

# **KELBURN NORMAL SCHOOL**



**Kelburn Normal School**

## **2009 ANNUAL PLAN DRAFT VARIANCE OF ANALYSIS**

As presented at November 2009 Board of Trustees Meeting

**Goal 1, Target 1: Develop a model for the implementation of the new curriculum which embeds the Key Competencies, creativity and Information Literacy; empowering learners to function in the knowledge society.**

Objectives	Expected Outcomes	Actual Outcomes	Analysis- Reason for Variance	Evaluation – further development
<p><b>REVISED NZC</b> Revise the vision, values and principles which guide strategic planning and curriculum implementation at Kelburn Normal School</p> <p><b>KEY COMPETENCIES</b> Align the school’s current implementation of the Key Competencies with the vision, values and principles of the Kelburn Normal School community, staff and students.</p>	<p>School vision, values and principles to guide curriculum delivery at KNS are published.</p> <p>Key stakeholders have been consulted with regard to revised curriculum.</p> <p>Material communicated via LMS, newsletters and website to parents. Milestone reports to stakeholders. Identify best practice to report to parents via student reports on Key Competencies.</p>	<ul style="list-style-type: none"> <li>• School Vision - a draft vision formulated ready for community consultation.</li> <li>• School Values have been drafted by staff, students and community.</li> <li>• The school has adopted the NZC principles</li> <li>• Regular updates have been provided to the community via the newsletters and parent meetings and forums on the NZC</li> <li>• Key Competency updates are communicated via the school assembly through the KC Awards</li> <li>• Key Competencies are reported to parents via the student portfolios and identified in the learning area report comments</li> </ul>	<ul style="list-style-type: none"> <li>• Principles will be published at the same time as the school vision and values</li> <li>• The process was slowed down to allow for all stakeholders to be included in consultation. We conducted several different methods to encourage as many families to contribute to the feedback process as possible.</li> <li>• We want the school to own the values, vision and principles and we recognise this will take longer than first expected</li> </ul>	<ul style="list-style-type: none"> <li>• To publish the draft values, vision and principles in Term 1, 2010 for community discussion</li> <li>• The KNS Vision, Values and principles will be formalised by the end of Term 1, 2010.</li> <li>• Once the above has been published ensure the links are made to the KC’s in practice</li> </ul>
<p><b>PROFESSIONAL DEVELOPMENT</b> Provide professional development to support implementation and understanding of the revised curriculum. All classroom teachers and senior managers are equipped with the necessary knowledge, skills and understandings to implement the revised curriculum.</p>	<p>Increase in teachers’ knowledge and understanding of the revised curriculum.</p>	<ul style="list-style-type: none"> <li>• Teacher professional development focused on the implementation of the NZC through; learning conversations, action research and split screen thinking.</li> <li>• This work was monitored via the revised teacher appraisal system which aligned effective pedagogy, key competencys, classroom observations and goals to the NZC, learning conversations, action research and split screen thinking</li> </ul>		<ul style="list-style-type: none"> <li>• Teachers are at various stages along the continuum of development and transferring knowledge into practice</li> <li>• Consolidate and revisit the work covered in 2009 and continue to build on this in 2010</li> </ul>

<p><b>PERFORMING ARTS</b> Student participation and interest in performing arts programmes maintained.</p>	<p>Performance arts are embedded in the school's curriculum</p>	<ul style="list-style-type: none"> <li>• The action research in term 1 ensured all teachers used process drama in programmes and the specialist teachers continued this on throughout the year. There is inconsistency in the amounts of performing arts taught in classrooms outside of the specialist teachers classes.</li> </ul>	<ul style="list-style-type: none"> <li>• It was effective in Term 1 because staff meetings allowed time for teachers to discuss practices and ways of using process drama because of the action research. After this focus it was difficult to allow time for this to happen when teachers were focusing on the revised reporting to parents formats and developing discussion booklets and written reports.</li> </ul>	<ul style="list-style-type: none"> <li>• Term 1, 2010 we will be starting with a similar action research which will allow for teachers to discuss drama processes within their programme</li> </ul>
<p><b>INFORMATION LITERACY</b> All classroom teachers are equipped with knowledge, skills and understandings to integrate information literacy and guided inquiry model into classroom programmes.</p>	<p>Evidence of collaborative planning for teaching and learning programmes: Information Literacy support in teacher planning available on Learning Management System.</p>	<ul style="list-style-type: none"> <li>• Teachers integrated classroom units with the work carried out by the specialist teacher in the library</li> <li>• Collaborative planning took place in some syndicates but not all.</li> <li>• Syndicates not always using a consistent planning approach</li> </ul>		<ul style="list-style-type: none"> <li>• To ensure school wide planning times are timetabled into the meeting schedule in 2010.</li> <li>• Develop and promote a consistent approach to info lit planning across the school</li> </ul>

**Goal 1, Target 2: Implementing the Revised New Zealand Curriculum**

<b>Objectives</b>	<b>Outcomes</b>	<b>Actual Outcomes</b>	<b>Analysis- Reason forVariance</b>	<b>Evaluation – further development</b>
<p>Professional development to be focused on understanding and using the key competencies understanding languages, symbols and text and thinking, to build empowering learning cultures.</p>	<p>Increased teacher understanding of how children learn and of Action Research KNS resource kit collected from the year’s work. Positive parent feedback on student lead conferences. Report summaries of action research completed during the year.</p>	<ul style="list-style-type: none"> <li>• School wide action research was conducted in Term 1</li> <li>• Syndicate action research conducted during the year</li> <li>• All teachers presented their action research work at, at least one staff meeting during the year</li> <li>• A school wide action research report was compiled for Core Education in the later stage of the year</li> <li>• Parents feedback was sort after both 3 Way Discussions with very positive and supportive responses</li> </ul>		<ul style="list-style-type: none"> <li>• Teachers are at various stages along the continuum of development and transferring knowledge into practice</li> <li>• Consolidate and revisit the work covered in 2009 and continue to build on this in 2010</li> </ul>

**Goal 2:** *To maximise student learning Kelburn Normal School will use the very best assessment tools available.*

Objectives	Outcomes	Actual Outcomes	Analysis- Reason forVariance	Evaluation – further development
<p>Summative and formative assessment is purposeful, enhances teaching and learning and furnishes quality data for accountability reporting. Continue to consult with staff, BOT and parent community regarding communicating with parents on student progress. (School Reports and goal setting interviews) Trial of LMS (Learning Management System) employed to communicate student progress to parents.</p>	<p>Summative and formative assessment drives teaching programmes in the delivery of quality, learning.  Efficient flow of information regarding student learning needs.  Assessment deadlines met.  Newsletters, website, LMS enhance feedback to parents on student progress.  Effective, clear communication to parents on student progress.</p>	<ul style="list-style-type: none"> <li>• Assessment was used to inform teaching programmes with evidence to supportive effective teaching programmes</li> <li>• Inconsistency in efficiency of student information between teacher aides and classroom teacher</li> <li>• Assessment deadlines have been very tight for teachers due to the development of new formats this year. The pressure has been on and not always succeeding in meeting the deadlines.</li> <li>• Newsletters have included school wide data on achievement and the newsletter is published on the website. Positive feedback has been provided by parents on this method of reporting school wide data.</li> </ul>	<ul style="list-style-type: none"> <li>• No provision of times for the teacher aides and classroom teachers to meet regularly to discuss programmes and progress of individuals.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop consistency in data analysis across the school through increased moderation and data analysis training</li> <li>• Timetable administration and meeting times at least once a fortnight for TA's and classroom teachers to meet</li> </ul>

**Goal 3: At Kelburn Normal School we aim to close the gap in student achievement by providing high quality, high equity personalised, well informed learning.**

Objectives	Outcomes	Actual Outcomes	Analysis- Reason for Variance	Evaluation – further development
<p>A review of Special Needs procedure at Kelburn Normal School.</p> <p>To implement specialist programmes, focussed on raising achievement in reading.</p>	<p>Student cumulative records data current.</p> <p>Learning community has transparent process and to inform student support and progress.</p> <p>Attitudes towards Reading results.</p> <p>Improvement in reading achievement and attitude.</p>	<ul style="list-style-type: none"> <li>• Transparent systems were developed and implemented during the year</li> <li>• Centralised recording system developed</li> <li>• Evidence of positive attitudes to reading across the school</li> <li>• Positive results in reading achievement, especially in target cohort</li> </ul>		<ul style="list-style-type: none"> <li>• Continue to fine tune systems and documentation to support the revised systems</li> <li>• Continue to monitor attitudes and achievement throughout the school in reading, especially with target cohort</li> </ul>
<p>Development of transparent school benchmarks, using standardised tests, which initiate intervention for literacy support</p>	<p>Staff and parent community have a shared understanding of transparent markers that trigger support plans</p> <p>Seamless identification and provision of support is maintained between syndicates</p>	<ul style="list-style-type: none"> <li>• Bench marks developed for identifying remedial assistance but not clear bench marks for gifted and talented</li> <li>• Moderation within syndicates worked effectively, albeit time consuming now need to ensure moderation occurs across syndicates</li> </ul>		<ul style="list-style-type: none"> <li>• Document gifted and talented identification processes</li> <li>• Allow for moderation across the syndicates in 2010</li> </ul>
<p>To develop a structured Peer Mentoring scheme, accessible at all levels of the school.</p>	<p>Satisfied pupils/parents</p>	<ul style="list-style-type: none"> <li>• Class buddy system effectively implemented in all areas of the school, with school wide timetabled activities</li> <li>• School council provided opportunities for students to mentor and lead</li> </ul>		<ul style="list-style-type: none"> <li>• Continue to develop the buddy class and school council roles</li> <li>• Investigate other possibilities</li> </ul>
<p>To maintain current GATE provision and programmes</p>	<p>Student/ parent/ staff survey demonstrates all are happy with programmes implemented</p>	<ul style="list-style-type: none"> <li>• Bench marks developed but not clear documented for gifted and talented</li> </ul>	<ul style="list-style-type: none"> <li>• Priority was on establishing remedial benchmarks first</li> </ul>	<ul style="list-style-type: none"> <li>• Document gifted and talented identification processes</li> </ul>

**Goal 3, Target 2: Increased teacher pedagogy in Numeracy**

<b>Objectives</b>	<b>Outcomes</b>	<b>Actual Outcomes</b>	<b>Analysis- Reason forVariance</b>	<b>Evaluation – further development</b>
<p>Develop benchmarks for intervention for students not reaching minimum standards.</p> <p>Embed a common understanding of numeracy teaching and learning across the school.</p>	<p>Assessment information is transparent and available.</p> <p>Achievement is made by underachieving students.</p> <p>Common use of language by staff (showing understanding).</p>	<ul style="list-style-type: none"> <li>Although a lot of work has gone into teacher professional development in this area this year there are still Inconsistent assessment methods across the school. We can not use one assessment method to identify school wide trends</li> <li>High achievement across all areas of the school evident in the various assessment methods conducted</li> </ul>	<ul style="list-style-type: none"> <li>Too many other priorities to do this justice, even though teachers worked hard in some areas of the school to bridge the knowledge gap</li> </ul>	<ul style="list-style-type: none"> <li>Planned school wide math focus in 2010</li> </ul>

**Goal 4: Investment in People and maintaining a positive school culture where parents, teachers and students work together as a community of learners.**

<b>Objectives</b>	<b>Outcomes</b>	<b>Actual Outcomes</b>	<b>Analysis- Reason forVariance</b>	<b>Evaluation – further development</b>
<p>Maintain a positive committed professional learning community.</p> <p>Develop a positive school culture.</p> <p>Informed Board of Trustees.</p> <p>Stakeholder satisfaction.</p> <p>Students influencing and taking responsibility for their own learning.</p>	<p>Staff demonstrate a collaborative manner, Support each other, show compassion towards colleagues, feel part of the team and are happy in their working environment</p> <p>Strengths of staff are recognised and utilised</p> <p>Students have a voice</p>	<ul style="list-style-type: none"> <li>Staff survey shows positive culture in most areas of the school</li> <li>EEO survey largely positive</li> <li>Teachers willingly share and discuss practice within staff meetings</li> <li>Student voice has improved with a variety of opportunities for students to have their say e.g. student council, class meetings, special projects (seating around the school)</li> </ul>		<ul style="list-style-type: none"> <li>Continue to promote individual expertise and provide opportunities for the staff to discuss practice and share ideas</li> <li>Explore other student voice possibilities and build on these currently happening</li> </ul>

**Goal 5: Investment in an infrastructure to enable Kelburn Normal School to maximise student learning through the delivery of the Board of Trustees Strategic direction.**

Objectives	Outcomes	Actual Outcomes	Analysis- Reason forVariance	Evaluation – further development
<p><b>Property:</b> The Board maintains existing property facilities to MoE standard. The Board develops new property facilities that are aligned to the strategic direction to best support teaching and learning. Develop new property facilities in response to Ministry directives and particular student needs.</p>	<p>Property infrastructure supports and compliments the KNS Curriculum and the 2010-2015 Strategic Plan</p>	<ul style="list-style-type: none"> <li>Staff and community have been consulted re property developments and in order to align projects with the NZC.</li> </ul>		<ul style="list-style-type: none"> <li>Property plan reviewed and implemented</li> <li>Building plans developed for new 1:15 classroom</li> </ul>
<p><b>Finance:</b> The Budget supports and reflects annual plan priorities The Board has a comprehensive financial description of its operational plan. The operational plan enhances accountability and facilitates monitoring of expenditure. That ongoing monitoring of Board-funded teaching positions is reported and evaluated</p>	<p>Effective teaching programmes are well resourced. Board to approve operational budget. Board to review and approve operational plan Expenditure is within budget parameters, subject to Board decisions Transparency of usage of funds for stakeholders</p>	<ul style="list-style-type: none"> <li>Teaching programmes well resourced although teachers kept spending to a minimum this year due to the budgeted deficit</li> <li>The budget was approved by the board and continues to be closely monitored each month in order to ensure expenditure is kept within budget parameters</li> <li>The community have been informed of budget deficit and a special meeting was held with the board and PTA to present the Annual Plan 2009</li> </ul>		<ul style="list-style-type: none"> <li>Community continues to be informed on budget matters</li> <li>PTA and Board align fundraising ventures in 2010 more closely to support the 2010 Annual Plan</li> </ul>

**Goal 6: Effective Communication between all stakeholders**

**Facilitate the communication flow between all stakeholders – staff, parents, students, BOT and the wider community**

Objectives	Outcome	Actual Outcomes	Analysis- Reason forVariance	Evaluation – further development
<p>Board, Management and Staff understand the needs of stakeholders Stakeholders understand the strategic direction of KNS Parents, students and teachers communicate regularly about student performance and matters affecting student achievement</p>	<p>Operation of KNS reflects and supports the needs of stakeholders Stakeholders feel valued by Management and Board and part of the KNS Community Stakeholders support Management and Board to achieve strategic goals KNS Community are regularly informed on progress against strategic goals throughout the year Increased parental involvement, participation and understanding of the role of the board and student achievement through clearly stated, shared goals between home and school Accurate information is housed on the school website The website is being used regularly for gaining information and a way to communicate Parents feel valued and that they have a voice</p>	<ul style="list-style-type: none"> <li>• Parent feedback via the BoT Community Survey is positive</li> <li>• Community are informed of progress against strategic goals via the newsletter and parent forums</li> <li>• Positive feedback from new enrollments about the high quality information on the website</li> <li>• Other schools positively commenting on the information on the website</li> <li>• Positive feedback about the newsletter being housed on the website</li> </ul>		<ul style="list-style-type: none"> <li>• Website development to continue in 2010</li> <li>• Communicate the survey summary to the community</li> </ul>