



Katikati College Annual Plan 2013



Ever trying, ever onward

Whaia te matauranga ake tonu atu

Katikati College school vision

Katikati College will provide meaningful learning opportunities to inspire all students to reach their full potential as valuable members of society

Strategic intent	Focus areas 2013 annual goals
<p>Our school vision provides the basis for our strategic direction and our strategic intents;</p> <ul style="list-style-type: none">• Providing meaningful learning opportunities• Inspire all students to reach their full potential• Become valuable members of society	<ul style="list-style-type: none">• NCEA success• National Standards• Priority learners/ Year 9 and 10 teaching inquiry• PB4L implementation• Faculty based Literacy targets

Strategic intent 1: Meaningful learning opportunities

Katikati College will provide meaningful learning opportunities at all levels of the school. Targets have been set that are specific to the cohort and reflects the confidence and aspirations the community has for these students.

Annual goal: NCEA success:

1. Level 1 80% pass rate (participation based)
2. Level 2 85% pass rate (participation based),
Level 2 Excellence endorsements, 9.5%
3. Level 3 80% pass rate (participation based, for those sitting 60+ Level 3 credits) Level 3 Excellence endorsement 8%

Resourcing

- Relief days for academic counselling (\$10,000)
- PD costs for best practice (\$2000)

Review

- Progress report at BOT meetings
- HOF reviews, HOF meetings

Baseline Information 2012

	Target 2012	Result (Participation)	2012 National averages
Level 1	80	81.3	TBC
Level 2	90	79.6	TBC
Level 3	90	72	TBC

Responsibilities

- Ian Nicholson (DP)
- Mike Meade (NZQA PN)
- HOF's

Teaching and Learning programme

Faculty focus on course endorsements
Academic counselling by Deans

HOF faculty reviews
Staff attending NZQA best practice workshops

Baseline Information

Although the proportion of students achieving well below the standard has halved (18% in 2011 to 9% in 2012) the overall percentage of students below the standard has not changed - the most significant shift being from well below to below the standard. The proportion of students achieving above the standard has also decreased. Māori achievement has also improved with 43% achieving at or above the standard in 2012 compared to 29% in 2011. Although there is now representation of Māori students above the standard (5%) and the percentages achieving at and below the standard are commensurate with European figures the percentage of Māori achieving well below the standard has increased from 15% to 21%. In 2011 ten of the eleven Pasifika students were well below the standard. In 2012 this has now dropped to two and one student is now at the standard.

Annual goal: National Standards:

To improve the achievement of priority learners (Māori/Pasifika) in writing using an inquiry approach

Target 2013

To improve the percentage of Māori achieving the standard in writing from 43% to 55% and reduce the percentage well below to 10%.

To reduce the number of Pasifika students in Year 7 achieving well below the standard in writing from 3/5 to 1/5

To improve the number of Pasifika students in Year 8 achieving the standard in writing from to 4/7

Resourcing

- Costs for in-service days
- Resources

Review

- Progress report at BOT meetings
- Faculty meetings

Responsibilities

- Year 7 and 8 teaching staff
- Isobelle Huggard (Year 7 & 8 HOF)
- Shelley Power (Assoc P, oversight)

Teaching and Learning programme

- On going PLD on the teaching and assessment of writing with a focus around consistency of judgments for Term 1 2013
- Improving moderation practices - both in school and in local clusters
- Continuing involvement with the National Monitoring project
- The development of new rubrics to guide teachers and students in next steps
- Trialling NZCERSmartwriter with our Māori/ Pasifika students below the standard in writing

Strategic intent 2: Inspiring all students to reach full potential

Teaching and Learning programme

Faculties will be the focus of PLD on Priority Learners for 2013 and will operate as Professional Learning Groups (PLG'S).

Each teacher will have a goal as part of their appraisal to improve the progress and achievement of a small group of learners in the Year 9 or 10 class – supported by the Faculty PLG.

They will report on their progress and their own reflections at the designated Faculty meetings. Monitoring will be on-going but school wide data will be gathered at mid year and end of year as part of the standard school- wide review process

Annual goal: Priority learners/ School wide Inquiry

Implementation of a school wide inquiry to improve the achievement of priority learners in Years 9 & 10

Targets

See following page

Resourcing

Each Faculty will be supported by a Senior Manager who will work with the HoF to provide leadership, resourcing and PLD throughout the year.

Baseline Information

Each faculty will use their data to select a group of students in Year 9 or 10 who are identified as Priority Learners and to develop a plan to raise their achievement using an inquiry model.

Responsibilities

- SMT and HOF's

Year 9 and 10 priority learners inquiry - Faculty Goals

PE: Data from the previous year to do with swimming noted the very high proportions of “other” results for Māori and Pasifika students indicating non participation or non completion of the swimming unit.

Maths: Each teacher to identify 2 priority learners and then identify their needs using data to be confirmed and student voice.

Science: The Science Fair projects in Years 7-9 primarily. Matt has analysed results from last year and these will be given to Faculty members at their meeting on Monday. He has looked at trends with these results and will focus the Inquiry on raising completion rates and results for Māori students.

English: Focus area is students' writing skills when responding to text. Baseline data will include 2012 EOY results and CAT's
Yr 7 & 8: OTJ data for writing 2012 shows that there had been some very positive shifts in Māori and Pasifika achievement - significant improvements in percentages of students moving from well below the standard to below. The challenge is to shift these students to at or above the standard.

Technology: Develop brief writing for all Year 9 and 10 students that allows them to undertake in-depth evaluation of their outcome.

Arts: Individual teacher Inquiries. In the Art this would be based around written work of Māori students and in Music and Drama more performance based.

Social Sciences : Data for the inquiry will include, - eAsstle (reading and writing), 2012 Student data (Understanding Ideas), PAT's etc Main data will be our first Understanding Social Studies Ideas grade at the end of our first units (end of term 1) - we measure changes with their results in the exam at the end of the year

Teaching and Learning programme

After the literacy review of 2012 faculties have been asked to create their own literacy goal based around our 2011 data.

Faculties will develop their own targets and these will be incorporated

Annual goal: Literacy:

Faculties will develop their own Literacy

Target:

Specific targets are included on the following page.

Resourcing

- On-going PD courses

Responsibilities

- Lou Buckley (DP)
- Sue Grant

Baseline Information

A review of the school wide literacy program was completed in 2012

Faculty Literacy Goals – 2013

Technology

- To continue to improve the grammar and spelling in all technology students.
- To continue to improve literacy in Maori and Pasifika students.
- To assist students to improve their report writing to meet the relevant NCEA requirements.

PE/Health

- To continue to use the strategies/activities that have been integrated into the Yr 9 and 10 Health units to assist students to improve their literacy.
- To unpack the new descriptors and ensure that all students are familiar with these.

Maths

- To integrate more word based questions throughout Yr 9 and 10 units.
- To introduce evaluation of statistical based reports.

Science

- Improving explanation writing to ensure students can cope with NCEA.
- Communicating assessment to gather data.

Arts

- To continue to assist students to select/retrieve information with emphasis on skimming and scanning.
- To ensure that all senior students are able to select and retrieve relevant information and be able to analyse methods and ideas at all NCEA levels.

English

- Effective teaching of Response to Text Essays.

Social Science

- Use data to create focus groups and implement an Action Plan to raise student achievement. (This follows the school wide Strategic Plan, Annual Goals for 2013).
- Continue to focus on explanation writing to ensure student success at all NCEA levels.

Year 7 and 8

- At risk students to be reassessed every four to six weeks (twice a term) to monitor progress.
- To continue towards all students being *at the standard* in Literacy.

Strategic intent 3: Creating valuable members of society

Developing a strong connection with the school will lead to enhanced student engagement. It is believed that a stronger emphasis on the House spirit and further leadership opportunities in the senior school.

Teaching and Learning programme

- Part of the MOE SW-PB4L initiative
- This is a 3 year program focusing on developing a long-term school wide behaviour.
- ARC to be implemented throughout the school
- ARC lesson developed and taught

Annual goal: Implementation of PB4L:

Goal: To use the Office Discipline Referrals (ODR's) as a measure of success for the implementation of ARC (PB4L)

Target:

To reduce the number of ODR's by 15% for each year level

Resourcing

- MOE funding
- School PLD

Responsibility

- SW- PB4L Team

Baseline Information

The most powerful tool we have at our disposal for teaching appropriate behaviour is the feedback we give students when they do and do not meet our expectations. If we do not consistently recognise those behaviours we expect, then we cannot continue to expect them. It is equally important to understand that if we do not consistently recognise those behaviours we do not expect, then we cannot expect that they will change. Consistently addressing students when they do, and do not, meet our behaviour expectations will increase compliance, provide them with greater structure, and clarify expected behaviour. The objective is not necessarily to get tough, but to **get real**.

The feedback we provide occurs within the context of a relationship; the better the relationship the more effective the feedback. Students may not remember what we teach them but they will remember how we teach them.

Together, through consistency and positive relationships, we will improve the behaviour of all students.