



2009 Annual Report and Financial Statements

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Annual Report

Year Ended 31 December 2009

Summary of Achievements

General

The year 2009, once again, was a year of high achievement for Raroa Normal Intermediate School in the academic, sporting and cultural fields. Students at Raroa continue to be high achievers in Reading compared with high decile schools, with students at Raroa surpassing others, especially in the Deeper Thinking aspects of Reading using the asTTle standardised test of Reading ability.

In Mathematics, 91% of Raroa's students reached the expected levels using PAT standardised tests. A notable achievement in Mathematics in 2009 was the team from Raroa being placed first on the night in the Wellington Mathswell Competition.

Focus Goals and Targets – 2009

In 2009, Targets were set in Thinking skills, Questioning and Basic Facts. These targets were deliberately set at a high level as Raroa has high expectations of its students.

Thinking Skills and Questioning

Explicitly teaching Thinking skills and Questioning skills across the school has been a focus for the past four years. The school continued to have a contract in 2009 with the Ministry of Education as part of the Extending High Standards Across Schools (EHSAS) programme. The focus of this programme in the school is to develop deeper thinking and therefore deeper understanding and better comprehension.

In 2009, the emphasis was on identifying the type of thinking required and selecting an appropriate Thinking Tool. Whilst the targets were not met, there was considerable progress made across the school during the year.

In Questioning there was also considerable progress made across the school during the year with almost a 20% increase from March to October.

For more detail, see the Analysis of Variance Report.

Basic Facts

Explicitly teaching and targeting Basic Facts has been a major part of the Mathematics programme for the past three years. In 2009, our Year 8 students reached the target set but the Year 7's did not. For more details, see the Analysis of Variance Report.

Other Achievements

A graphic depicting the school's values and Aspire 2 Achieve Aspirational Intentions was developed and distributed to all classes, and around the school, early in the year.

The Raroa Curriculum Skills Framework was also used for the first time in 2009. This was Raroa's response to developing a curriculum based on the Revised N Z Curriculum and geared specifically for students of the Middle Years.

Sport

High achievement on the sports field is an expectation for Raroa and, in 2009, the expectation was again realised. Raroa were Wellington Champions in Athletics, Cross Country, Aerobics, Chess, Girl's Basketball, Boy's Volleyball and Boy's Cricket. In fact the

Boy's Cricket team went on to the National Finals where they finished third in the Country. Last year the Girls were the National Cricket Champions. The Chess team were Wellington champions for the third year in a row and our Aerobics Team went on to achieve success in the National competition with a second place.

The Arts

A highlight of the year was our Cultural Exchange with Waimea Intermediate in Nelson. Around 80 students travelled to Nelson to perform for various schools in the region, including performing for Waimea Intermediate. This year we had performances by the Choir, Orchestra, Dance groups, Te Rangatahi, Pasifika and Rock Band. Once again a high calibre was expected and was maintained by each of these groups.

Property

Having been completed at the end of 2008, the refurbished VTS was used for the first time in 2009. At the time of refurbishment, all the windows in block 2 were replaced. This was extended to the windows in Block 1 (Library) and the staffroom. Work also started on building two new classrooms for the school towards the end of 2009. With this contract, work also began on an Access Project to provide wheel chair access to most parts of the school. This project will be completed in 2010.

Personnel

With an increase in roll and two teachers seconded to different positions, there were five new teachers appointed at the start of the year. One of the Deputy Principals, Ms Suzanne Begovich, was promoted to a principal's position in term 1 and was replaced by Ms Marian Williams. The other Deputy Principal, Mr Craig Nelson, was awarded sabbatical leave for term 2 and the principal, Mr Kevin Ryan was on sabbatical leave for Term 3. The Board believes it has met the criteria for being a 'Good Employer'.

Support

The school was supported throughout the year by an enthusiastic staff and dedicated Board, Home & School Association and supportive parents.

Support and enthusiasm from our students was also evident in the way they contributed to fundraisers, and became involved in many school activities.

The school is well served by a dedicated and hard working staff, through whose support and enthusiasm, students were able to exhibit very high levels of achievement.

Students truly did ...

Aspire2Achieve

Kevin Ryan
Principal

Sandra Lyall
Chair

Date

Date

Raroa Normal Intermediate School

Analysis of Variance

For the year ended 31 December 2009

The Analysis of Variance is provided as a summary of the strategic priorities and targets set for 2009 and how the School has performed against these over the year. The analysis and evaluation summary provides further details relating to the achievement made and any future initiatives.

Strategic Focus

Strategic Focus	Targets	Outcome	Analysis	Evaluation
<p>1.0 EHSAS – ‘Extending High Standards Across Schools’ Contract</p> <p>1.0 Thinking – a) Students are able to identify the type of Thinking required. b) Students are able to select an appropriate Thinking Tool.</p>	<p><u>Year 7</u> 1.1 30% of Yr 7 students achieve more than 75% on tasks identifying Type of Thinking required. 1.2 50% of Yr 7 students achieve more than 75% on tasks requiring students to select an appropriate Thinking Tool.</p> <p><u>Year 8</u> 1.3 50% of Yr 8 students achieve more than 75% on tasks identifying type of Thinking required. 1.4 70% of Yr8 students achieve more than 75% on tasks requiring students to select an appropriate Thinking Tool.</p>	<p><u>Year 7</u> 1.1 <u>Not achieved</u> 12% of Yr 7 students scored 75%. 1.2 <u>Not Achieved</u> 37% of Yr 7 students scored above 75%.</p> <p><u>Year 8</u> 1.3 <u>Not achieved</u> 17% of Yr 8 students scored 75%. 1.4 <u>Not Achieved</u> 60% of Yr 8 students scored above 75%.</p>	<p>Whilst the targets were not achieved, there was considerable movement across the school during the year. During the year, Yr 7 students moved from 2% to 12% on Thinking task (a) but more importantly, the percentage below 50% dropped from 65% below 50% to 30%. Because of the nature of the task, it was difficult to attain above 75%. If students had more than 3 errors on the task, they could not achieve above 75%.</p> <p>For Yr 8 students on task (a), 83% of them scored above 50% at the end of the year compared with 55% in March. All classes, Yr 7 & Yr 8 showed a positive shift during the year. For task (b), it was even harder to attain a mark above 75% as more than 2 errors would mean a score of less than 75%.</p> <p>In spite of this, 60% of students managed it. Over the two years at Raroa, there was considerable movement from 17% above 75% in March of 2008 to 60% in September of 2009.</p>	<p>This was the second year the school assessed these tasks, which were aligned to the major focus of the EHSAS contract. The targets had been increased from the previous year but they were probably more aspirational than real. The expectation was that students would continue to improve, as they did, but not by as much as what was expected. While it was disappointing not to achieve the targets, there was considerable movement during the year showing that progress, both in identifying the Type of Thinking required and selecting appropriate Thinking Tools, was being made. All classes showed a positive shift. As in the previous year, Yr 8 students made more progress during the year than Yr 7 students. This may indicate a greater readiness or maturity for these more abstract tasks. Some modifications were made to task (b) from the previous year, resulting in some more useful data for classroom teachers. Overall, the results are satisfying especially with task (b) with 60% of Yr 8 students being able to select an appropriate Thinking Tool.</p>

Strategic Focus	Targets	Outcome	Analysis	Evaluation
<p>2.0 Questioning Students are able to ask and identify Higher Order Questions.</p>	<p>2.1 30% of all students achieving Level 3 category on school Questioning Assessment Task.</p>	<p>2.1 <u>Not achieved</u> 20.4% of students were asking Level 3 Questions by the end of the year.</p>	<p>Whilst the target was not achieved, there was considerable movement across the school from March to October. In March, only 3% of students were generating Level 3 Questions, whereas, by the end of the year, 20.4% of students were generating these Higher Order Questions. This was less than 10% away from the target. The data for this task was generated by taking a sample of students from each class – 3 students in each of a low, middle and high band of ability. In each of these bands, there was considerable progress during the year with both the low and middle bands generating far more higher order questions than they did at the start of the year.</p>	<p>The task devised to assess this 'Level of Questioning' skill involved students generating / brainstorming possible questions to answer two questions posed in the task. Questions were then categorised from lower order to higher order. Lower order questions were of the knowing, recalling, remembering type whereas the higher order questions were of a type which involved evaluating, predicting, judging or assessing. Considerable moderation was needed, and would continue to be needed, for consistency across the school. Teacher understanding of the levels of questioning would also need to be developed. The Questioning staircase developed by Bek Galloway proved to be useful in increasing teacher understanding.</p>

Strategic Focus	Targets	Outcome	Analysis	Evaluation
<p>3.0 Mathematics Students show improvement in Basic Facts.</p>	<p><u>Year 7</u> 3.1 55% of Yr 7 students achieve 95-100% on the school's Basic Facts test.</p> <p><u>Year 8</u> 3.2 65% of Yr8 students achieving 95-100% on the School's Basic Facts test.</p>	<p>3.1 <u>Not achieved</u> 36% of Yr 7 students achieved 95 – 100% on the schools Basic Facts test.</p> <p>3.2 <u>Achieved</u> 65% of Yr 8 students achieved 95-100% on the school's Basic Facts test.</p>	<p>Whilst the target was not achieved for Yr 7, there was considerable progress across the school during the year. Yr 7 students started at just 6% achieving the target in February. This had moved to 36% by the end of Term 3. This result is similar to last year's Yr 7 result.</p> <p>The results for Yr 8 students showed the target was just reached. This result is also similar to 2008's results where 66% achieved the target. For the Yr 8 cohort, there was also considerable progress during the year as at the end of their Yr 7 year, only 31% had reached the target.</p>	<p>This was the fourth year the school had set targets in Basic Facts and it was the second year in a row that the target for Yr 8 students was met. The specific teaching of Basic Facts, rather than just a requirement to learn them, has had a positive effect on this result.</p> <p>The low results for students entering Raroa (it has remained around 6% of students achieving the target upon entry in Yr 7) are being examined. The results follow the pattern of the last few years with considerable progress during the year – especially in Yr 8.</p> <p>Asian students outperformed all other ethnic groups with Maori & Pasifika students doing less well.</p>

