

Woodhill School Annual Report

For BOT/MOE/ERO

2/7/2012

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Introduction

This report is divided into 3 sections.

Section 1 – is a report on the Strategic Educational Goals (SEG's) of 2011. SEG 1 and 2 are directly related with literacy and numeracy and therefore have significant data that goes with each target. This area of the report is often referred to as the 'Analysis of Variance' SEG 3, 4, and 5 are not directly related to literacy and Numeracy.

Section 2 – is a report on the Strategic Local Goals (SLG's) of 2011.

Section 3 – is a report on our Strategic Board Goals (SBG's) of 2011

An annual report is usually written for the Board of Trustees and AoV (Analysis of Variance) is written and submitted to the Ministry of Education. It is our view that this combined annual report will also fulfil the requirements of the ERO longitudinal Review process as a summative milestone report before our culminating visit in week 7, term 1, 2012.

It has been written in such a way that it would be useful to our community (staff and families) also

Section One

SEG's- Strategic Educational Goals.

1. To improve student achievement in Literacy utilising and incorporating the National Standards into the WSC
2. To improve student achievement in Numeracy utilising and incorporating the National Standards into the WSC
3. To continue to develop the WSC and teacher effectiveness within the NZC
4. To ensure all assessment is individualised and formative
5. To continue to identify and develop students with special needs and abilities

*SEG 1 and 2 were the only SEG's with data driven measurable targets deriving from the action plan. SEG 3, 4, and 5 had less measurable targets deriving from more holistic (but equally important) action plans.

SEG's 1+2 (Analysis of Variance) - An Overview

Below are some extracts from our 2010 'Analysis of Variance'

- 2010 was a massive year for all New Zealand schools in terms of assessment. The introduction of National Standards and their implications on teaching pedagogy coupled with lack of cohesion/correlation with standardised tests were challenging to say the least. Not to mention the public perception and Principal outcries across the nation. Woodhill School had its own curriculum challenges – we were working hard to implement a total curriculum as per ERO recommendations which amongst other things meant designing a standardised assessment schedule as well as up skilling teachers with the new concept of OTJ's.

- As the year progressed there was more and more literature and data correlation developing within the Ministry of Education and amongst educational experts – their conclusions were often confusing and contradictory regarding National Standards. It is therefore difficult to draw accurate conclusions from our 2010 data.

- The graphs and statements below are at best approximations - our staff (along with the rest of the country) struggled through with National Standards. We do have a much better understanding of these for 2011.

In direct response to these statements...relating to SEG 1 and 2 (and associated Action Plans)

Woodhill School were in a much better position to make OTJ's in 2011 due to the Professional Development undertaken during 2010. By the end of 2010 we felt confident as a school with National Standards and our ability to make and moderate them. Due to our evolution throughout 2010, we were not so trusting of some of our previous data therefore making target setting more difficult. Whilst we were happy with our Charter format and targets at the time, we now recognise –

- that our targets were too ambitious given the ambiguous nature of our data and lack of experience in setting them,*
- our inability to track and monitor progress within targets due to systematic and personnel factors,*
- just how difficult it is going to be to assist students to progress through the standards*

Therefore our SEG 1+2 targets were mostly unattained however the Action Plans associated with the targets were developed in accordance with professional development frameworks as well as staff strengths/weaknesses/needs and were a direct result of SEG's 3 + 4. The action plans of all 5 SEG's have been integral to the consolidation of strong data in 2011. What we have at the end of 2011 is solid, reliable and accurate data of where our school is at which will enable targets and make goal setting easier and less ambiguous for 2012.

Woodhill School Data Summary Report

Period	Reading			Writing			Maths		
	% M/A	#'s M/A	Total #'s	% M/A	#'s M/A	Total #'s	% M/A	#'s M/A	Total #'s
After 1 year	55%	6	11	73%	8	11	82%	9	11
After 2 years	69%	11	16	69%	11	16	69%	11	16
After 3 Years	88%	14	16	69%	11	16	69%	11	16
2010 Data 1-3	84%			76%			55%		
2011 Data 1-3	72%	31	43	72%	31	43	72%	31	43
Mid Year PTJ's	100%	12	12	75%	9	12	41%	5	12
Year 4	93%	14	15	73%	11	15	60%	9	15
Mid Year PTJ's	66%	4	6	33%	2	6	50%	3	6
Year 5	100%	7	7	43%	3	7	57%	4	7
Mid Year PTJ's	90%	18	20	75%	15	20	74%	15	20
Year 6	91%	20	22	91%	20	22	77%	17	22
Mid Year PTJ's	88%	15	17	88%	15	17	58%	10	17
Year 7	100%	17	17	88%	15	17	76%	13	17
Mid Year PTJ's	88%	14	16	88%	14	16	62%	10	16
Year 8	88%	14	16	75%	12	16	62.5%	10	16
2010 Data 5-8	90%			88%			45%		
2011 Data 5-8	94%	72	77	79%	61	77	69%	53	77
2010 Data 1-8	87%			82.5%			50%		
2011 Data 1-8	86%	103	120	77%	92	120	70%	84	120
Total numbers not achieving Nat Stds	17 students			28 students			36 students		

Woodhill School Data Summary Report – General Comments

- We have 4 students who are achieving at 'Well Below' in one or more subjects. We know that for two of these students attendance has been a major factor and may continue to be in 2012 – we will address these issues early on. One of the 4 students arrived half way through term three and had/s a Special Education teacher who visits on a regular basis. This student is diagnosed with ADHD and has been medication free since arriving at Woodhill. The fourth student has recently been diagnosed as ADHD and will be trialling medication in 2012.
- There are 17 students who are not meeting National Standards within Reading; there are 28 students within Writing, and 36 students within maths. These students will all be tracked, monitored, and part of target groups for 2012.
- We continued to work on our pedagogy throughout the year, utilising our CPL contract around leadership and assessment. We believe we are seeing the fruits of this especially in mathematics – our aim is to transfer this into Writing for 2012.
- Woodhill School will be developing a totally personalised SMS system in 2012 in order to accommodate the needs of OUR students, staff, Management, BOT, MOE and community. We **now** know what we need to know and we **now** know how we want to see this. At a teaching level, at management level, and at governance level. We are confident that we will be able to develop all of these templates using **excel** and basing our data around the '**Self Review concept and framework**' of **What is So/So What/What Next?** Current SMS systems have not proven to be affordable, flexible or tailored enough for our school at this point in time. Being a small school we are able to step away from a specifically designed SMS programme for at least 2 years whilst we keep an eye on industry developments and reporting trends within.
- Therefore this AoV is quite different from our Charter format (targets etc) and last year's structure. We will be developing everything from here on to work with our new SMS system. The targets set in our school charter will still be analysed but it is our belief that the format of this AOV and new Charter is much more robust and accurate. It will enable us to continue for at least two years with no specialist SMS system.
- Part of the new SMS system throughout the school is the setting up of class information records. The transferring of student data in the past has not been as effective and efficient as it could be throughout Woodhill School. In 2012 every teacher will receive a hard copy of student data as well as electronic – this is all done through Excel.

Woodhill School Maori Achievement Data Summary Report

Period	Reading			Writing			Maths		
	% M/A	#'s M/A	Total #'s	% M/A	#'s M/A	Total #'s	% M/A	#'s M/A	Total #'s
After 1 year	83%	5	6	83%	5	6	100%	6	6
After 2 years	66%	2	3	66%	2	3	100%	3	3
Totals 1-3	83%	School %=72%ho%		83%	School % = 72%		100%	School % = 72%	
	2 students			2 students			0 students		
Year 4	100%	5	5	80%	4	5	60%	3	Year 4
Year 5	100%	1	1	100%	1	1	100%	1	Year 5
Year 6	100%	0	7	100%	7	7	86%	6	Year 6
Year 7	100%	0	7	100%	7	7	57%	4	Year 7
Year 8	57%	4	7	43%	3	7	57%	4	Year 8
	91%	School % = 94%		85%	School % = 79%		72%	School % = 69%	
	3 students – (all year 8)			5 students – (4 year 8's)			9 students		
	87%	School % = 86%		84%	School % = 77%		86%	School % = 70%	
	5 students – (3 year 8)			7 students – (4 year 8)			9 students		

Woodhill School Maori Achievement Data Summary Report

- In all cases except year 4-8 reading Maori student achievement of National Standards is higher than the school-wide percentage.
- There are 5 Maori students not meeting National Standards within Reading, 7 within Writing, and 9 within Maths. These students will all be tracked, monitored, and part of target groups for 2012.

Woodhill School – Reading Summary

What is so?	So What?	What Next?
Quite a difference between 1-3 and 4-8 results.	<ul style="list-style-type: none"> This was also the case in 2011 We know (even in the absence of strong data) that our students become better readers as they progress throughout the school - BUT we need to understand exactly WHY this is and WHAT it is we that do to enable this. 	<ul style="list-style-type: none"> Track individual student's progress throughout their school life by way of new SMS system – Develop an individual personalised learning profile. Analyse and track Reading Recovery and SENCO students more closely. We need to decide on some hypothesis and test them throughout the year – e.g.: Is it - Good teaching pedagogy/our community's high involvement and expectations of reading/Availability of reading material...? Track individual student's progress throughout their school life by way of new SMS system – Gather together a completely personalised learning profile.

Woodhill School – Writing Summary

What is so?	So What?	What Next?
If we take the raw data, our writing results are not as good as 2010.	<ul style="list-style-type: none"> A lot of PD went into the teaching, moderating and assessing of writing this year – with this in mind we are confident that the drop in overall percentage is simply a reflection of more accurate analysis by teachers. 	<ul style="list-style-type: none"> Through our SENCO systems we will track and monitor individuals throughout the year. Track individual student's progress throughout their school life by way of new SMS system – Gather together a really personalised learning profile. The focus of our CPL contract will change over to writing in 2012 – It appears that this has really made an impact in maths over the past 2 years at Woodhill.
There is still disparity between our students' abilities in writing and in reading – we are better readers than writers (particularly in the upper school Y5-8). We had set this as a target for 2011 and we have not achieved it.	<ul style="list-style-type: none"> Clearly our community (Staff, Students, Whanau) experience more success in reading than writing. We need to find out why this is so? Perhaps the PD undergone by staff in 2011 will manifest itself in 2012? We cannot take this chance – we need to make sure that all students not meeting National Standards in writing are given the same support and opportunities to achieve as for reading. 	

Woodhill School – Maths Summary

What is so?	So What?	What Next?
<p>The raw data shows 20% increase in achievement throughout the school.</p>	<ul style="list-style-type: none"> It appears as if the PD undertaken by staff since 2010 is manifesting itself. However there is still work to do - maths is still our weakest of the 3 National Standard learning areas. We will continue to develop our reflective process as a school and individuals (student and teacher) in 2012. As a staff we will set a target for us to achieve in terms of a percentage of Met and above students in 2012. 	<ul style="list-style-type: none"> Develop a more distributed leadership structure for maths in 2012. The maths HOD will have individual conferences with all staff and visit them throughout the year. Continue to test the Scope and Sequence - it is a much personalised structure. Align this to the new SMS system so that it also informs student, teacher, and family of developments.
<p>30% of our school are not meeting National Standards in Mathematics</p>	<ul style="list-style-type: none"> It appears as if the PD undertaken by staff since 2010 is manifesting itself. However there is still work to do - maths is still our weakest of the 3 National Standard learning areas. 	

Woodhill School ERO Report

	What is so?	So What?	What Next	By Whom	By when
	In relation to targets from charter				
<p>Mathematics</p> <ul style="list-style-type: none"> To halve (increase those achieving) the number of students in the 'Working Towards' and 'Having Difficulty' category for Mathematics Actively engage students in mathematical inquiries/instigations within the unit of inquiry utilizing the model of Plan/Do/Review. 	<p>Target not achieved</p> <p>This is hard to measure but our UoI's clearly show many links to maths throughout the year. Overall maths results are pleasing.</p>	<p>Our tracking methods for after 1,2,and 3 years was not good but you can clearly see that our mid year PTJ's for year 4 show that there was growth in numbers achieving M/A at the OTJ. We received new students in this age bracket</p>	<p>Our new tracking and monitoring systems in 2012 will allow us to track each student as an individual and as part of a target group.</p> <p>MT will be setting targets for 2012 with</p> <ul style="list-style-type: none"> - SENCO and T/A systems and structures finalised - accurate data - effective and agreed upon SMS system <p>This was not the case in 2011</p>	<p>SMT/SENCO/MT/classroom teachers</p>	<p>Ongoing</p>

Woodhill School ERO Report

Years 4-8					
	What is so?	So What?	What Next	By Whom	By when
	In relation to targets from charter				
Reading <ul style="list-style-type: none"> To have no students in the "Below" category for both reading and writing in the upper syndicate (Y5-8) 	Reading – 3 students below (Y5-8) Writing – 13 students below (Y5-8)	PTJ's to OTJ's show higher numbers in achieving M/A in almost all cases for reading and writing. This is pleasing.	Our new tracking and monitoring systems in 2012 will allow us to track each student as an individual and as part of a target group. MT will be setting targets for 2012 with - SENCO and T/A systems and structures finalised - accurate data - effective and agreed upon SMS system This was not the case in 2011	SMT/SENCO/MT/classroom teachers	Ongoing 2012
Writing <ul style="list-style-type: none"> To have no students in the "Below" category for both reading and writing in the upper syndicate (Y5-8) To increase the overall writing standards of Woodhill School – so that there is less disparity between reading and writing standards at Woodhill School. 	Reading – 3 students below (Y5-8) Writing – 13 students below (Y5-8) Target Not Achieved	PTJ's to OTJ's show higher numbers in achieving M/A in almost all cases for reading and writing. This is pleasing.	Our new tracking and monitoring systems in 2012 will allow us to track each student as an individual and as part of a target group. MT will be setting targets for 2012 with - SENCO and T/A systems and structures finalised - accurate data - effective and agreed upon SMS system This was not the case in 2011	SMT/SENCO/MT/classroom teachers	Ongoing 2012

Woodhill School ERO Report

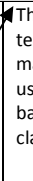
	What is so?	So What?	What Next	By Whom	By when
	In relation to targets from charter				
<p>Mathematics</p> <ul style="list-style-type: none"> For all Year 8 Graduating students to achieve at or above on the Nat STD in mathematics including to be working at stage 8 of the numeracy scale. Actively engage students in mathematical inquiries/instigations within the unit of inquiry utilizing the model of Plan/Do/Review. 	<p>This target was originally around the numeracy stages (achieving stage 7/working within stage b being at Nat Std) – however the MOE wanted us to incorporate all aspects of Maths. Of the 6 students not at Nat Std for Maths we know that 3 were working within stage 8 of numeracy.</p>	<p>Maths teaching and achievement has definitely improved throughout the school in 2011. It will take time for us t become as proficient data-wise as we are for literacy.</p>	<p>Continue as we are with maths in 2012</p> <p>MT will be setting targets for 2012 with</p> <ul style="list-style-type: none"> - SENCO and T/A systems and structures finalised - accurate data - effective and agreed upon SMS system <p>This was not the case in 2011</p>	<p>SMT/SENCO/MT/classroom teachers</p>	<p>2012 ongoing</p>

Woodhill School Strategic Plan 'SEG 3 + 4 Target' Review

Strategic Education Goals – SEG 3 + 4																											
<ul style="list-style-type: none"> (3) To continue to develop the WSC and teacher effectiveness within the NZC (4) To ensure all assessment is individualised and formative 																											
	What is so?	So What?	What Next	By Whom	By when																						
In relation to targets from charter																											
<p>1. Developing formative assessment practices so that students know how they are achieving and what criteria to use to help them improve their learning.</p>	<p>A year 4-8 Student survey in term 3 revealed that...</p> <ul style="list-style-type: none"> - Almost 50% of the students surveyed that the KC's were helpful or at the centre of their learning – another 35% felt that they were useful - 96% of those surveyed described their learning at WS as either good or awesome - 68% of those surveyed felt that they had choice and control over what they earned either 'sometimes' or 'all' of the time at WS. 	<p>This data is inconclusive to ascertain whether or not <i>students know how they are achieving and what criteria to use to help them improve their learning</i>. However it does show that the majority of students at WS enjoy their learning and we know that our teachers have developed their formative teaching practices (Teacher capability matrix + PD)</p>	<p>As this was a precursor to the Capability Matrices from CPL we will not repeat this type of survey in 2012. Quite possibly in 2013 to clarify and substantiate what we find out in 2012 through the CPL contract.</p>	SMT	2013																						
	<p>(see SCM/TCM and LD reports)</p> <p>Analysis of the SCM in term 4 2011 was</p> <table border="1"> <tr> <td colspan="7">Student Capability Matrix – Y5-8</td> </tr> <tr> <td>Dim</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>6</td> </tr> <tr> <td>Stge</td> <td>2</td> <td>2</td> <td>2/3</td> <td>2</td> <td>2</td> <td>3</td> </tr> </table>	Student Capability Matrix – Y5-8							Dim	1	2	3	4	5	6	Stge	2	2	2/3	2	2	3	<p>(see SCM/TCM and LD reports)</p> <p>We clearly have some work to do around 'clarity of what is being learnt' and 'next steps'</p> <p>There is a discrepancy between what our teachers feel about their teaching and what students are saying – we need to test this! Term 1 2012 will ascertain the validity of the data from both teachers and students</p>	<p>Test 2011 data from teachers and students in term 1 2012.</p> <p>Is there discrepancy? If so why?</p> <p>TCM and SCM built into appraisal system for 2012</p>	<p>All staff and students – driven by SMT</p> <p>SMT</p> <p>SMT</p>	<p>Term 1 2012</p> <p>2012</p> <p>2012</p>	
	Student Capability Matrix – Y5-8																										
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Strategic Education Goals – SEG 3 + 4

- (3) To continue to develop the WSC and teacher effectiveness within the NZC
- (4) To ensure all assessment is individualised and formative

	What is so?	So What?	What Next	By Whom	By when
	In relation to targets from charter				
2. Developing teachers' use of achievement data and their responsiveness to students learning needs.	PD has ensued around this at school-wide level. Teachers reflected back on their progress throughout the year using the TCM. These reflections as well as classroom observations demonstrate growth in understanding.	There is a discrepancy between what our teachers feel about their teaching and what students are saying – we need to test this! Term 1 2012 will ascertain the validity of the data from both teachers and students. There is also a lot of variation amongst teachers and students between classrooms – Is this data accurate given the nature and intention of the matrix?	 The TCM is now built into each teacher's appraisal system – therefore making it more personal. WS will start using this data on a more one on one basis – eg: what each child in your class thinks and what you think etc?	SMT to direct appraisal system	2012
3. Developing leadership to sustain and build curriculum improvements including - the continued monitoring of teaching effectiveness.	Leadership dimension feedback shows a much greater awareness of personal leadership traits. Leadership within the school is more distributed throughout SMT and MT.	We need to make the link between leadership growth and teacher effectiveness clearer – this means more opportunities for leadership to observe and provide feedback. Whilst we have a pretty strong feeling that our leadership progressed throughout the year enabling better teaching – How do we prove/highlight this?	Leadership Dimensions directly tagged to appraisal system in 2012. We will be tracking our teacher effectiveness through the TCM and SCM.	SMT	2012

Woodhill School ERO Report

Strategic Education Goals – SEG 5					
To continue to identify and develop students with Special Abilities					
	What is so?	So What?	What Next	By Whom	By when
In relation to targets from charter					
GaTE – develop and refine	GaTE continued under various format throughout 2011	SMT feel that the Gate philosophy is not completely in line with our school development on pedagogy and AFoL. Whilst the group ran throughout 2011, it took a lot of administration and valuable Principal and Deputy Principal time – Is this the most effective use of their time?	Term 1 2012 will see a reflective approach to the GaTE programme offered over the past 2 years. We will survey parents and students to get their views. We will also visit and research other AFoL schools within NZ to see what they do.	SMT	Term 1 2012
Room Parent/Volunteer – develop and refine	The Room parent strategy continued throughout 2011 – it was more effective and utilised in the lower syndicate	No consistency throughout the school – Is this good or bad? How can we make this initiative more effective and appealing to parents?	Teachers will continue to push this aspect of school life within their class communication mechanisms. SMT will reflect and analyse on developments made in this area within the last 2 years	Class Teachers SMT	Term 1 Term 1
Teacher Aide – develop and refine	The T/A format developed and evolved as did our SENCO systems	We now have a comprehensive and planned out T/A system that best utilising our funding and student needs.	How can we increase the T/A hours?	SENCO	2012

Section 2

SLG's- Strategic Local Goals.

1. Integrate and embed the notion of EFS into WS
2. Develop comprehensive interactive website
3. Develop extracurricular academies/clubs/groups

Woodhill School ERO Report

SLG's – Strategic Local Goals					
<ol style="list-style-type: none"> 1. Integrate and embed the notion of EFS into WS 2. Develop comprehensive interactive website 3. Develop extracurricular academies/clubs/groups 					
	What is so?	So What?	What Next	By Whom	By when
In relation to targets from charter					
– Teacher guided initiatives and systems based around EFS – Student guided initiatives and systems based around EFS.... (By way of an EFS student body in 2011 with the view of it overflowing into classroom as it develops.)	We now have an established teacher directed EFS group and developing culture with in the school. The group met on a regular basis throughout 2011. This will continue into 2012. Plans, structures and frameworks have been developed for 2012 to develop <ul style="list-style-type: none"> • Orchard • Vege garden • Native area • Worm farm/compost area 	Excavation of the area ensued in the holidays. Having this done will provide a real catalyst for works in 2012. The challenges of 2011 were <ul style="list-style-type: none"> • Funding • Coordinating all of the different groups interested • Person power 	- EFS group re-established with direction and support from BOT - Uol term 1 (Rights, Roles, Responsibilities) to include big EFS aspect to it	JM All staff	Term 1
To develop - – a more user friendly and informative website – stage 2 – a website that enables family and student access to student work and assessments (portfolios)	<ul style="list-style-type: none"> • Website developed well throughout 2011. Feedback was mostly positive. • Access for each family has been set up and enabled but not utilised at this stage 	We know our communication and website formats/systems improved throughout 2011. However there is still a feeling from our community that we could do better.	Structures and systems put in place for more frequent and accurate updates. Family access to be utilised within portfolio and reporting systems.	SMT	2013
Trial different models and systems of ECA's during the course of the year – Plan/Do/Review as we go	<ul style="list-style-type: none"> • ECA programme much more comprehensive ad cohesive in 2011 • With the exception of the EFS, the uptake of those after school activities trialled in 2011 was poor. 	<ul style="list-style-type: none"> • We need to find out why this was so....we have some ideas but we will survey our community in term 1 2012 	<ul style="list-style-type: none"> • Survey community and ascertain why uptake was poor in 2011 • Survey results pending...develop more substantial groups such as mountain bike academies, 	SMT	Term 1 2012

Section 3

SBG's- Strategic Board of Trustees Goals.

- 1.To ensure that all MOE legislative requirements are in place and compliant before the start of term 1 2011. Ensure measures are put in place within the self review to monitor and manage these.
2. Identify and plan BOT training schedule before term 1 – Incorporate into SR framework, systems to monitor, measure and review.
3. Review Governance Manual for 2011 and test against Elaine Hines Article...as The Governance Manual will form the starting/understanding point for all Professional Development undertaken as a BOT.

Woodhill School ERO Report

SBG's – Strategic Board Goals

1. To ensure that all MOE legislative requirements are in place and compliant before the start of term 1 2011. Ensure measures are put in place within the self review to monitor and manage these.
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	What is so?	So What?	What Next	By Whom	By when
	In relation to targets from charter				
Target 1 – Success for Maori - Complete revamp of Te Reo Maori programme and structure during term 1 2011. - This intertwined with community liaison portfolio holder working with Maori community to identify the following 1) Who identifies as Maori? 2) What are their expectations of our kura? 3) What are the current strengths and weaknesses of WS with regards to Maori? - Analysis of variance reporting on Maori achievement	This took longer than anticipated – complete now 2012. We now who our Maori community are - we were able to communicate with all of them in 2011. Refer to Data table in SEG section for Maori achievement Of our 13 new students in 2012, 7 are Maori – over 50%!	Whilst we were able to communicate with all of our Maori community in 2011, it took a lot of one on one liaising from LAU (our community liaison rep) Our goal for 2012 is to prepare for a sustainability plan for life after LAU and also explore more efficient ways of communicating with some Maori families. A direct reflection (we believe) of how well we do accommodate and communicate with/for our Maori students	Exit interviews for outgoing/graduating Maori families Develop sustainability plan for Maori liaison – at all levels BOT/SMT/class teacher... How can we best help those 5, 7, and 9 Maori students in 2012? Kapa Haka overhaul in term 2012	BOT BOT/SMT SENCO SMT	Term 1 Term 1 Term 1 Term 1
Target 2 – Principal Appraisal + Teacher Registration - Tweak systems for identifying TR – align Prof stds with RTC's - Recalibrate all Principal Appraisal documents to fit legislative requirements – Job description/Performance Agreement/Appraisal system.	All aspects addressed early in 2011	Teachers were still not universally proactive at managing and monitoring their PPG's...therefore making it difficult to measure. Principal Appraisal – Did it serve its purpose? IE: Did it make KM a better practitioner? KM reflects n these in 2011 appraisal. 3 year cycle developed as a result of 2011 appraisal.	Refined and delegated system in 2012 3 Year cycle to ensue	SMT BOT/KM	Term 1 2012

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<p>Target 3 - Developing systematic processes for</p> <ul style="list-style-type: none"> • record keeping • policy review • self review for all BOT operations 	<p>All aspects addressed early in 2011</p>	<p>Systems and structures much smoother and cleaner in 2011</p> <p>Our policies whilst complete are not always directly aligned with our procedures – this is a result of the two not developing simultaneously and the procedures sometimes on a ‘as we need basis’</p> <p>Bottom line we could align these two documents better by using the new Self Review framework and beginning from the procedures. All policies and associated procedures are cross referenced.</p>	<p>2012 will see a new framework for SELF REVIEW infused into all aspects of school documentation and practice.</p> <p>What is so/So What/ What Next? Is the new framework for – our AoV, annual report, ERO reporting, Charter, BOT reporting and minute recording...We believe it encompasses the essence of a solid and robust ‘Self Review/ing’ process</p>	<p>BOT/SMT</p>	<p>2012</p>
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Glossary

AFoL	Assessment For Learning. An industry used term encompassing good solid teaching practice through constant formative assessment
AoV	Analysis of Variance
BOT	Board of Trustees
CPL	Consortium of Professional Development – educational training company of which we are under contract to via the MOE to improve Leadership and Assessment through AFoL
ECA	Extra Curricular Activities
EFS	Education For Sustainability
ERO	Education Review Office
GaTE	Gifted and Talented Education group
HOD	Head of Department
KC's	Key Competencies
LD	Leadership Dimensions – part of CPL leadership framework
MT	Management Team – SMT + HOD's
MOE	Ministry of Education
NZC	New Zealand Curriculum
OTJ	Overall Teacher Judgment – milestone assessment against National Standards
PTJ	Projected Teacher Judgment – mid year prediction for years 4-8
SBG	Strategic Board Goal
SCM	Student Capabilities Matrix - part of CPL leadership framework
SEG	Strategic Educational Goal
SENCO	Special Education Needs Coordinator
TCM	Teacher Capabilities Matrix
TOTAL #	Total number of students
SMT	Senior Management Team – Principal and Deputy Principal
SMS	Student Management System
UoI	Unit of Inquiry
WSC	Woodhill School Curriculum
% M/A	Percentage of students who achieved Met or Above as per National Standards
# M/A	Total number of students who achieved Met or Above as per National Standards