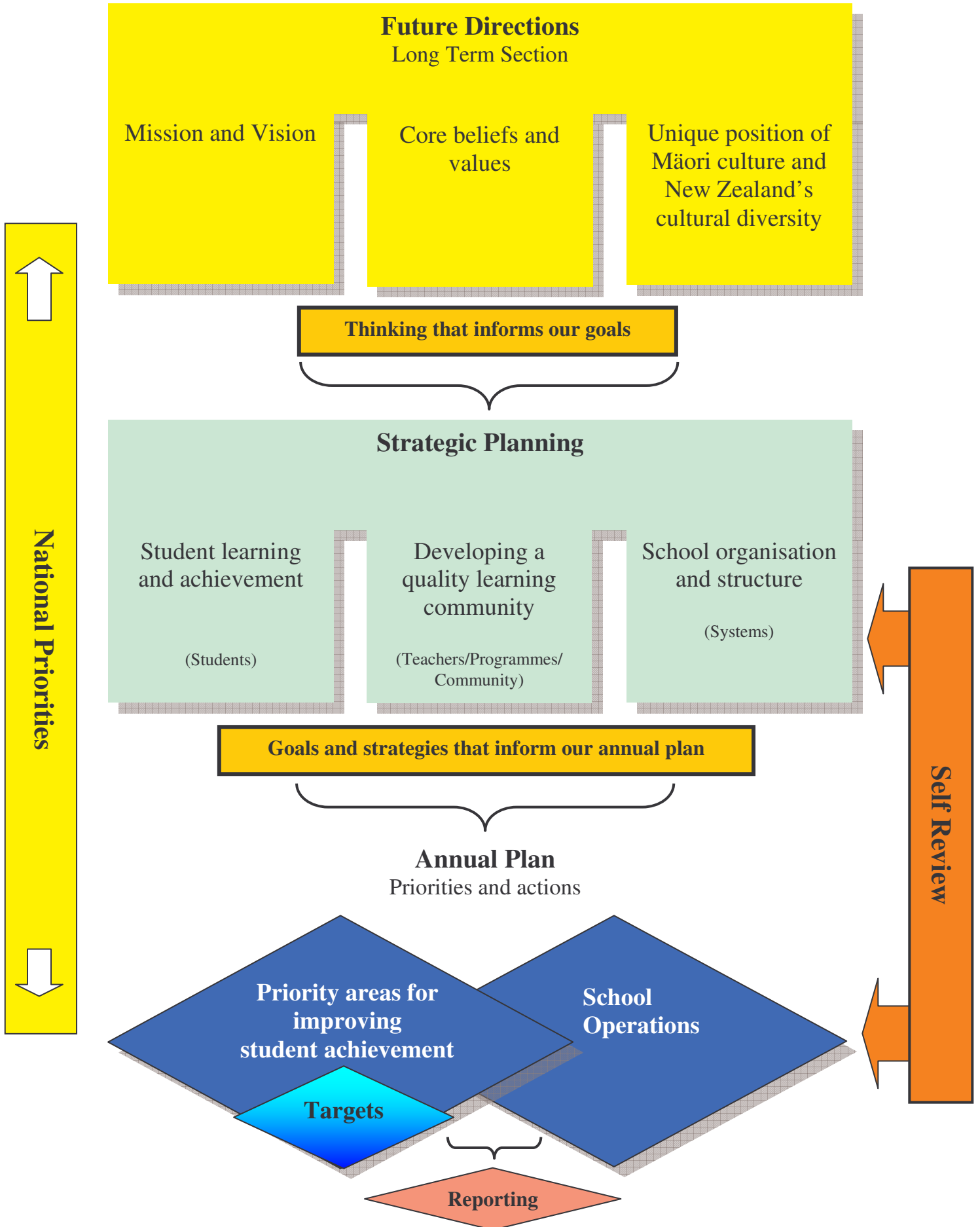


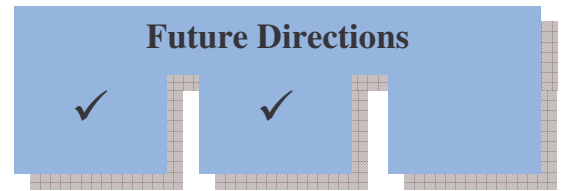
# **Waitomo Caves School CHARTER**

**2005**

# THE CHARTER



# CHARTER/FUTURES THINKING



**What will students need to know and be able to do for tomorrow’s world?**

## Mission Statement –

Waitomo Caves School will provide educational opportunities that reflect the needs and aspirations of its students, parents and community.

## Vision -

Our school is:

- **an enjoyable, safe place to learn,**
- **where people work co-operatively and care for others.**
- **where achievement is valued**

Our school is continually striving to be:

- **a place of enthusiasm, opportunity and encouragement**
- **a place of thinking, sharing and quality learning.**

**Beliefs:** - What beliefs underpin our teaching and learning?

- Foundation skills of Literacy and Numeracy in place
- Essential and Thinking skills programme – Students as Strategic Learners
- Teachers as Facilitators/Coaches
- Powerful learning experiences
- Quality expectations
- Positive learning environment

## Values:

### Educational Values

- Self motivation for life-long learning
- Creativity and Risk taking,
- Critical thinking
- Perseverance
- Cultural diversity

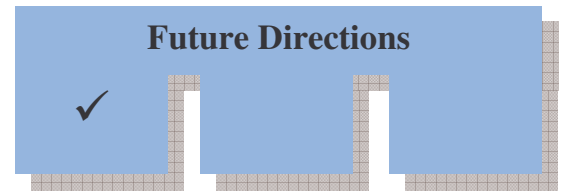
### Virtues Values

- Honesty & Truthfulness
- Kindness
- Respect for self and others
- Compassion
- Cooperation
- Responsibility,
- Obedience
- Duty

## Procedural Notes

- Planning will be from December to December. The updated charter will be lodged by March each year. The annual reports will be lodged after the Annual Meeting in the following year.
- This Charter informs and is informed by the 2004-2008 Strategic Plan and the 2002 Ten Year Property and Maintenance plan.

# CHARTER/FUTURES THINKING



## WAITOMO CAVES SCHOOL AIMS

### *Curriculum*

To ensure all children have access to programmes that enable them to experience success to the best of their ability, providing a good foundation in the essential skills from a balanced curriculum based on the National Curriculum Statements.

### *Maori*

To develop respect for the diverse ethnic and cultural heritage of New Zealand and respect for the unique place of Maori in New Zealand.

### *Community Consultation. Support and Involvement*

To keep the community informed, involved and interested in our school and promote a positive learning environment.

### *Personnel*

To be a good employer and to promote high levels of staff performance in relation to the school's aims and objectives through a positive performance management system.

### *Finance*

To reflect the school's aims and priorities in the use of funds.

### *Property*

To ensure that buildings, facilities and equipment are well presented, maintained and developed, and that the school environment is clean and safe.

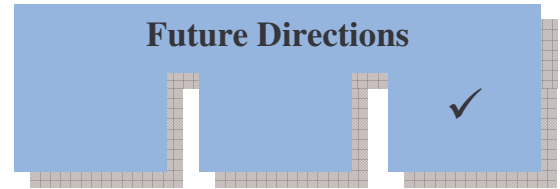
### *School Self Review*

To maintain an on-going programme of self review to gauge how well we are achieving our objectives, and to decide future priorities

## WAITOMO CAVES SCHOOL INTENTIONS

- To maintain contact with the school's community
- To recognise that the total education of the child is a shared responsibility of the parent and the school
- To develop a caring child with a strong sense of personal worth and esteem
- To provide well-balanced and challenging programmes so that each child will achieve his/her potential
- To provide the physical opportunities which enable each child to develop physically, socially and mentally, to his/her fullest potential
- To provide an attractive learning environment which is stimulating and challenging
- To provide a learning environment that accepts differences in culture. gender. and religion
- To establish values which encourage individualism, co-operation, and promote self-esteem
- To equip children with practical information and communication skills that will enable them to embrace technologies of the future
- To encourage children to have enquiring minds that will help them cope with an ever-changing life.

# CULTURAL DIVERSITY AND MÄORI DIMENSION



## How our school will reflect:

### New Zealand's cultural diversity

Every child will be given opportunities to experience and appreciate the dual cultural heritage of New Zealand and the multicultural nature of our society. This will be done through various experiences and studies,

- The reasonable steps the school will take to incorporate tikanga Mäori (Mäori culture and protocol) into the school's curriculum.

We accept our obligations under the Treaty of Waitangi to provide the best possible education for Maori children. The school curriculum will reflect and value Maori perspective's.

Teachers will include te reo maori lessons in the curriculum taught.

Children will develop respect for the diverse ethnic and cultural heritage of New Zealand, including the unique place of Maori as tangata whenua

- What the school will do to provide instruction in te reo Mäori (Mäori language) for full time students whose parents request it.

A maori language component exists within current practice. Further assistance will be sought should such a request be beyond the scope of our current resources. We are not currently resourced or able to provide immersion delivery.

- What steps have and will be taken to discover the views and concerns of the school's Mäori communities.

Parent / teacher goal-setting interviews held at the beginning of each year identify the individual needs of students.

Advice and Guidance has been sought from local kaumatua. Consultation is ongoing Discussions have been held individually and collectively with parents/caregivers.

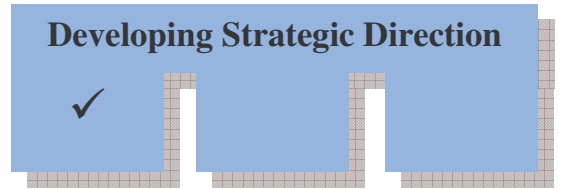
Through questionnaires and meetings, both formal and informal the board will continue to seek and determine the views and concerns of the schools Maori community.

### The unique position of the Mäori culture

The local marae is a focal point in the community and participation in local Maori hui, wananga, tangi, will be fostered and encouraged.

Consultation with local kaumatua is ongoing.

# ACHIEVEMENT STATEMENT



## What is the current state of student learning and achievement?

Our current data informs us that the majority of Waitomo Caves School children are achieving above national norms in Reading and Mathematics.

Assessment data collected in November 2004 showed most students in Yr 1-4 reading at or above chronological age. Reading Comprehension is an issue that is a barrier to higher learning and thus is the basis for an achievement target.

The school offers all students the opportunity to achieve success in all the essential learning and skill areas, gives priority to literacy and numeracy, addresses identified learning needs, and aspects of the curriculum requiring particular attention, assesses student achievement and reports on children's progress to parents, the Maori community and the community as a whole.

1. Students achieve coverage of the national curriculum statements at a level compatible with national expectations, their age and potential.
2. Priority emphasis is placed on reading, written language and mathematics.
3. Child-centred programmes are planned and delivered in ways that effectively recognise the identified needs, abilities and different learning styles of individual students. Students who experience difficulties are given support and encouragement, and those with special abilities are extended.
4. Learning environments are welcoming, attractively arranged, interesting and help foster enjoyment for learning. The learning environment is emotionally safe and secure and features good relationships among teachers and students.
5. As guided by the New Zealand Curriculum Framework, most students will be expected to be working in each essential learning area at:
 

Years One & Two:	Level One
Years Three & Four:	Level Two
Years Five & Six:	Level Three
Years Seven & Eight	Level Four

**However**, at Waitomo Caves School we teach stage not age.

It is expected that most students who are not working at the expected standard are unable to do so for understood circumstances, e.g., special learning needs, changing demographics, frequent change of school.

The School's broad objectives for student achievement are to:

1. Raise the achievement of students achieving at or above national norms to become high achievers
2. Raise the achievement of those children who are achieving below national norms to levels commensurate with their peers.
3. Extend the achievement of high achieving students to gain excellence.

# DEVELOPING STRATEGIC GOALS

## Strategic Goals that focus on improving student achievement

To create learners high in self-efficacy

To raise achievement in literacy and numeracy for all students

Establish Essential Skills scaffolding and Thinking Tools school wide.

1. This means to have all children understand/apply/experience:
  - Success
  - Independence
  - The link between effort and success
2. To do this they will:
  - Believe in themselves
  - Understand that: perseverance + effort = success for them
  - Recognise how they learn
  - Expect to improve/learn
  - Understand their strengths/weaknesses
  - Accept challenge/risk
3. Provide development for staff to inform best practice:
  - BCL / Multiple Intelligences / Learning Styles
  - Thinking skills (Pohl – Learning to Think, Thinking to Learn)
4. Cornerstone – Virtues Education

### Writing

Each child will improve fluency in written language

- Use a range of quality Formative and Diagnostic assessment tools to enhance learning and teaching

### Reading

Every child will be able to read at or above his/her chronological age level: Reading for meaning, self-correcting, expressive readers, reading for fun

- Raise reading comprehension levels to middle or high as set by WCS Standards

### Maths

Revise maths programme

- Engage in Numeracy Project 2004-2005
- Cater for extension, remediation
- Review and adjust benchmarks
- Keep BSM as a resource

- Explicitly teach a programme of Thinking tools across all year levels. (Pohl)
- Work towards a model of Curriculum Integration.
- Include Thinking Tools in an integrated approach to curriculum
- Formative assessment practices to include Essential skills and Thinking Tools
- Use “Action Learning” as a vehicle to deliver Essential Skills and Thinking Tools.

### ICT

To increasingly integrate ICT into our learning programmes, providing students with a variety of opportunities to use ICT in meaningful contexts.

# STRATEGIC/OPERATIONAL OBJECTIVES



**Objectives that focus on improving student achievement:**

**Curriculum Delivery**  
To give children the best possible opportunities, programmes and conditions to meet their individual needs, abilities and learning styles, and to foster their enjoyment, progress and eagerness to learn.

**Curriculum Content**  
To provide well planned and balanced programmes which are in line with the national curriculum, recognise special features of the school's locality, ensure a good grounding in numeracy, literacy and the essential skills, and help equip children for the next stage in their schooling.

**Progress And Achievement**  
To monitor, assess, record and report on children's progress and achievements in ways that have positive and motivating effects, contribute to their self-esteem and personal awareness, help clarify and communicate specific areas where individual help or extension is needed, and encourage children to strive for their personal best.

**Objectives for curriculum, support programmes, community partnership and teacher development:**

**Progress And Achievement**  
To monitor, assess, record and report on children's progress and achievements in ways that have positive and motivating effects, contribute to their self-esteem and personal awareness, help clarify and communicate specific areas where individual help or extension is needed, and encourage children to strive for their personal best.

**Communications & Involvement**  
To have good communications between the school and its community, to encourage involvement in the life of the school, and to be receptive and responsive to helpful views, ideas or concerns.

**Objectives for personnel, processes and systems:**

**Personnel**  
To be a good employer, to attract quality staff, to value their work, and to promote high levels of staff performance by providing the conditions for satisfying work and support for ongoing training and development.

**Finance (Refer Annual Budget and Reports)**  
To use and manage the school's finances to the best possible advantage of children's learning and the functioning of the school

**Property (Refer 5 & 10YPP)**  
To ensure a well-maintained, safe, hygienic, functional and attractive school environment, and to plan for the ongoing development of facilities to meet current and future needs and purposes.

**School Self-Review**  
To maintain an ongoing programme of school self-review to help ensure the purpose, aims and objectives in this charter are being achieved, and to help decide priorities for planned ongoing development and improvement.

	2004	2005	2006	2007	2008
<p><b>Curriculum Delivery &amp; Content</b> To give children the best possible opportunities, programmes and conditions to meet their individual needs, abilities and learning styles, and to foster their enjoyment, progress and eagerness to learn. To provide well planned and balanced programmes which are in line with the national curriculum, recognise special features of the school's locality, ensure a good grounding numeracy, literacy and the essential skills, and help equip children for the next stage in their schooling</p>	<p>Review &amp; Implementation Organisation &amp; Planning Outline</p> <p>Review &amp; Implementation Of Curriculum Plan</p> <p>Major Curriculum Focus</p> <p>Maths – Numeracy Contract</p> <p>Minor Focus</p> <p>The Arts Thinking Tools</p> <p>Implement Cornerstone Values</p>	<p>Review &amp; Implementation Organisation &amp; Planning Outline</p> <p>Review &amp; Implementation Of Curriculum Plan</p> <p>Major Curriculum Focus</p> <p>English</p> <p>Minor Focus</p> <p>Maths</p> <p>Implement Cornerstone Values</p>	<p>Review &amp; Implementation Organisation &amp; Planning Outline</p> <p>Review &amp; Implementation Of Curriculum Plan</p> <p>Major Curriculum Focus</p> <p>Social Studies</p> <p>Minor Focus</p> <p>English</p> <p>Review and Implement Cornerstone Values</p>	<p>Review &amp; Implementation Organisation &amp; Planning Outline</p> <p>Review &amp; Implementation Of Curriculum Plan</p> <p>Major Curriculum Focus</p> <p>Science /Technology</p> <p>Minor Focus</p> <p>Social Studies</p> <p>Implement Cornerstone Values</p>	<p>Review &amp; Implementation Organisation &amp; Planning Outline</p> <p>Review &amp; Implementation Of Curriculum Plan</p> <p>Major Curriculum Focus</p> <p>Health &amp; PE</p> <p>Minor Focus</p> <p>Science /Technology</p> <p>Review and Implement Cornerstone Values</p>
<p><b>Progress And Achievement</b> To monitor, assess, record and report on children's progress and achievements in ways that have positive and motivating effects, contribute to their self-esteem and personal awareness, help clarify and communicate specific areas where individual help or extension is needed, and encourage children to strive for their personal best.</p>	<p>Implement Waitomo Caves School Developed Assessment Programme</p> <p>Ongoing Collection &amp; Analysis Of Individual &amp; School-Wide Achievement Data</p> <p>Ongoing Reporting Based On Waitomo Caves School Assessment &amp; Reporting Policy</p>	<p>Implement Waitomo Caves School Developed Assessment Programme</p> <p>Ongoing Collection &amp; Analysis Of Individual &amp; School-Wide Achievement Data</p> <p>Review &amp; Update Current Reporting Format To Link With Waitomo Caves School Cumulative Record &amp; Sample Books</p>	<p>Implement Waitomo Caves School Developed Assessment Programme</p> <p>Ongoing Collection &amp; Analysis Of Individual &amp; School-Wide Achievement Data</p> <p>Ongoing Reporting Based On Waitomo Caves School Assessment &amp; Reporting Policy</p>	<p>Implement Waitomo Caves School Developed Assessment Programme</p> <p>Ongoing Collection &amp; Analysis Of Individual &amp; School-Wide Achievement Data</p> <p>Ongoing Reporting Based On Waitomo Caves School Assessment &amp; Reporting Policy</p>	<p>Implement Waitomo Caves School Developed Assessment Programme</p> <p>Ongoing Collection &amp; Analysis Of Individual &amp; School-Wide Achievement Data</p> <p>Review &amp; Update Current Reporting Format To Link With Waitomo Caves School Cumulative Record &amp; Sample Books</p>

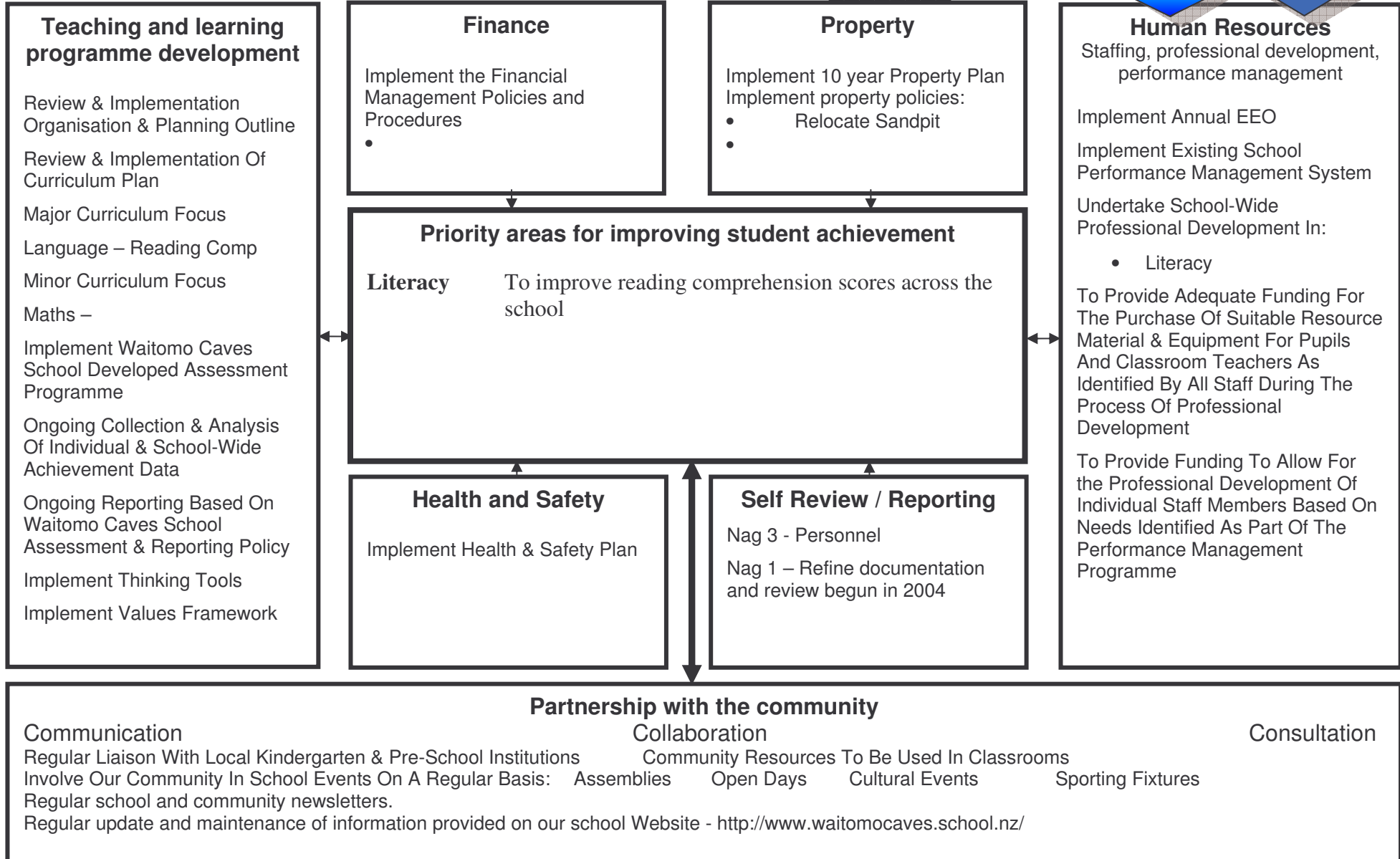
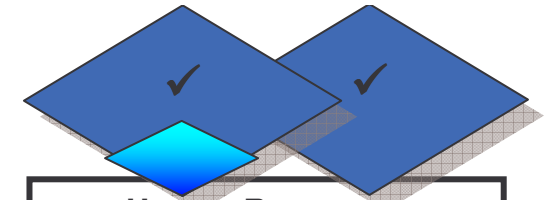
<p><b>School Self-Review</b> To maintain an ongoing programme of school self-review to help ensure the purpose, aims and objectives in this charter are being achieved, and to help decide priorities for planned ongoing development and improvement.</p>	<p>Implement Annual Development Plan Nag 4 - Finance &amp; Property Review Nag 6 - Administration Review</p>	<p>Implement Annual Development Plan Nag 3 - Employer Responsibilities Review Nag 1 - Curriculum / Student Achievement Review</p>	<p>Implement Annual Development Plan Nag 5 - Health &amp; Safety Review Nag 2 - Documentation &amp; Self Review</p>	<p>Implement Annual Development Plan Nag 4 - Finance &amp; Property Review Nag 6 - Administration Review</p>	<p>Implement Annual Development Plan Nag 3 - Employer Responsibilities Review Nag 1 - Curriculum / Student Achievement Review</p>
<p><b>Personnel</b> To be a good employer, to attract quality staff, to value their work, and to promote high levels of staff performance by providing the conditions for satisfying work and support for ongoing training and development.</p>	<p>Implement Annual EEO Implement Existing School Performance Management System Undertake School-Wide Professional Development In:  <ul style="list-style-type: none"> <li>• Numeracy</li> <li>• BCL Yr 2</li> <li>• Thinking Tools</li> </ul> To Provide Adequate Funding For The Purchase Of Suitable Resource Material &amp; Equipment For Pupils And Classroom Teachers As Identified By All Staff During The Process Of Professional Development To Provide Funding To Allow For The Professional Development Of Individual Staff Members Based On Needs Identified As Part Of The Performance Management Programme</p>	<p>Implement Annual EEO Implement Existing School Performance Management System Undertake School-Wide Professional Development In:  <ul style="list-style-type: none"> <li>• BCL Yr 3</li> </ul> To Provide Adequate Funding For The Purchase Of Suitable Resource Material &amp; Equipment For Pupils And Classroom Teachers As Identified By All Staff During The Process Of Professional Development To Provide Funding To Allow For The Professional Development Of Individual Staff Members Based On Needs Identified As Part Of The Performance Management Programme</p>	<p>Implement Annual EEO Implement Existing School Performance Management System Undertake School-Wide Professional Development In:  <ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul> To Provide Adequate Funding For The Purchase Of Suitable Resource Material &amp; Equipment For Pupils And Classroom Teachers As Identified By All Staff During The Process Of Professional Development To Provide Funding To Allow For The Professional Development Of Individual Staff Members Based On Needs Identified As Part Of The Performance Management Programme</p>	<p>Implement Annual EEO Implement Existing School Performance Management System Undertake School-Wide Professional Development In:  <ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul> To Provide Adequate Funding For The Purchase Of Suitable Resource Material &amp; Equipment For Pupils And Classroom Teachers As Identified By All Staff During The Process Of Professional Development To Provide Funding To Allow For The Professional Development Of Individual Staff Members Based On Needs Identified As Part Of The Performance Management Programme</p>	<p>Implement Annual EEO Further Refine &amp; Implement Existing School Performance Management System Undertake School-Wide Professional Development In:  <ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul> To Provide Adequate Funding For The Purchase Of Suitable Resource Material &amp; Equipment For Pupils And Classroom Teachers As Identified By All Staff During The Process Of Professional Development To Provide Funding To Allow For The Professional Development Of Individual Staff Members Based On Needs Identified As Part Of The Performance Management Programme</p>

<p><b>Finance</b> To use and manage the school's finances to the best possible advantage of children's learning and the functioning of the school</p>	<p>Implement the Financial Management Policy and Procedures</p>	<p>Implement the Financial Management Policy and Procedures</p>	<p>Implement the Financial Management Policy and Procedures</p>	<p>Implement the Financial Management Policy and Procedures</p>	<p>Implement the Financial Management Policy and Procedures</p>
<p><b>Property</b> To ensure a well-maintained, safe, hygienic, functional and attractive school environment, and to plan for the ongoing development of facilities to meet current and future needs and purposes.</p>	<p>Implement 10 year Property Plan</p> <p>Implement the following school policy:</p> <ul style="list-style-type: none"> <li>• Property Maintenance</li> <li>• Cleaning</li> </ul> <p>Health &amp; Safety</p>	<p>Implement 10 year Property Plan</p> <p>Implement the following school policy:</p> <ul style="list-style-type: none"> <li>• Property Maintenance</li> <li>• Cleaning</li> </ul> <p>Health &amp; Safety</p>	<p>Implement 10 year Property Plan</p> <p>Implement the following school policy:</p> <ul style="list-style-type: none"> <li>• Property Maintenance</li> <li>• Cleaning</li> </ul> <p>Health &amp; Safety</p>	<p>Implement 10 year Property Plan</p> <p>Implement the following school policy:</p> <ul style="list-style-type: none"> <li>• Property Maintenance</li> <li>• Cleaning</li> </ul> <p>Health &amp; Safety</p>	<p>Implement 10 year Property Plan</p> <p>Implement the following school policy:</p> <ul style="list-style-type: none"> <li>• Property Maintenance</li> <li>• Cleaning</li> </ul> <p>Health &amp; Safety</p>
<p><b>Communications &amp; Involvement</b> To have good communications between the school and its community, to encourage involvement in the life of the school, and to be receptive and responsive to helpful views, ideas or concerns.</p>	<p>Regular Liaison With Local Kindergarten &amp; Pre-School Institutions Community Resources To Be Used In Classrooms Involve Our Community In School Events On A Regular Basis:</p> <ul style="list-style-type: none"> <li>• Assemblies</li> <li>• Open Days</li> <li>• Cultural Events</li> <li>• Sporting Fixtures</li> </ul> <p>Regular school and community newsletters. Regular update and maintenance of information provided on our school Website - <a href="http://www.waitomocaves.school.nz/">http://www.waitomocaves.school.nz/</a></p>	<p>Regular Liaison With Local Kindergarten &amp; Pre-School Institutions Community Resources To Be Used In Classrooms Involve Our Community In School Events On A Regular Basis:</p> <ul style="list-style-type: none"> <li>• Assemblies</li> <li>• Open Days</li> <li>• Cultural Events</li> <li>• Sporting Fixtures</li> </ul> <p>Regular school and community newsletters. Regular update and maintenance of information provided on our school Website - <a href="http://www.waitomocaves.school.nz/">http://www.waitomocaves.school.nz/</a></p>	<p>Regular Liaison With Local Kindergarten &amp; Pre-School Institutions Community Resources To Be Used In Classrooms Involve Our Community In School Events On A Regular Basis:</p> <ul style="list-style-type: none"> <li>• Assemblies</li> <li>• Open Days</li> <li>• Cultural Events</li> <li>• Sporting Fixtures</li> </ul> <p>Regular school and community newsletters. Regular update and maintenance of information provided on our school Website - <a href="http://www.waitomocaves.school.nz/">http://www.waitomocaves.school.nz/</a></p>	<p>Regular Liaison With Local Kindergarten &amp; Pre-School Institutions Community Resources To Be Used In Classrooms Involve Our Community In School Events On A Regular Basis:</p> <ul style="list-style-type: none"> <li>• Assemblies</li> <li>• Open Days</li> <li>• Cultural Events</li> <li>• Sporting Fixtures</li> </ul> <p>Regular school and community newsletters. Regular update and maintenance of information provided on our school Website - <a href="http://www.waitomocaves.school.nz/">http://www.waitomocaves.school.nz/</a></p>	<p>Regular Liaison With Local Kindergarten &amp; Pre-School Institutions Community Resources To Be Used In Classrooms Involve Our Community In School Events On A Regular Basis:</p> <ul style="list-style-type: none"> <li>• Assemblies</li> <li>• Open Days</li> <li>• Cultural Events</li> <li>• Sporting Fixtures</li> </ul> <p>Regular school and community newsletters. Regular update and maintenance of information provided on our school Website - <a href="http://www.waitomocaves.school.nz/">http://www.waitomocaves.school.nz/</a></p>

# ANNUAL PLAN OVERVIEW FOR WAITOMO CAVES SCHOOL

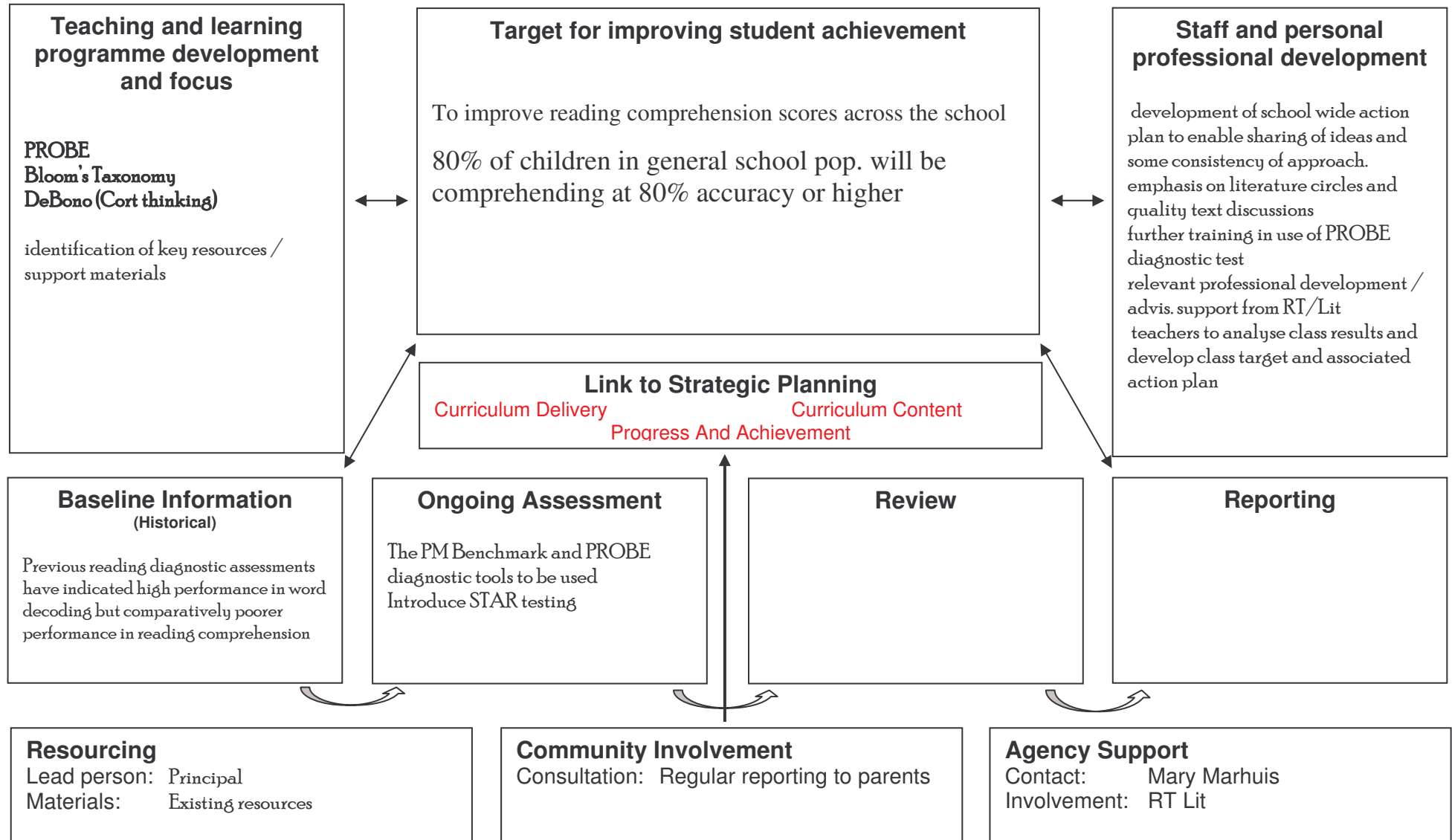
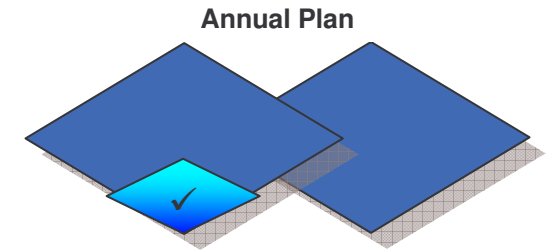
Year 2005

Annual Plan



# ACHIEVEMENT TARGET for WAITOMO CAVES SCHOOL

Year 2005



## ANNUAL REPORT ON TARGETS FOR STUDENT ACHIEVEMENT WAITOMO CAVES SCHOOL Year 2003 (Analysis of Variance)



Strategic Goal: **To raise achievement in literacy and numeracy**

In 2003 Waitomo Caves School board and staff identified one literacy target for raising student achievement to be included in the annual section of the school charter.

The following section of the report is the analysis of variance.

<b>Priority area</b> <i>We set out to</i>	<b>Target</b> <i>We said we would</i>	<b>Outcome</b> <i>We have</i>	<b>Variance</b> <i>An analysis</i>	<b>Next steps</b> <i>We will</i>
<p>Our historical position was that although spelling list learning was successful for a test, it appeared that the learning was not being transferred over to written language.</p> <p>Obsevation from 10 x 10 Written Language samples in November 2002 showed in particular that 80% of Year 5 students were making in excess of 25% spelling errors in written language.</p>	<p>By the end of 2003 at least 80% of Yr 3-8 students will demonstrate spelling accuracy in Poetic and Transactional writing, as set out in the ARB Levels-based Assessment from NZCER.</p> <p>L2 80-90% accuracy L3 90-95% accuracy L4 95-97% accuracy</p>	<p>Consideration of the current research by Joy Allcock led us to think that the systematic and focused teaching of spelling topics might help remedy this situation. The approach was tried and was very successful.</p>	<p>Using a 10 x 10 Written Language sample at the end of October 2003 we found that all Year 7-8 students are writing with accuracy at or above the Level 4 point. 80% of Year 5 students are writing with accuracy at or above the Level 3 point. Most Year 3 students are operating well for Level 2.</p>	<p>Not all spelling topics were covered throughout the year. The programme will be continued and built upon in successive years.</p> <p>The underachievers are accounted for and focussed attempts are being made to meet their respective learning needs.</p> <p>The Letterlinks resource will also be used to promote phonemic awareness and assist with reading, writing and spelling at all levels.</p>

# ANNUAL REPORT ON TARGETS FOR STUDENT ACHIEVEMENT WAITOMO CAVES SCHOOL Year 2004 (Analysis of Variance)

Strategic Goal: **To raise achievement in literacy and numeracy**

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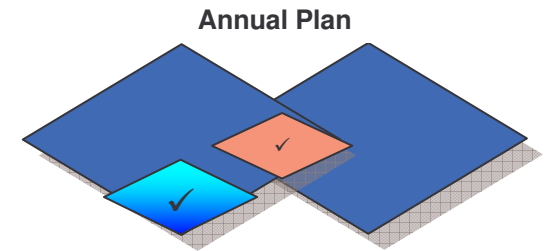
<b>Priority area</b> <i>We set out to</i>	<b>Target</b> <i>We said we would</i>	<b>Outcome</b> <i>We have</i>	<b>Variance</b> <i>An analysis</i>	<b>Next steps</b> <i>We will</i>
Assesment data collected in Nov. 2003 showed most students in Yr 1-4 reading at or below chronological age. Standards for 2004 set chronological age as a minimum standard rather than an achievement target. We sought to raise achievement levels in this area.	By November 2004 all Y1-8 students will be reading at the middle or high levels in the WCS standards for reading. (Target Group Year 1-4) <i>(WCS standards for reading were adopted by the BOT March 2004)</i>	Strategies to give students mileage in reading and to develop spelling knowledge and skills were all used.  The students have been tested and a comparison of progress and chronological age was done. The PM Benchmark and PROBE diagnostic tools were used	All students have made progress through out the year. The full amount of the progress is not necessarily realised because we stopped testing with the diagnostic test if the reading age exceeded chronological age by more than two years. Students are obviously in the high band if this is the case.	We have also identified some other things this year which would lead us to suggest another reading target for 2005. We have found that reading comprehension is a factor that limits the progress of some students. Knowledge, attitudes to reading, attitudes to work in general and oral language are all impacting on achievement in reading. The development of a target and strategies that focus on comprehension will be a target for the next year

# ANNUAL REPORT ON TARGETS FOR STUDENT ACHIEVEMENT WAITOMO CAVES SCHOOL Year 2004 (Analysis of Variance)

Strategic Goal: **To raise achievement in literacy and numeracy**

In 2003 Waitomo Caves School board and staff identified a numeracy target for raising student achievement to be included in the annual section of the school charter.

The following section of the report is the analysis of variance.



<b>Priority area</b> <i>We set out to</i>	<b>Target</b> <i>We said we would</i>	<b>Outcome</b> <i>We have</i>	<b>Variance</b> <i>An analysis</i>	<b>Next steps</b> <i>We will</i>
<p>NUMPA testing carried out at the beginning of the year showed a knowledge gap in the number area of place value.</p> <p>We sought to raise the knowledge and understanding in this area.</p>	<p>By November 2004 all Y1-4 students will be at or beyond Stage four for place value on the number framework.</p>	<p>Staff took part in the Numeracy contract, attending 5 workshops and having three on site visits from facilitators.</p> <p>We purchased some equipment as required rather than a carte blanche approach of getting absolutely everything recommended. We have been able to make some equipment and certainly have had some materials here already.</p>	<p>All students have made progress through out the year.</p> <p>In terms of the target our success has been 80%. There are a number of factors that impact on the achievement and non-achievement of students. The learning needs of the students comprising the 20% have been known to staff since enrolment and while we are disappointed that we haven't achieved 100% success, efforts will continue to be made to assist all students achieve</p>	<p>Mathematics will continue to be a priority in 2005. The approach to teaching and learning advocated by Numeracy Facilitators is a best practice approach. It does require more time to be given to planning and preparation than some other methods might and also requires a considerable amount of equipment.</p>

