



'Striving For Excellence While Caring For Others'

Dairy Flat School Charter 2011

Mission Statement

To provide the best possible learning experiences and environment to facilitate students to become lifelong learners who strive for excellence, value diversity, think creatively and care for themselves and others.





Dairy Flat School Strategic Plan 2011 to 2015

| Strategic Goals | 2011 | 2012 | 2013 | 2014 | 2015 |
|---|--|--|---|---|--|
| <p>Curriculum <i>For 85% of a cohort of students who attend the school continuously from year 1, to be achieving at or above the expected curriculum level (and national standard) in literacy, numeracy and all other learning areas.</i></p> <p>Assessment -develop staff competencies in effectively using a range of assessment tools at all levels.</p> <p>ICT – for staff and students to become confident users of ICT and leaders in this area of learning</p> <p>Physical Education – for all students to participate in regular, quality, physical activity.</p> | <p>Introduce Spanish for all students – Focus on improving writing, in particular surface features. This will include professional development and teacher inquiry.</p> <p>Focus on the environment – growing plants, establish gardens and recycling</p> <p>Establish Mathematics as part of senior mathematics programme</p> <p>Continue cluster ‘Kiwi Sport’ programme</p> <p>Integrate activeboards into learning and teaching programmes</p> <p>Arts Festival</p> | <p>Focus on reviewing the assessment programme – in line with the curriculum and National standards</p> <p>Ensure reporting systems meet the needs of the parent community as well as students and teachers</p> <p>Focus on Enterprise</p> <p>Introduce Mandarin</p> <p>Develop classroom blogs and web pages through the use of Google apps</p> <p>Science Week</p> <p>Production</p> <p>Continue gardens</p> | <p>Ensure that ‘best practice’ is maintained</p> <p>Teachers to work together to review and revise the curriculum with a particular concern for the coverage of all learning areas</p> <p>Further develop the use of podcasts, DVD production in curriculum delivery</p> <p>Further develop the use of web 2 tools in curriculum delivery</p> <p>Continue Mandarin</p> <p>Include Asian theme in teaching and learning programme</p> <p>Arts Festival</p> | <p>Professional development for teachers in Science</p> <p>develop</p> <p>Focus on Science</p> <p>Continue to develop Enterprise – set up school/class business</p> <p>Ensure high levels of student achievement in Literacy and Numeracy</p> <p>Continue languages</p> <p>Science Week</p> <p>Production</p> | <p>Include Asian theme in teaching and learning programme</p> <p>Ensure high levels of student achievement in Literacy and Numeracy</p> <p>Continue languages</p> <p>Continue gardens</p> <p>Arts Festival</p> |

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|---|--|---|--|---|--|
| <p>Educating All Students <u>Maori and/or Pacific students:</u> - <i>that Maori and Pacific Island students achieve at or above national expectations and feel valued in our school community</i> <u>Students with special needs, including gifted and talented:</u> <i>that student learning is monitored and goals set that focus on improving achievement for every student</i></p> | <p>Introduce Te Reo programme into CRT Introduce Quick 60 s programme for students who are not achieving to expectation in reading Teacher aide will work in classrooms as needs dictate Introduce GATE day programmes</p> | <p>Consultation with parents of Maori students to develop strategies and programmes that promotes Maori achievement. Continue to develop the Te Reo programme and introduce Kapa Haka programme Further develop the Robotics programme to meet the needs of students with special needs and particular talents Continue GATE Days Extend Quick 60 programme</p> | <p>Release SENCO to work in classrooms and support teachers to meet the needs of their students Continue to develop Te Reo and Tikanga Maori Extend GATE day programme to weekly programme Continue to develop Quick 60 programme</p> | <p>Consultation with parents of Maori students to develop strategies and programmes that promotes Maori achievement. Continue to develop Te Reo and Tikanga Maori Continue GATE weekly programme Continue Quick 60 programme SENCO to continue to work with teachers and students</p> | <p>Continue to develop Te Reo and Tikanga Maori Continue GATE weekly programme Continue Quick 60 programme SENCO to continue to work with teachers and students</p> |
| <p>Global Connections <i>that the Board of Trustees explores the opportunities to host foreign students both in groups and as individuals</i></p> | <p>The principal will join the Asia New Zealand Network and explore making connections to secure group and individual foreign students. During the world cup students will have the opportunity to explore the culture of a different country</p> | <p>Establish relationships with a sister school/s Engage an agent to pursue fee paying student enrolments Join the Confucius Institute – apply for a Shanghai visit Host a group visit Join North Shore International student cluster</p> | <p>Set up ESOL classroom Continue sister school relationships Plan a visit for teachers and students Continue relationship with Asia NZ and the Confucius Institute</p> | <p>Continue ESOL classroom Continue sister school relationships Continue relationship with Asia NZ and the Confucius Institute Host a group visit</p> | <p>Further develop sister school relationships Plan a visit for teachers and students Continue relationship with Asia NZ and the Confucius Institute</p> |

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|--|---|--|---|--|--|
| <p>Self Review <i>Develop strategic goals that reflect the school charter</i> <i>Establish strong 'point of difference'</i> <i>Maintain 'country school' feel and culture</i> <i>Establish a strong relationship with the community and PTA</i> <i>Build school community 'spirit'</i></p> <p>Performance management: <i>That all teachers are supported in pursuing excellence and 'best practice' in their teaching and learning programmes</i></p> | <p>Revise Charter – following community consultation Set up new school website and marketing brochure Following wide consultation the BOT, with staff will implement school-wide behaviour management plan Revise Teacher appraisal and attestation system to include new teacher registration criteria Establish a student council</p> | <p>Review all policies – relabel appropriate policies as procedures Review behaviour data Establish behaviour team Support teachers to establish an inquiry approach to teaching Implement 'values' suggested through the community consultation 2011.</p> | <p>Continue the policy review programme Review communication systems Set up school wide inquiry process for assessing the effectiveness of teaching and learning programmes</p> | <p>Community consultation to review charter Continue inquiry approach to teaching</p> | <p>Implement charter goals Continue to review policies and procedures Further develop teaching inquiry</p> |
| <p>Finance, Property Health and Safety Property projects: <i>that projects planned in the 5YA are completed</i> Financial <i>To allocate funds to support the school's long term student achievement goals</i> Health and Safety: <i>Provide a safe physical and emotional environment for students and staff.</i></p> | <p>Complete all weather sport surface linked to Hall complex Rationalization plan – demolish Room 9 and the Star Room Remodel and move Room 10 to the front of the school Establish school gardens</p> | <p>Upgrade and remodel Rooms 1, 2 Upgrade foundations of the E Rooms Work with the PTA to explore fundraising opportunities Plan major fundraising event</p> | <p>Upgrade and remodel room 3 – possibly include small teaching space – ESOL</p> | <p>Continue to maintain property and manage finances well</p> | <p>Complete any further property projects with 5YA contingency fund</p> |

| | CURRICULUM | EDUCATING ALL STUDENTS | GLOBAL CONNECTIONS | SELF REVIEW | FINANCE PROPERTY HEALTH AND SAFETY |
|--------------------------|--|---|--|--|--|
| BUSINESS AS USUAL | <p>Review effectiveness of programmes delivered and monitor the progress and achievement of students annually</p> <p>Reading results, Running records, Writing samples and Numeracy assessments will be analysed and reported on.</p> <p>A variety of formative and summative assessment tools will be used to measure student learning.</p> <p>Teachers to maximize the use of ICT in curriculum planning including online resources</p> <p>Staff will continue to use effective teaching practices incorporated into teaching programmes as a result of Professional development</p> | <p>Results from normed tests (Asttle, PAT, STAR) will be analysed annually and students with specific needs (Learning support, Gifted and Talented) will be identified.</p> <p>Ensure 'Excellence in Teaching' which results in a high level of student achievement in all learning areas as well as students who feel safe and happy at school</p> | <p>Prepare students for a global future</p> <p>Work towards a global curriculum which will transcend traditional, domestic boundaries by utilizing new technologies and multinational contexts.</p> <p>To celebrate the nature of the international experience, an emphasis on diversity should prevail.</p> <p>Consider international collaborative service/community-based projects.</p> <p>Strive for language proficiency</p> <p>Work towards global collaboration and cooperation</p> | <p>That staff are provided with opportunities to develop knowledge and skills in assessing and improving student achievement</p> <p>To seek to employ and provide support for teachers and ancillary staff who demonstrate a high level of knowledge and skills as they relate to the school's strategic goals.</p> <p>Teacher's appraisal goals will focus on and develop from long term curriculum goals and strategic planning.</p> <p>Embed the PLC (professional learning community) and pastoral procedures in the school</p> <p>Ensure that Employment processes meet good employer requirements.</p> | <p>Ensure financial policies, systems and processes are sound and keep the BOT informed on financial matters and the school financial situation</p> <p>Put in place a system for managing and replacing school assets</p> <p>Build a strongly positive 'brand' using a planned marketing strategy so that the school grows and prospers</p> |

Multicultural diversity and the Maori dimension at Dairy Flat School



Reflecting New Zealand's multi-cultural diversity

All cultures at our school will be valued and accepted through the active encouragement of a non-racist school culture and ethos. All staff will treat students as individuals with unique differences, talents and cultural values and perspectives that will be respected. The school usually has students from Asian countries in any one year and their cultural heritage shall be valued also.

Acknowledging the unique position of the Maori culture

Dairy Flat School will endeavour to develop an awareness of tikanga Maori and Te Reo Maori and provide the means of fostering better cultural understanding consistent with the Treaty of Waitangi appropriate to the knowledge level of staff and seek to get assistance from Maori parents/caregivers to develop expertise where possible.



What reasonable steps will the school take to incorporate tikanga Maori (Maori culture and protocol) into the school's curriculum?

Classrooms and school celebrations will reflect Maori culture through signage, waiata, every day greetings and poi. The school will continue to build resources to support the tikianga Maori programmes. Our curriculum statements will include components of tikanga Maori as appropriate to the topic and the class level.

What will the school do to provide instruction in te reo Maori (Maori language) for full time students whose parents ask for it?

All such requests will be given full and careful consideration by the Board of Trustees with regard to personnel with the requisite skills and qualifications; the overall school financial position; and availability of accommodation within the school. The option of dual enrolment at the Correspondence School would be discussed with parents.

What steps will be taken to discover the views and concerns of the school's Maori community?

Focus group meetings chaired by BOT chair/Principal to ascertain Maori perspectives on education.

Consultation with Maori parents in ways in which they are comfortable, informally on sports sideline, school social occasions and in the playground.

Dairy Flat School Annual Plan 2011

Curriculum

Teaching and Learning

- For 85% of a cohort of students who attend the school continuously from year 1, to be achieving at or above the expected curriculum level (and national standard) in literacy, numeracy
- Develop staff competencies in effectively using a range of assessment tools at all levels.
- **ICT** – for staff and students to become confident users of the interactive whiteboards and use the school website
- All students to participate in regular, quality, physical activity, Continue cluster 'Kiwi Sport'
- Introduce Spanish for all students
- Focus on improving writing, in particular surface features. This will include professional development and teacher inquiry.
- Focus on the environment – growing plants, establish gardens and recycling
- Establish Mathletics as part of senior mathematics programme
- Arts Festival

Educating All Students

- That Maori and Pacific Island students achieve at or above national expectations and feel valued in our school community
- That student learning is monitored and goals set that focus on improving achievement for every student
- Introduce Te Reo programme into CRT
- Introduce Quick 60 s programme for students who are not achieving to expectation in reading
- Teacher aide will work in classrooms as needs dictate
- Introduce GATE day programmes

Finance, Property Health and Safety

that projects planned in the 5YA are completed

- Complete all weather sport surface linked to Hall complex
- Rationalization plan – demolish Room 9 and the Star Room
- Remodel and move Room 10 to the front of the school

*To allocate funds to support the school's long term student achievement goals
Provide a safe physical and emotional environment for students and staff.*

- Establish school gardens

We aim to raise the levels of student achievement in 2011 by:

Global Connections

- that the Board of Trustees explores the opportunities to host foreign students both in groups and as individuals
- The principal will join the Asia New Zealand Network and explore making connections to secure group and individual foreign students.
- During the world cup students will have the opportunity to explore the culture of a different country

Self Review

- Develop strategic goals that reflect the school charter
- That all teachers are supported in pursuing excellence and 'best practice' in their teaching and learning programmes
- Revise Charter – following community consultation
- Set up new school website and marketing brochure
- Following wide consultation the BOT, with staff will implement school-wide behaviour management plan
- Revise Teacher appraisal and attestation system to include new teacher registration criteria
- Set up Student Council

Dairy Flat School Action Plans

| Dairy Flat School Action Plans | | | | | | |
|---|--|------------------------------------|------------------|-------------------|---|--|
| Planned Priorities Teaching and Learning | Who | Budget | When | Expected Outcome | Actual Outcome/ Annual Report | |
| 1. For 85% of a cohort of students who attend the school continuously from year 1, to be achieving at or above the expected curriculum level (and national standard) in literacy and numeracy | 1.1 Include learning intentions, success criteria and differentiated teaching strategies | All teaching staff | Nil | All year | Planning will reflect students needs and progress | |
| | 1.2 Collect and moderate data before and after the teaching and learning programme to measure student achievement in reading and writing literacy and numeracy | All teaching staff | Nil | March November | Data will provide evidence of student achievement | |
| | 1.3 Use feedback and feed forward that relates to stated learning intention | All teaching staff | Nil | All year | This informs students and refines teacher understanding of student learning | |
| | 1.4 Purchase resources to help support the literacy and numeracy programmes | All teaching staff | \$9600 | As needed | Resources purchased | Mathletics Building Blocks For Literacy Quick 60 |
| | Professional development in Numeracy for teachers who have not yet completed it Team Leaders attend Literacy and Numeracy meetings each term | Team Leaders and appropriate staff | Relieving budget | Per term | PD completed | |

| Planned Priorities Teaching and Learning | | Who | Budget | When | Expected Outcome | Actual Outcome/ Annual Report |
|---|---|--------------------|---------------|----------------------|---|--------------------------------------|
| 2. Develop staff competencies in effectively using a range of assessment tools at all levels. | 2.1 In consultation with their teams the Leadership team will put together the assessment schedule for the year | All teaching staff | Nil | End of November 2011 | Assessment schedule completed and used to inform teaching and learning progress | |
| | 2.2 Introduce PAT Maths and the newly released PAT Listening | All teaching staff | \$500 | Term 1 | Needed resources purchased as well as subscription to NZCER Marking service | |
| | 2.3 Implement a revised student learning journal for monitoring progress and reporting to parents | All teaching staff | Nil | All year | Learning journal used to inform teaching practice and monitor student achievement | |

| Planned Priorities Teaching and Learning | | Who | Budget | When | Expected Outcome | Actual Outcome/ Annual Report |
|--|--|--------------------|--|-------------|---|-------------------------------|
| 3. ICT – for staff and students to become confident users of the interactive whiteboards and use the school website | 3.1 Teachers implement strategies learned in ICT professional development | All Teaching staff | | All year | All teachers competent users of interactive whiteboards | |
| | 5.1 a range of technologies to be used across the curriculum in authentic contexts | All Teaching staff | \$ 10,000 New Era service contract | All year | As stated | |
| | Professional development in activboard use for teachers | teachers | \$4000 | | | |
| | 5.2 All curriculum units to include an ICT component | All Teaching staff | Nil | All year | All curriculum units will include ICT component | |
| | 5.3 Install and upgrade new server | BOT | \$28,000 | Term 1 | Project completed | |
| | 5.4 Install activboards in rooms 1,5 | BOT | \$8000 | Term 4 2011 | Project completed | |
| | Install wireless in block 1 to service E Room, Room 1, Room 2, Room 3, staffroom, | | \$12000 (quote for full school) This will depend on finance | If possible | | |

| Planned Priorities Teaching and Learning | | Who | Budget | When | Expected Outcome | Actual Outcome/ Annual Report |
|--|--|------------------------------------|-------------------------------|-----------|---|-------------------------------|
| 4. All students to participate in regular, quality, physical activity, and Continue cluster 'Kiwi Sport' participation | 4.1 all students participate in KiwiSport and CRT gymnastics and dance | Teachers With coaches CRT teacher | As needs from subject budgets | March | Students participate in <ul style="list-style-type: none"> • Squash • Tennis • Badminton • Volleyball | |
| | 4.2 All students participate in physical activity during each school day | Teachers | As needs | All year | Brain break | |
| | 4.3 Students in years 1-2 and other selected students participate in PMP Programme | Lyndy CommittieJody Rollinson, TBC | | Terms 2-3 | PMP Programme completed | |
| | 4.4 Year 6-7 students participate in Waterwise programme | Rooms 1,E Mark van Dam | Activity Fee | Term 1 | Students have the opportunity to participate in the Waterwise programme | |
| | 4.5 Continue House Shield competition | Lyndy Committie Students | Nil | All year | Competition is motivating and engages student participation | |
| | | | | | | |
| 5. Introduce Spanish for all students | 5.1 Spanish will be taught for two terms as part of the CRT programme | CRT teacher | staffing component for CRT | Terms 1,4 | All students learn Spanish | |

| Planned Priorities Teaching and Learning | | Who | Budget | When | Expected Outcome | Actual Outcome/ Annual Report |
|--|--|--------------|---|-------------|--|--------------------------------------|
| 6. Focus on improving writing, in particular surface features. This will include professional development and teacher inquiry. | 6.1 Staff all participate in professional development in Writing literacy | All teachers | Release DP for Literacy leader seminars | All year | Increased Pedagogical content knowledge | |
| | 6.2 This will form the Teacher Inquiry aspect of Appraisal | All teachers | Nil | All year | All teachers will conduct an inquiry into their own teaching practice | |
| | 6.3 Staff will brainstorm strategies to improve student achievement in writing literacy in PLC and team meetings | All teachers | Nil | All year | A bank of strategies to improve student achievement in writing literacy | |
| | 6.4 Staff released to collect pre/post data on student achievement. | All teachers | Relieving budget | Term 3 | As stated | |
| | 6.5 Appraisal will be based on a school wide focus on raising student achievement in Writing literacy | All Teachers | Nil | All year | Teachers will provide evidence of reflective practice and inquiry based on improving student achievement | |

| Planned Priorities Teaching and Learning | | Who | Budget | When | Expected Outcome | Actual Outcome/ Annual Report |
|---|---|--|---------------|-------------|---|--------------------------------------|
| 7. Focus on the environment – growing plants, establish gardens and recycling school. | 7.1 All classes will have class gardens and grow plants | Teachers and students | As needed | Term 1 | Students informed and knowledgeable about growing plants | |
| | 7.2 Students and teachers will work with BOT and PTA to design school gardens | Lenora Skinner Teachers | \$5000 | All year | New collaborative gardens established | |
| | | | | | | |
| Establish Mathletics as part of senior mathematics programme | All students funded through Dairy Flat Trust to join Mathletics | Senior team teachers students | \$3600 | All year | Students have individual mathematics programme for home and school which has a positive impact on student achievement | |
| | | | | | | |
| Arts Festival | Arts Festival on in the third term | All teachers, parent volunteers students | Activity fee | Term 3 | Students have the opportunity to participate in a range of Arts activities in small groups | |

| Planned Priorities Educating all Students | | Who | Budget | When | Expected Outcome | Actual Outcome/ Annual Report |
|---|--|--------------------|----------------|-----------|--|-------------------------------|
| 1. That Maori and Pacific Island students achieve at or above national expectations and feel valued in our school community | 1.1 Introduce Te Reo programme into CRT | CRT teacher | As needed | All year | Student achievement in Te Reo improved | |
| | 1.2 that Maori and Pacific Island cultures are acknowledged and reflected in curriculum planning and teacher reflections | All teachers | Nil | As needed | Maori and Pacific Island Students feel valued in the school | |
| | 1.3 That teachers adhere to the overarching strategic intent of <i>Ka Hikitia – that “Māori students enjoying education success as Māori.”</i> | All teachers | As needed | All year | All Maori students needs catered to in classroom learning and teaching programmes | |
| 2. That student learning is monitored and goals set that focus on improving achievement for every student | Use academic tests and identifying characteristics to identify gifted and talented students and students with special needs. | All Teaching staff | See assessment | All year | Identify all students with special needs, behavioural, academic, emotional and social as well as students with talents | |
| | In every curriculum unit staff need to show planning for gifted and talented students and students with special needs | All Teaching staff | As appropriate | All year | All units planned support the needs of all students | |

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|---------------------------------|---|--|-----------------|-----------|--|--|
| | Introduce Quick 60 s programme for students who are not achieving to expectation in reading | SENCO Michelle Thomas Debbie Anthony | \$2500 | | Quick 60 programme established | |
| | Teacher aide will work in classrooms as needs dictate | Teacher aide | | All year | Teacher aide timetable reflects student needs | |
| | 1.3 Continue to develop the School response to National Standards. | BOT Principal AP, DP | As required | ongoing | Reporting systems reflect requirements | |
| 3.Introduce GATE day programmes | Release teachers to put in place a regular GATE programme based on inquiry learning and catering for particular student talents | | Staffing budget | Each term | Students identified with particular talents will have the opportunity to participate in extension programmes | |

| Planned Priorities Finance and Property Health and Safety | | Who | Budget | When | Expected Outcome | Actual Outcome/ Annual Report |
|--|--|------------------------------|---------------|-------------|---|--------------------------------------|
| 1. that projects planned in the 5YA are completed | 1. Complete all weather sport surface linked to Hall complex | BOT | \$31,000 | As approved | Project completed | |
| | Rationalization plan – demolish Room 9 the Star Room Remodel and move Room 10 to the front of the school | BOT Principal | As per quote | As approved | Project completed | |
| | Establish school gardens (not part of 5YA) | BOT Teachers students | \$5000 | As designed | Project completed | |
| 2. To allocate funds to support the school's long term student achievement goals | That professional development opportunities be provided for all staff | BOT Principal | \$34,000 | As needed | All staff have the opportunity to participate in appropriate professional development | |
| | That resources are provided so that high quality teaching and learning programmes are provided | BOT Principal teachers | | As needed | Resources provided to ensure high quality curriculum | |
| Provide a safe physical and emotional environment for students and staff. | Ensure policies and procedures are adhered to to provide a safe environment | BOT Principal | Nil | All year | Staff and students are safe physically and emotionally | |

| Planned Priorities Self Review | | Who | Budget | When | Expected Outcome | Actual Outcome/ Annual Report |
|--|--|-------------|-----------------|-------------|--|--------------------------------------|
| Revise Charter – following community consultation | Consult with the community via community meeting on ‘meet the teacher’ occasion | BOT | \$200 | February | Community input collated and used to plan charter goals | |
| | review policies according to a programme of review | BOT | Nil | All year | Policy review up to date | |
| | 1.5 Edit and amend staff handbook | | | | | |
| Develop strategic goals that reflect the school charter | develop strategic goals from consultation | BOT | Nil | Term 1-2 | Strategic goals completed and charter forward to MOE once approved | |
| That all teachers are supported in pursuing excellence and ‘best practice’ in their teaching | Professional development supports teacher inquiry and student data used to evaluate teaching and learning programmes | BOT | Nil | All year | Excellence in teaching and learning | |
| Set up new school website and marketing brochure | Set up website with service contract | BOT | \$1700 | All year | Website set up | |
| | Provide PD for teachers, admin and students in using website and classroom pages | Paul Stuart | Staffing budget | All year | Staff and students familiar with and using website regularly | |

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|--|--|---------------------------------------|-----------|----------------|---------------------------------------|--|
| Following wide consultation the BOT, with staff will implement school-wide behaviour management plan | School wide and community consultation on behaviour | Principal BOT Staff Students | As needed | Term 1-2 | Consultation completed | |
| | Set up behavior team | School and community representatives | As needed | Term 2-3 | Behaviour team set up | |
| | Implement School wide behavior scheme | School and community representatives | As needed | Term 3-4 | Behaviour plan set up and implemented | |
| Revise Teacher appraisal and attestation system to include new teacher registration criteria | Introduce revised appraisal system based on trial 2010 | Leadership Team | Nil | All year | Appraisals completed | |
| | Include attestation based on Teacher registration criteria | Principal | Nil | Date requested | Attestations completed | |
| Set up student council | Set up student council | Principal | \$200 | All year | Student council works successfully | |

| Planned Priorities Global Connections | | Who | Budget | When | Expected Outcome | Actual Outcome/ Annual Report |
|---|---|-----------------------|---------------|-------------|--|--------------------------------------|
| 1. that the Board of Trustees explores the opportunities to host foreign students both in groups and as individuals | 1. The principal will join the Asia New Zealand Network and explore making connections to secure group and individual foreign students. | Principal | Nil | March | Establish a network And attract foreign fee payers to our school | |
| | 2 During the world cup students will have the opportunity to explore the culture of a different country | teachers and students | As needed | Term 3 | Students more informed and knowledgeable about a different culture Diversity celebrated | |

Dairy Flat School Achievement Target 2011 – Writing Literacy

Teaching and Learning Programme Development

- Teachers use learning intentions, success criteria and modelling in teaching and learning programmes in writing literacy.
- Teachers will have a focus on writing literacy.
- Student data will be analysed and programmes designed around the needs identified
- Student achievement for target students will be monitored and discussed twice a term in PLC meetings.
- Teachers will continue to develop the ‘best practice’ pedagogy learned in the AFL contract and through the cluster wide professional development in writing literacy.

Target For Improving Student Achievement

Selected students (2-3 per class) who are achieving at below expectation in writing literacy will achieve at or above expectation.

Professional Development

- All teachers will attend the Northern Bays Cluster writing conference in January
- Teachers will participate in professional development in Writing Literacy with Julie Atkinson (DP) – through literacy leader follow up staff meetings and clinics
- Teachers will research ‘best practice’ in teaching and learning writing literacy.
- Staff will be encouraged to problem solve together and through the PLC process take collegial responsibility for student achievement and support each other to ‘own’ their own data.

Link to Strategic Planning

Our strategic goal for literacy learning in our school states that: *for 85% of a cohort of students who attend the school continuously from year 1, to be reading and writing at or above their chronological age.*

Baseline Data

From data analysed in November 2010 we can see that 71% of students are achieving at or above expected levels at the end of the year. We still have a significant group of students (29%) achieving below expectation. This includes students with special learning difficulties such as dyslexia and dyspraxia.

Ongoing Assessment

Teachers will review exemplars and use asTTle to assess the student’s achievement levels and monitor student progress.

Review

Staff will work together to create shared understandings around the teaching of writing literacy.

Reporting

Writing Literacy data will be collected and reported in term 1 and term 4. This data will be compared to the report prepared at the end of 2010. Writing Literacy data will be discussed at PLC meetings once a term.

Resourcing

- Lead teacher – Julie Atkinson (DP)
- “Effective Literacy Practice”
- Resources from Literacy Leader seminars

Target Students

Students in years 1-6 make up the target group