



# Araura College

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## School Charter Strategic and Annual Plan for Araura College

### 2014 -17

Principals' endorsement:

PTAs' endorsement:

Submission Date to Ministry of Education:

# Araura College 2014 - 17

## Introductory Section - Strategic Intentions

Araura College caters for students in years 7-12. It is situated in Aitutaki, Cook Islands. Our vision is that Araura College continues as a center of learning for the community.

We want all our students, and teachers, to be strong and courageous in their pursuit of learning. Learning can be of all kinds: academic, personal, social, cultural and sporting. Together, these aspects of learning provide us with our mission of “developing Araura College to be an institution of teaching, learning, planning and training for our students to become productive citizens - physically, mentally, socially, culturally and spiritually”

**Our strategic and annual plan sets** out our objectives for 2014-2017 and is comprehensive, ambitious, and focussed on ensuring we remain strong and courageous in our pursuit of learning.

We are committed to developing excellent Cook Island and global citizens. Learning is at the core of the College. We believe that all students are capable of learning and that it is our job as teachers to ensure that all learning is maximised. We want all students to achieve at high levels.

## Strategic Goals

Baseline Data or School Context  
We want to promote achievement through quality learning and by inspiring every individual to achieve their highest personal potential

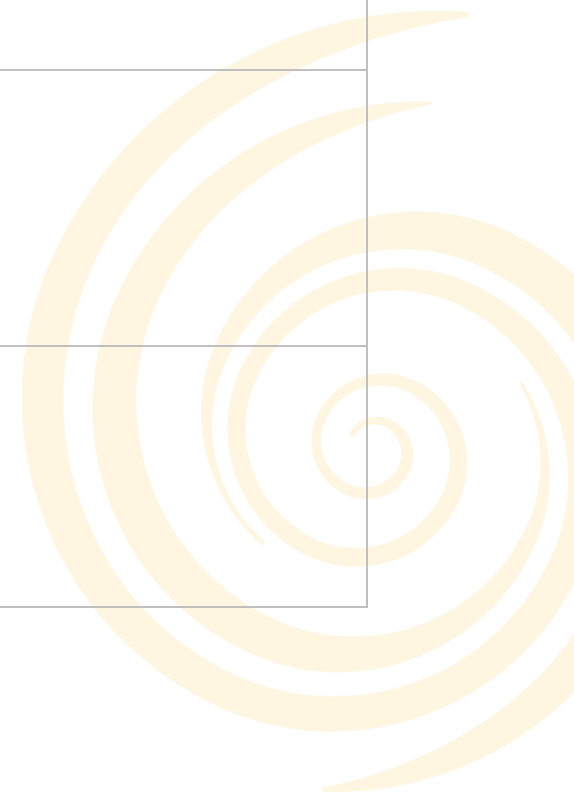
We want to cater for the needs and abilities of all students and provide high quality teaching and learning across all areas

We want to provide the resourcing and infrastructure needed to develop ICT in the college to improve administration and teaching/learning for 21<sup>st</sup> century learners

We want our students to strive to do their best and relish the opportunities they are offered. They will be enterprising, confident, compassionate young people who have a strong sense of pride and commitment and care for their surrounding environment

We want to develop staff so that they commit to professional excellence by reflecting and focusing on the development of skills to prepare students for a life of learning and change

<b>Students' Learning</b>	
<b>Student Engagement</b>	
<b>School Organisation and Structures</b>	
<b>Review of Charter and Consultation</b>	



## Strategic Section

Cook Islands Educational Master Plan Goals	Strategic Goals 2014 - 2017		Annual Goals 2014	Success Indicators	Domain
<p><b>Equitable access for all learners to quality learning programmes</b></p> <p><b>Relevant learning and teaching styles and methods identified and developed</b></p>	<p><b>CIAG 1. Curriculum and Delivery</b></p> <p>Curriculum &amp; Assessment Planning</p>	<p>We want to promote achievement through quality learning and by inspiring every individual to achieve their highest personal potential</p>	<p>All programmes reviewed and written to meet the requirements of the school wide planning template</p>	<p>All units of work provided to principal by end of year with a particular focus on:</p> <ul style="list-style-type: none"> <li>• Learning intentions</li> <li>• Literacy strategies</li> <li>• Formative assessment</li> </ul>	<p>Learning</p>
<p><b>Improved literacy and numeracy outcomes for all learners</b></p>	<p><b>CIAG 1. Curriculum and Delivery</b></p> <p>NCEA Results</p> <p>PAT Results</p>	<p>We want to promote achievement through quality learning and by inspiring every individual to achieve their highest personal potential</p>	<ul style="list-style-type: none"> <li>• Year 8 PAT results improved</li> <li>• NCEA level 1 and 2 external pass rates improved</li> <li>• M and E level 1 and 2 subject endorsements improved</li> <li>• Overall NCEA pass rates improved at all levels</li> </ul>	<ul style="list-style-type: none"> <li>• PAT results improved by 10% in below average and 10% in average and 5% in above average</li> <li>• NCEA level 1 and 2 external results in three curriculum areas have improved by 5%</li> <li>• M and E level 1 and 2 subject endorsements improved in three curriculum areas</li> <li>• NCEA pass rates at level 1 improve by at least 10%</li> </ul>	<p>Learning</p>

<p><b>Improved literacy and numeracy outcomes for all learners</b></p>	<p><b>CIAG 2. Documentation and Review</b> Year 7, 8, 9 &amp; Year 10 assessment data collected for benchmarking &amp; reporting</p>	<p>We want to promote achievement through quality learning and by inspiring every individual to achieve their highest personal potential</p>	<p>Aggregated assessment data analysed by year group and class, and used to guide teaching practice</p>	<p>Procedures are in place to ensure that best practise assessment systems are followed</p> <ul style="list-style-type: none"> <li>• Benchmark data such as (NAME) or literacy/numeracy information (or other) is collected prior to teaching (year group and class).</li> <li>• Classroom teaching shows evidence that data has been analysed understood</li> </ul> <p>Evidence of the above is provided in department reports and confirmed through the PDS process</p> <p>All departments provide principal with internal moderation plans for classes by end of term 1</p>	<p>Assessment</p>
<p><b>Improved literacy and numeracy outcomes for all learners</b></p>	<p><b>CIAG 2. Documentation and Review</b> Junior assessment data for review of student programmes</p>	<p>We want to promote achievement through quality learning and by inspiring every individual to achieve their highest personal potential</p>	<p>Feed forward and formative assessment used to improve teaching practice</p>	<ul style="list-style-type: none"> <li>• Formative assessment is a demonstrable part of teaching practice as measured by classroom observations through the PDS cycle and walkthroughs</li> <li>• A team of observers will be used drawn from SMT and classroom observations will be carried out</li> </ul>	<p>Assessment</p>
<p><b>Equitable access for all learners to quality learning programmes</b></p>	<p><b>CIAG 2. Documentation and Review</b> Curriculum Review</p>	<p>We want to cater for the needs and abilities of all students and provide high quality teaching and learning across all areas</p>	<p>Review all curriculum areas</p>	<p>All curriculum areas reviewed, feed forward and recommendations given and changes in place</p>	<p>Review</p>

<p><b>Equitable access for all learners to quality learning programmes</b></p> <p><b>Increased access to vocational courses at senior levels</b></p>	<p>Vocational pathways in the senior school</p>	<p>We want to cater for the needs and abilities of all students and provide high quality teaching and learning across all areas</p>	<p>Junior and level 1 Horticulture course planned for 2015</p> <p>Level 2 Business Administration and Computing course implemented</p> <p>Environmental Education implemented</p>	<ul style="list-style-type: none"> <li>• A horticulture course planned for with resources purchased</li> <li>• A BAC course established - new courses successful with pass rates of 75% or better</li> <li>• Science programmes include environmental studies</li> <li>• Staff and students feedback positive about student engagement with 75% satisfaction rates</li> </ul>	<p>Learning</p>
<p><b>Improved literacy and numeracy outcomes for all learners</b></p> <p><b>Equitable access for all learners to quality learning programmes</b></p>	<p>Streaming and grouping of students</p>	<p>We want to cater for the needs and abilities of all students and provide high quality teaching and learning across all areas</p>	<p>Implementation of new option and streaming structure</p>	<ul style="list-style-type: none"> <li>• New streaming system in place and positive feedback from staff</li> </ul>	<p>Learning</p>
<p><b>Relevant learning and teaching styles and methods identified and developed</b></p>	<p>ICT enabled learning</p> <p>Information and Research Centre</p>	<p>We want to provide the resourcing and infrastructure needed to develop ICT in the college to improve administration and teaching/learning for 21<sup>st</sup> century learners</p>	<p>Establish a research room</p>	<ul style="list-style-type: none"> <li>• Research room established with computers that have internet access</li> <li>• At least 50% usage rates</li> <li>• All relevant staff involved exposed to at least two days PD about integrating ICT and learning</li> <li>• Minimal technical difficulties</li> <li>• Wifi working in all areas of the college</li> </ul>	<p>ICT</p>
<p><b>High quality management systems</b></p>	<p>SMS Kamar</p>	<p>We want to provide the resourcing and infrastructure needed to develop ICT in the college to improve administration and teaching/learning for 21<sup>st</sup> century learners</p>	<p>Establish the SMS Kamar in the college</p>	<p>All teachers actively using Kamar to:</p> <ul style="list-style-type: none"> <li>• Fill out attendance</li> <li>• Create pastoral notes</li> <li>• Enter results in markbook</li> <li>• View and use student results data to inform teaching practises</li> </ul>	<p>ICT</p>

<p><b>Equitable access for all learners to quality learning programmes</b></p>	<p>Motivation and goal setting for students</p>	<p>We want our students to strive to do their best and relish the opportunities they are offered. They will be enterprising, confident, compassionate young people who have a strong sense of pride and commitment and care for their surrounding environment</p>	<p>Form system established with form groups of no more than 15-17 students each with the prime purpose of providing both academic and pastoral support monitoring and motivation</p>	<ul style="list-style-type: none"> <li>• New structure operating by end of week 1 2014</li> <li>• All students allocated to house group by end of week</li> <li>• Home contact by form teachers made for all students by end of week 6</li> <li>• All students have SMART goals end of term 1 , with action plans</li> <li>• Peer support programme operates throughout term 1 and receives positive evaluations from students</li> <li>• Staff and students evaluations of the form system at the end of year are positive with at least 75% students/parental and 85% staff satisfaction.</li> <li>• Has student engagement improved?</li> <li>• Has student achievement improved?</li> <li>• Have attendance rates improved?</li> <li>• Has discipline/ conduct improved?</li> </ul>	<p>Pastoral</p>
<p><b>Equitable access for all learners to quality learning programmes</b></p>	<p>Student Voice</p>	<p>We want our students to strive to do their best and relish the opportunities they are offered. They will be enterprising, confident, compassionate young people who have a strong sense of pride and commitment and care for their surrounding environment</p>	<p>Student leadership built around house structure with House leaders and councils established</p> <p>Academic council established for curriculum and assessment to provide student voice on teaching, curriculum and assessment in the college</p>	<ul style="list-style-type: none"> <li>• Academic councils operate by end of term 2 and Student views on motivation, quality of teaching, subjects offered and timetabling issues is gathered, documented , and acted on where appropriate</li> </ul> <p>ALL Student leaders actively involved in house activities as measures by HoF</p>	<p>Pastoral</p>
<p><b>Improved literacy and numeracy</b></p>	<p>Student Attendance</p>	<p>We want our students to strive to do their best and relish the</p>	<p>Attendance rates are monitored and improved</p>	<ul style="list-style-type: none"> <li>• Daily attendance rate is maintained at or above 95%.</li> </ul>	<p>Pastoral</p>



<p><b>outcomes for all learners</b></p>		<p>opportunities they are offered. They will be enterprising, confident, compassionate young people who have a strong sense of pride and commitment and care for their surrounding environment</p>		<ul style="list-style-type: none"> <li>• Daily lateness rate is kept below 5%.</li> <li>• School leavers are tracked and counselling is given prior to leaving</li> </ul>	
<p><b>Effective, well qualified and resourced teachers, administrators and support staff</b></p>	<p>Professional Learning Development</p>	<p>We want to develop staff so that they commit to professional excellence by reflecting and focusing on the development of skills to prepare students for a life of learning and change</p>	<p>Teachers to participate in professional development throughout the school year</p>	<p>The 2014 theme for PD will be “teaching as inquiry” Teachers need to gather data about their class and their students and they need to develop programmes to address the various needs of the students in their classrooms. This requires them to ask questions on a regular basis about their practice. Is what I am doing working? If not what can I do about it? If it is, how might I further develop my teaching approach in the future?</p> <p>The house system will be launched in 2014; our PD will need to support teachers in successfully implementing this</p> <p>Moderation Procedures</p> <p>Planning</p> <p>Quality teaching and learning</p> <p>Analysing data and using data to inform teaching practises</p>	<p>Learning</p>
<p><b>High quality buildings, grounds</b></p>	<p><b>CIAG 4. Finance and Property</b></p>	<p>We want our students to strive to do their</p>	<p>Create a visually appealing</p>	<p>Create an entrance way for the school</p>	<p>Pastoral</p>

<b>and facilities</b>	School Grounds	best and relish the opportunities they are offered. They will be enterprising, confident, compassionate young people who have a strong sense of pride and commitment and care for their surrounding environment	environment	<p>Establish parking outside the entrance (rather than outside the school buildings)</p> <p>Move the existing sea containers to another 'out of the way' location</p> <p>Purchase BBQ tables for the students to use</p>	
<b>Increased participation of the wider community in ongoing learning</b>	Community Learning classes	We want our students to strive to do their best and relish the opportunities they are offered. They will be enterprising, confident, compassionate young people who have a strong sense of pride and commitment and care for their surrounding environment	Provide afterschool training and development opportunities for parents, members of the community and students	<p>Introduce night classes on a weekly basis:</p> <p>Adult literacy</p> <p>Basic Numeracy and budgeting</p> <p>Craft and sewing</p> <p>Computer</p>	Learning

## Annual School Improvement Plan – SUMMARY

<b>Improvement Plan - Domain: Learning</b>			
<b>Strategic Goals:</b> We want to promote achievement through quality learning and by inspiring every individual to achieve their highest personal potential			
<b>Annual Goal:</b> All programmes reviewed and written to meet the requirements of the school wide planning template		<b>Annual Target: <i>Where do we want to be at the end of 2014?</i></b> <i>The focus is on <u>student outcomes</u>.</i> All units of work provided to principal by end of year with a particular focus on: <ul style="list-style-type: none"> <li>• Learning intentions</li> <li>• Literacy strategies</li> <li>• Formative assessment</li> </ul>	
<b>Baseline data: <i>Where are we now? Summarise data – using a grid with key data can be powerful in that the reader is then in the position to judge the value of the target. This provides justification for what you are targeting.</i></b>			
<b>Key Improvement Strategies:</b> <i>What do we have to learn? What will we do? When? Who is responsible for ensuring this is done?</i>			
<b>When:</b>	<b>What: (examples) <i>Consider goal clarity and communication; strategic resourcing; PLD; routines that need changing; assessment practices</i></b>	<b>Who</b>	<b>Indicators of Progress</b> <i>What will we see?</i>
PD to begin in term one – use of learning intentions ongoing	Professional development around the use of learning intentions – how to write them, referring to them and the importance of using them in planning.  Learning intentions referred to in classroom observations	All teaching staff	The use of learning intentions in planning, displayed in the classroom and referred to throughout the lesson
PD to begin in term one – use of formative assessment ongoing	Professional development around the use of formative assessment – what is FA? What types of formative assessment can be used in the classroom and how to analyse the assessment results and then use the results for further planning. The observation of formative assessment being used in the classroom.	All teaching staff	The use of formative assessment during units of work, possible changes in planning and teaching strategies

PD to begin in term one – different types of literacy strategies to be trialled and used	Professional development around literacy strategies – examples of different strategies to use. Observations of strategies being used, advisors from the MoE mentoring and teaching teachers	All teaching staff	The use of literacy strategies during units of work, possible changes in planning and teaching strategies to address literacy needs and abilities
<p><b>Monitoring:</b> <i>How are we going – check student outcomes every term?</i>  <i>Where are the gaps? What needs to change if this is not working?</i></p>			
<p><b>Resourcing:</b> <i>How much money and time is needed? Who will help us?</i></p> <p>Professional development sessions  Literacy Advisors from MoE  Teacher inquiry into literacy strategies  Literacy resource books</p>			



## Annual School Improvement Plan – SUMMARY

**Improvement Plan - Domain: Learning**

<b>Strategic Goals:</b> We want to promote achievement through quality learning and by inspiring every individual to achieve their highest personal potential			
<b>Annual Goal:</b> NCEA level 1 and 2 external pass rates improved		<b>Annual Target: <i>Where do we want to be at the end of 2014?</i></b>  <b><i>The focus is on <u>student outcomes</u>.</i></b> NCEA level 1 and 2 external results in three curriculum areas have improved by 5%	
<b>Baseline data: <i>Where are we now? Summarise data – using a grid with key data can be powerful in that the reader is then in the position to judge the value of the target. This provides justification for what you are targeting.</i></b>			
<b>Key Improvement Strategies:</b> <i>What do we have to learn? What will we do? When? Who is responsible for ensuring this is done?</i>			
<b>When:</b>	<b>What: (examples) <i>Consider goal clarity and communication; strategic resourcing; PLD; routines that need changing; assessment practices</i></b>	<b>Who</b>	<b>Indicators of Progress</b> <i>What will we see?</i>
Prior to mid-year exams  End of year exams	Identify three key curriculum areas to focus on  What specific areas of external exams do the students find difficult? Analyse old exam papers / results  Apply strategies to improve those areas	Teachers	Pass rates improved
<b>Monitoring: <i>How are we going – check student outcomes every term?</i></b> <i>Where are the gaps? What needs to change if this is not working?</i>			
<b>Resourcing: <i>How much money and time is needed? Who will help us?</i></b> Department time allocated in three key areas			

## Annual School Improvement Plan – SUMMARY

<b>Improvement Plan - Domain: Learning</b>
<b>Strategic Goals:</b>

We want to promote achievement through quality learning and by inspiring every individual to achieve their highest personal potential

<p><b>Annual Goal:</b> M and E level 1 and 2 subject endorsements improved</p>	<p><b>Annual Target:</b> <i>Where do we want to be at the end of 2014?</i>  <i>The focus is on <u>student outcomes</u>.</i> M and E level 1 and 2 subject endorsements improved in three curriculum areas</p>
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**Baseline data:** *Where are we now? Summarise data – using a grid with key data can be powerful in that the reader is then in the position to judge the value of the target. This provides justification for what you are targeting.*

**Key Improvement Strategies:**  
*What do we have to learn? What will we do? When? Who is responsible for ensuring this is done?*

<b>When:</b>	<b>What: (examples)</b> <i>Consider goal clarity and communication; strategic resourcing; PLD; routines that need changing; assessment practices</i>	<b>Who</b>	<b>Indicators of Progress</b> <i>What will we see?</i>
<p>Prior to mid-year exams  End of year exams</p>	<p>Identify three key curriculum areas to focus on  What specific areas of external exams do the students find difficult? Analyse old exam papers / results – what can take them from an achieved to a merit or excellence?  Apply strategies to improve those areas</p>	<p>Teachers</p>	<p>Merit and excellence pass rates improved</p>

**Monitoring:** *How are we going – check student outcomes every term?*  
*Where are the gaps? What needs to change if this is not working?*

**Resourcing:** *How much money and time is needed? Who will help us?*  
Department time allocated in three key areas

## Annual School Improvement Plan – SUMMARY

**Improvement Plan - Domain: Learning**

**Strategic Goals:**

We want to promote achievement through quality learning and by inspiring every individual to achieve their highest personal potential			
<b>Annual Goal:</b> Overall NCEA pass rates improved at all levels		<b>Annual Target: <i>Where do we want to be at the end of 2014?</i></b> <i>The focus is on <u>student outcomes</u>.</i> NCEA pass rates at level 1 improve by at least 10%	
<b>Baseline data: <i>Where are we now? Summarise data – using a grid with key data can be powerful in that the reader is then in the position to judge the value of the target. This provides justification for what you are targeting.</i></b>			
<b>Key Improvement Strategies:</b> <i>What do we have to learn? What will we do? When? Who is responsible for ensuring this is done?</i>			
<b>When:</b>	<b>What: (examples) <i>Consider goal clarity and communication; strategic resourcing; PLD; routines that need changing; assessment practices</i></b>	<b>Who</b>	<b>Indicators of Progress</b> <i>What will we see?</i>
Ongoing	Identify students that are in the 'orange or red zones' – i.e. just under achieving and well under achieving. Look at why this is happening and focus on strategies to help them achieve. Monitor progress and counsel students.	Teachers and form teachers	Level one pass rates improved
<b>Monitoring: <i>How are we going – check student outcomes every term?</i></b> <i>Where are the gaps? What needs to change if this is not working?</i>			
<b>Resourcing: <i>How much money and time is needed? Who will help us?</i></b> Subject and form teachers to work together – conference students, find out what is stopping them from achieving			

## Annual School Improvement Plan – SUMMARY

<b>Improvement Plan - Domain: Learning</b>
<b>Strategic Goals:</b>

We want to promote achievement through quality learning and by inspiring every individual to achieve their highest personal potential

**Annual Goal:**

Year 8 PAT results improved

**Annual Target: *Where do we want to be at the end of 2014?***

*The focus is on student outcomes.*

PAT results improved by 10% in below average and 10% in average and 5% in above average

**Baseline data: *Where are we now? Summarise data – using a grid with key data can be powerful in that the reader is then in the position to judge the value of the target. This provides justification for what you are targeting.***

**Key Improvement Strategies:**

*What do we have to learn? What will we do? When? Who is responsible for ensuring this is done?*

<b>When:</b>	<b>What: (examples) <i>Consider goal clarity and communication; strategic resourcing; PLD; routines that need changing; assessment practices</i></b>	<b>Who</b>	<b>Indicators of Progress</b> <i>What will we see?</i>
Ongoing	<b>Weekly Newsletter</b> <ul style="list-style-type: none"> <li>• a regular story in the newsletter that has comprehension questions for students to answer</li> <li>• Information for parents about vocab, reading strategies, spelling etc. to help child</li> <li>• Words of the week – find the meaning, use in sentences and use around school on a daily basis</li> </ul>	Principal  Teachers  Students and parents	Parents and students reading and talking about literacy
Ongoing	<b>Homework</b> – base around numeracy and literacy	Teachers  Students and parents	Homework completed on a regular basis  Homework that is related to literacy and numeracy and that is also related to learning that is happening in class time (reinforcing the learnt concepts)
Ongoing	<b>Classroom environment</b> – Literacy signs in all classes, key words associated with subject, teacher modelling strategies,	Teachers	Teachers roving around the classroom giving feed-forward and continually formatively assessing the students



	no teacher sitting down at desk		
Ongoing	All teachers to contact parents / caregivers at beginning of year to discuss expectations, how to help etc.  Make contact throughout year at least one child per week to report on successes – teachers to document	Form teachers	Teachers having a clear and effective communication lines between school and home
Ongoing	After school reading and numeracy help – target the below average students (especially the stanine 3 students)	Teachers	Targeted students improving
Ongoing	Principal to allocate one hour per day to visit classrooms, take walkthroughs and give constructive feed-forward to teachers	Principal	Teachers using feed-forward to adapt and change their teaching styles, classes more vibrant and more learning taking place
Ongoing	Celebrate success – create a wall of success in the school to showcase students work, feature students in the weekly newsletter that have demonstrated success in their subject	Principal All staff	Student work celebrated
Twice a year	Open day for parents / parent teacher interview lead by the students – they share their successes	Teachers Students and parents	Communication between home and school improved
Ongoing	Learning Fair and literacy / numeracy weeks – one per term	Teachers Students	Literacy and Numeracy more focussed in the school – students an active role in their learning
<p><b>Monitoring: How are we going – check student outcomes every term?</b>  <b>Where are the gaps? What needs to change if this is not working?</b></p>			
<p><b>Resourcing: How much money and time is needed? Who will help us?</b>  Time for PD, literacy and numeracy fairs, parent teacher student interviews  Literacy and numeracy advisors from MoE</p>			



## Annual School Improvement Plan – SUMMARY

**Improvement Plan - Domain: Learning**

**Strategic Goals:**

We want to cater for the needs and abilities of all students and provide high quality teaching and learning across all areas

<b>Annual Goal:</b> Level 1 Horticulture course implemented Level 2 Business Administration and Computing course implemented		<b>Annual Target: <i>Where do we want to be at the end of 2014?</i></b>  <i>The focus is on <u>student outcomes</u>.</i> <ul style="list-style-type: none"> <li>• A horticulture course planned for and new course successful with pass rates of 75% or better</li> <li>• A BAC course established - new courses successful with pass rates of 75% or better</li> </ul>	
<b>Baseline data: <i>Where are we now? Summarise data – using a grid with key data can be powerful in that the reader is then in the position to judge the value of the target. This provides justification for what you are targeting.</i></b>			
<b>Key Improvement Strategies:</b> <i>What do we have to learn? What will we do? When? Who is responsible for ensuring this is done?</i>			
<b>When:</b>	<b>What: (examples) <i>Consider goal clarity and communication; strategic resourcing; PLD; routines that need changing; assessment practices</i></b>	<b>Who</b>	<b>Indicators of Progress</b> <i>What will we see?</i>
Beginning of term one	Plan for and purchase equipment for a horticulture course	Simon Bragger	A junior and level 1 course planned and resources purchased
Beginning of term one	Plan for and implement a level two Business Administration and Computing course	Tareta Tom / Principal	A course implemented, pass rates of 75% or more in the first year
<b>Monitoring: <i>How are we going – check student outcomes every term?</i></b> <i>Where are the gaps? What needs to change if this is not working?</i>			
<b>Resourcing: <i>How much money and time is needed? Who will help us?</i></b> Initial time to plan for courses Money for equipment (Horticulture)			

## Annual School Improvement Plan – SUMMARY

<b>Improvement Plan - Domain: Learning</b>
<b>Strategic Goals:</b> We want to cater for the needs and abilities of all students and provide high quality teaching and learning across all areas

<b>Annual Goal:</b> Environmental Education planned in science courses		<b>Annual Target: <i>Where do we want to be at the end of 2014?</i></b>  <i>The focus is on <u>student outcomes</u>.</i> Science programmes include environmental studies	
<b>Baseline data: <i>Where are we now? Summarise data – using a grid with key data can be powerful in that the reader is then in the position to judge the value of the target. This provides justification for what you are targeting.</i></b>			
<b>Key Improvement Strategies:</b> <i>What do we have to learn? What will we do? When? Who is responsible for ensuring this is done?</i>			
<b>When:</b>	<b>What: (examples) <i>Consider goal clarity and communication; strategic resourcing; PLD; routines that need changing; assessment practices</i></b>	<b>Who</b>	<b>Indicators of Progress</b> <i>What will we see?</i>
Beginning of year	Science teachers to plan for and teach environmental studies within the science curriculum	Science teachers	Environmental studies to be included in planning, students having a greater understanding of environmental issues. Studies leading onto recycling, reusing and renewing within the school and wider community. Lagoon awareness
<b>Monitoring: <i>How are we going – check student outcomes every term?</i></b> <i>Where are the gaps? What needs to change if this is not working?</i>			
<b>Resourcing: <i>How much money and time is needed? Who will help us?</i></b> Environmental experts Science advisors MoE			

## Annual School Improvement Plan – SUMMARY

<b>Improvement Plan - Domain: Learning</b>
<b>Strategic Goals:</b> We want to cater for the needs and abilities of all students and provide high quality teaching and learning across all areas

<b>Annual Goal:</b> Implementation of new option and streaming structure		<b>Annual Target: <i>Where do we want to be at the end of 2014?</i></b>  <i>The focus is on <u>student outcomes</u>.</i> New streaming system in place and positive feedback from staff	
<b>Baseline data: <i>Where are we now? Summarise data – using a grid with key data can be powerful in that the reader is then in the position to judge the value of the target. This provides justification for what you are targeting.</i></b>			
<b>Key Improvement Strategies:</b> <i>What do we have to learn? What will we do? When? Who is responsible for ensuring this is done?</i>			
<b>When:</b>	<b>What: (examples) <i>Consider goal clarity and communication; strategic resourcing; PLD; routines that need changing; assessment practices</i></b>	<b>Who</b>	<b>Indicators of Progress</b> <i>What will we see?</i>
Beginning of year	Students placed in classes according to their abilities (in the core subjects)	SMT  Teachers	Abilities being catered for, teachers identifying strategies to use depending on ability level  Initial, mid-year and end of year survey to determine effects and analyse results
<b>Monitoring: <i>How are we going – check student outcomes every term?</i></b> <i>Where are the gaps? What needs to change if this is not working?</i>			
<b>Resourcing: <i>How much money and time is needed? Who will help us?</i></b>			

## Annual School Improvement Plan – SUMMARY

<b>Improvement Plan - Domain: Learning</b>
<b>Strategic Goals:</b> We want to develop staff so that they commit to professional excellence by reflecting and focusing on the development of skills to prepare students for a

life of learning and change			
<b>Annual Goal:</b> Teachers to participate in professional development throughout the school year		<b>Annual Target: <i>Where do we want to be at the end of 2014?</i></b> <i>The focus is on <b>student outcomes</b>.</i> Teachers gather data about their class and their students and they need to develop programmes to address the various needs of the students in their classrooms. This requires them to ask questions on a regular basis about their practice. Is what I am doing working? If not what can I do about it? If it is, how might I further develop my teaching approach in the future?	
<b>Baseline data: <i>Where are we now? Summarise data – using a grid with key data can be powerful in that the reader is then in the position to judge the value of the target. This provides justification for what you are targeting.</i></b>			
<b>Key Improvement Strategies:</b> <i>What do we have to learn? What will we do? When? Who is responsible for ensuring this is done?</i>			
<b>When:</b>	<b>What: (examples) <i>Consider goal clarity and communication; strategic resourcing; PLD; routines that need changing; assessment practices</i></b>	<b>Who</b>	<b>Indicators of Progress</b> <i>What will we see?</i>
Ongoing	Participate in Professional Learning Development. Contribute to sessions and use the strategies and ideas learnt in the PLD. Teachers inquiring into their students and their strategies currently using.	All staff	Staff experimenting with new ideas and strategies, improved results, collaboration and a vibrant atmosphere in the classrooms
<b>Monitoring: <i>How are we going – check student outcomes every term?</i></b> <i>Where are the gaps? What needs to change if this is not working?</i>			
<b>Resourcing: <i>How much money and time is needed? Who will help us?</i></b>			

## Annual School Improvement Plan – SUMMARY

<b>Improvement Plan - Domain: Learning</b>
<b>Strategic Goals:</b> We want our students to strive to do their best and relish the opportunities they are offered. They will be enterprising, confident, compassionate young

people who have a strong sense of pride and commitment and care for their surrounding environment			
<b>Annual Goal:</b> Provide afterschool training and development opportunities for parents, members of the community and students		<b>Annual Target: <i>Where do we want to be at the end of 2014?</i></b> <i>The focus is on <u>student outcomes</u>.</i> Introduce night classes on a weekly basis:	
<b>Baseline data:</b> <i>Where are we now? Summarise data – using a grid with key data can be powerful in that the reader is then in the position to judge the value of the target. This provides justification for what you are targeting.</i>			
<b>Key Improvement Strategies:</b> <i>What do we have to learn? What will we do? When? Who is responsible for ensuring this is done?</i>			
<b>When:</b>	<b>What: (examples)</b> <i>Consider goal clarity and communication; strategic resourcing; PLD; routines that need changing; assessment practices</i>	<b>Who</b>	<b>Indicators of Progress</b> <i>What will we see?</i>
Ongoing to begin in term 2	Identify peoples strength's and work with the community to establish community classes  Survey community to find out needs and wants	Teachers  SMT  Community	Community involvement in learning
<b>Monitoring:</b> <i>How are we going – check student outcomes every term?</i> <i>Where are the gaps? What needs to change if this is not working?</i>			
<b>Resourcing:</b> <i>How much money and time is needed? Who will help us?</i> Island Council PTA			

## Annual School Improvement Plan – SUMMARY

<b>Improvement Plan - Domain: Assessment</b>
<b>Strategic Goals:</b>

We want to promote achievement through quality learning and by inspiring every individual to achieve their highest personal potential

**Annual Goal:**

Aggregated assessment data analysed by year group and class, and used to guide teaching practice

**Annual Target: *Where do we want to be at the end of 2014?***

*The focus is on student outcomes.*

Procedures are in place to ensure that best practise assessment systems are followed

- Benchmark data such as (NAME) or literacy/numeracy information (or other) is collected prior to teaching (year group and class).
- Classroom teaching shows evidence that data has been analysed understood

Evidence of the above is provided in department reports and confirmed through the PDS process

All departments provide principal with internal moderation plans for classes by end of term 1

**Baseline data: *Where are we now? Summarise data – using a grid with key data can be powerful in that the reader is then in the position to judge the value of the target. This provides justification for what you are targeting.***

**Key Improvement Strategies:**

*What do we have to learn? What will we do? When? Who is responsible for ensuring this is done?*

<b>When:</b>	<b>What: (examples) <i>Consider goal clarity and communication; strategic resourcing; PLD; routines that need changing; assessment practices</i></b>	<b>Who</b>	<b>Indicators of Progress</b> <i>What will we see?</i>
Beginning of year	Establish best practice assessment systems – what is currently happening, write new procedures to follow for both junior and senior	Principal and Deputy Principal	Procedures being followed
Beginning of year	Data is collected at beginning of the year and is analysed and then used to Inform teaching practices. PLD on data analysis and use of to inform practices.	SMT  Teachers	Data analysed and used

**Monitoring: *How are we going – check student outcomes every term?***



*Where are the gaps? What needs to change if this is not working?*

**Resourcing:** *How much money and time is needed? Who will help us?*

Department time



## Annual School Improvement Plan – SUMMARY

**Improvement Plan - Domain: Assessment**

**Strategic Goals:**

We want to promote achievement through quality learning and by inspiring every individual to achieve their highest personal potential

<b>Annual Goal:</b> Feed forward and formative assessment used to improve teaching practice		<b>Annual Target: <i>Where do we want to be at the end of 2014?</i></b> <i>The focus is on <b>student outcomes</b>.</i> Formative assessment is a demonstrable part of teaching practice as measured by classroom observations through the PDS cycle and walkthroughs  A team of observers will be used drawn from SMT and classroom observations will be carried out	
<b>Baseline data: <i>Where are we now? Summarise data – using a grid with key data can be powerful in that the reader is then in the position to judge the value of the target. This provides justification for what you are targeting.</i></b>			
<b>Key Improvement Strategies:</b> <i>What do we have to learn? What will we do? When? Who is responsible for ensuring this is done?</i>			
<b>When:</b>	<b>What: (examples) <i>Consider goal clarity and communication; strategic resourcing; PLD; routines that need changing; assessment practices</i></b>	<b>Who</b>	<b>Indicators of Progress</b> <i>What will we see?</i>
PD to begin in term one – use of formative assessment ongoing	Professional development around the use of formative assessment – what is FA? What types of formative assessment can be used in the classroom and how to analyse the assessment results and then use the results for further planning. The observation of formative assessment being used in the classroom.	All teaching staff	The use of formative assessment during units of work, possible changes in planning and teaching strategies
<b>Monitoring: <i>How are we going – check student outcomes every term?</i></b> <i>Where are the gaps? What needs to change if this is not working?</i>			
<b>Resourcing: <i>How much money and time is needed? Who will help us?</i></b>			



## Annual School Improvement Plan – SUMMARY

**Improvement Plan - Domain: Pastoral**

**Strategic Goals:**

We want our students to strive to do their best and relish the opportunities they are offered. They will be enterprising, confident, compassionate young people who have a strong sense of pride and commitment and care for their surrounding environment

<p><b>Annual Goal:</b> Form / House system established with form groups of no more than 15-17 students each with the prime purpose of providing both academic and pastoral support monitoring and motivation</p>	<p><b>Annual Target: <i>Where do we want to be at the end of 2014?</i></b> <i>The focus is on <u>student outcomes</u>.</i> New structure operating by end of week 1 2014 All students allocated to house group by end of week 6 Home contact by form teachers made for all students by end of week 6 All students have SMART goals end of term 1 , with action plans Peer support programme operates throughout term 1 and receives positive evaluations from students</p> <p>Staff and students evaluations of the house system at the end of year are positive with at least 75% students/parental and 85% staff satisfaction.</p> <ul style="list-style-type: none"> <li>• Has student engagement improved?</li> <li>• Has student achievement improved?</li> <li>• Have attendance rates improved?</li> <li>• Has discipline/ conduct improved?</li> </ul>
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**Baseline data:** *Where are we now? Summarise data – using a grid with key data can be powerful in that the reader is then in the position to judge the value of the target. This provides justification for what you are targeting.*

**Key Improvement Strategies:**  
*What do we have to learn? What will we do? When? Who is responsible for ensuring this is done?*

<b>When:</b>	<b>What: (examples) <i>Consider goal clarity and communication; strategic resourcing; PLD; routines that need changing; assessment practices</i></b>	<b>Who</b>	<b>Indicators of Progress</b> <i>What will we see?</i>
Teacher only day, term one	Form teachers aware of new system  Help students to set goals  Conference students throughout year  Track students results  Identify at risk students and work with subject teachers to improve results  Ensure pathways are realistic	All staff	Communication improved between school and home  Students being tracked and counselled  Students having goals in place for each term  Improved results  Student engagement and attendance rates improved  Discipline/ conduct improved

**Monitoring:** *How are we going – check student outcomes every term?*

*Where are the gaps? What needs to change if this is not working?*

**Resourcing:** *How much money and time is needed? Who will help us?*

## Annual School Improvement Plan – SUMMARY

**Improvement Plan - Domain: Pastoral**

**Strategic Goals:**

We want our students to strive to do their best and relish the opportunities they are offered. They will be enterprising, confident, compassionate young people who have a strong sense of pride and commitment and care for their surrounding environment

**Annual Goal:**

Student leadership built around house

**Annual Target:** *Where do we want to be at the end of 2014?*

*The focus is on student outcomes.*

structure with House leaders and councils established	ALL Student leaders actively involved in house activities as measures by HoH Student leaders complete a leadership training course
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**Baseline data:** *Where are we now? Summarise data – using a grid with key data can be powerful in that the reader is then in the position to judge the value of the target. This provides justification for what you are targeting.*

**Key Improvement Strategies:**  
*What do we have to learn? What will we do? When? Who is responsible for ensuring this is done?*

<b>When:</b>	<b>What: (examples)</b> <i>Consider goal clarity and communication; strategic resourcing; PLD; routines that need changing; assessment practices</i>	<b>Who</b>	<b>Indicators of Progress</b> <i>What will we see?</i>
Term one and ongoing	Student leaders are identified  Student leaders receive ongoing training by guidance counsellor  Student leaders and Head of House / principal meet at least every fortnight – students to take on challenges – within the school and community	Teachers  SMT  Principal  Guidance counsellor	A student body that demonstrates leadership, are role models to the school and take responsibility for certain events

**Monitoring:** *How are we going – check student outcomes every term?*

*Where are the gaps? What needs to change if this is not working?*

**Resourcing:** *How much money and time is needed? Who will help us?*

## Annual School Improvement Plan – SUMMARY

<b>Improvement Plan - Domain: Pastoral</b>	
<b>Strategic Goals:</b> We want our students to strive to do their best and relish the opportunities they are offered. They will be enterprising, confident, compassionate young people who have a strong sense of pride and commitment and care for their surrounding environment	
<b>Annual Goal:</b> Academic council established for curriculum and assessment to provide student voice on teaching, curriculum and assessment in the college	<b>Annual Target:</b> <i>Where do we want to be at the end of 2014?</i> <i>The focus is on <u>student outcomes</u>.</i> Academic councils operate by end of term 2 and Student views on

		motivation, quality of teaching, subjects offered and timetabling issues is gathered, documented , and acted on where appropriate	
<b>Baseline data:</b> <i>Where are we now? Summarise data – using a grid with key data can be powerful in that the reader is then in the position to judge the value of the target. This provides justification for what you are targeting.</i>			
<b>Key Improvement Strategies:</b> <i>What do we have to learn? What will we do? When? Who is responsible for ensuring this is done?</i>			
<b>When:</b>	<b>What: (examples)</b> <i>Consider goal clarity and communication; strategic resourcing; PLD; routines that need changing; assessment practices</i>	<b>Who</b>	<b>Indicators of Progress</b> <i>What will we see?</i>
Begin term 2	Identify a group of students that would be suitable for an academic council	Principal and Deputy Principal	A student body that has a voice on academic issues
<b>Monitoring:</b> <i>How are we going – check student outcomes every term?</i> <i>Where are the gaps? What needs to change if this is not working?</i>			
<b>Resourcing:</b> <i>How much money and time is needed? Who will help us?</i>			

## Annual School Improvement Plan – SUMMARY

<b>Improvement Plan - Domain: Pastoral</b>	
<b>Strategic Goals:</b> We want our students to strive to do their best and relish the opportunities they are offered. They will be enterprising, confident, compassionate young people who have a strong sense of pride and commitment and care for their surrounding environment	
<b>Annual Goal:</b> Attendance rates are monitored and improved	<b>Annual Target:</b> <i>Where do we want to be at the end of 2014?</i> <i>The focus is on <u>student outcomes</u>.</i> Daily attendance rate is maintained at or above 95%.

	Daily lateness rate is kept below 5%. School leavers are tracked and counselling is given prior to leaving
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**Baseline data:** *Where are we now? Summarise data – using a grid with key data can be powerful in that the reader is then in the position to judge the value of the target. This provides justification for what you are targeting.*

**Key Improvement Strategies:**  
*What do we have to learn? What will we do? When? Who is responsible for ensuring this is done?*

<b>When:</b>	<b>What: (examples) Consider goal clarity and communication; strategic resourcing; PLD; routines that need changing; assessment practices</b>	<b>Who</b>	<b>Indicators of Progress</b> <i>What will we see?</i>
Ongoing	Teachers to enter attendance on a regular basis using KAMAR.  Office staff to keep SMT updated with teachers that are not entering attendance  Parents / Caregivers informed when students are absent, students followed up when absent or late	Teachers  SMT  Office Staff	Attendance improved and tracked

**Monitoring:** *How are we going – check student outcomes every term?*  
*Where are the gaps? What needs to change if this is not working?*

**Resourcing:** *How much money and time is needed? Who will help us?*

## Annual School Improvement Plan – SUMMARY

**Improvement Plan - Domain: Pastoral**

**Strategic Goals:**  
We want our students to strive to do their best and relish the opportunities they are offered. They will be enterprising, confident, compassionate young people who have a strong sense of pride and commitment and care for their surrounding environment

<b>Annual Goal:</b> Create a visually appealing environment	<b>Annual Target: <i>Where do we want to be at the end of 2014?</i></b> <i>The focus is on <u>student outcomes</u>.</i> A school environment that is visually pleasing for both students and
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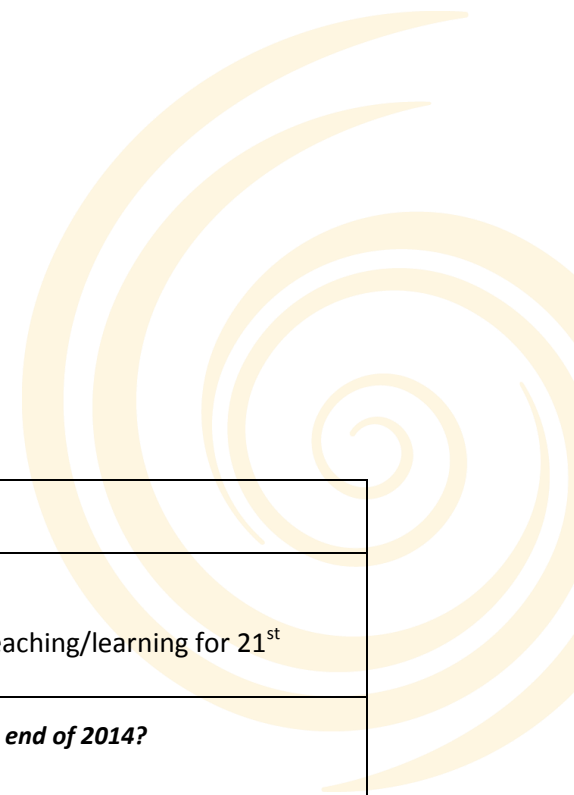


			teachers
<b>Baseline data:</b> <i>Where are we now? Summarise data – using a grid with key data can be powerful in that the reader is then in the position to judge the value of the target. This provides justification for what you are targeting.</i>			
<b>Key Improvement Strategies:</b> <i>What do we have to learn? What will we do? When? Who is responsible for ensuring this is done?</i>			
<b>When:</b>	<b>What: (examples)</b> <i>Consider goal clarity and communication; strategic resourcing; PLD; routines that need changing; assessment practices</i>	<b>Who</b>	<b>Indicators of Progress</b> <i>What will we see?</i>
Beginning of the year	Remove sea containers from entrance way and clean up area	Groundsman	A clean and tidy entrance way
Beginning of the year	Purchase BBQ tables	SMT	Tables for student use
<b>Monitoring:</b> <i>How are we going – check student outcomes every term?</i> <i>Where are the gaps? What needs to change if this is not working?</i>			
<b>Resourcing:</b> <i>How much money and time is needed? Who will help us?</i>			

## Annual School Improvement Plan – SUMMARY

<b>Improvement Plan - Domain: ICT</b>	
<b>Strategic Goals:</b> We want to provide the resourcing and infrastructure needed to develop ICT in the college to improve administration and teaching/learning for 21 <sup>st</sup> century learners	
<b>Annual Goal:</b> Establish a research room	<b>Annual Target:</b> <i>Where do we want to be at the end of 2014?</i> <i>The focus is on <u>student outcomes</u>.</i> Research room established with computers that have internet access

		At least 50% usage rates All relevant staff involved exposed to at least two days PD about integrating ICT and learning Minimal technical difficulties Wifi working in all areas of the college	
<b>Baseline data:</b> <i>Where are we now? Summarise data – using a grid with key data can be powerful in that the reader is then in the position to judge the value of the target. This provides justification for what you are targeting.</i>			
<b>Key Improvement Strategies:</b> <i>What do we have to learn? What will we do? When? Who is responsible for ensuring this is done?</i>			
<b>When:</b>	<b>What: (examples)</b> <i>Consider goal clarity and communication; strategic resourcing; PLD; routines that need changing; assessment practices</i>	<b>Who</b>	<b>Indicators of Progress</b> <i>What will we see?</i>
Beginning of term	Second computer room tidied up and networked	SMT  MoE ICT Technicians	A research room with internet access
Term one PLD	Staff to have training on the use of the internet for research purposes and basic computer use for planning and assessment recording	All staff	Staff confident in using the internet for research and for general computer use
<b>Monitoring:</b> <i>How are we going – check student outcomes every term?</i> <i>Where are the gaps? What needs to change if this is not working?</i>			
<b>Resourcing:</b> <i>How much money and time is needed? Who will help us?</i> MoE ICT Technicians Principal and ICT teacher			



## Annual School Improvement Plan – SUMMARY

<b>Improvement Plan - Domain: ICT</b>	
<b>Strategic Goals:</b> We want to provide the resourcing and infrastructure needed to develop ICT in the college to improve administration and teaching/learning for 21 <sup>st</sup> century learners	
<b>Annual Goal:</b> Establish the SMS Kamar in the college	<b>Annual Target: <i>Where do we want to be at the end of 2014?</i></b> <i>The focus is on <u>student outcomes</u>.</i> All teachers actively using Kamar to:

		<ul style="list-style-type: none"> <li>• Fill out attendance</li> <li>• Create pastoral notes</li> <li>• Enter results in markbook</li> </ul>	
		View and use student results data to inform teaching practises	
<b>Baseline data:</b> <i>Where are we now? Summarise data – using a grid with key data can be powerful in that the reader is then in the position to judge the value of the target. This provides justification for what you are targeting.</i>			
<b>Key Improvement Strategies:</b>			
<i>What do we have to learn? What will we do? When? Who is responsible for ensuring this is done?</i>			
<b>When:</b>	<b>What: (examples)</b> <i>Consider goal clarity and communication; strategic resourcing; PLD; routines that need changing; assessment practices</i>	<b>Who</b>	<b>Indicators of Progress</b> <i>What will we see?</i>
Term one and ongoing	Training in the use of KAMAR  Develop KAMAR help book	Principal	All staff using KAMAR
<b>Monitoring:</b> <i>How are we going – check student outcomes every term?</i>			
<i>Where are the gaps? What needs to change if this is not working?</i>			
<b>Resourcing:</b> <i>How much money and time is needed? Who will help us?</i>			

## Annual School Improvement Plan – SUMMARY

<b>Improvement Plan - Domain: Review</b>	
<b>Strategic Goals:</b> We want to cater for the needs and abilities of all students and provide high quality teaching and learning across all areas	
<b>Annual Goal:</b> Review all curriculum areas	<b>Annual Target:</b> <i>Where do we want to be at the end of 2014?</i> <i>The focus is on <u>student outcomes</u>.</i>  All curriculum areas reviewed, feed forward and recommendations given and changes in place

**Baseline data:** *Where are we now? Summarise data – using a grid with key data can be powerful in that the reader is then in the position to judge the value of the target. This provides justification for what you are targeting.*

**Key Improvement Strategies:**

*What do we have to learn? What will we do? When? Who is responsible for ensuring this is done?*

<b>When:</b>	<b>What: (examples)</b> <i>Consider goal clarity and communication; strategic resourcing; PLD; routines that need changing; assessment practices</i>	<b>Who</b>	<b>Indicators of Progress</b> <i>What will we see?</i>
Ongoing to begin in term one	Curriculum and Assessment Committee to review all curriculum areas and report back to each area. Report to include <b>Planning:</b> Learning Intentions Links to curriculum Flow of lessons Assessment opportunities and use of NAME Results <b>Course outline</b>	Curriculum and Assessment Committee	Curriculum areas updated

**Monitoring:** *How are we going – check student outcomes every term?*

*Where are the gaps? What needs to change if this is not working?*

**Resourcing:** *How much money and time is needed? Who will help us?*

**Improvement Plan for a Learning Area/Department**

**School Strategic Learning Goal:**

**School Annual Learning Target:** *Where do we want to be at the end of 2014?*

**Baseline data:**

*What data is relevant to our Dept. that will contribute to the school raising achievement?*

**Target:** *What measureable outcome does this Dept. want to achieve at the end of 2014?*

**Key Improvement Strategies**

Domain	Strategic Goal	Target	Short Report

*What do we have to learn? What will we do? When? Who is responsible? Consider goal clarity and communication; strategic resourcing; PLD; routines that need*

*changing*

<b>When</b>	<b>What</b>	<b>Who</b>	<b>Indicators of Progress</b> <i>What will we see? When?</i>

**Monitoring:** *How are we going? Where are the gaps? What needs to change?*

**Resourcing:** *How much money and time is needed? Who will help us?*

