

1. Placing an emphasis on both numeracy and literacy by increasing skills and raising levels of attainment through high quality teaching, effective assessment methods and appropriate resources.

<u>Strategic Goal</u> <i>The goal to fulfil part of or all of the Statement of intent</i>	<u>Strategic Goal Development</u> <i>The steps we need to take to fulfil the goal.</i>	<u>When</u>
<p>Reading:</p> <p>1.1 Year 2010 – 55% of students will be reading with success at or above their chronological age, at the end of years 2, 3, 4, 5 and 6, using standardized, norm referenced testing materials. (PM Benchmarks & PROBE)</p> <p>1.2 Year 2011 – 70% of students will be reading with success at or above their chronological age, at the end of years 2, 3, 4, 5 and 6, using standardized, norm referenced testing materials. (PM Benchmarks & PROBE)</p> <p>1.3 Year 2012 – 80% of students will be reading with success at or above their chronological age, at the end of years 2, 3, 4, 5 and 6, using standardized, norm referenced testing materials. (PM Benchmarks & PROBE)</p>	<ul style="list-style-type: none"> • Develop school wide literacy approach using consistent checkpoints/benchmarks to identify at risk learners • Review programmes and strategies for low level learners to provide early intervention and continued support where required. (Racey Readers, Rainbow Room) – Specialised ESOL teacher • Teacher & TA to use a co-ordinated approach to at risk children’s learning – (PLG Meetings) • Teaching practices to follow effective literacy practice guidelines • <i>Developed effective reading programme throughout the school</i> • <i>Standardized norm referenced teaching materials</i> • <i>Literacy learning progressions</i> • <i>National Standards</i> 	<p>Year 2010 Reporting to parents in relation to achievement</p> <p>Year 2011 – Working toward meeting targets as identified in school wide target.</p> <p>Year 2012 – Annual reports identifying the progress in relation to targets sets.</p>

<p>Writing:</p> <p>1.4 Year 2010 - 55% of students will be achieving at level 1a or 2b by the end of year 2 when measured against national curriculum writing exemplars.</p> <p>1.5 Year 2011 - 70% of students will be achieving at level 1a or 2b by the end of year 2 when measured against national curriculum writing exemplars.</p> <p>1.6 Year 2012 - 80% of students will be achieving at level 1a or 2b by the end of year 2 when measured against national curriculum writing exemplars.</p>	<ul style="list-style-type: none"> • <i>Use and understanding of English exemplars throughout the school</i> • <i>Consistency in use of English exemplars</i> • <i>Use of exemplars for formative and summative purposes</i> • <i>Target groups</i> 	<p>Year 2010 Reporting to parents in relation to achievement</p> <p>Year 2011 – Working toward meeting targets as identified in school wide target.</p> <p>Year 2012 – Annual reports identifying the progress in relation to targets sets.</p>
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<p>1.7 Year 2010 – 55% of students will be achieving at level 2A or 2P, by the end of year 4, when measured against the national curriculum writing exemplars.</p> <p>1.8 Year 2011 – 70% of students will be achieving at level 2A or 2P, by the end of year 4, when measured against the national curriculum writing exemplars.</p> <p>1.9 Year 2012 – 80% of students will be achieving at level 2A or 2P, by the end of year 4, when measured against the national curriculum writing exemplars</p> <p>1.10 Year 2010 – 55% of students will be achieving at level 3B by the end of year 6, when measured against the national curriculum writing exemplars.</p> <p>1.11 Year 2011 - 70% of students will be achieving at level 3B by the end of year 6, when measured against the national curriculum writing exemplars.</p> <p>1.12 Year 2012 - 80% of students will be achieving at level 3B by the end of year 6, when measured against the national curriculum writing exemplars.</p>	<ul style="list-style-type: none"> • Teachers will fully understand writing exemplars at different levels • Teachers to have simple key to easily identify starting points for quick identification of children’s levels before more in-depth analysis of needs • Children to know their learning intention • Samples of work at this level to be displayed and available for children to be able to see what their work needs to be to meet the criteria. • Target children identified as focus group and systems implemented to support these children. <ul style="list-style-type: none"> • <i>First Steps Resource – Addressing current literacy challenges</i> • <i>Use and understanding of English exemplars throughout the school</i> • <i>Consistency in use of English exemplars</i> • <i>Use of exemplars for formative and summative purposes Target groups</i> • <i>Literacy learning progressions</i> • <i>National Standards</i> 	<p>Year 2010 Reporting to parents in relation to achievement</p> <p>Year 2011 – Working toward meeting targets as identified in school wide target.</p> <p>Year 2012 – Annual reports identifying the progress in relation to targets sets.</p>
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<p>Numeracy:</p> <p>1.13 Year 2010 - 80% of students will be achieving with success at the appropriate Basic facts Numeracy Project Stage by the end of years 1 to 6.</p> <p>1.14 Year 2011 – 80% of students will be achieving with success at the appropriate Basic facts Numeracy Project Stage by the end of years 1 to 6.</p> <p>1.15 Year 2012 – 80% of students will be achieving with success at the appropriate Basic facts Numeracy Project Stage by the end of years 1 to 6.</p>	<ul style="list-style-type: none"> • Teachers to be fully conversant with latest numeracy teaching practices. • Teaching to be consistent with the current teaching practices of Numeracy Project • Group children according to learning needs • Use I Kanz, Gloss & Teacher observation to identify children’s abilities and needs • Group booklets to be kept current and accessible for children’s use • <i>All teachers trained in Numpa</i> • <i>Children identified as to those achieving → those at risk</i> • <i>Teaching and assessment practices reflect Numeracy guidelines</i> • <i>Reporting against national standards</i> 	<p>Year 2010 Reporting to parents in relation to achievement</p> <p>Year 2011 – Working toward meeting targets as identified in school wide target.</p> <p>Year 2012 – Annual reports identifying the progress in relation to targets sets.</p>

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<p>Professional Development</p> <p>1.16 To ensure that all staff (teaching and non-teaching) are focused on raising levels of student achievement.</p>	<ul style="list-style-type: none"> • Teachers to be reflective with children’s learning, children’s needs and their own current teaching (Self Reflection / PLG reflection Templates) – Scope sequence – Rubicon Atlas Software • Set achievable goals for groups according to identifiable needs • Direct PD to needs of school and the teacher • Use expertise within the school through the Professional Learning Partnerships. • Make time available for learning conversations at PLG’s and staff meetings and during CRT time • Use CRT time for assessment, planning, observation and reflection as needed. • Introduction of a “Mentor” to provide support to teachers in identified areas of teaching practice • All PD to be tracked and analysed using “Rubicon Atlas” software 	<p>Ongoing – Term 1 – 4 2010</p>
<p>1.17 That teachers participate in school-wide and targeted individual professional development, in:</p> <ul style="list-style-type: none"> • literacy, • numeracy, • Integrated & Inquiry • Information Communication Technologies 	<ul style="list-style-type: none"> • Ensure new teachers receive training in Numeracy and support in developing Literacy Programmes aligned with current accepted practice (Effective Literacy Practice) • Track student progress and plan for learning • Modification of teaching practices to suit needs of individual groups of children • Ensure children involved in the direction of their learning through learning intentions and shared examples of exemplars • <i>PD across school – focus on reflecting on effective teaching practices</i> 	<p>Ongoing – Term 1 – 4 2010</p>

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1.18 Teachers' appraisal goals will focus on literacy / numeracy / ICT teaching practice, with a focus on targeted student achievement.	<ul style="list-style-type: none"> • Set area for teacher development and appraisal based on evidence-based need of teacher and children • Identify target children • Peer/Buddy mentoring and coaching for teachers • Buddy observations to ascertain current practice • Set goals • Draft action plan with possible modifications to current practice stated • Monitoring of student progress • Reviewing of plan and practice • <i>School wide target groups for literacy & numeracy</i> • <i>Appraisal - ongoing process throughout the year</i> 	Ongoing – Term 1 – 4 2010

2. Children being exposed to and developing skills that will assist them obtain information from a variety of sources using a range of technologies and media.

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2.1 All students and staff will be ICT literate and integrate ICT usage into classroom programmes and practice.	<ul style="list-style-type: none"> • Focus area – 2010 • See Annual Action Plan 	<p><i>Term 1-4</i></p> <p><i>2010</i></p>

3. Children being exposed to and developing their creative skills.

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3.1 All children be exposed to and have the opportunity to develop skills in the creative arts	<ul style="list-style-type: none"> • Choir APPA Music • Visiting Performers • Arts being taught as part of CRT plus 0.4 Music • GATE Programme • Radio Station 	<p>Ongoing –</p> <p>Term 1 – 4</p> <p>2010</p>

4. Developing programmes that assist children with learning needs both at risk and gifted and talented.

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4.1 Develop strategies to better meet the learning needs of gifted and talented students and further refine programmes for students at risk.	<ul style="list-style-type: none"> • Develop teaching techniques to meet needs of children within the classroom. • Continue to refine Integrated & Inquiry approach to provide opportunities for individual inquiries for more able learners. • Analysing data to help identify learners with learning disabilities or gifted and talented. 	Ongoing – Term 1 – 4 2010

5. Encouraging children to develop a love of exercise and sport

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5.1 Provide regular quality physical activity that develops movement skills for all students	<ul style="list-style-type: none"> • Promote regular fitness work for all children (Fitness Programme – PLG) • Encourage all Senior school children to participate in sporting activities (Henderson Sports Cluster) • Employment of sport coordinator – between 4 schools allow for effective transitioning of learners from primary – intermediate – secondary 	Ongoing

6. Developing programmes that assist children with learning.

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6.1 To employ staff who demonstrate a commitment to the school's strategic goals.	<ul style="list-style-type: none"> • Provide application pack to reflect the school's strategic goals • Induction process for new staff on appointment • Provide PD for staff that ensures strategic goals can be met 	Ongoing

<p>6.2 To systematically review all documentation, policies, procedures and practices as they relate to the strategic goals above.</p>	<ul style="list-style-type: none"> • Refer to 3 year Review Plan 	<p>Ongoing</p>
<p>6.3 To use data to report to the BOT on Student achievement</p>	<ul style="list-style-type: none"> • Refer Assessment Schedule 	<p>Ongoing</p>
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<p>6.4 To ensure that reporting procedures give a true indication of children's achievement compared to national norms</p>	<ul style="list-style-type: none"> • As set out in assessment schedule, reporting to BOT & School community on students standardized test results • Reporting: (Term 1 – Meet teacher evening / Interim report.) (Term 2 – Portfolios / Mid term report /Parent teacher interviews (Term 3 – Learner led conferences) (Term 4 – End of year report) 	<p>Ongoing</p>

<p>6.5 To provide an intellectually and emotionally safe learning environment so that students and staff are encourage to take risks.</p>	<ul style="list-style-type: none"> • At an annual meeting with management, staff will have the opportunity through the appraisal process to reflect on their strengths and needs and discuss how needs can be met and strengths capitalized on. • Staff and PLG meetings scheduled to discuss/address current issues affecting all. • Staff and PLG meetings designed to promote improved teacher performance in a supportive environment encouraging risk taking. • Cornerstones values constantly promoted throughout within classrooms and throughout the school and community. 	<p>Ongoing</p>
<p>6.6 To provide sufficient funding to support the school's curriculum and personnel goals</p>	<ul style="list-style-type: none"> • Each year budgets are prepared that reflect the needs of classrooms and programmes 	<p>Ongoing</p>
<p>6.7 To develop a five Year Capital Works programme and implement the first three years</p>	<ul style="list-style-type: none"> • Five year plan developed • Implemented as per schedule • Revised annually 	<p>2010</p>