

### L.I.S. Annual Plan 2009

<b>Area: TEACHING AND LEARNING</b>			
<b>Focus</b>	<b>Outcomes</b>	<b>Evidence</b>	<b>Commentary</b>
<p>LOCALISING OUR SCHOOL CURRICULUM (required to be underway by 2010)</p>	<p>Staff</p> <ul style="list-style-type: none"> <li>- Have participated in the e.asTTle PD programme and are confident in using the tool for the assessment of Reading.</li> <li>- Through involvement in the e.asTTle PD programme they are confident in their knowledge of the NZC's learning expectations.</li> <li>- Have worked with teachers from other local schools in a variety of forums to look at how they are implementing the NZ Curriculum.</li> <li>- Have participated in developing the structure of our Inquiry Learning model and can link it to the NZC.</li> <li>- Are confident in assessing student achievement and in analyzing the data to determine the 'next steps' for teaching.</li> </ul>	<p>Record of participation in the e.asTTle PD programme.</p> <p>All teachers have used the Reading test and have analysed their student data.</p> <p>Targeted teaching programmes have been developed from the data and student retested to determine progress.</p> <p>Individual Learning Pathways and 'next learning steps' have been discussed with students and parents.</p> <p>Student achievement has been linked to NZC expectations.</p> <p>Teachers have been fully involved in the planning and delivery of Inquiry Learning as part of the school wide programme.</p>	
	<p>Students – Have had input into the development of our School Curriculum through the Inquiry Learning model.</p> <ul style="list-style-type: none"> <li>- Are fully involved in the monitoring of their own</li> </ul>	<p>Student voice is included when constructing learning contexts and success criteria.</p> <p>Students are using a variety of media including electronic and digital to record their learning in</p>	

	<p>learning progress and can discuss it with others.</p>	<p>their Individual Learning Portfolios.</p> <p>Students are able to speak about their learning experiences.</p>	
	<p>Resources – PD provided for staff through EHSAS project and annual budget.</p> <ul style="list-style-type: none"> <li>- Budget allows for purchase of teaching resources to support NZC initiatives.</li> </ul>	<p>Staff have been released to participate in e.asTTle PD.</p> <p>Resources have been purchased to support NZC initiatives.</p>	
	<p>Management – organize and co-ordinate e.asTTle PD plan and Inquiry Learning PD plan.</p> <ul style="list-style-type: none"> <li>- Kept BOT and school community informed of progress and new curriculum developments.</li> </ul>	<p>PD plans delivered. Staff meetings and release time allocated equitably and strategically.</p> <p>Newsletters, meetings, reports and consultation has occurred.</p>	

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LITERACY – Reading.	<p>Staff - Increased pedagogical knowledge about teaching reading;</p> <ul style="list-style-type: none"> <li>- Teaching of reading is targeted and deliberate.</li> <li>- Frequency of student reading and feedback has increased.</li> <li>- Participation in PD on use of e.asTTle Reading assessment tool.</li> <li>- Have been involved in decisions around the selection of assessment tools and school wide testing regime.</li> </ul>	<p>Teachers use strong pedagogical knowledge to design teaching programme.</p> <p>Teachers are able to state next teaching steps for their students based on sound assessment data.</p> <p>Student performance improved in ‘skimming and scanning’ and ‘identification and understanding of main ideas’.</p>	
	<p>Students – Have developed a positive attitude and are fully engaged in reading;</p> <ul style="list-style-type: none"> <li>- Are scoring better in their assessments over the course of the year and are comparing better against the national norm.</li> <li>- Know their reading strengths and weaknesses.</li> </ul>	<p>Student confidence and attitude to reading has improved across the school.</p> <p>Can demonstrate and talk about the skills of ‘skimming and scanning’ and ‘identification and understanding of main ideas’ in their reading.</p>	

	<p>Resources – Professional Development texts on teaching reading available for staff.</p> <ul style="list-style-type: none"> <li>- Staff meeting time and release time allocated for PD in reading.</li> </ul>	<p>Resources purchased and in use across the school.</p> <p>Teachers able to access resources at appropriate level for individual students.</p> <p>E.asTTle available to all teachers via the school network.</p>	
	<p>Management – Developed and reviewed PD delivery to all teachers around improving knowledge and teaching of reading.</p> <ul style="list-style-type: none"> <li>- Developed and reviewed assessment tools for reading and established baseline data.</li> </ul>	<p>Teachers have included this professional learning in their appraisal goals and received feedback on development.</p> <p>Assessment and reporting structures are in place for reading.</p>	

<b>Area: ADMINISTRATION</b>			
<b>Focus</b>	<b>Outcomes</b>	<b>Evidence</b>	<b>Commentary</b>
PERSONNEL	Staff have established collegial networks with staff at other schools in our region.	The Board has provided resourcing to enable staff to meet with staff from other schools in order to develop a collaborative approach to education in our region.	
FINANCE	School management has implemented a review of the school assets.	Asset register is current. An asset replacement plan has been developed.	
PROPERTY	Planned Capital Works completed on time and within budget.  Classroom upgrade design for 'A', 'B' and 'C' Blocks agreed on and priced out.  Planning underway for delivery of 2010 Capital Works items.	Administration Block and Front Entrance to school completed.  Electrical survey completed and any necessary upgrading planned for and priced.  Heating to 'B' block installed.  Upgrade of classrooms in 'A' block completed.	

<b>Area: COMMUNITY RELATIONS</b>			
<b>Focus</b>	<b>Outcomes</b>	<b>Evidence</b>	<b>Commentary</b>
REPORTING	Parents have a good understanding of their child's progress.	Parents attend 3 way conferencing and can talk about the evidence in their child's portfolio.	