**Northern Region Annual Plan 2009:**

**Team : Team leader :**

**Region : Timeframe :**

**Outcome 1. All students develop strong learning Foundations**

| **Objectives** | **Key Activities** | **Responsibility** | **Measures** | **Team activities** | **Monitoring** | **Evaluation** |
| --- | --- | --- | --- | --- | --- | --- |
| Increased literacy and numeracy at all levels | * Select and implement appropriate diagnostic tools for literacy and numeracy * Set numeracy literacy targets at all levels for Full time students. * Develop early in T 1 targeted interventions to address literacy and numeracy needs | In collaboration with Curriculum leaders and ST’s teachers set targets.  LA’s monitor students progress | 80% of full time year 1-10 students achieve their literacy /numeracy targets. We particularly focus on this target for our Maori students. | 1. Team leaders will work with teachers to  -use running records (Feb)  -Astle  2. Secondary team leaders will work with teachers to identify students who are at risk of not achieving literacy/numeracy credits  LA’s will track and monitor non NCEA students’ progress. They will liaise with the appropriate teacher to discuss remedial actions | Tracked on target sheets.  Team Leader will hold focused discussion with teachers around students at risk.  Strategies will be developed to lift achievement | We will be in a position to demonstrate which students have been targeted successfully.  Important to note that successful teaching strategies for raising literacy and numeracy standards is a responsibility of the appropriate curriculum Leader and Senior Teachers. |
| Under achieving students receive appropriate support. | * Develop and implement a Northern Stakeholders management plan * Develop tools to identify students at risk of not achieving * Track and monitor those students * Develop interventions, including providing opportunities for teachers to teach on a face to face basis * Evaluate effectiveness/progress | RM/kaiarahi  RM/TL’s  teachers | We get successful results for our students based on  Implementation of the plan  We will set targets for lifting student achievement and assess progress against these | We will work with the Kaiarahi and appropriate liaison teachers to arrange school days in our region with a focus on literacy and numeracy. Teachers will work face to face with students (Before end of Term 2  End of term 4)  Team meetings will focus on strategies for success | Tracking sheets used to plot student progress | Teacher/student evaluation  CF with achievement data from previous years |

**Outcome 2. All young people participate, engage and achieve in education**

| **Objectives** | **Key Activities** | **Responsibility** | **Measures** | **Team activities** | **Monitoring** | **Evaluation** |
| --- | --- | --- | --- | --- | --- | --- |
| Teachers focus on key professional development issues and these form part of their PDA | There will be a focus on   * the implementation of the revised curriculum * evidence based practice * feedback/feed forward to students * ICT * Maori Learners Success Framework, * improving teacher fluency in Te reo | Individual teachers will select/create their own goals around these processes and these will be in their PDA | Teachers and TL’s will develop success criteria around the selected learning focus | Sessions will develop teachers’ skills. Sessions have been arranged for  Blackboard  Skype  Video conferencing  Team Leaders will work with teachers around best practice in formative assessment (feedback/feed forward) | Teachers will set some objectives through PDA process  Focused discussions- feedback from training sessions |  |
| Developing effective SEP’s for our students providing effective transition careers support for students | * Teachers work with students, supervisors and liaison teachers to ensure effective goals are set. * Ongoing monitoring occurs * For years 9-13 one goal is career focused | Learning Advisors | Students have SMART goals recorded within 6 weeks of enrolment | Team leaders meetings in February will focus on effective SMART goal setting. | Spot checking on Akona  Shared discussions around what works.  Discussions around motivational interviewing | Success is reviewed mid year and end of year |
| Support the supervisors of students | Implement a plan to support the supervisors of students | RM/Kaiarahi Teachers (including LT’s) | Feedback from supervisors indicates high levels of satisfaction with support provided | Discuss strategies with teachers around effective practices to engage supervisors. Keep it as a focus.  Develop a guide sheet to be sent out to supervisors  Road show | Survey | Survey supervisors |
| Ensure that Outcomes for our Maori students meet TCS targets | * Early identification of Maori students not engaging or achieving is carried out * Follow through with appropriate interventions that are based on effective research about Maori learning | RM/TL’s/  Teachers | 5% improvement in a range of achievement data for Maori students 2008-2009 | Maori students will be identified and targeted for achievement.  Team meetings focus on building effective relationships with Maori students  Communicating optimism and high expectations  Positive feedback  Being Culturally aware  Using Maori phrases and greetings | Teachers will track maori student achievement  Monitoring Maori achievement against non maori | Check targets have been reached |
| We develop learning strategies that are relevant and effective for our learners | * We implement the Te Ara Hou programme * Teachers draw on a range of resources and teaching strategies to meet student needs, including ICT | Team Leader  Teachers | Student achievement data for this programme shows significant improvement in student retention, work returns and achievement. | These are a focus for team leaders discussions with teachers – exploring what we mean by personalizing teaching  Also as part of PDA conversations | Student work returns  Work quality | Retention and achievement rates are evaluated |