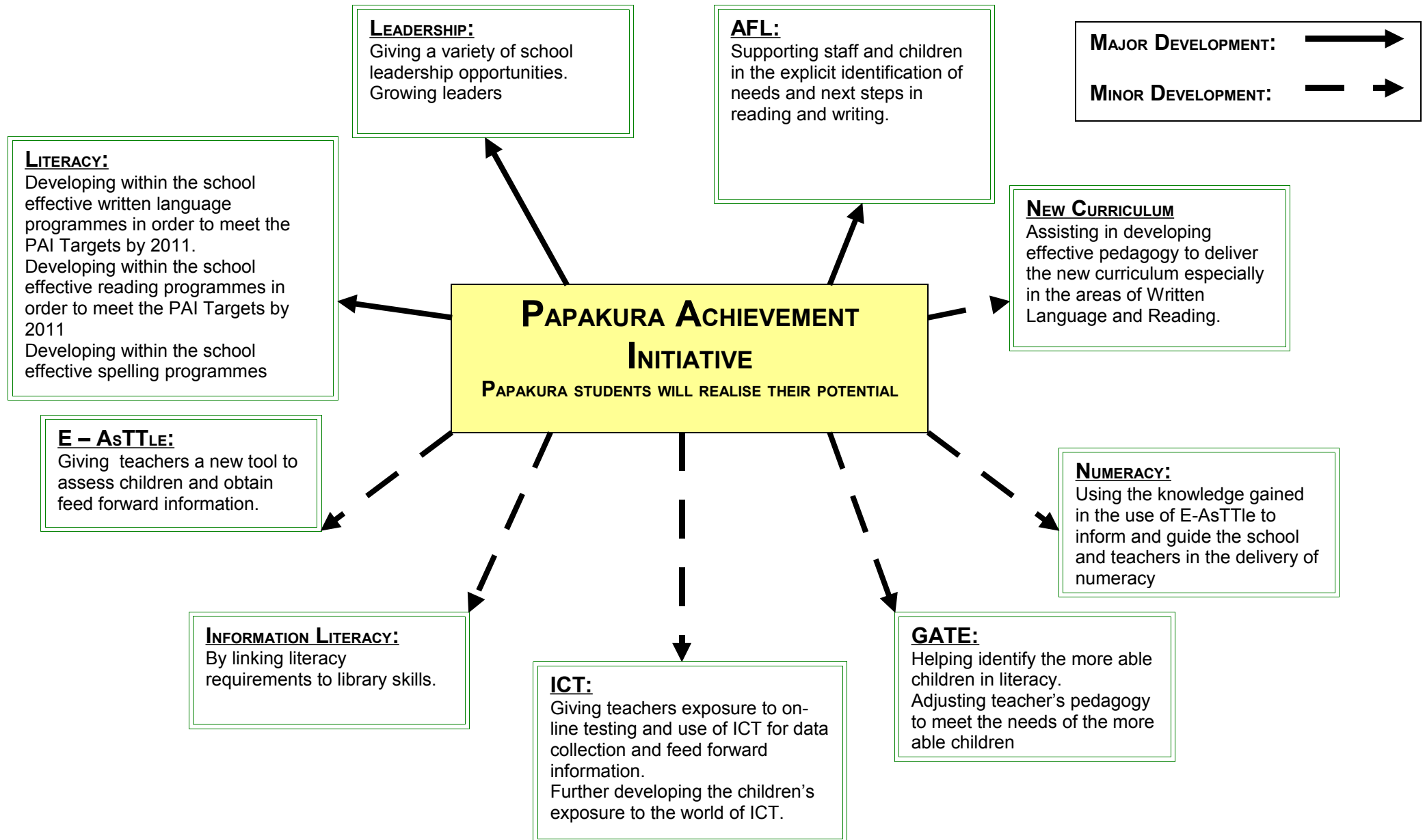


**COSGROVE SCHOOL**  
**STRATEGIC PLAN**  
**2009 - 2011**

**MAJOR STRATEGIC  
DEVELOPMENTS  
2009-11**

# THE PAKURA ACHIEVEMENT INITIATIVE WILL ASSIST COSGROVE SCHOOL WITH ITS STRATEGIC DEVELOPMENT FROM 2009 -2011 BY:



## PAI DEVELOPMENT

### WHERE WE HAVE COME FROM

**2006 – 2007** Papakura Achievement Initiative introduced and an application prepared for initial funding. Evaluation Associates contracted to collect and collate data on reading and written language.

**2007** – Collected data analysed and preparation of an application to the Ministry of Education to develop reading and written language. A subcommittee formed to drive the application process.

**2008** – Application process completed along with desired goals and objectives, presented to the Ministry of Education. Funding obtained for the next three years. Providers tendered for and appointed.

The four main objectives that the PAI has are as follows:

1. To improve student learning outcomes in written language within the school and the cluster.
2. To improve student learning outcomes in reading comprehension within the school and the cluster.
3. To build leadership capacity in order to sustain and maintain change.
4. To build strong community partnerships.

## 1.1 PAI – LITERACY DEVELOPMENT

### WHERE WE HAVE COME FROM WITH DEVELOPING LITERACY

**READING:** Within the last four years a literacy reading folder has been developed to support teachers and provide direction in the delivery of reading. This folder has received positive feedback from teachers and will continued to be developed in the light of the new curriculum. A successful reading intervention programme runs throughout the school to support those children whose reading is below the established levels of attainment. Beginning teachers and teachers new to the school are also supported within this programme where necessary.

**WRITING:** In 2004 written language was chosen context for the development of AFL practice in the school. Despite this emphasis written language targets were not met. In 2008 work was begun to improve content knowledge within the context of specific genre. An overview of their deliberate teaching at respective levels was established. A writing exemplar folder used for the school wide collection of data was created with examples of children's work from across the school at specific levels using recounts as the preferred text form. A forum was held to establish good practice in the delivery of writing within the Junior, Middle and Senior Teams. This will need another forum and the development of guidelines for the teacher. (2009) 2008, saw for the first time in a number of years written language levels of achievement being met.

<u>STRATEGIC GOAL</u>	<u>STRATEGIC GOAL DEVELOPMENT</u>	<u>YEAR</u>	<u>EXPECTED OUTCOMES</u>
<p><u>NAG ONE</u></p> <p><b>1.1. Literacy: Cosgrove students will be confident and effective readers and writers.</b></p>	<p>1.1.1 Evidence is gathered to provide direction for reading and writing programmes and professional development. (NAG 1, 2)</p>	<p>2009 - 12</p>	<p>1.1.1. Student achievement data is used to inform decisions on content and the nature of reading and writing instruction.( AsTTLE, STAR,SEA, Formative assessment procedures including self and peer assessment – student voice)</p>
	<p>1.1.2 Based on evidence of teachers and students needs, professional development is undertaken to improve teaching practices and pedagogical content knowledge (NAG 3)</p>	<p>2009 - 12</p>	<p>1.1.1.Teachers observations inform direction and goal setting.</p>
	<p>1.1.3 Best practice is embedded into reading and writing programmes.</p>	<p>2009 – 12</p>	<p>1.1.2.Teachers reflect on their own learning needs and those of students when inquiring into the effectiveness of their pedagogical content knowledge.</p>
	<p>1.1.4 Sustainable whole school approach to the teaching and learning of reading and writing is developed.</p>	<p>2009 – 12</p>	<p>1.1.3. Teaching of writing and reading comprehension will reflect best practice and research for raising student achievement.</p>
	<p>1.1.5 Effectiveness of staff development and classroom teaching is monitored. (NAG 2, 3)</p>	<p>2009 – 12</p>	<p>1.1.4. Leadership, teaching guidelines ( including induction programmes) and resources support best practice.</p> <p>1.1.5. BI - annual review of the effectiveness of staff development</p>

## PAI – SUSTAINABILITY THROUGH EFFECTIVE LEADERSHIP

### WHERE WE HAVE COME FROM WITH DEVELOPING EFFECTIVE LEADERSHIP

2006 saw a change in school leadership. With that change a number of staff including some of the leadership team left.  
 From 2007-8 a strong and experienced leadership team was established.  
 2009 the move is to develop high quality leaders that will impact teaching and learning within the school or in other educational contexts

<u>STRATEGIC GOAL</u>	<u>STRATEGIC GOAL DEVELOPMENT</u>	<u>YEAR</u>	<u>EXPECTED OUTCOMES</u>
<p><u>NAG THREE</u></p> <p><b>3.1 To build effective leadership capacity within the school in order to effectively lead and promote a high standard of teaching and learning.</b></p>	<p>3.1.1 To establish and provide mentoring/ coaching programme, along with possible pathways for aspiring leaders.</p>	<p>2009-10</p>	<p>3.1.1a Have identified aspiring leaders, ascertained what their long term plans are with regard to leadership along with possible opportunities that are available.</p>
	<p>3.1.2 To provide leadership development opportunities in order to ensure sustainable management of curriculum development, teaching and learning and/or initiatives.</p>	<p>ON-GOING</p>	<p>3.1.1b Investigated schools (if any) that have active and effective mentoring/ coaching programmes.</p> <p>3.1.1c Have a mentoring/ coaching programme that develops school leaders</p>
	<p>3.1.3 Continue developing the school leadership philosophy towards a state of trust. (Subsidiarity)</p>	<p>ON-GOING</p>	<p>3.1.2a Given leadership opportunities to appropriate staff to ensure the sustainability and development of the curriculum, teaching and learning and/or initiatives.</p> <p>3.1.3a Responsibilities spread across the staff with little interference as to how the responsibilities are carried out unless needed.</p>

## PAI – STRENGTHENING SCHOOL/COMMUNITY PARTNERSHIPS

### WHERE WE HAVE COME FROM WITH DEVELOPING SCHOOL/COMMUNITY PARTNERSHIPS

Over the past number of years the school has experienced a change in its ethnic make up. This has created some challenges in being able to have an effective partnership with all our community. The school has several methods of communicating; the school newsletters, syndicate newsletters, three way interviews, achievement reports, portfolios, parent workshops, community surveys, PTA and BOT. All these are effective to varying degrees. Consultation with regard to our Pasifika and Maori community in 2007 was poor with meetings organised for both these groups only being attended by two members.

**2008** In this year, with the introduction of the new curriculum a major push was held to consult with our community. Our community consultation day had 80 community members attend. The survey that went out had a 35% return.

<u>STRATEGIC GOAL</u>	<u>STRATEGIC GOAL DEVELOPMENT</u>	<u>YEAR</u>	<u>EXPECTED OUTCOMES</u>
<p><u>NAG TWO</u></p> <p><b>2.1 To build strong home/school partnerships that strengthens teaching and learning.</b></p>	<p>2.1.1 To explore and trial ways to further engage our parents in the education of their children with an emphasis on our Maori and Pasifika community.</p> <p>2.1.2 Provide a range of formal and informal opportunities for school and community to interact, maintain clear communication and provide parent education sessions to promote teaching and learning both at home and school through; Three way interviews, reporting evenings meet the teacher, reports, PTA, BOT, Open Days, the school newsletters, Syndicate newsletters, Portfolios, Website, surveys, Hui, Fono</p>	<p>2009-2011</p> <p>ON-GOING</p>	<p>2.1.1a Have looked at the ways other schools engage their community.</p> <p>2.1.1b Have selected one or two that we think might work and developed and trialed it.</p> <p>2.1.1c Have adopted the most successful method for continued development or refinement.</p> <p>2.1.2a Have continued with the usual reporting, consultation, interaction with our community.</p>

## ASSESSMENT FOR LEARNING

### WHERE WE HAVE COME FROM WITH DEVELOPING ASSESSMENT FOR LEARNING

**2006** Aspects of AFL embedded in documentation and the delivery of the curriculum.

**2007 ACTUAL OUTCOMES** New teachers were given professional development in AFL at the start of the year and a group attended workshops during the year.

**2008 ACTUAL OUTCOMES** Within the context of reading – Induction of three lead teachers with a further three joining them in the latter part of the year. Staff informed of new direction in modelling and the clarity of what is to be learnt. Lead teachers began development of guidelines for effective formative practice in critical literacy.

<u>STRATEGIC GOAL</u>	<u>STRATEGIC GOAL DEVELOPMENT</u>	<u>YEAR</u>	<u>EXPECTED OUTCOMES</u>
<u>NAG ONE</u>  <b>1.2 Assessment: AFL supports the effective delivery of classroom teaching</b>	1.2.1. Teachers develop effective formative assessment practice.	2009-10	1.2.1 Effective formative practice informs teaching and learning within the school.
	1.2.2. Clear and sustainable guidelines are developed to assist all staff (NAG 1)	2010	1.2.2 Guidelines available for staff to refer to when needed.
	1.2.3. Staff given opportunity to further their skills in AFL as required. (NAG 3)	2009-12	1.2.3 A sustainable model of development supports new and developing teachers.

**MINOR STRATEGIC  
DEVELOPMENTS  
2009-11**

## NUMERACY

### WHERE WE HAVE COME FROM

**2002** the numeracy project was introduced into the school. That year staff teaching Yr 1-3 children were trained, in the following year staff teaching Yr 4-6 children went through the training.

On-going support is given to teachers and teacher aides each year to help to ensure effective delivery of numeracy.

**2004** a knowledge homework programme was introduced to give structure to the numeracy programme and teacher aids trained to take some of the programme to support the teachers.

**2006** a pilot programme was introduced to help parents with teaching maths games.

**2007** saw the emphasis move away from using teachers aides in the supporting of teaching of knowledge and were used in different curriculum areas.

**2007** the numeracy curriculum has been supported by an implementation folder for all teachers.

Over this period we have seen school assessment data achieve most of the school bench marks.

**2008** We have seen only half the bench marks being achieved. Those not being achieved are coming from the Junior School.

<u>STRATEGIC GOAL</u>	<u>STRATEGIC GOAL DEVELOPMENT</u>	<u>YEAR</u>	<u>EXPECTED OUTCOMES</u>
<p><b>1.3 Numeracy: Children will be engaged in a range of meaningful context in knowing, doing, and thinking mathematically and statistically.</b></p>	<p><b>1.3.1 School targets revised and set each year. (NAG 1,2)</b></p>	<p>On-going</p>	<p><b>1.3.1. The Targets are being meet, analysed and reported to the BOT and community.</b></p>
	<p><b>1.3.2 Staff development in effective delivery of knowledge. (NAG 3)</b></p>	<p>2009</p>	<p><b>1.3.2. Effective delivery of knowledge teaching being seen through teacher observations and target outcomes</b></p>
	<p><b>1.3.3 Staff development in the effective delivery of fractions. (NAG 3)</b></p>	<p>2009</p>	<p><b>1.3.3. Effective delivery of fraction teaching being seen through teacher observations and target outcomes.</b></p>
	<p><b>1.3.4 Implementation of and monitoring of effective numeracy programmes, guidelines, resources, and assessment methods, throughout the whole school. (NAG 1)</b></p>	<p>2009-11</p>	<p><b>1.3.4. Implementation of and effective guidelines and programmes monitored and adjusted where needed.</b></p>

## NEW CURRICULUM

### WHERE WE HAVE COME FROM WITH DEVELOPING THE NEW CURRICULUM

Prior to 2008 the school had one Teacher Only Day on the revised NZC. This looked at the content and the Key Competencies. Due to high staff turnover not much was done, other than using the document for planning purposes, until 2008.

**2008:** With stability of staffing and the revised NZC being ratified, work was undertaken to have it as part of Cosgrove School. Staff meetings were taken and surveys distributed to our community, staff and children. This was followed by a further staff meeting and a Hui where the results of the surveys were presented. Clearly the community were happy with our mission and values statements which have been retained. The core values remain in the school but adjustment is occurring regarding how they are delivered.

<u>STRATEGIC GOAL</u>	<u>STRATEGIC GOAL DEVELOPMENT</u>	<u>YEAR</u>	<u>EXPECTED OUTCOMES</u>
<p><b>2.2 To embed the new Zealand within teaching and learning at Cosgrove School</b></p>	<p>2.2.1 To continue refining pedagogy within the school so it supports the new curriculum using research associated with bet practice.</p> <p>2.2.2 Embed the use of Key Competencies within teaching and learning.</p> <p>2.2.3 To establish and implement a review process which enables the essential learning areas of the NZC to be reflected in the school curriculum.</p>	<p>ON- GOING</p> <p>2009- 10</p> <p>2009- 11</p>	<p>2.2.1a Pedagogy within the school changes to meet the needs of our students and consistent with research findings.</p> <p>2.2.2a Key Competencies reflected in teaching and learning.</p> <p>2.2.3a Essential learning areas reviewed and adjusted to meet the requirements of the revised NZC and the needs of the school.</p>

## E- LEARNING

### WHERE WE HAVE COME FROM WITH DEVELOPING E - LEARNING

2007 - An inventory was undertaken to ascertain what hardware was needed to support learning.

2008 – There are now four functional computers in every room. Inventory taken and teacher/syndicates issued with cameras etc.

<u>STRATEGIC GOAL</u>	<u>STRATEGIC GOAL DEVELOPMENT</u>	<u>YEAR</u>	<u>EXPECTED OUTCOMES</u>
1.4 E- Learning: Children will be exposed to a wide variety of resources in order to gather, select and use information in purposeful contexts.	1.4.1. Continue with staff development in the use of ICT within the delivery of the curriculum. (NAG 3)	ON-GOING	1.4.1. Teachers given opportunity to further develop ICT skills with in the classroom setting.
	1.4.2. Further development and implementation of the graduated skills programme into the school curriculum and classroom programmes. (NAG 1)	2009	1.4.2. Graduated skills programme visible in teacher planning and classroom practice.
	1.4.3. Up – grading of ICT resources in order to make the delivery of programmes effective. (NAG 4)	2009	1.4.3. Each class will have four effective PCs and each teacher a TELA laptop

## INFORMATION LITERACY

### WHERE WE HAVE COME FROM WITH DEVELOPING WRITTEN LANGUAGE

2007 - Purchasing plan for 2007 completed. Books purchased as to plan.

Software to remain. Two library search computers installed.

2008 – New books to support learning, also books purchased that appeal to boys. Classes able to access library, Using library and suite together worked well.

<u>STRATEGIC GOAL</u>	<u>STRATEGIC GOAL DEVELOPMENT</u>	<u>YEAR</u>	<u>EXPECTED OUTCOMES</u>
1.5 Information Literacy: To develop the library as another strategic learning resource where children can learn to and gather information from a variety of media.	1.5.1. Development of information literacy programme for Cosgrove School. (NAG 1)		1.5.1. Information literacy programme developed and being implemented.
	1.5.2. Develop a programme to link the Library as an essential component to literacy programmes within the classrooms. (NAG 4)		1.5.2. Classrooms are able to access the library and find relevant resources to aide in delivery of classroom programmes and learning.
	1.5.3. To create a purchasing plan to ensure new resources meet the informational and recreational needs of the school. To ensure resources are culled and replaced as needed. (NAG 2)		1.5.3. Relevant resources and books are being purchased to meet the needs of the children and classroom programmes.

## GIFTED AND TALENTED

### WHERE WE HAVE COME FROM WITH DEVELOPING GIFTED AND TALENTED

2008 – A school definition has been developed and presented to staff along with an identification checklist. Three teachers also attended The Tools for Talent courses throughout the year run by Team Solutions. (two per term)

<u>STRATEGIC GOAL</u>	<u>STRATEGIC GOAL DEVELOPMENT</u>	<u>YEAR</u>	<u>EXPECTED OUTCOMES</u>
1.6 Gifted and Talented: Develop strategies to better meet the learning needs of gifted and talented students and further refine programmes for students at risk.	1.6.1 Implement identification procedures to identify children that are gifted and talented	2009	1.6.1 Identification/checklists implemented to identify gifted and talented children.
	1.6.2 Use the development of thinking skills as a key to meet the needs of GATE children in the classroom. (NAG 1)	2009-11	1.6.2 The introduction of thinking skills used as a key to develop effective classroom programmes to meet the needs of our GATE children.
	1.6.3 To ensure all teaching staff are given professional development to enable the delivery of effective programmes. (NAG 3)	2009-11	1.6.3 All teaching staff given PD to develop their skills in identifying and meeting the needs of our GATE children.

## E-AsTTle

### WHERE WE HAVE COME FROM WITH DEVELOPING E-AsTTle

E – AsTTle is a new development as required by the PAI. The school has not used E-AsTTle in any form for assessing children. 2008 saw the start of developing E- AsTTle by teachers registering and lead teachers receiving some training.

<u>STRATEGIC GOAL</u>	<u>STRATEGIC GOAL DEVELOPMENT</u>	<u>YEAR</u>	<u>EXPECTED OUTCOMES</u>
1.7 E-AsTTle: To use the assessment method to assess and gather feed forward information to improve learning and teaching.	1.7.1 E-AsTTle is accessible to all who need it.	2009	1.7.1 E-AsTTle available on all staff computers.
	1.7.2 Staff are trained in the use of E-AsTTle including inputting and analysing results given.	2009	1.7.2 Staff fully trained and know how to use the software to input and gather relevant information on children.
	1.7.3 Information gathered is used to improve learning and teaching.	2009-11	1.7.3 Information that is being gathered is improving learning and teaching.
	1.7.4 On –going support and guidance given to the use of the assessment programme.	2009-11	1.7.4 New staff and other staff are getting on – going PD.

## TE REO MAORI

### WHERE WE HAVE COME FROM WITH DEVELOPING TE REO MAORI

Using A Year Plan for Te Reo Maori (John Niva) as a planning guide

Te Reo team assisting syndicates with conversational Maori at respective levels

<u>STRATEGIC GOAL</u>	<u>STRATEGIC GOAL DEVELOPMENT</u>	<u>YEAR</u>	<u>EXPECTED OUTCOMES</u>
1.8 To develop Te Reo programmes that are integrated into classroom programmes	1.8.1 To develop Te Reo which is integrated into classroom programmes. (NAG 1)	2009	1.8.1.a Teachers develop confidence in the delivery of Te Reo at their specific levels 1.8.1.b. Integration of Te Reo is evidenced in planning 1.8.1.c Teachers have the resources they need to support their teaching.
	1.8.2 To promote and develop Tikanga within the school and classroom. (NAG 1)	2009-11	1.8.2.a Students and teachers are familiar with the protocols of a Powhiri 1.8.2.b Through their participation in the Kapahaka group, students have the opportunity to learn aspects of song and dance. 1.8.2.c The two year overview is implemented.

## COOL CHOICE (HPS)

### WHERE WE HAVE COME FROM WITH DEVELOPING COOL CHOICE

2007 - School was accredited Kowhai level.

2008 – continued with “crunchy lunches” and became an Active School. Developed a student health team. Developed a school action plan for Kauri accreditation.

<u>STRATEGIC GOAL</u>	<u>STRATEGIC GOAL DEVELOPMENT</u>	<u>YEAR</u>	<u>EXPECTED OUTCOMES</u>
5.2 The school will improve and protect the health and well-being of the school community.	5.2.2 Through the Cool Choice Team obtain Kauri accreditation under the HPS organisation by ensuring that the health – promoting schools approach is self sustaining in our school as set out in the HPS action plan	2009-10	5.2.2 Will be a Kauri accredited school