

# Thorndon School Charter

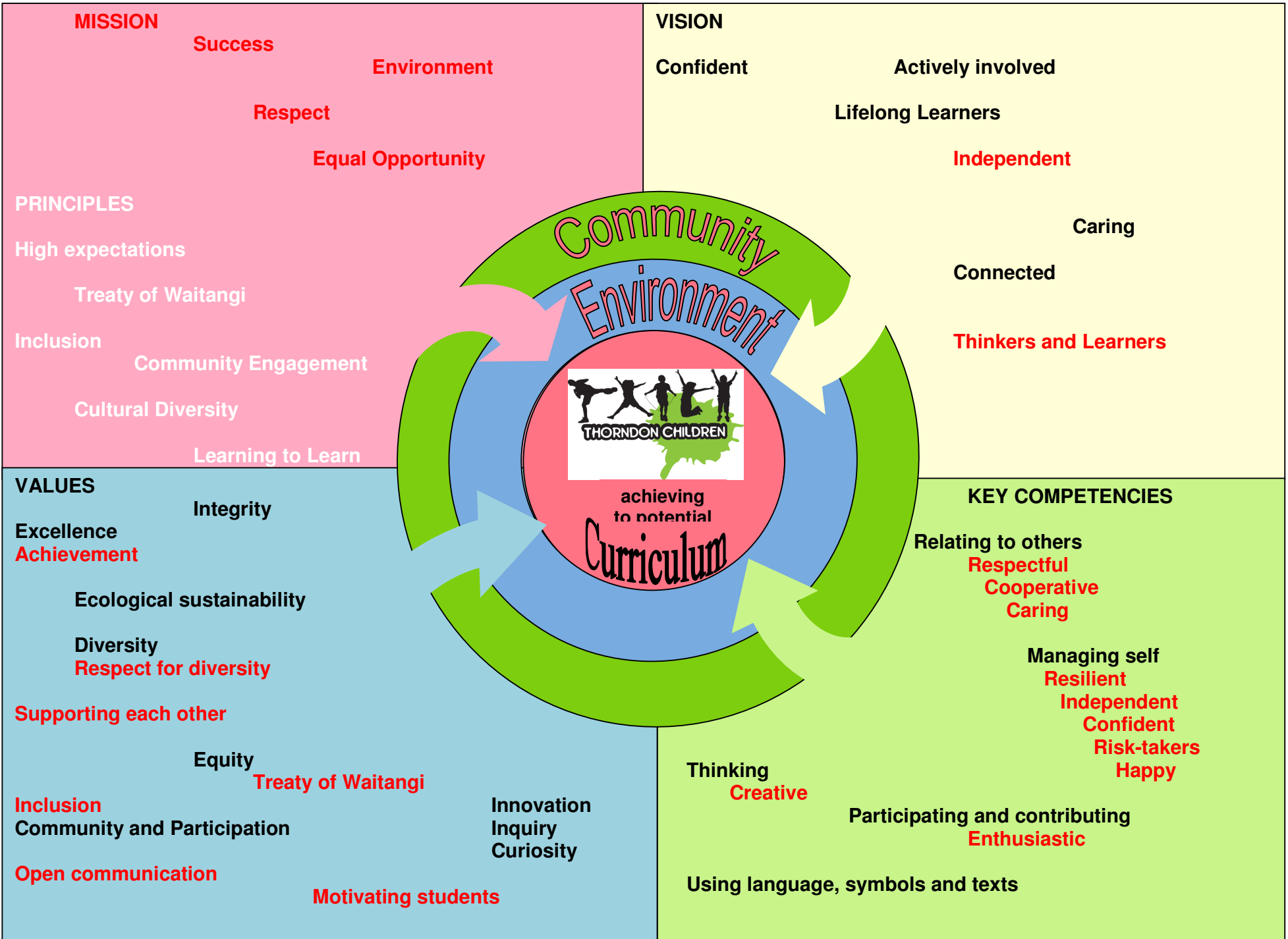


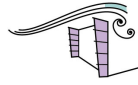
achieving to  
potential

and

# Annual Plan 2011







# Strategic Goals 2011 - 2013



85% of students will achieve the goals set with parents and teachers as part of the 3 way conference process.

The school site will be developed to provide further opportunities for children

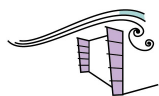
**Managing Money**  
The schools finances will be managed to provide the best outcomes for students

**Personnel**  
The board will develop and support a quality staff who reflect the school's culture and promote excellence

The development of Creativity across the Curriculum will be a core element of programmes at Thorndon School

**Governance**  
The board will set clear and consistent direction through the charter and strategic plan

All families will identify strongly with Thorndon School



## Annual Plan 2011



## Achieving to Potential

85% of students will achieve the goals set with parents and teachers as part of the 3 way conference process.

Term 1 formal assessments using PAT, STAR etc completed by the end of week 4

Teachers will give classroom instruction in meaningful goal setting.

Provide PD for teachers on goal setting.

Goal Setting Meetings to be held in Weeks 7 and 8 of Term 1 with goals to be set using children's language.

Revisit goals regularly and frequently.

Goals set will relate to Key Competencies and National Standards.

School focus on 2 KCs for 2011

- Thinking,
- Relating to Others

3 Way conferences to be held in Term 2

Teachers will identify what Relating to Others looks like for Thorndon

100% of families will attend goal setting meetings and 3 way conferences.

Teachers will identify what a thinking child looks like for Thorndon School

All children will have access to weekly Te Reo and Tikanga programmes

All families will identify strongly with Thorndon School

Identify and develop partnerships with our school communities.

Investigate the possibility of developing community gardens on the Kimi Ora site.

Strengthen communication strategies so that all families feel connected with the school

Provide easy opportunities for parents to interact with and contribute to the school.

Investigate the possibility of providing a community facility (meeting room?) in the Literacy Centre at 25 Hobson Cres.


Establish and strengthen relationships with the wider Thorndon Community.

Hold regular meetings with Maori/Pasifika parent community and provide options for meeting with other significant cultural and ethnic groups within the school

Investigate ways of having visible signage acknowledging our various communities.

Identify, acknowledge and celebrate where possible community and cultural festivals which are relevant to our school community –e.g. Diwali, Chinese New Year.

The development of Creativity across the Curriculum will be a core element of programmes at Thorndon School



All planning will link back to the school's vision, mission and values.

Specific teaching of creative thinking.

Staff will identify methods of teaching creativity and will teach creative thinking skills.

Early identification of talents and skills within the school

Teachers will develop and model creative approaches within their teaching.

The school will provide a broad range of extension and enrichment activities

Children will be given opportunities to be divergent and creative learners.


The school will provide access to a wide range of opportunities for creative approaches and problem solving through such things as Stage Challenge, Arts Splash, Art Week, BP Technology Challenge etc.

Ensure parents are kept informed of what we are doing and why.

Recognise that although the Arts are important in the development of creativity, all other disciplines need creative thinking

Recognise that Literacy and Numeracy, while core disciplines, can be approached through other areas of the curriculum.

**The school site will be developed to provide further opportunities for children**



Liaise with the Ministry over taking over the Kimi Ora site

Refine and further develop the plan for development and use of the Kimi Ora site.

Liaise with Group Special Education over access to the Literacy Centre at 25 Hobson Cres.

Provide wireless access to cover the whole school site.

Provide opportunities for children to identify needs within the school environment.

Work with GSE to identify and remedy areas of the school causing concern with regard to the safety of Special Needs Children

Investigate ways of promoting community access to and use of school facilities.

## Managing Money

The school's finances will be managed to provide the best outcomes for students

School funds will be allocated to support the school's strategic direction and priorities.

Efforts will be to increase the rate of return from school donations.

## Personnel

The board will develop and support a quality staff who reflect the school's culture and promote excellence

Staff will be given opportunities for professional development that reflects and enhances the school's priorities.

Staff will be encouraged to seek out leadership opportunities and to develop their own interests and strengths as they relate to school.

The contribution all staff make to the success of the school will be valued and recognised.

## Governance

The board will set clear and consistent direction through the charter and strategic plan

The board, in consultation with teachers and the school community will set strategic goals each year.

The board will review policies and procedures as needed.

Board, Staff and parent community will continue to review, revise and rewrite the school charter which is a dynamic document

The board, in consultation with teachers, will review the impact the introduction National Standards has had on the school.



## Achieving to potential

### Curriculum Targets 2011 Reading

Assessment results from nationally normed standardised tests (PATs) in Term 1 2011 gave the results displayed below.

Year Group	Stanines 1-3	Stanines 4 –6	Stanines 7- 9
4	7%	47%	47%
5	8%	50%	43%
6	6%	65%	29%
7	6%	55%	39%
8	16%	46%	38%

On a normal distribution curve we would expect to see 23% of the school roll achieving at Stanines 1 – 3 (below average), 54% at Stanines 4 – 6 (average), and 23% at Stanines 7 – 9 (above average) so achievement levels as measured by PATs are already high.

These assessment results have helped identify small groups of children – a total of 9 across the school - achieving at the lowest average band. These children will be managed within classroom programmes and through targeted assistance from a teacher aide.

A somewhat larger group (24 across the school) is achieving at Stanine 4 and these children will be managed in the classroom making use of programmes like AVAILL and CSI to improve comprehension

Target 1.

- By the end of the year no more than 5% of children in each cohort will be at stanines 1 – 3
- By the end of the year 50% or more of children on Stanine 4 will have moved to stanine 5.

These results should have a corresponding effect on achievement against National Standards



## Achieving to potential

### Curriculum Targets 2011 Maths

Assessment results from nationally normed standardised tests (PATs) in Term 1 2011 gave the results displayed below.

Year Group	Stanines 1-3	Stanines 4 –6	Stanines 7- 9
3	14%	69%	17%
4	13%	37%	50%
5	14%	55%	31%
6	12%	42%	45%
7	3%	58%	39%
8	4%	62%	34%

On a normal distribution curve we would expect to see 23% of the school roll achieving at Stanines 1 – 3 (below average), 54% at Stanines 4 – 6 (average), and 23% at Stanines 7 – 9 (above average).

These assessment results have helped identify small groups of children within each cohort achieving in the lowest band. These children will be managed within classroom programmes and through targeted maths groups taken by a teacher aide.

#### Target 1

- By the end of the year the 5 Year 3 children achieving in the lowest band (Stanines 1 – 3) will make sufficient progress to move each of them at least 1 stanine.
- By the end of the year the 6 Year 5 children achieving in the lowest band will make sufficient progress to move each of them at least 1 stanine.

These results should have a corresponding effect on achievement against National Standards



Achieving to potential

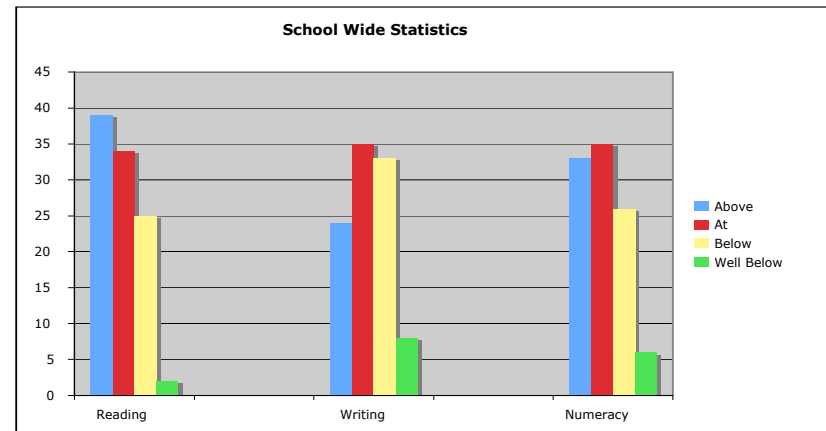
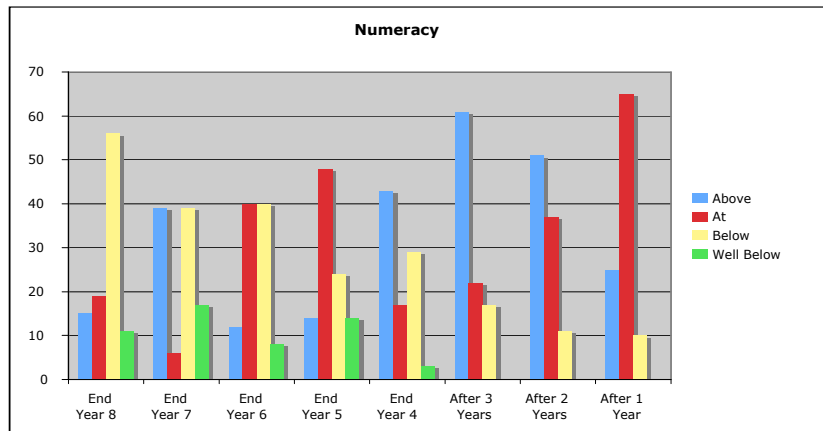
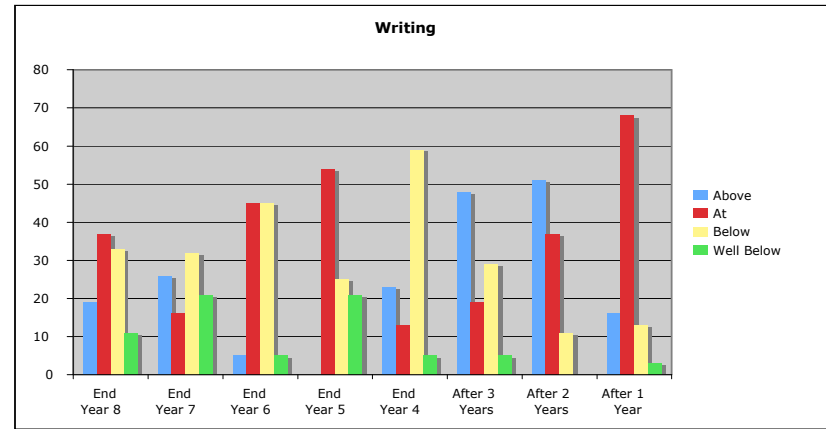
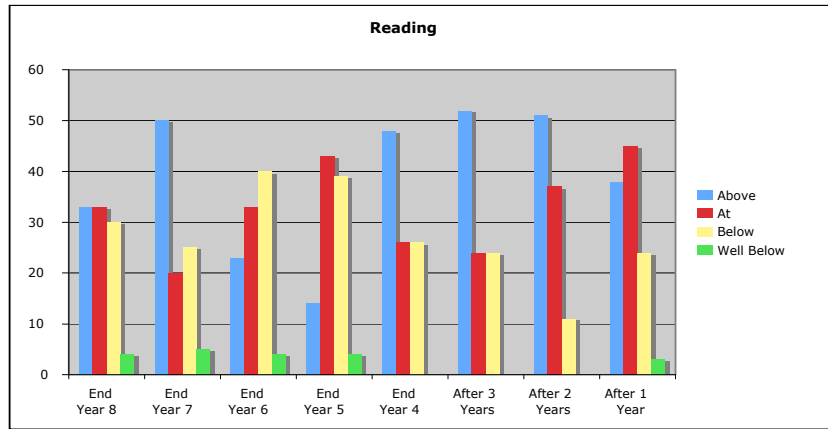
Curriculum Targets  
2011  
National Standards


**Strategic Goal:** 85% of students will meet the goals set with parents and teachers as part of the three way conference system.  
(At least one of these goals will relate to Numeracy or Literacy and therefore to the National Standards)


If we achieve the targets set based on the nationally normed assessment tools used (PATs) then we believe that we will be successful in moving children along the continuum of achievement and meeting our strategic goal of having 85% of children meeting the goals set as part of our three way conference programme and based on information gained from nationally normed, up to date, and well regarded tests such as PATs.

The graphs below show results from initial assessments against National Standards at the end of 2010. We have limited confidence in the accuracy of these assessments given the unsatisfactory nature of professional development available for teachers, the lack of time available for schools to develop any understanding of the standards and how they should be applied, and the lack of opportunity for inter-school moderation. However they serve as a starting point for discussion and further development of systems and processes which may, in future provide us with this confidence.

# National Standards Baseline Data 2010



Target for Raising Student Achievement		2011		
<b>Strategic Goal:</b> Children achieving to potential  85% of children will achieve the goals set with parents and teachers as part of the 3 way conference system.				
<b>Annual Objective</b> Written Language has been identified as an area for development in terms of National Standards achievement.				
<b>Identified Target Group:</b> Year 5 pupils with particular emphasis on boys.		<b>Annual Target</b> By the end of 2011 75% of Year 5 pupils will have achieved or surpassed the standard in writing.		
<b>Baseline data</b> At the end of 2010 41% of children across the school were identified as being either below or well below the relevant standard in written language. 62% of Year 4 (2010) were identified as having not met the standard in written language.				
Planned Actions		Timing	Responsibility	Resourcing
<ul style="list-style-type: none"> <li>• Writing samples will be collected at the end of Term 1 and analysed and from these samples target groups will be established to deal with identified needs.</li> <li>• Target groups of children in Year 5 will work with a teacher aide under the direction and guidance of literacy leaders.</li> <li>• Professional development will be sought for teachers to establish that there is a common understanding of what the standards mean,</li> <li>• Efforts will be made to establish cross-cluster moderation in order to ensure consistency of interpretation.</li> <li>• Writing samples will be collected and analysed again in Term 4</li> </ul>		2011 year.  Mid-term review of data and progress beginning Term 3.  Final (2011) review end of Term 4.	Principal and staff  Literacy leaders  Literacy leaders	Funding for suitably qualified and trained teacher aide.  Funding as needed for professional development.
<b>Interim result</b>		<b>End of Year result</b>		

<b>Target for Raising Student Achievement</b>		2011	
<b>Strategic Goal:</b> Children achieving to potential:  85% of children will achieve the goals set with parents and teachers as part of the 3 way conference system			
<b>Annual Objective</b> Numeracy has been identified as an area for development			
<b>Identified Target Group:</b> Children identified through Numpa as being "at risk"		<b>Annual Target</b> By the end of 2011, 75% of children will have achieved the appropriate National Standard in Maths.	
<b>Baseline data</b> At the end of 2010, 32% of children across the school were identified as being either below or well below the relevant standard in Maths. 48% of Year 6 and Year 7 children (2010) were identified as having not met the standard in maths.			
<b>Planned Actions</b>		<b>Timing</b>	<b>Responsibility</b>
<ul style="list-style-type: none"> <li>Target groups for accelerated maths programmes will be established to deal with needs identified by formal assessment and teacher observation.</li> <li>Target groups will work with a teacher aide under the direction and guidance of numeracy leaders.</li> <li>Specific attention will be paid to raising achievement levels for Years 7 and 8.</li> </ul>		2011 year.  Review of data and progress as groups complete 8 week programmes.  Final (2011) review end of Term 4.	Principal and staff  Numeracy leaders  Numeracy leaders  Funding for suitably qualified and trained teacher aide.  Funding as needed for professional development.
<b>Interim result</b>		<b>End of Year result</b>	