



# **Charter & Annual Plan**

## **2011**

## ASPIRATIONAL INTENTIONS

Raroa ... where we are:

### **A**ctively involved

- Seeking & creating opportunities
- Taking risks
- Working with others

### **S**kilful & Inquisitive Thinkers

- Critical
- Creative
- Caring
- Reflective

### **P**ersistent

- Challenging ourselves
- Showing resilience
- Showing commitment

### **I**ndependent

- Self managing
- Proactive

### **R**espectful

- Of ourselves and others
- Of the environment
- Showing empathy and tolerance

### **E**njoying ourselves

- Enthusiastic
- Growing in confidence
- Happy to be at Raroa

And where we ...

aspire2achieve  
a2a

Area of Focus	Intentions	Actions	Success Indicators
<p>1. <b>Demonstrating Achievement.</b></p>	<p>1. Each member of the Raroro community makes progress and demonstrates achievement across a broad spectrum of experiences (e.g. in diverse ways)</p>	<ol style="list-style-type: none"> <li>1. Ensure Teacher Practices (Pedagogy) encourage deeper Thinking.</li> <li>2. Ensure Teacher Practices encourage engagement geared to the needs of students in the Middle Years.</li> <li>3. Ensure students and teachers have the tools for, and can demonstrate, reflection.</li> <li>4. Provide support and appropriate programmes for students with identified Special Needs, including the Gifted and Talented.</li> <li>5. Provide opportunities for students to demonstrate achievement across a broad spectrum of experiences, including the Arts and Cultural experiences, as well as sport and academic achievement.</li> <li>6. Provide experiences and programmes so that students can demonstrate the elements of the school's vision: <b>aspire2achieve.</b></li> </ol>	<ol style="list-style-type: none"> <li>1. Increase in scores in Reading, Mathematics and Science using the NZCER's standardised tests.</li> <li>2. Increase in Engagement levels using NZCER survey 'Me and My School'.</li> <li>3. All teachers participate in Action Research.</li> <li>4. Students demonstrate high levels of physical fitness.</li> <li>5. The school is successful in inter intermediate sporting events.</li> <li>6. Participation in The Arts and Cultural Groups remains high.</li> <li>7. Staff make progress against set goals.</li> </ol>

Strategic Plan 2011 – 2014 *continued*

Area of Focus	Intentions	Actions	Success Indicators
<p>2. <b>Communication with Parents &amp; wider community.</b></p>	<p>2. The community understand, are involved, and buy in to what the future of education is and how we do it at Raroa.</p> <p>3. Highly positive interactions with all the school's communities add to the school's reputation as a Leader in Middle Years education.</p>	<p>1. Develop the full potential of Knowledge Net as a powerful interactive tool to enhance communication between home &amp; school.</p> <p>2. Redevelop the school's web site.</p> <p>3. Prepare teachers and students to better communicate progress to parents.</p> <p>4. Continue to build relationships with local community.</p>	<p>1. Communications with parents, as measured by a parent survey, show a positive trend.</p> <p>2. Teachers from Raroa are involved in leading Professional Development Workshops.</p>
<p>3. <b>Our People.</b></p>	<p>4. A safe, supportive, reflective and achievement focussed culture is established for students, staff, SLT and BOT.</p> <p>5. Our people have high morale and engagement.</p>	<p>1. <b>aspire2achieve</b> to include the whole school community – students, staff and BOT.</p> <p>2. Investigate possible barriers to a positive staff climate.</p> <p>3. Investigate barriers to positive student engagement.</p>	<p>1. Student engagement survey shows a positive trend.</p> <p>2. Teacher survey shows a positive trend.</p>
<p>4. <b>Regulatory requirements (including Treaty of Waitangi).</b></p>	<p>6. We comply with all regulatory requirements.</p> <p>7. We develop policies and Practices that reflect NZ's cultural diversity and the unique position of Maori.</p> <p>8. We ensure all reasonable steps are taken to provide instructions in Tikanga Maori and Te Reo Maori for students whose parents request it.</p>	<p>1. Remain up to date with requirements.</p> <p>2. Monitor &amp; review requirements regularly.</p> <p>3. We will report to the MoE using Raroa's interpretation of the National Standards.</p> <p>4. We will meet our Treaty obligations by:</p> <ul style="list-style-type: none"> <li>• Implementing policies in ways that are sensitive to the cultural backgrounds, values and needs of individual students and their families.</li> </ul>	<p>1. Deadlines are met.</p> <p>2. Reports are timely.</p>

Strategic Plan 2011 – 2014 *continued*

<p><b>Regulatory requirements (including Treaty of Waitangi) <i>Continued.</i></b></p>		<ul style="list-style-type: none"> <li>• Making available to and consulting with the school's Maori whanau through the Whanau Hui, to develop policies, plans and targets for the advancement of the achievement of Maori students.</li> <li>• Continuing to resource Te Reo and Te Rangatahi tutors.</li> </ul>	
<p><b>5. Future-proofing.</b></p>	<p>9. We provide the school with the resources and facilities needed to enable Raroa to <b>aspire2achieve</b>, particularly in the areas of flexible teaching spaces and self-paced technology-enabled learning</p>	<ol style="list-style-type: none"> <li>1. Investigate learning environments of the future.</li> <li>2. Develop a new 10 year Property Plan.</li> <li>3. Develop an IT Plan.</li> </ol>	<ol style="list-style-type: none"> <li>1. Plans are in place.</li> </ol>
<p><b>6. Financial.</b></p>	<p>10. We govern the school in a prudent manner.</p>	<ol style="list-style-type: none"> <li>1. Maintain and review Policies and procedures</li> <li>2. Provide relevant and up to date reports to the Board.</li> </ol>	<ol style="list-style-type: none"> <li>1. Reporting meets BoT and MoE requirements.</li> <li>2. Annual Accounts meet auditing requirements.</li> </ol>

## FOCUS GOALS 2011

Focus	Key Tasks	Key Results Expected	Time Frame	Targets
<p><b><i>The Reflective Practitioner and the Reflective Student at Raroa</i></b></p>	<ul style="list-style-type: none"> <li>▪ Develop the Teaching Practices (Pedagogy) which Foster Engagement and Thinking for the Middle Years.</li> <li>▪ Continue to explore the concept of Teaching as Inquiry – complete a further Action research.</li> <li>▪ Use Knowledge Net to support engagement, 21<sup>st</sup> Century Learning and interactions between Home &amp; School.</li> <li>▪ Consolidate the place of the spinning plates – Thinking, Inquiry, Questioning, Concepts, Skills, Literacy and Mathematics.</li> <li>▪ Investigate ways of enhancing communication with parents and with staff.</li> </ul>	<ul style="list-style-type: none"> <li>• Thinking and Deeper Questioning is evident in classroom programmes.</li> <li>• Engagement in selected areas shows improvement.</li> <li>• Action research is completed and presented by all teachers.</li> <li>• The parent portal of Knowledge Net is trialled.</li> <li>• Knowledge Net is used by students for their e-portfolios and to evaluate goals.</li> <li>• Raroa’s curriculum document is completed.</li> <li>• A reporting on progress to parents plan is developed.</li> <li>• Teacher survey shows enhanced levels of communication and transparent decision making.</li> </ul>	<p>By end of Term 2</p> <p>By end of Term 3</p> <p>By end of Term 3</p> <p>By end of Term 2</p> <p>By end of Term 3</p> <p>By end of Term 4</p> <p>By end of Term 2</p> <p>By end of Term 3</p>	<p>1. Students make progress on the school’s Deeper Questioning Assessment Task. <u>Target:</u> Average gain of 2.5 marks per student.</p> <p>2. Student engagement increases. <u>Target:</u> a) Year 8 girls show an increase in the scaled score to be above the norm on the NZCER Engagement Survey. b) Year 7 boys’ and girls’ Scaled Scores are above the norm on the NZCER Engagement Survey.</p>

### FOCUS GOALS 2011 *continued*

Focus	Key Tasks	Key Results Expected	Time Frame	Targets
<b>Healthy Living</b>	<ul style="list-style-type: none"> <li>▪ Increase fitness levels of students.</li> <li>▪ Support students with Change and Sexuality Education.</li> <li>▪ Develop teachers' abilities to explicitly teach skills in P.E.</li> <li>▪ Meet social and emotional needs of students considered potentially 'at risk' of not achieving.</li> <li>▪ Develop Leadership and Decision Making capability across the school.</li> </ul>	<ul style="list-style-type: none"> <li>• Fitness levels of students show an increase over the year.</li> <li>• Raroa continues to excel in inter Intermediate Sporting Tournaments.</li> <li>• Skills and differentiation are an explicit part of P.E sessions.</li> <li>• Students identified as potentially 'at risk' are more confident and engaged.</li> <li>• Student Leaders are provided with opportunities to make decisions.</li> <li>• Decision making across the school is seen by staff as being more transparent.</li> </ul>	<p>By end of Term 3</p> <p>By end of Term 4</p> <p>By end of Term 2</p> <p>By end of Term 3</p> <p>By end of Term 3</p> <p>By end of Term 3</p>	<p>Students increase fitness levels over the year.</p> <p><u>Target:</u> Mean improvement of 1 level per student, over the year using school wide Beep Fitness Test.</p>
<b>Gifted &amp; Talented</b>	<ul style="list-style-type: none"> <li>▪ Meet the academic needs of students identified as Gifted.</li> <li>▪ Meet the emotional and social needs of students considered potentially 'at risk' of not achieving.</li> </ul>	<ul style="list-style-type: none"> <li>• A GATE programme for 2011 is designed.</li> <li>• Academic needs are catered for.</li> <li>• Parents are consulted and engaged in GATE programmes.</li> </ul>	<p>By Wk 6, Term 2</p> <p>By end of Term 3</p> <p>By mid Term 3</p>	<p>No specific targets set for Gifted and Talented.</p>
<b>Science and Technology</b>	<ul style="list-style-type: none"> <li>▪ Increase student engagement and achievement in Science.</li> <li>▪ Enhance teacher competence in Science.</li> <li>▪ Develop programmes and assessment tasks in Technology based on concepts, skills and indicators.</li> </ul>	<ul style="list-style-type: none"> <li>• Achievement levels in Science shows an improvement compared with 2010.</li> <li>• Explicit teaching of the schools Science Concepts is evident.</li> <li>• Technology programmes are reviewed.</li> <li>• Systems for giving feedback and reporting in Technology are revised.</li> </ul>	<p>By mid Term 3</p> <p>By mid Term 2</p> <p>By end of Term 3</p> <p>By end of Term 1</p>	<p>Students increase achievement in Science.</p> <p><u>Target:</u> 70% of students score 26/35 or better on the NZCER developed Science Test – Science: Thinking with Evidence.</p>

## **Curriculum and Other Goals 2011**

### ***Curriculum Development***

1. Include Maths concepts within the odd and even year conceptual frameworks.
2. Develop conceptual understandings which link to the key competencies, i.e. relating to those from Mark Treadwell's document.
3. Robert Swartz recommends that students learn no more than 6 key Thinking Tools per year. Decisions will be made regarding the specific tools which we will expect Raroa students to use competently across a range of Learning Areas.
4. Include Performing / Visual Arts concepts, Technology concepts and PE Overview within the document.
5. Review implementation of learning progressions.
6. Ensure professional development is provided in regards to developing the use of skilful thinking maps in teaching and learning.
7. Develop school-wide assessment tasks for some key skill progressions within the framework (particularly those involving higher order thinking).

### ***EOTC***

1. Engage and confirm bookings for accommodation, providers and transport by end of Term 1
2. Procure the equipment needed to make the 2012 Camp programme happen.
3. Establish a broad programme for camping 2012 by the end of Term 3

### ***Gifted and Talented***

1. To consolidate and extend GATE programmes within the school.
2. To undergo personal professional development by undertaking a course on teaching gifted students through the REACH programme.
3. To provide professional development of staff and other key personnel as appropriate.
4. Develop / enhance in-class and withdrawal extension programmes for gifted and talented students.
5. Mentor / find mentors for gifted and talented students.
6. Develop working relationships with parents of gifted and talented students as appropriate.
7. Provide support for the social and emotional needs of gifted students.

### ***Information Communication Technology***

1. Knowledge Net group to investigate and trial e-portfolios and the possibilities it holds for communicating to parents.
2. Develop leadership through each teacher in trial group mentoring / coaching another staff member in the use of Knowledge Net and ICT equipment.
3. Develop systems for purchase, management, maintenance and replacement of equipment, including the implementation of a consumables budget as part of class budget (if required).
4. Investigate the use of equipment around the school for the purpose of ensuring it is being maximised for teaching and learning purposes.

### ***Library***

#### ***Support the Raroa Curriculum***

1. To work closely with the Raroa Knowledge Net team to establish a library link on Knowledge Net

- a) Work with Accessit support to ensure students and parents can view library accounts, overdues and reservations through Knowledge Net.
- b) Receive Knowledge Net and Accessit training where applicable.

#### *Support Classroom Teaching Programmes*

2. Promote the library and its staff to all teachers for whole class, group and individual training sessions for
  - a) Researching
  - b) Achieving literacy goals
3. Finish non-fiction weed and do an assessment of areas that are lacking. This will need to be done in conjunction with TLR and other teaching staff.
  - a) Purchase non-fiction resources where appropriate, taking into account the research and inquiry foci of the school.
4. To be an active part of the Enrichment Programme to promote reading in the 21<sup>st</sup> Century.

#### *Library Environment*

5. Investigate the cost of demolishing the wall between the Library workroom and the room adjacent to enlarge the workroom. This will produce a much more efficient work-space.

#### **Literacy**

1. To continue to support Learning Leaders to facilitate the development of the use of skilful thinking techniques to improve the quality of writing.
2. To further develop moderation conversations and exemplars around the use of assessment tool PILOT, also to be a goal for Literacy Cluster Group.
3. To continue to support Learning Leaders to facilitate the integration of Literacy skills within the Inquiry Framework.
4. To introduce e-AsTTle tools to help teachers identify next steps in students learning in reading comprehension skills.
5. To continue to support literacy programmes for students below PAT Stanine 4 with teacher aide support and Judith Dunlop's programmes.
6. To continue to focus on raising reading levels and engagement in our Maori and Polynesian students.

#### **Mathematics**

1. Generate school-wide enduring understandings for Statistics and Geometry (Measurement).
2. List the Key Knowledge for each strand.
3. Make links with the curriculum and Standards
4. Ensure assessment is based on Key Knowledge

#### **Maori**

1. To continue offering Te Reo and Tikanga Maori programmes at Raroa (Te Reo Maori as an extension class twice weekly for 30 minutes and Te Rangatahi Kapahaka open to all students on a Friday morning block 1).
2. Provide access to Te Reo Maori at a level higher than the basic level provided during the extension programme if and when needed.
3. Analyse achievement data and develop specific learning programmes for Maori to meet their needs.

4. Continue to develop a strong Whanau Group of parents and support the Whanau in strengthening Maori initiatives for 2011 e.g. St Brigids Kapahaka Festival, Performances by Te Rangatahi etc.
5. Continue to develop a Maori student group working to promote things Maori within the school.
6. Foster a positive atmosphere within the school. Maori students will take pride in their academic and sporting achievements.
7. With school support, provide opportunities for Professional Development to be made available for teachers wishing to learn Te Reo me ona Tikanga Maori.
8. To continue to offer the opportunity for all students across the school to attend a noho marae (overnight stay on a marae).

### ***Performing Arts***

1. To raise the profile of performing arts at Raroa.

### ***Physical Education***

1. Review the Beep Test as a measure of student fitness. This year's target will be for a 'mean' improvement of one level per student.
2. Support staff to consistently teach fundamental skills in a well-structured PE lesson.
3. Support staff so that student's varying abilities are catered for. This will include making the necessary modifications to their PE programme as they progress through the unit.

### ***Science***

1. To develop and guide Science Extension Classes – NIWA Science Fair, enrichment classes as appropriate.
2. To manage, maintain and replace science resources.
3. To provide support, advice and guidance for teachers and students in incorporating scientific inquiries.

### ***Technology***

1. Continue the development of a Technology report form for reporting to parents, incorporating Technology reports into the eTap system.
2. Develop a tracking system to monitor a student's progress in Technology over two years, using eTap to ensure coverage.
3. Develop selected curriculum framework skills for the Technology programme to show Critical Thinking links to the student's classroom.
4. Develop progressions for specific Technology related skills from Raroa's curriculum framework. Review and refine.
5. Ensure that thinking tools are explicitly planned for across all Technology areas.

### ***Visual Arts***

1. Make links and utilise Raroa's Curriculum Framework in the Art room programme.
2. Continue to focus on inquiry based learning.
3. Explore common aspects of the Arts programmes with the Performing Arts leader and promote them in our teaching programmes.
4. Provide staff professional development in the Visual Arts.
5. Continue to develop murals around the school.
6. Continue to develop the areas around the Arts block with native plants but keep the RASC kids off them.
7. Reinvest the \$3.5k money from the original sale of the Roy Cowan garden sculpture into a suitable art work(s) for Raroa.

# Enhancement Programmes 2011

## ***Electives Programme***

Extra curricular / EOTC / Craft / Sport student choice programme. This programme aims to offer experiences outside the normal curriculum to enrich, extend and introduce new skills. The programmes will be exploratory & experiential offering authentic learning environments.

- Students can choose 1, 2, or 3 activities for one week, in Term 2 and a week in Term 4
- The Electives Programme is offered in Term 2 Week 11 and Term 4 Week 4.
- Types of Programmes offered: Tramping in Abel Tasman National Park, Absolutely Positively Wellington, Comic Book Creation, Horse Riding, Chocolate Making, Table Tennis, Jewellery Making, Fantastic Flight, Urban Adventures, Martial Arts, Movie Madness.

Deployment: All staff and parents who are skilled in activities offered

## ***Enrichment Programme***

Cultural / Academic student choice programme. This programme aims to challenge, extend, offer new experiences and broaden horizons, providing depth and breadth to regular classroom programmes.

- Students choose 2 Enrichment activities for 2 x 1 hour each Wednesday. Programme starts Week 8 Term 1.
- Types of Programmes offered: Languages, Glee Club, Band, Dance, Environmental Education, Investigational Science, Technology Challenge, Da Vinci's Pencil, Funky Fitness, Primitive Art, Movie Madness.

Deployment: All staff.

## ***EOTC***

- Each class to have a 1 night, under canvass, camping experience as part of the 2 year EOTC Programme. The alternative year is a 4 day camp. Overnighters start Week 2 Term1 and finish Week 5 Term1.

Deployment: All classroom teachers.

- Noho Marae. An opportunity for all students who wish to , to have an overnight stay at a local marae. Week 10 Term 1.

## ***ESOL***

Students identified as needing extra English support.

Deployment: Judith Dunlop (.5 Teacher ESOL and Special Needs)

## ***Extension Programmes***

- Programmes start – Term 1 Week 6
- Extension Maths – 3 groups
- Resilience Group – 2 groups
- Science Extension – Physics / Geology / Science Fair
- Latin
- Computer Science
- Deployment above – Vicky Sime
- Orchestra – 1 x 1½ hours per week – Sue Jane & Paul Brownlie
- Te Reo – 2 x ½ hour per week – Sonia Talivai
- Extension Writing 2 x 1½ hours per week – Frank Wilson (Term 1).

## **Leadership programme**

- ❖ Students selected by peers, teachers and self. Some of these selected students invited to participate in a leadership selection programme over 2 days to define a core 'leaders' group for the school.
- ❖ Students to be given real opportunities to lead and to be given strategies to enhance leadership.
- ❖ Student Leaders to meet once a week.  
Deployment: Craig Nelson.

## **Performing Arts**

### **1. Dance, Drama, Music**

Programme taken by the Specialist Performing Arts Teacher as part of the Specialist Timetable rotation. Students receive 12 sessions with the P.A. teacher per year.

Deployment: Liz Fa'alogo.

### **2. Te Rangatahi – Maori Performing Arts**

Students opt into Te Rangatahi for the year. The programme operates for 1½ hours each Friday.

Deployment: Eugene Ryder, Sheree Ormsby.

### **3. Orchestra**

Students will be selected for the Orchestra for the year. The programme operates for 1½ hour each Thursday as part of the Extension Programme.

Deployment: Sue Jane, Paul Brownlie.

### **4. Raroa Glee**

Students opt into Raroa Glee for the year. The programme operates for 1 hour each Wednesday as part of the Enrichment Programme.

Deployment: Shelley Olliver-Bell, Paul Brownlie.

### **5. Dance**

Students opt into Dance for the year. In the first half of the year the focus will be Stage Challenge, with the Waimea Exchange in the second part of the year. The programme operates for 1 hour each Wednesday as part of the Enrichment Programme.

Deployment: Aimee Dimery, Shelley Olliver-Bell, Sue Collins, Rachel Johnston.

### **6. Rock Band / Music Academy**

Students opt into Music Academy for the year. The Programme operates for 1 hour each Wednesday as part of the Enrichment Programme.

Deployment: Liz Fa'alogo, Biss More.

### **7. Stage Challenge**

Students auditioned (and specially selected) for Wellington's Stage Challenge. Programme will operate for 1 hour on a Wednesday as part of Enrichment and at other times leading up to the Stage Challenge in Week 4 Term 2.

Deployment: Shelley Oliver-Bell, Aimee Dimery, Rachel Johnston, Sue Collins.

### **8. Drama**

Students opt into Drama for the year. The programme operates for 1 hour each Wednesday as part of the Enrichment Programme.

Deployment: Liz Fa'alogo, Ben Bowkett.

## **9. Waimea Cultural Exchange**

Students are selected from the school's Performing Arts Groups to perform for students and schools in the Nelson area. Students will be billeted by families from Waimea Intermediate. Term 4 Week 4.

Deployment: All Performing Arts teachers

## ***Second Language Learning Programme***

- Groups of approximately 25 students meeting weekly for 1 hour during Enrichment Programme (except Te Reo). To start Week 8 Term 1.

Deployment:

Te Reo – 2 x ½ hour per week – Sonia Talivai.

French – Janet Hart, Samantha Jones.

Spanish – Phillipa Dick, Adam Power.

Japanese – Angela Pedder.

German – Angela Pedder, Lucy Watson.

Italian – Aimee Dimery.

Sign Language – Maria Smith.

## ***Special Needs Programme***

- These programmes are designed to meet the needs of students identified on the Special Needs Register.
- A part time teacher employed to work with students identified as ESOL or having Special Needs or remedial Support.
- Teacher Aides employed to work with ORRS funded students under the direction of the classroom teacher and Special Needs teacher.
- Teacher Aides employed to work with students identified in Special Needs Register.

Deployment:

Judith Dunlop (.5 Teacher)

Karen Doogan (.1 Teacher ORRS funded student)

Lesley Love (ORRS Funded and Learning Support Teacher Aide)

Sian Burling-Claridge (ACC and School Funded Teacher Aide)

Paul Le Roy (School Funded Learning Support Teacher Aide)

Mitchell Logan (School Funded Learning Support Teacher Aide)

**CURRICULUM IMPLEMENTATION PLAN**

<p><b>2008</b></p>	<ul style="list-style-type: none"> <li>• Develop a curriculum Framework for Raroa Normal Intermediate.</li> <li>• Incorporate key Thinking &amp; Inquiry skills into the Framework.</li> <li>• Develop a set of Values for the school.</li> <li>• Consult with community.</li> </ul>
<p><b>2009</b></p>	<ul style="list-style-type: none"> <li>▪ Develop a series of progressions for each skill in Raroa’s Curriculum Framework.</li> <li>▪ Begin to develop assessment tasks for Framework skills.</li> <li>▪ Begin to develop Key concepts for Learning Areas.</li> <li>▪ Review Curriculum Framework.</li> </ul>
<p><b>2010</b></p>	<ul style="list-style-type: none"> <li>○ Develop desired teacher dispositions to successfully implement Raroa’s Curriculum Framework.</li> <li>○ Review Teacher Appraisal system.</li> <li>○ Incorporate new Teacher standards and Raroa’s desired Teacher dispositions into the Appraisal system.</li> <li>○ Complete the development of school wide Assessment tasks.</li> </ul>
<p><b>2011</b></p>	<ul style="list-style-type: none"> <li>➤ Review Curriculum Framework.</li> <li>➤ Develop a series of progressions for Raroa’s Teacher Dispositions.</li> <li>➤ Review consistency of school wide Assessment Tasks.</li> <li>➤ Re-design school Reporting System to reflect school wide Assessment tasks.</li> </ul>

**ASSESSMENT SCHEDULE 2011**

The following data is to be collected and entered into e -TAP by classroom teachers:

Term	Assessment	Administered/ Analysed	Entered into e - Tap	Notes
1	<b>PE – Beep Test</b>	Week 1 - 3	By the end of Week 4	
	<b>PAT Reading Comprehension</b>	Weeks 1 -3	Friday Week 4	Teacher Marking
	<b>Basic Facts 100</b>	Weeks 1 -3	By the end of Term 1	Algebraic 100 test.
	<b>Knowledge Stages</b>	Weeks1-3	Friday Week 3	Powerpoint.
	<b>Maths PAT</b>	Week 3	By the end of Term 1	Teacher Marking
	<b>Strategies Diagnostic</b>	By the end of Week 3	By the end of Term 1	Add/Sub/Mult/Div/Prop/Ratios
	<b>Writing Sample</b>	By the end of Week 3	By the end of Term 1	Marked and Team moderated against PILOT indicators.
	<b>Questioning Tasks</b>	Week 8	By the end of Term 1	Marked and Team moderated
2	<b>PE – Beep Test</b>	Week 1&2	By the end of week 6	
	<b>Writing Sample</b>	By the end of Week 3	By the end of week 6	Marked and moderated against PILOT indicators.
	<b>Basic Facts 100</b>	Week 1-3	By the end of week 6	Students below 95%.
	<b>Strategies Summative</b>	Week 8/ 9	By the end of Term 2	Add/Sub/Mult/Div/Prop/Ratios
	<b>Mid Term reports</b>		Sent home week 10	
3	<b>Writing Sample</b>	By the end of Week 3	By the end of Term 3	Marked and moderated against PILOT indicators
	<b>PE – Beep Test</b>	Week 1&2	By the end of Term 3	
	<b>Basic Facts 100</b>	Week 9	Friday Week 10	Students below 95%.
	<b>Knowledge Stages</b>	Week 9	Friday Week 10	Powerpoint.
	<b>Strategies Summative</b>	Week 9	By the end of Term 3	Add/Sub/Mult/Div/Prop/Ratios
	<b>PAT Maths Science NZCER</b>	Week9 Week 8 Only Yr 8	By the end of Term 3	Teacher Mark
4	<b>PAT Reading Comprehension</b>	Week 1	Friday Week 3	Teacher Mark
	<b>Writing Sample</b>	Week 1 - 3	Week 3	Marked and moderated against PILOT indicators
	<b>End of year Reports</b>		Sent home Week 8	

- STAR & aSTTle Reading testing available for class teachers to use for students who require further information.
- Probe (new 2011 kit to be available soon) – All students Stanine 1- 4 each term to monitor progress.

## ASSESSMENT NOTES

1. The purpose of collecting data is to make evidence based decisions for teaching and learning of **current students** and **future** students. We are looking at trends and developing strategies to address them for current programmes and the following year.
2. All students **at risk/achieving below the expected level/achieving well above the expected level** will be monitored by the SENCO and GATE teachers, however **individual teacher monitoring** should be closely analysed by classroom teachers/within teams and any students who become a concern or need differentiation of programmes should be brought to the attention of Learning Leaders.
3. **Assessment Tests used for school wide data collections must not be used at any other time by classroom teachers.**
4. In addition to school-wide data, teachers should:
  - Plan diagnostic and summative assessment tasks and criteria as appropriate.
  - Provide formative feedback to students throughout units of work.
  - Have records of assessment saved in e - TAP
  - Collect and record what is necessary in order to report to parents and inform future teaching/planning.
  - Collect assessment data for students who arrive throughout the year.

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### REPORTING TO PARENTS 2011

<b>Term 1</b>	15/16 March	3-way goal setting conferences
<b>Term 2</b>	Week 10	Mid Year Reports sent home
<b>Term 3</b>	16/17 August	3-way goal setting conferences.
<b>Term 4</b>	21 November 13 December	Reports to SLT for final check. Reports sent home

Raroa Normal Intermediate School

**Maintenance and Development Plan 2010 – 2013**

	2011	2012	2013
<b><i>Buildings</i></b>			
Interior	Replace curtains Rm 2 \$3,000 Investigate replacing lino in Soft Materials	Continue replacing door handles / locks \$1,000 Replace window winders Rms 1, 2, 7, 8 \$7,500 Replace curtains Rm 1 \$2,500	Continue replacing locks \$1,000
Exterior	Replace spouting Blk 1 \$2,000 Replace broken concrete \$2,000		Replace spouting Blk 2 \$3,000
Maintenance	Remove stairs in Theatre \$2,000		
<b><i>Grounds</i></b>	Investigate removal or topping of Macrocarpas.		
Development	Investigate costs for a new sign and planting on Haumia Street \$3,000 Develop trellis outside Art Rm \$1,000 Plant Haumia bank by netball courts \$3,000	Continue planting \$5,000	Planting \$4,000
Maintenance			Replace rotten timbers \$6,000
<b><i>Costs</i></b>	\$16,000	\$16,000	\$14,000

# ORGANISATION for 2011

## Senior Leadership Team

Principal: Kevin Ryan

Deputy Principals: Craig Nelson and Marian Williams

Learning Leaders: Phillipa Dick, Samantha Jones, Elizabeth More, Rachel Johnston, Vicky Sime.

### Team 1

Rm 2 Rachel Johnston (LL)

1 Shane Lavery

17 Janet Hart

18 Lucy Watson

19 Aimee Dimery

*Team Support – Craig*

### Team 2

Rm 4 Elizabeth More (LL)

5 Shelley Olliver-Bell

6 Adam Power

3 Paul Brownlie

9 Sonia Talivai (0.8)

*Team Support – Marian*

### Team 3

Rm 12 Phillipa Dick (LL)

10 Kelvin Hartell

11 James Dickson

13 Sue Collins

14 Matt Tilley

*Team Support – Kevin*

### Team 4

Rm 20 Sam Jones (LL)

21 Angela Stanley

7 Maria Smith

8 Keith HENDERSON (replaces Ben Bowkett in Term 2)

15 Kelly Herbert

*Team Support – Kevin*

### Team 5

Vicky Sime (LL)

Alistair McQueen

Marina Brown

Lynne Newton / Shona Dowman

Bill Taylor

Liz Fa'alogo

*Team Support – Marian*

Science / Technology / GATE Rm 16

Hard Materials

Soft Materials

Foods

Visual Arts

Performing Arts

### Part-time Teachers

Frank Wilson

Kelly Cooper (0.2)

Karen Doogan (0.1)

Judith Dunlop (0.5)

Lee Mclauchlan (0.2)

Dael Robinson (0.4)

Avalon Smith (0.4)

Nicola Smith (0.2)

Term 1 (Learning Leader & PRT Release) / Term 2 on Maternity leave

Beginning Teacher Release

ORRS Funded

Learning Support / ESOL

Beginning Teacher Release

Sonia .2 / Teacher Release

Beginning Teacher / Learning Leader Release

PRT Advice & Guidance Programme release

### Support Staff

Michelle Cottis

Lynne Colenso

Lorraine Donaldson

Brian Faircloth

Sue Jane

Clare Forrest

Chris Matsas

Sian Burling-Claridge, Paul Le Roy De Saint Rene, Mitchell Logan, Lesley Love. Teacher Aides

Office Assistant

Financial Manager

Executive Manager

Caretaker / Property Manager

Library Manager

Library Assistant

Office Assistant

Louise Bell, Sue Martin & Lesley Richdale

Dental Therapists

## **Board of Trustees**

Richard Bryant	478 6522	Parent Trustee
Janet Green	478 5229	Parent Trustee
Leah Kininmonth	479 7007	Parent Trustee
Sandra Lyall	479 8378	Parent Trustee / Board Chair
Greg Mitchell	977 3186	Parent Trustee
Alistair McDonald	027 4431937	Parent Trustee
Kevin Ryan	4791520	Principal
Vicky Sime	478 8539	Staff Trustee

## **Responsibilities – Unit Holders**

### **Deputy Principals' Responsibilities**

Assessment – Craig Nelson & Marian Williams jointly.  
Behaviour Management – Craig Nelson & Marian Williams jointly.  
Electives – Craig Nelson.  
Enrichment – Marian Williams  
Gifted & Talented Support – Marian Williams  
Home & School / Fundraising – Craig Nelson  
ICT Team Leader – Craig Nelson  
Leadership Coaching / Support – Health & P.E. / Maths – Craig Nelson  
Leadership Coaching / Support – Technology / Science – Marian Williams  
Literacy Leader – Marian Williams  
Relievers – Marian Williams  
Reporting to Parents – Marian Williams  
School Leaders Group – Craig Nelson / Marian Williams  
Special Needs Co-ordinator (SENCO) – Marian Williams  
Team 1 Support – Craig Nelson  
Team 2 Support – Marian Williams  
Victoria University College of Education Liaison – Craig Nelson.  
Whanau Hui – Marian Williams  
Year 6 Liaison – Marian Williams  
Year 9 Liaison – Craig Nelson

### **Other Unit Holders' Responsibilities**

Teaching & Learning across the school – SLT  
Assemblies – Marian Williams  
Curriculum Development – Phillipa Dick  
EOTC – Bill Taylor  
Gifted & Talented – Vicky Sime  
Healthy Living / Student Welfare / Waimea Co-ordinator – Kelly Herbert  
ICAS UNSW Tests - Vicky  
ICT Technical Co-ordinator – Kelvin Hartell  
Knowledge Net – Sam Jones / Rachel Johnston  
Maori – Sonia Talivai  
Mathematics Leader – Sue Collins  
P.E. Team Leader – Shane Lavery  
Performing Arts – Aimee Dimery and Shelley Olliver-Bell  
Science & Technology across the school – Vicky Sime

## **Other Unit Holders' Responsibilities continued**

Sports – Elizabeth More, Matt Tilley

Technology Team Co-ordinator – Alistair McQueen

### ***Other Responsibilities*** *(Some responsibilities could attract an R Payment)*

ESOL – Judith Dunlop

Languages – Angela Stanley

Library – Janet Hart

Netball Co-ordinator – Judith Dunlop

NZEI Liaison – Vicky

Social Team Co-ordinator – DPs

Tutor Teachers – Aimee Dimery, Shelley Olliver-Bell, Angela Stanley



## BOARD MEETINGS suggested AGENDA – 2011

Meeting Times: 7.00 to 9.00 pm

	<b>1</b> 17 February	<b>2</b> 24 March	<b>3</b> 19 May	<b>4</b> 23 June	<b>5</b> 25 August	<b>6</b> 22 September	No October Mtg	Review Meeting 24 November	<b>7</b> 8 December
<b>Policy Review</b>		RASC Agreement		Financial Management					
<b>Curriculum Review</b>			Baseline Data					Literacy Numeracy	
<b>Strategic Focus</b>	Charter – Strategic direction	Annual Plan	Annual Report			Charter Review			Draft Budget
<b>Special Topic</b>				Community					Principal's Appraisal  BOT dinner to follow meeting