAS Conference which both have enabled her to reflect on and evaluate present programmes and decide

		Production \$5,000	<p>employed to work with teachers and students to produce school production.</p> <ul style="list-style-type: none"> • Provide release for sports co-ordinator in order to facilitate Ministry's Kiwisport initiative. 	<p>on future directions in order to cater for very able children. Milford's Got Talent has given many able children the opportunity in Performing Arts to demonstrate their skills.</p> <ul style="list-style-type: none"> • Currently, two students are ORRS funded (1 ORRS Extension), with another ORRS student present for March and April this year. The specialist teacher time accompanying the ORRS students (0.1 and 0.2) has been allocated to a part time staff member, and to a Wilson School Specialist Teacher who visits Milford to work with one of the students. This new method of contracting the staffing to the Wilson School has been invaluable to the student concerned. • CWSN programmes have run in 2010 in a variety of ways. There are four Teacher's Aides working in classes or with individuals or small groups to facilitate learning. Funding for these Aides has come from RTLB Learning Support Fund, ORRS and school budgeting (SEG). A 0.2 teacher was employed for the year to complete 6 year net assessments, thereby releasing Sara Baker to operate Y2 and 3 CWSN groups in writing. The MultiLit and Reciprocal Reading programmes for individuals and groups have run successfully. The maths recovery group has also been started up for children in Years 5 and 6 and ran 3 days a week. A total of 6 Teacher's Aides have worked in the CWSN programme this year, with 1 being new to the position in Term 3, when one of the original staff left. • Carolyn Brown has successfully run the Reading Recovery programme this year, whilst re-training as a RR teacher. She has taught 6 children daily, which is a huge undertaking. She has brought 13 children through the programme in 2010, with 3 or 4 continuing on into 2011 to complete their 20
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				<p>weeks. Carolyn has enjoyed the challenge and plans to carry on teaching RR in 2011. She has liaised successfully with Sara Baker to select and progress children, as well as with her RR tutor.</p> <ul style="list-style-type: none"> • Two teachers were employed in Term 4 to provide extra assistance to staff in progressing children's learning, and with assessment. Rachel James returned for weeks 1 to 7 in Term 4, working in the Year 1 team to help ready children for the jump to Year 2. Julia Reed was employed for 4 weeks in Term 4 to assist Years 4-6 staff with time for in depth learning conversations and assessments. • Three specialist staff were employed part time to work with teachers and students to produce our school production Alice in Wonderland. This was overseen by Claire Garnett as part of her Arts Leadership unit responsibilities. • Martin Dijkgraaf is released one day a week to complete the sports co-ordinator's role (unit position). Raised participation and awareness of a variety of sports within the school throughout the year.
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Annual Action Plan 2010

NAG 4: FINANCE AND PROPERTY

Action:	Who:	Costs:	Expected Outcome:	Actual Outcome:
4.1 To ensure on-going Property Maintenance.	Principal BoT	\$17,000 Parent Donation (+\$10,000) \$12,500	<ul style="list-style-type: none"> • Resurface hall floor – ensure routine maintenance of the hall is carried out regularly. • Build Bike shelter / cover – a healthy, safe environment will be provided for students and their bikes / scooters. • Begin seven year painting contract with Programmed Property Services. 	<ul style="list-style-type: none"> • Hall floor was sanded back and re-polished (four coats) during the week starting 4 October. Following this we investigated professional cleaners in to give the hall a regular overall cleaning regime. A 'one off' clean of the hall was undertaken in December. • Discussions have continued throughout the year re the building of a bike shelter through the donations of a parent. Plans and an engineer's


				<p>report have been completed ready for approval.</p> <ul style="list-style-type: none"> • Programmed Property Services completed a wash down and whole school painting in March / April.
4.2 To revise the 10 Year Property Plan.	Principal BoT Mike Cooper	Property Service Fee \$3,000 Property Plan / 5YA budget	<ul style="list-style-type: none"> • Submit 10 Year Property Plan and 5YA to the Ministry for approval by due date including the completion of the new MLE (Modern Learning Environment) self-assessment forms. • Scoping of 5YA projects to determine actual expense and priority. • Begin implementation of 5YA using priorities established through consultation with BoT and Staff, and results of investigation, as above. • Refurbishment of re-locatable classrooms – a healthy and safe environment will be provided for students and teachers. 	<ul style="list-style-type: none"> • 10 YPP signed off by the BoT, including the MLE self-assessment forms, and submitted to the Ministry in July. The Ministry of Education signed off the Property Plan in December. • Scoping of the following projects to determine actual expense. Attempting to complete before the end of 2010 from operating grant. 1) Boiler replacement (not completed, 5YA 2011), 2) Drainage outside rooms 18, 19 and the junior block (initial investigation completed, repairs from 5YA 2011), 3) block 1 roof repairs and maintenance (completed), 4) Carpet to lower floor of the junior block (completed). • Refurbishment of the re-locatable classrooms is not possible until we receive confirmation of the revised 10 YPP from the Ministry.



Annual Action Plan 2010

NAG: 5 HEALTH AND SAFETY

Action:	Who:	Costs:	Expected Outcome:	Actual Outcome:
5.1 Provide a safe physical environment for students	Principal BoT Mike Cooper	\$20,000 Included in updated Property Plan ↓	<ul style="list-style-type: none"> • Shade areas for senior students during lunch eating – to ensure a healthy and safe environment for students. • Unified fire alarm system across the school – all students and staff will be able to hear and respond appropriately to the fire alarm, should it be activated. • Replacement of water fountains as identified through condition survey to ensure safe drinking water for students. • Secure fencing of lake boundary to entire school. • Update staff first aid certificates as required 	<ul style="list-style-type: none"> • Not completed due to 10 YPP late confirmation: shade sails, unified fire alarm system, replacement water fountains, lake boundary fencing, heating to re-locatable classes. • Working on: boiler replacement, repair / replace (sewer line) drainage pipes. • In April, prior to their camp and EOTC week, all the Year 5 and 6 teachers, including some support staff, completed a certificated comprehensive First Aid course. Later, in term 2, the rest of the staff attended a 2hr on-site refresher course, facilitated by St Johns Ambulance. To date, in November, 2 more staff renewed their full

			<p>and complete whole staff first aid refresher course.</p> <ul style="list-style-type: none"> • Heating upgrade to re-locatable classes to provide a safe and healthy environment for students and teachers. • Replacement of Boiler to ensure continuous heating throughout the school in winter months. • Repair / replacement of sewer line to eliminate on-going problems with unpleasant odours. 	<p>certificates. We currently have 8 qualified first aiders. In the event of an emergency, the following people can be called on: Debbie Zouch, Tracy Perry, Natasha Luxford, Brendon Anderson, Robyn Keen, Lorraine Fisher, Martin Dijkgraaf, and Nichola Johnston.</p>
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MILFORD SCHOOL ANALYSIS OF VARIANCE

2010 TARGET FOR IMPROVING STUDENT ACHIEVEMENT (Year 4/5 Number)

Specific Target	Outcome (what happened?)	Analysis	Evaluation																																																
<p>All at risk children in Year 4 and 5 will show improvement in number knowledge by the end of 2010.</p>	<p>*All teachers aware of needs of children-provide regular practise and scaffolding.</p> <p>*T/A employed to take a booster programme over a period of time.</p> <p>*Updating Assessment tools.</p> <p>*Team meetings –discussion on how to move chn forward – shared understandings and procedures.</p> <p>*Parents received regular information through newsletters of focus on children’s number knowledge and various strategies.</p> <p>*Children grouped according to needs – some class cross grouping.</p> <p>*Purchasing of necessary equipment to assist these children.</p> <p>*Regular focus on number.</p> <p>*Nelson Books used for Year 5 and 6 to assist progress and practise.</p> <p>*Mathletics Programme used throughout school.</p>	<p>The children all completed a PAT maths test in February. From the information gathered from this report we identified 22 children who were well below their cohort in number knowledge.</p> <p>The targeted children (Year 4 and 5) were all tested in May with an aTTle maths test and their results analysed. A written report was given to each teacher with the identified needs of each child which needed work.</p> <p>A teacher aide was employed in Terms 2, 3 and five weeks in Term 4 to work with small groups (often only two or three at a time). She needed a great deal of support in questioning and practices needed to assist the children. However, she worked well and the results show a marked improvement in the majority of children’s number knowledge.</p> <p>Of the 9 children who already had special needs identification for reading, writing etc. all improved by more than 30% with the exception of three children, two who only improved by 19% and one by 15%. One of these children has dyslexia and behavioural concerns with an IEP and the second was already achieving at a satisfactory standard.</p> <p>Of the other Year 4 and 5 children in the target group all showed an improvement with the exception of one. After discussion with the teacher we will need to monitor this child closely in 2011.</p> <p>While the Year 6 students were not tested for the target, teachers were made aware of the children’s needs and were specifically targeted for extra assistance with the teacher aide and in class support. Two children showed a marked improvement in their number knowledge.</p>	<p>22 children were identified from 2010 PAT. They were tested on various aspects of number in May and again in November.</p> <p style="text-align: center;">Year 4 and 5 Students identified as CWSN: May and November Maths results</p> <div style="text-align: center;"> <table border="1" style="margin: auto;"> <caption>Year 4 and 5 Students identified as CWSN: May and November Maths results</caption> <thead> <tr> <th>Child</th> <th>May (%)</th> <th>November (%)</th> </tr> </thead> <tbody> <tr><td>JV</td><td>25</td><td>60</td></tr> <tr><td>MW</td><td>20</td><td>40</td></tr> <tr><td>NP</td><td>60</td><td>80</td></tr> <tr><td>NB</td><td>30</td><td>70</td></tr> <tr><td>RN</td><td>40</td><td>90</td></tr> <tr><td>JM</td><td>45</td><td>85</td></tr> <tr><td>CG</td><td>15</td><td>50</td></tr> <tr><td>JG</td><td>20</td><td>70</td></tr> <tr><td>MT</td><td>40</td><td>60</td></tr> </tbody> </table> </div> <p style="text-align: center;">Other Year 4 and 5 : May and November results</p> <div style="text-align: center;"> <table border="1" style="margin: auto;"> <caption>Other Year 4 and 5 : May and November results</caption> <thead> <tr> <th>Child</th> <th>May (%)</th> <th>November (%)</th> </tr> </thead> <tbody> <tr><td>LS</td><td>45</td><td>75</td></tr> <tr><td>AB</td><td>45</td><td>70</td></tr> <tr><td>BA</td><td>50</td><td>75</td></tr> <tr><td>CA</td><td>40</td><td>45</td></tr> <tr><td>AR</td><td>30</td><td>65</td></tr> </tbody> </table> </div> <p>AG Left the school</p> <p>Year 6: AB = 47% 72% attendance addressed HM =53% 81% EL / AM/ AR/ ET not tested but included in the programme TY ESOL – not tested</p> <p>Recommendations: A teacher would be able complete a greater depth of assistance for these children in 2011, so to this end it is recommended that a teacher be employed to work closely with all at risk children in maths in Years 4, 5 and 6 over the 2011 school year. Class Descriptions will identify the children in need of numeracy support.</p>	Child	May (%)	November (%)	JV	25	60	MW	20	40	NP	60	80	NB	30	70	RN	40	90	JM	45	85	CG	15	50	JG	20	70	MT	40	60	Child	May (%)	November (%)	LS	45	75	AB	45	70	BA	50	75	CA	40	45	AR	30	65
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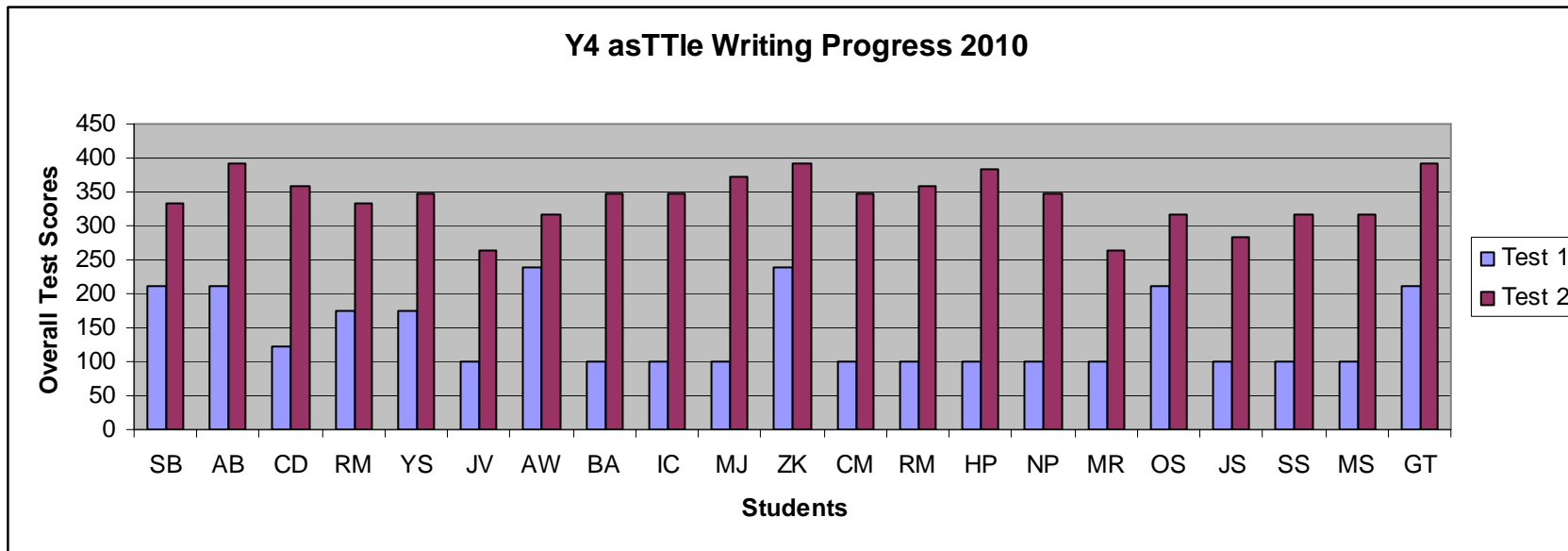


MILFORD SCHOOL ANALYSIS OF VARIANCE 2010 TARGET FOR IMPROVING STUDENT ACHIEVEMENT (Year 4 Writing)

Specific Target	Outcome (what happened?)	Analysis	Evaluation
<p>For 90% of all Year 4 students to be achieving within or above expectation in written language.</p>	<p>Overall, there has been a shift for many of the identified students into Level 2 for writing, meaning that they are within expectation for their year level. The comparative data attached is from the two asTTle writing Assessment tasks completed in week 5 of Terms 1 and 3. Therefore, the data covers a 2 term progression, and children may well have improved further in the final part of the year. In terms of how students are doing in relation to the National Standards, teachers will have used their Overall Teacher Judgement (OTJ) in deciding to report to parents at the end of the year, whether students are below, at or above the Standard. This may or may not be reflected in the asTTle results.</p> <p>The National Standard states, “By the end of Year 4, students will create texts in order to meet the writing demands of the New Zealand Curriculum at level 2. Students will use their writing to think about, record and communicate experiences, ideas, and information to meet specific learning purposes across the curriculum.” Therefore, teachers’ OTJs will be based on overall writing performance across the curriculum, not just based on the asTTle writing assessments.</p> <p>Graph 1 shows the progress between Test 1 and Test 2 in asTTle Writing for those students who are now performing within expectation by overall score. Graph 2 shows the progress between Test 1 and Test 2 in asTTle Writing for those students who are still performing below expectation by overall score.</p> <p>Table 1 shows student progress in terms of scores, levels and the number of areas they have improved in. There are 7 areas in the asTTle writing assessment in which students are marked, - Audience, Structure, Content, Language, Spelling, Punctuation and Grammar. The first four are the deeper features of writing; the last three are the surface features.</p> <p>Table 2 shows the total numbers of students who have gone from below expectation to within expectation.</p> <p>Overall, there are 8 out of 80 Year 4 students performing at below expectation in the asTTle Writing tests. There is one student who appears to have regressed in his asTTle Writing scores, bringing the total to 9 students. Therefore, at the time of the asTTle Writing Assessment, 89% of Year 4 students have reached the Target (90%).</p>	<p>Students who have not reached the expectation of working within level 2 of the curriculum are detailed below:</p> <p>NB – is receiving assistance in school through MultiLit, Reciprocal Reading and one to one Teacher’s Aide times. There have been absenteeism issues dealt with by the school, and an improvement has been shown.</p> <p>ET, AL, AR, DC, JD and LH are all students catered for in class.</p> <p>MW – is receiving significant assistance through RTLB, Teacher Aide time, IEP and other outside agencies (including SPELD). This will continue in the foreseeable future.</p>	<p>Recommendations: That information about the students who have not reached level 2 should be passed on to teachers who will have them in 2011, to ensure their needs are speedily identified, and that learning targeted to their needs is in place as soon as possible.</p> <p>AP will collect data from the Term 1 asTTle writing assessment in order to continue tracking the progress of these students.</p> <p>AfL strategies should be used in order that these students know their own particular Learning Outcomes, their Success Criteria and how to reflect on their learning and pinpoint how to improve it.</p>

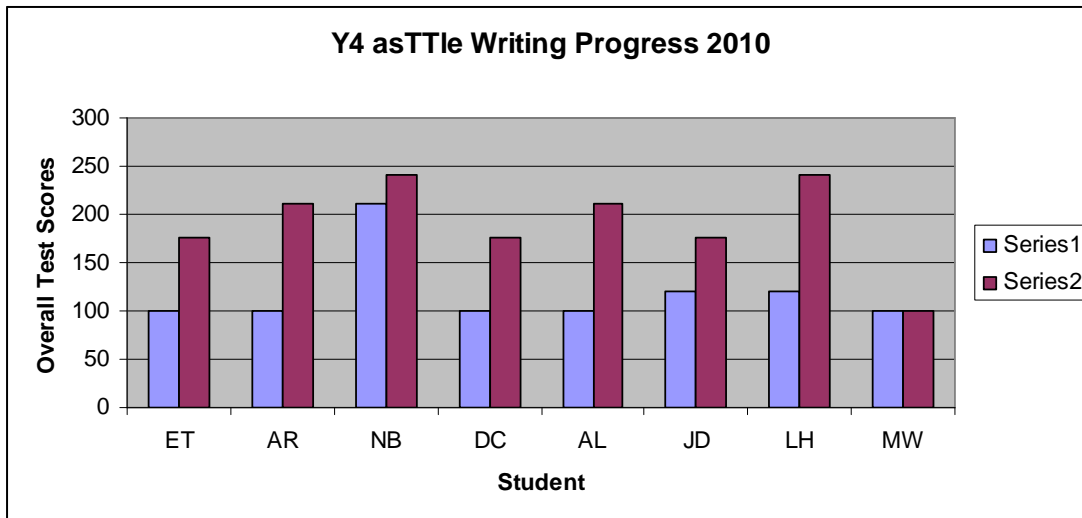
Year 4 Writing Target 2010 - Results

Graph 1 shows the students who have progressed from being below expectation (below level 2) to being within expectation (within level 2) in Test 1 and Test 2 of the asTTle Writing Assessments completed in Terms 1 and 3.



Year 4 Writing Target 2010 - Results

Graph 2 shows test 1 and test 2 results for students who are still not reaching level 2 of the curriculum.



Year 4 Writing Target 2010 - Results

Table 1 shows the overall test scores, the curriculum levels and the areas that these underperforming students have improved in.

Room	Child	Scores		Depth of Thinking Test 1 and 2				Number of Criteria Improved in (poss. 8)
		Test 1	Test 2	Surface	Deep	Surface	Deep	
18	ET	100	176	<2B	<2B	<2B	<2B	2
	AR	100	212	<2B	<2B	<2B	<2B	3
	NB	212	240	<2B	<2B	2B	<2B	1
	DC	100	176	<2B	<2B	<2B	<2B	2
	AL	100	212	<2B	<2B	<2B	2B	3
8	JD	121	176	<2B	<2B	<2B	<2B	2
	LH	121	240	<2B	<2B	<2B	2B	3
	MW	100	100	<2B	<2B	<2B	<2B	0

Year 4 Writing Target 2010 - Results

Table 2 shows the overall numbers of students per Year 4 classroom who have reached curriculum level 2, and numbers of those still performing below level 2.

	Room 18	Room 8	Room 7
Test 1, total <2B	19	10	8
Test 2, total <2B	5	3	0
Total Improvement	14	7	8