

CAMPBELLS BAY SCHOOL BOARD OF TRUSTEES RETREAT

RESULTS OF STRATEGIC PLAN REVIEW June/July 2007

INTRODUCTION

Each year the Board of Trustees hold a retreat. At this day-long retreat the Board reviewed the existing strategic plan; surveyed the internal and external environments; and made alterations to the school's strategic plan following these deliberations. This paper provided some of the information for the retreat.

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LEARNING FROM GEESE



The Board of Trustees, at the annual retreat (June 2007) will again used the metaphor of the flock of geese to assist in a reflective analysis of the state of the school in terms of the strategic plan. The Board was presented with a 'state of play' report in relation to various aspects of the operation of the school. The Board used this analysis as well as a SWOT analysis (strengths, weaknesses, opportunities and threats) to help establish the current environment the school is operating in. As a result of the Board's analysis, the strategic plan was updated.

Teambuilding Lessons We Can Learn from Geese

Fact #1 – As each bird flaps its wings; it creates uplift for the bird following. By flying in a "V" formation, the whole flock adds 71 percent greater flying range than if one bird flew alone.

Lesson Learned – People who share a common direction and sense of community can get where they are going quicker and easier because they are travelling on the strength of one another.

Fact #2 – Whenever a goose falls out of formation, it suddenly feels the drag and resistance of trying to fly alone and quickly gets back into formation to take advantage of the lifting power of the bird immediately in front.

Lesson Learned – If we have as much sense as geese, we will stay in formation with those who are ahead of where we want to go and be willing to accept their help as well as give ours to others.

Fact #3 – When the lead goose gets tired, it rotates back into the formation and another goose flies at the point position.

Lesson Learned – It pays to take turns doing the hard tasks and sharing leadership.

Fact #4 – The geese in formation honk from behind to encourage those up front to keep up their speed.

Lesson Learned – We need to make sure our honking from behind is encouraging, and not something else.

Fact #5 – When a goose gets sick or wounded or shot down, two geese drop out of formation and follow it down to help and protect it. They stay with it until it is able to fly again, or dies. Then they launch out on their own, with another formation, or they catch up with their flock.

Lesson Learned – If we have as much sense as geese do, we too, will stand by each other in difficult times as well as when we are strong.

Note: The bird (that appears to be a bird of prey) that is flying above the V formation could be regarded as external and internal threats to the school. This reminds us to always be alert to the need to constantly scan our environment for strengths, weaknesses, opportunities and the aforementioned threats.

NB: The geese metaphor is used later in this paper to assist in the analysis of the performance of the school.

1.0 Strategic Management – What’s In a Name?

As the Board of Trustees and the Ministry of Education have signalled the importance of strategic planning (although, arguably, for differing reasons), it makes sense to become better acquainted with this type of planning as it forms the basis of the school’s long term planning and is central to the on-going development of Campbells Bay School.

Strategic planning and strategic implementation are part of the strategic management paradigm. For the purposes of this paper strategic management is used as it encompasses the various aspects of strategic thinking, strategic analysis, planning, strategic review and also the operationalisation of the plans.

In the present day context Johnson and Scholes (2002) define strategy as:

The direction and scope of an organisation over the long term, which achieves advantages for the organisation through its configuration of resources within a changing environment and to fulfil stakeholder expectations (p. 10).

Bell (2002) defines strategic management as:

An approach to establishing the long-term future of an organisation and then moving that organisation in an appropriate direction to achieve the future state to which its members, or at least its key members, aspire (p. 408).

However, there is little point spending too much time on the definition as that would simply fuel the anti strategic planning brigade who accuse strategic planners of, amongst other things, getting bogged down in process.



While the origin of strategy is Greek, with links embedded in the military, strategic management today is about setting direction and planning for change over the long term in keeping with stakeholder expectations.



One of the most famous strategic plans of recent times followed the espousing by JFK in 1960 that by the end of the decade man would have landed on the moon. At a time when the Soviet Union was light years ahead in the ‘space race’ this was a bold pronouncement when so much had to be done. As history shows Apollo 11 made it to the moon with just months to spare before the end of the tumultuous 60s. A mission accomplished thanks, in part, to strategic planning.

2.0 A Review of the Literature Leading for Effective Improvement (Using readings from Senge and School Trustees Association (STA) with reference to Hattie and Collins)

Senge and Collins

Peter Senge has long been critical of the phenomenon of the ‘Hero-CEO’. He is in good company. Jim Collins in his outstanding book ‘Good to Great’ asserts that truly effective leaders ‘channel their ego needs away from themselves and into the larger goal of building a great company’ (2001, p. 21). Perhaps Harry Truman put it best when he said, ‘You can accomplish anything in life, provided that you do not mind who gets the credit’.

In his book, Collins found that one of the key elements in companies that were once good and became great (over a period of at least 15 years, so there were no ‘flash in the pan’ success stories) was the presence of non-hero leadership at the very top of the company. Collins found that companies that moved from being good to great established cultures where people had tremendous opportunity to be heard and, ultimately, for the *truth* to be heard. Collins (2001, p. 88) suggests that four basic practices need to be in place for this climate to occur:

- Lead with questions, not answers.
- Engage in dialogue and debate, not coercion.
- Conduct autopsies, without blame.
- Build red flag mechanisms that turn information into information that cannot be ignored.

To plan effectively for a journey we must know where we are starting that journey from. We know that we can never be *exactly* sure where we are at any given time as there are so many variables. Still, we can have a pretty good try at establishing where we are by having an honest and robust debate about where we *think* we are based on the best available information.



The Board has the imperative of honestly and robustly debating the ‘where we are at’ (SWOT) questions in the context of an anti hero environment, in keeping with the thoughts of Senge (2000) and Collins (2001). This is where Collins’ (2001) four basic practices come into play. The Board must confront any adversity head-on (by, in the first instance, acknowledging that adversity).

Hattie

To assist the Board to identify areas for school improvement the Board found it helpful to be reminded of what Hattie (1999) has to say about the influences on student learning. In his inaugural lecture as Professor of Education at the University of Auckland, John Hattie identified influences that were above the average.

	Effect size
Reinforcement	1.13
Students prior cognitive ability	1.04
Instructional quality	1.00
Instructional quantity	.84
Direct instruction	.82
Acceleration	.72
Home factors	.67
Remediation/feedback	.65
Students’ disposition to learn	.61
Class environment	.56

Hattie summarized the five overall findings from these positive effects as:

Critical innovations

Innovation is a constant and deliberate attempt to improve the quality of learning. The innovative teacher is the one who constantly asks, “How am I going?” The teacher wishes to verify that their methods are having impacts on student learning. This is a prerequisite for teaching excellence.

Feedback

There must be “dollops of feedback” providing information how and why the student understands and misunderstands and what directions the student must take to improve.

Setting appropriate, specific and challenging goals.

Never allow a student to 'do their best' as this is the goal with the least challenge; everything the student does can be claimed as the best. Goals should be appropriate, challenging and specific.



It is what some teachers do that makes the difference

Teachers influence learning, as follows:

	Effect Size
Reinforcement	1.13
Instructional quality	1.00
Remediation/feedback	.65
Challenge of goals	.52

The introduction of most teaching and school influences merely impacts on the *probability* of the presence of feedback and challenging goals.

Their introduction merely alters the probabilities of the core effects occurring. These core effects include feedback and appropriate and challenging goals.

So, what does this mean when it comes to identifying where the school needs to go? It means that the Board should focus on issues that improve student achievement (see above under 'effect size') and it means that the Board should identify what it is that school management should be doing to improve teaching and learning.

3.0 Completing the SWOT (Some Suggestions)

The following narrative is punctuated with boxes that were designed to assist the Board during deliberations in the context of 'where we are now' (as a school). These boxes represent the four domains of the SWOT Analysis.



4.0 Strategic Plan Review: An Overview

At this juncture some environmental scanning was engaged in, namely reviewing the school, before looking to see what needs to stay; what should go; and what needs to be added to the strategic plan.

The past year (June 2006 – June 2007) saw the school continuing to evolve. Student achievement was the area that continued to receive a considerable amount of attention and rightly so. asTTle (assessment tool for teaching and learning) is now a fixture of the school's assessment landscape with asTTle largely replacing PATs (Progressive Achievement Test), although PAT listening and maths assessments are used.

The Board continues to be able to focus on human resource achievements in the absence of major property work. **Strength** CRT (classroom release time) has now become

embedded in the school organisation. The school has been able to use this additional resource to provide specialist teachers for classes. For example, drama, music and dance have been provided by specialist teachers when the class teacher has been released. The ICT programme continues to have a teacher assigned for 0.8 to assist classroom teachers to use ICT as part of the teaching and learning programme; and the library has a librarian for 0.8. The focus of the ICT suite and library has shifted so that it is used in a more integrated way. Teams are able to block book the physical space and the human resources to support their class topics. The result is that we are able to be more flexible in meeting students' needs and they are learning skills in authentic situations. Ongoing PD in the area of questioning will better inform us of strengths and weaknesses in the skills that students have. While ESA tests help inform us of knowledge components assessing skills will prepare us better for implementation of the new curriculum. There is also the teacher aide for the art room (22.5 hours per week) and the teacher aides who work on programmes with specific students (30.58 hours per week). In addition, there are numerous occasions when teachers have release from their classroom duties to assist students with particular activities such as gymnastics, netball, rugby, soccer, athletics and cross-country. **Strength** This is against the current backdrop that the deputy principal appointed in 2005 has become an integral part of the school's management and leadership team taking particular responsibility for student achievement. **Strength**

In the SWOT vernacular, when a threat (the loss of the deputy principal) occurs, an opportunity *can* emerge. **Opportunity**. The appointment of a new deputy principal (and in-house appointment, although the position was advertised nationally) has provided scope for further leaders to emerge within the school. These leaders are being provided with professional development opportunities to strengthen their leadership and management skills. The school is well endowed with emerging leadership talent. **Strength**

Management should also spend time reflecting on the people within the school who could provide leadership in areas they are not yet doing so. The management team should be constantly on the look out to identify people who have talents who are being under-utilised. This provides the opportunity for management to take a leaf from Collins and Senge and find people who have 'compelling modesty' (Collins) who can contribute more than they are currently contributing and all for the good of the school. **Opportunity** This must continue to be an important focus for the school's management team. It appears that such talent identification is being successful.

5.0 Strategic Plan: A Detailed Review

Note, that a NAG is a Ministry of Education term for a National Administration Guideline. There are six NAGs. The Campbells Bay School Board of Trustees uses the NAGs for planning and reporting purposes.

5.1 NAG 1: Curriculum and Student Achievement Review

It is important for management to identify how the influences that Hattie (1999) identified can be further incorporated into the repertoire of teachers. *Reinforcement* (1.13), in the context that Hattie uses the word, refers to the enthusiasm of teachers to be innovative, as it appears that innovation, per se, can have positive effects on students' achievement. Teachers who constantly question, "How am I doing?" who wish to verify that their methods are having impact on student learning are the prerequisites for excellence. **Strength**
Opportunity *Instructional quality* (1.00) refers to the quality of the teaching. **Strength**
Opportunity *Feedback* (.65) (in the formative assessment domain) is an aspect of teaching that has attracted increasing attention throughout the school as the result of on-going professional development. **Strength** **Opportunity** The school must maintain the professional development support for school-wide formative assessment to become part and parcel of the teaching-learning culture of the school. If this does not happen, the school runs the risk that formative assessment will 'drop below the radar'. **Threat** *Goals*

for students must be appropriately challenging (.52). While the goals should be within the grasp of the student they should involve some stretching. Goals that are too easy will result in student boredom, while goals that are too difficult will result in students 'turning off'.

Strength

Opportunity

New Curriculum: During 2006 the Ministry of Education introduced a draft new curriculum. It is expected that following consultation with stakeholders, the new curriculum format will be in place during 2008. The new curriculum, albeit a draft, differs from the previous curriculum in that it provides for greater school based design of the curriculum, meaning that school's can tailor the curriculum to meet specific school and school community needs.

Opportunity

During 2006 the school engaged the services of Trevor Bond to assist the school determine how the school would meet the challenge of designing and implementing a curriculum that best fits this school. Trevor has done some preliminary work with the school, as reported to the Board in October 2006. He commenced active engagement with our staff in June 2007 when he helped us start on the journey of establishing a new vision for the school. This process will involve consultation with the Board once initial work has been undertaken to provide the Board with a recommended way forward.

Once the vision has been agreed upon Trevor will assist us to establish the following:
Success criteria – how will we know when we have achieved our vision; Curriculum and resources – how can we devise a curriculum for our school that lets us do this? (achieve the success criteria); Delivery – introducing inquiry learning models and information literacy; Assessment/recording and reporting – using formative assessment, summative assessment and reporting to parents; Review – ensure we are complying with Ministry of Education guidelines and a review of the vision.

While it is potentially daunting, the school is well placed to take advantage of this **Opportunity** to craft the curriculum to better meet the needs of our students. The school is in a very sound financial position to be able to finance the required human resources to achieve the change process (as described above). **Strength** The only difficulty that appears on the horizon is the issue of finding sufficient time. **Weakness** However, this issue can probably be dealt with through the appropriate use of resources and planning.

Student Assessment: Where We Are At

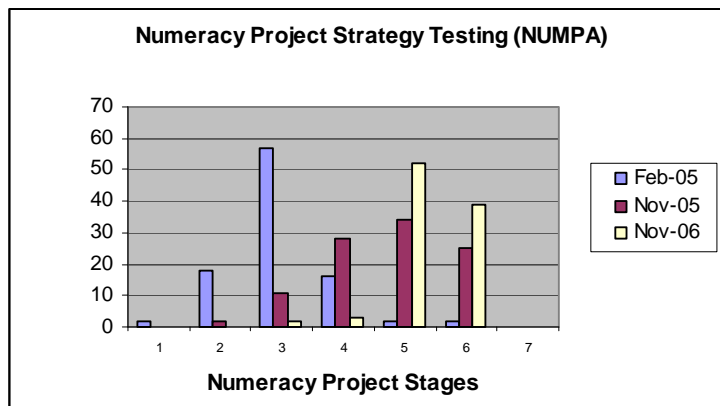
The use of student achievement data has been in a state of change with greater emphasis now being placed on data using asTTle and less emphasis being used on data collected using PATs. This is primarily because asTTle is a purpose-built assessment tool (developed by the University of Auckland with funding support from the Ministry of Education) to assess the performance of students against the New Zealand curriculum.

As with any change process, it takes time to establish the new process, as we would want it. In terms of asTTle, the school is further 'down the track' (June 2007) in terms of implementing this assessment tool than was the case in June 2006. Teresa Burn and Duncan Millward have become the 'champions' of asTTle (in particular), and assessment (in general), throughout the school.

Student Achievement Record Year 3 - 2007

Cohort
2005 – Yr 1
2006 – Yr 2
2007 – Yr 3

Maths



Analysis

2005

- We would expect children to be on stage 4 by the end of year 2. While the data shows that number of children have reached this stage by the end of year 1, we are also conscious that this is a difficult stage to move on from.
- Children working at stage 5 need to be extended in the areas of multiplication / division and proportions / ratios. Further analysis of this data may be required to extend this year group.

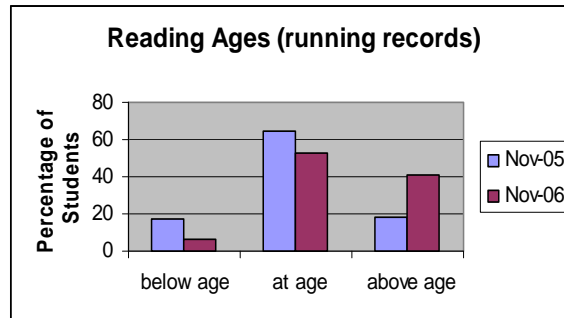
2006

- Ongoing data collection has enabled us to establish benchmark levels for students at year 2. In the absence of agreed correlation between the numeracy project and the national curriculum, the school has established its own benchmarks. These are significantly more detailed.
- By the end of year 2 students should be working at or above stage 4, but to have completed the knowledge aspects of stage 4. (This information is varied and not appropriate to be displayed in graphic form)

2007

- Planning has focussed on knowledge teaching for those students who have not attained expected levels. Support teaching is planned for those students working at stage 4 in knowledge and / or strategy during terms 3 and 4. Students will be identified at the end of term 2

Reading



Analysis

The test

The benchmarking system tests children's ability to decode and comprehend text. It is a one on one test with the class teacher, giving an age range of six months e.g. 7.0 – 7.5. For the purpose of our analysis, the lower figure is taken as the reading age.

A child is judged to be “below age” if their reading age is 6 months or more below their chronological age.

A child is judged to be “above age” if their reading age is 1 year or more above their chronological age.

The highest reading age a child can attain using this system is 8.0

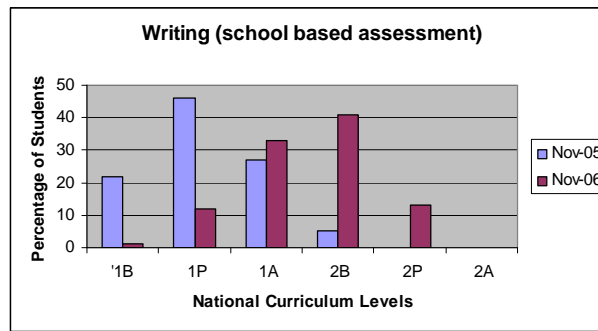
2005

- 17% of children are reading below their chronological age. This data is triangulated with the 6 year net to investigate further any barriers to learning.
- All children who are working below their chronological age are being targeted or have been selected for special programmes which include Rainbow Reading and Reading Recovery.
 - Reading recovery involves an intensive 12 week programme. Children may not be placed on this in 2005 as it is more effective if it can be consolidated over a long period of time at school. They will be included in 2006

2006

- End of year testing shows 6% of students reading below their chronological age. All students are being supported through ESOL, RTLB intervention, Bannatyne or Rainbow Reading.
- The year 3 team leader has been working with the assessment team to correlate data from running records with learning intentions for asTTle. This should provide greater depth of experiences for the students and prepare them for the transition to the senior school.

Writing



Analysis

The Test

The data shown assess the 'deeper features' of writing; the content as opposed to presentation and spelling.

Data is collected each term, and a best fit level for the year is established in November. The method of analysing data has been developed over the last 2 years at Campbells Bay. There is a great deal of subjectivity in assessing writing, and moderation is taking place to ensure that we are as accurate as we can be. However, we are aware that the assessment needs more modification.

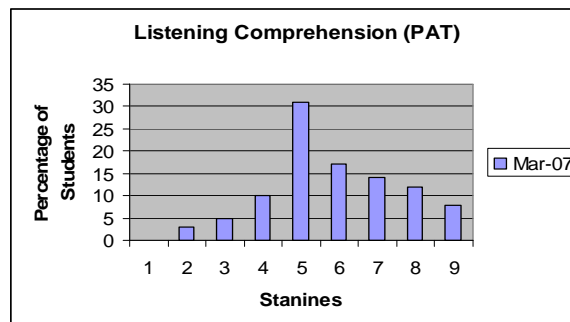
2005

- Because of the small amount of time that children have had in school, we have no established targets for writing.
- The progress of the cohort reflects our new entrant and year 1 programmes, where surface features are a priority.

2006

- Moderation of writing assessments has led to greater confidence that writing is being assessed with greater consistency.
- All students have demonstrated progress, with only new students to the school being levelled at 1B.

Listening Comprehension



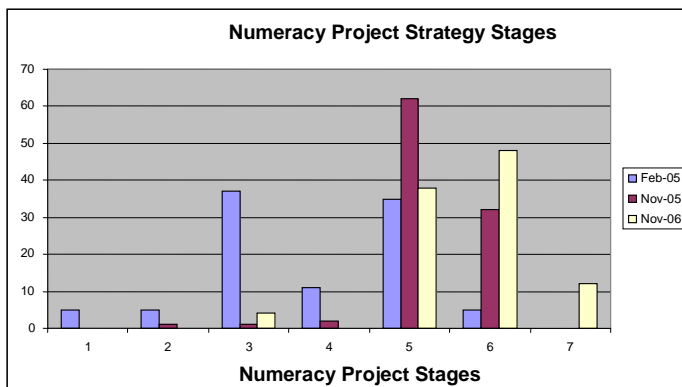
2006

- The data reflects our expectation that many students should be reading at a level above their chronological age.
- The team are addressing the needs of all students working below stanine 4 in consultation with the SENCO.

Student Achievement Record

Year 4 - 2007

Cohort
 2005 – Yr 2
 2006 – Yr 3
 2007 – Yr 4



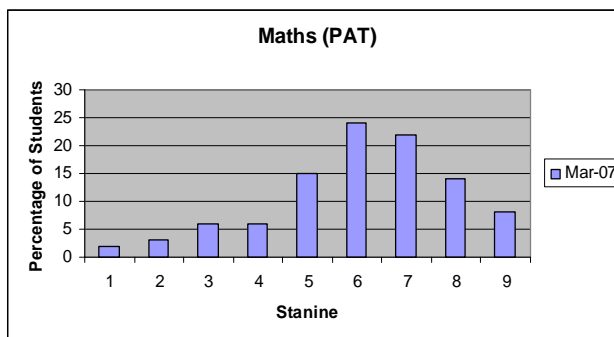
Analysis

2005

- Over 90% of students are working at stage 4 (the beginning of level 2) – this is above the national average
- A large number of children remain on stage 4. This is an area that needs to be resourced to a high degree as children require a wide breadth of experiences
- All children who are working below stage 4 are having their needs met through individual programmes or RTLB support

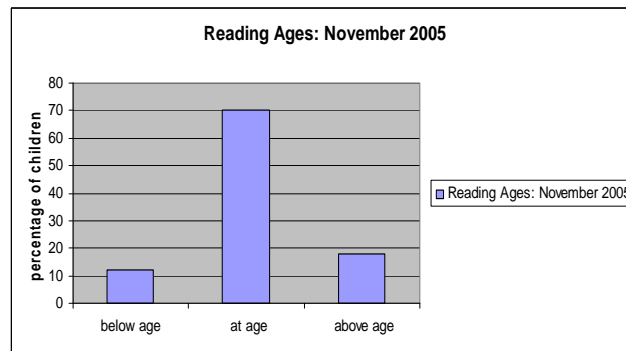
2006

- Ongoing data collection has enabled us to establish benchmark levels for students at year 3. In the absence of agreed correlation between the numeracy project and the national curriculum, the school has established its own benchmarks. These are significantly more detailed.
- By the end of year 3 students should be working at or above stage 5, but to have completed the knowledge aspects of stage 5. (This information is varied and not appropriate to be displayed in graphic form)
- The data shows that more than 35% of students did not attain this level. The data should be triangulated with the maths PAT at the beginning of 2007 and support planned where necessary.



- The data shows 10% of students working below stanine 4. Teachers will group students based on PAT for students working above stage 4 of the numeracy project to ensure that students are appropriately extended. Students working at stage 4 will continue to be instructed in this programme. Support for students not displaying appropriate progress is planned for terms 3 and 4 – data to be collected at the end of term 2

Reading



Analysis

The test

The benchmarking system tests children's ability to decode and comprehend text. It is a one on one test with the class teacher, giving an age range of six months e.g. 7.0 – 7.5. For the purpose of our analysis, the lower figure is taken as the reading age.

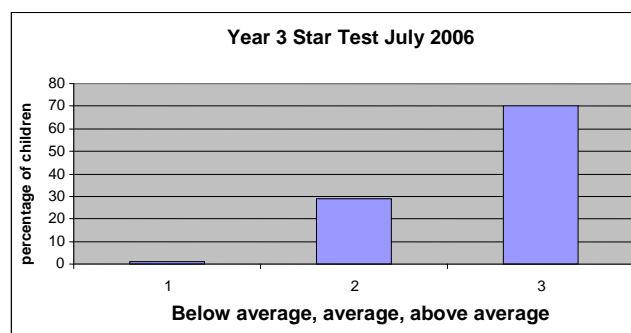
A child is judged to be "below age" if their reading age is 6 months or more below their chronological age.

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The highest reading age a child can attain using this system is 8.0

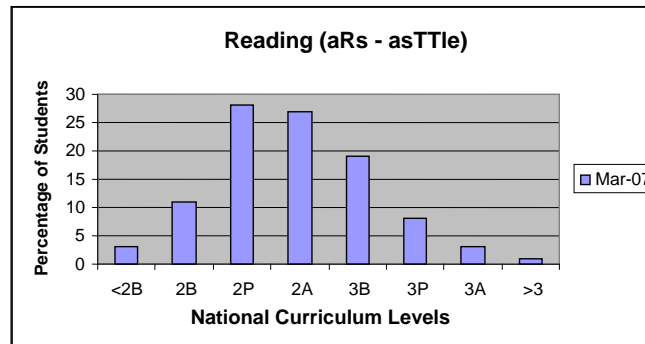
2005

- 11% of children are 'below their reading age;' reading at 6 months or more below their chronological age. All of these children are being targeted with special programmes including Bannatyne, rainbow reading or RTLB support.
- 18% of children are 'above their reading age;' reading at a year or more above their chronological age.
 - In reality we know this group is larger.
 - There are a number of children at the end of 2005 who were aged more than 7 years. Using this test does not enable us to classify children as more than a year above their age.
 - These children are supported with additional comprehension testing



2006

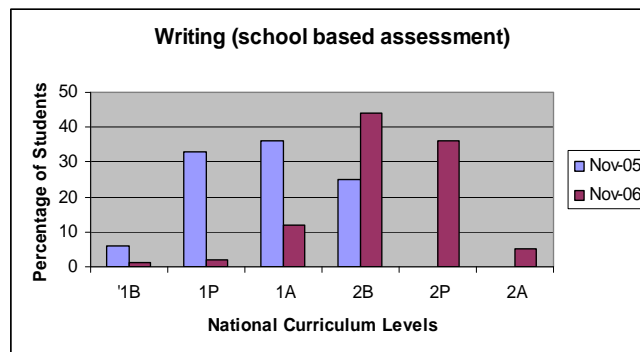
- The Star test has identified only one child as being below average. This child is receiving Occupational Therapy support and has an RTLB referral.
- The high percentage of children at above average means that the learning needs of the students can be met in class through the planning of extension work in normal class programmes.
- asTTle will be used to identify further needs in February 2007.



2007

- The current 'schools like mine' average is for students to be working at 2P by the end of year 4.
- 30% of students are currently working above this level. However, the spread of achievement is such that the team can meet the needs of students.
- All students working below level 2 are having their needs met through individual programmes

Writing



Analysis

The Test

Data is collected each term, and a best fit level for the year is established in November. The method of analysing data has been developed over the last 2 years at Campbells Bay. There is a great deal of subjectivity in assessing writing, and moderation is taking place to ensure that we are as accurate as we can be. However, we are aware that the assessment needs more modification.

2005

- Our target for year 2 is to have children working at a proficient stage of level 1
- 6% of children have not reached this level. All of these children are being supported with literacy programmes

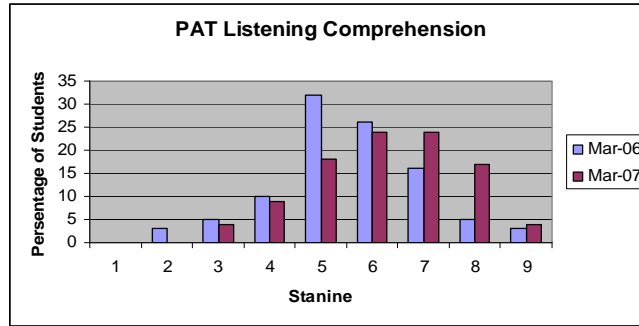
2006

- Moderation of writing assessments has led to greater confidence that writing is being assessed with greater consistency.
- All students have demonstrated progress, with only new students to the school being levelled at 1B.

2007

- The data has not been collated as a best fit for the year is assessed formally and reported to parents. However, team 4 have raised some concerns that surface features in the year group are an issue for a number of students who display higher achievement in deeper features. The assessment team will consider this data when establishing priorities for the targeted teaching budget in term 3

Listening Comprehension



2007

- The data triangulates with reading data to suggest that we should be expecting reading levels to be higher than national averages.
- All students working below stanine 4 are receiving support.
- Team 4 have sought advice from the SENCO / Director of Literacy to address the needs of individual students who have a higher stanine than equivalent reading level. Verna has supported the team. This is in line with the assessment overviews.

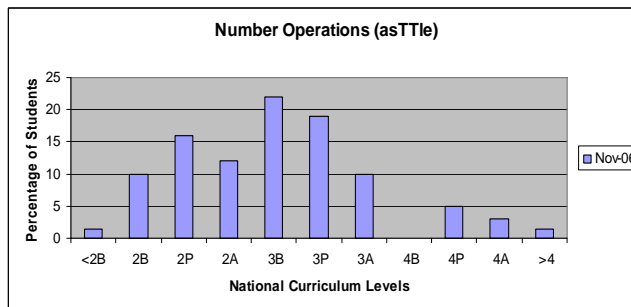
Student Achievement Record Year 5 - 2007

Cohort

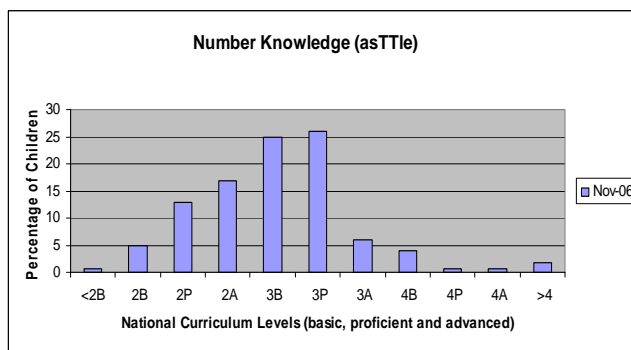
2005 – Yr 3

2006 – Yr 4

2007 – Yr 5



Maths

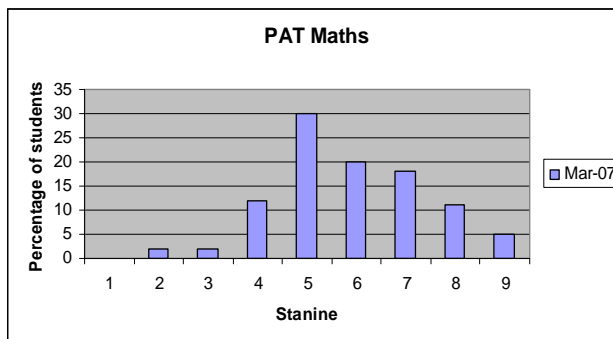


2005

- School wide data was collected in for the numeracy project. Teams also used asTTle to help inform programmes
- Following professional development, the school has made the decision to use asTTle to plan and assess students in the senior school. We believe that this data, when triangulated is reliable, relevant and valid.
- During 2005 maths extension classes were a part of programmes

2006

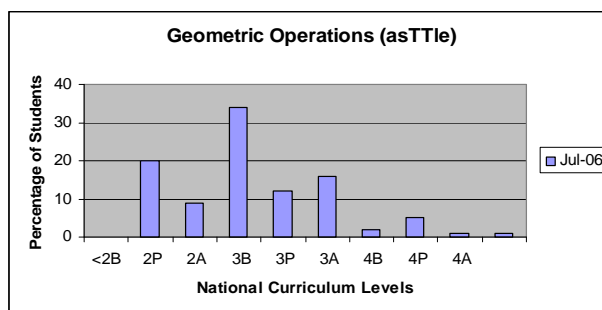
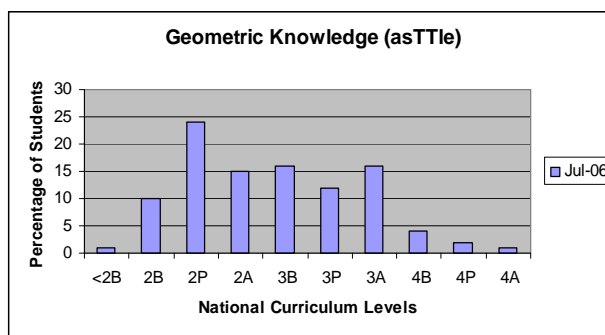
- The data has been triangulated with the maths PAT test. All students working below 2P are receiving support. These students will have extra asTTle testing to assess progress at the end of term 2. This will not be included in school wide data, but will assess the value of the extra classes and if further support is needed.



2006

- The data shows that only 5% of students are working below stanine 4. However, the school is mindful that we would expect students to be working above the national average.
- Some students working within stanines 4 and 5 are receiving support where it has been identified that there area of weakness is number knowledge

Geometry



Analysis

Our standard rubric shows that we expect children to have a basic understanding of level 2 at the end of year 4.

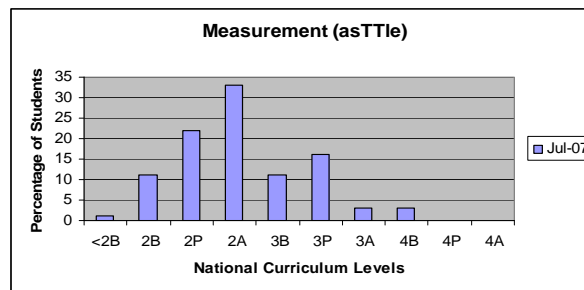
2006

- Currently 80% of students in Year 4 are working at Level 2 proficient and above. This is above the national average.
- This is the first strand data collected for the cohort and targets need to be adjusted accordingly.

2007

- Data to be collected in July

Measurement



Analysis

Our standard rubric shows that we expect children to have a basic understanding of level 2 at the end of year 4.

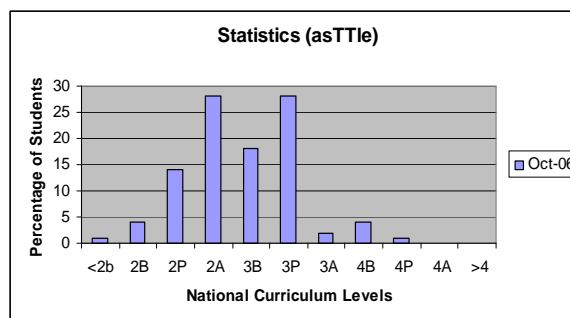
2006

- 88% of children are working at Level 2 proficient and above. This is above the national average.
- Child below level 2 has already been identified and a programme in place.
- This is the first strand data that has been collected and targets need to be adjusted accordingly.

2007

- Data to be collected in July

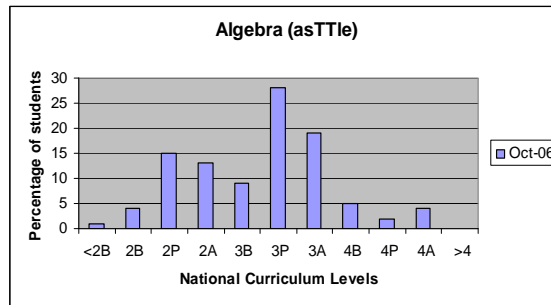
Statistics



2006

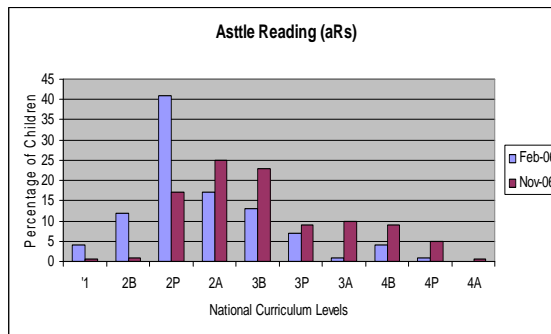
- All students working below 2P (expected level) showed a weakness in number. This should be addressed in 2007 by providing support for students in the area of number

Algebra



- All students working below 2P (expected level) showed a weakness in number. This should be addressed in 2007 by providing support for students in the area of number

Reading



Our standard rubric shows that we expect children to have a basic understanding of level 2 at the end of year 4.

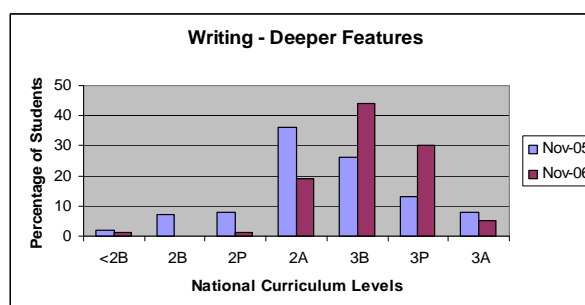
2006

- The areas tested were understanding, knowledge and inference, and the overall levels are derived from this test.
- With ongoing asTTle testing in the areas of finding information and connections our target will need to be adjusted for this cohort in July 2006

2007

- For the purpose of whole school reporting the average reading score (aRs level) is used. Teams continue to analyse the individual areas of reading to drive programmes
- All students working below 2P are having their needs met through individual programmes.
- Currently the spread of students allows for the needs of all students to be met through grouping. This will be reassessed at the end of term 2

Writing



Analysis

The Test

Data is collected each term, and a best fit level for the year is established in November. The method of analysing data has been developed over the last 2 years at Campbells Bay.

There is a great deal of subjectivity in assessing writing, and moderation is taking place to ensure that we are as accurate as we can be. However, we are aware that the assessment needs more modification.

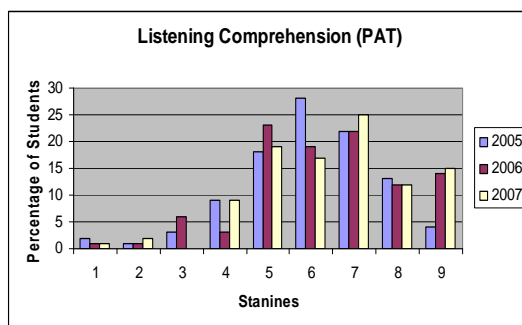
2005

- Our target for year 4 is to have children working at a beginning stage of level 2
- 17% of children have not reached this level. All of these children are being supported with literacy programmes

2006

- Moderation of writing assessments has led to greater confidence that writing is being assessed with greater consistency.
- All students working below level 2A had identified special needs

Listening Comprehension



2007

- The data shows more variation than a school may expect. The increase of students at stanine 4 can be partly attributed to students who were not present in 2006.
- Students whose results have not been explained by this have had further testing completed. This data does not triangulate with other data and the SENCO has been used to run further tests where required by the teacher

Student Achievement Record

Year 6 - 2007

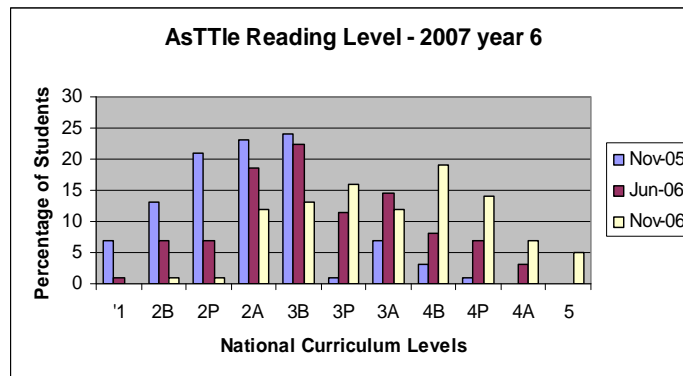
Cohort

2005 – Yr 4

2006 – Yr 5

2007 – Yr 6

Reading



Analysis

2005

- Our standard target shows that we would expect children to have achieved a basic understanding of level 2 by the end of year 4.
 - The data indicates that 80% of children were working above that level by the end of year 4.
- Adjustment of the targets will need to be established for 2006

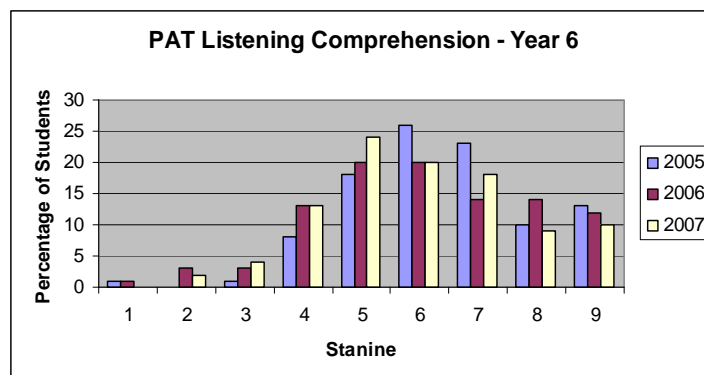
2006

- Further analysis of the data has indicated that finding information, inference and knowledge are aspects of reading which need an increased time component. This will inform planning for 2006.
- As our testing schedule and analysis becomes more accurate it will be possible to set more accurate targets.

2007

- Data to be collected in July

PAT Listening Comprehension



Analysis

Students with Age Stanine 1, 2 and 3 are considered to be below, 4, 5 and 6 are at age; 7, 8 and 9 are considered to be above age.

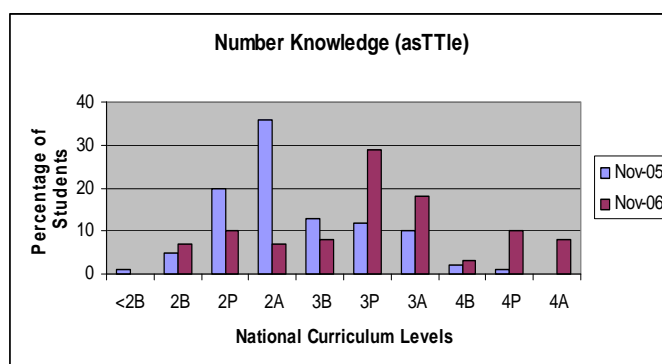
2006

- Due to the increase in numbers of children with English as a second language there is a greater number at stanine 2 and 3. These students have been identified and ESOL and language programmes are in place.

2007

- Students working below stanine 4 are continuing with individual programmes

Maths - Number



Analysis

2005

- Our standard rubric shows that we would expect children to have achieved a basic understanding of level 2 by the end of year 4.
 - The data indicates that 94% of children were working above this level in number knowledge and 78% in number operations by the end of year 4.
- This data shows the need for adjustment to our targets for the cohort in 2006.

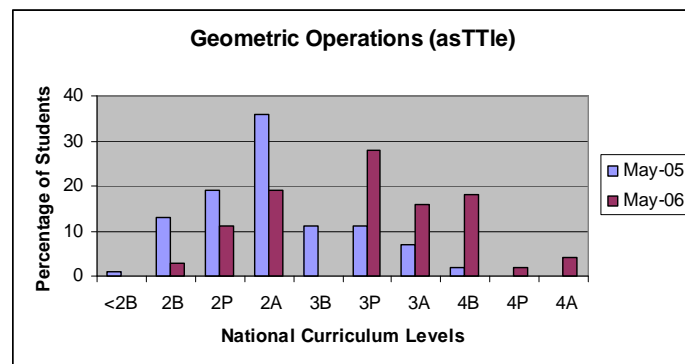
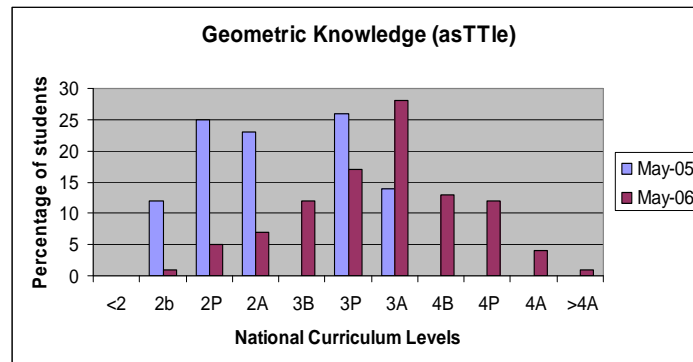
2006

- Target Established
 - 60% of children should be proficient at level 3 in both number knowledge and operations.
- Extension groups will be required for this cohort.
 - Data will be triangulated with numeracy project stages and teacher judgement.
 - The aim of the extension programme will be to extend children within the context of the maths programme for year 5, supporting them over a number of days.

2007

- Data collected in November
- An extension programme is in place. Group data may be collected in July to inform further programmes

Geometry



Analysis

Our target states that at end of 2005 75% of Year 4 students will demonstrate an advanced knowledge and understanding of level 2 (2A).

2005

- 65% of students working at Level 2A or above for geometric knowledge
- 71% of students working at Level 2A or above for geometric operations
- Year 5 teachers to use the analysed asTTle data, including the Group Learning Pathways to inform planning of geometry in Term 1, 2006-06-02

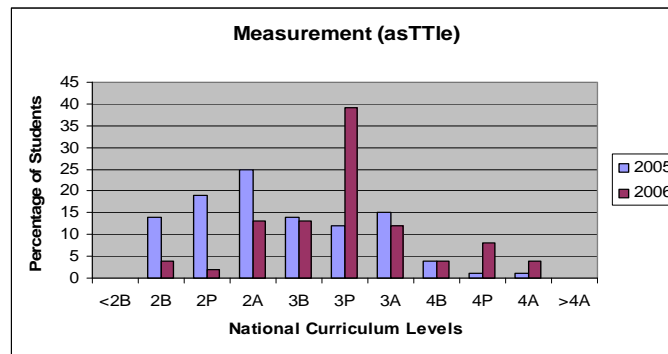
2006 Target

- 75% of students working at 3B (above national average/ schools like us) for geometric knowledge
- 75% of students working at 3B (above national average/ schools like us) for geometric operations

2006

- 87% of students are working at level 3B and above for geometric knowledge.
- 67% of students are working at level 3B and above for geometric operations.
- asTTle data and group learning pathways to be analysed to inform planning and to identify those students at risk of not achieving or for CWSA programmes

Measurement



Analysis

By the end of 2005 75% of Year 4 students will demonstrate an advanced knowledge and understanding of level 2 (2A).

2005

- 69% of students are working at level 2A and above.
- Year 5 teachers to use the analysed asTTle data, including the Group Learning Pathways to inform planning of geometry in Term 1, 2006-06-02

2006 Target

- 75% of students working at 3B (above national average/ schools like us) for measurement

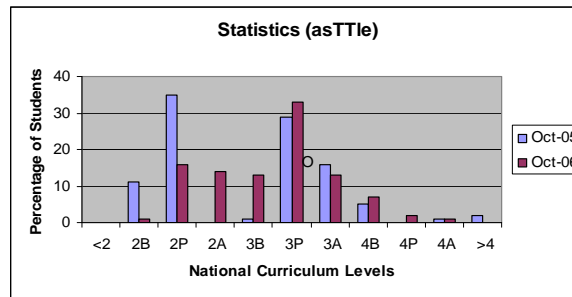
2006

- 81% of students are working at level 3B and above
- Group learning pathways will be used to inform planning.
- Ongoing analysis will be used to inform CWSN and CWSA programmes

2007

- Due to organisational changes in year 6 data will not be collected until November

Statistics



Analysis

By the end of 2005 75% of Year 4 students will demonstrate an advanced knowledge and understanding of level 2 (2A).

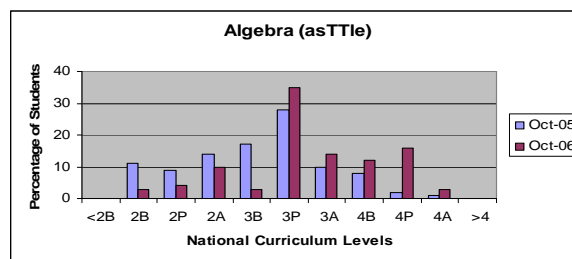
2005

- 59% of students are working at level 2A and above.
- Year 5 teachers to use the group learning pathways information to inform planning for a strand day during the Numeracy Project teaching during terms 2 and 3. This information will also inform planning for 2006

2006 Target

- 65% of students working at 3B (above national average/ schools like us) for statistics

Algebra



Analysis

By the end of 2005 75% of Year 4 students will demonstrate an advanced knowledge and understanding of level 2 (2A).

2005

- 81% of students are working at level 2A and above.
- Year 5 teachers to use the analysed asTTle data, including the Group Learning Pathways to inform planning of algebra in Term 3/4, 2006.

2006 Target

80% of students working at 3B (above national average/ schools like us) for measurement.

5.2 As a strategic plan is about “what will be different in relation to what is already happening” (Fidler 1997, p86) it is appropriate that the plan is an evolving one. Once an objective has been achieved it should be removed from the plan. Hence, only objectives that have yet to be achieved feature in the plan.



Alterations: NAG 1

As the following objectives have been achieved or are under action they were withdrawn from the strategic plan: 1, 3, 5, 8, 9, 10 & 11.

The following objective was adopted: Prepare for the introduction of a new curriculum document (expected in 2008) so that the school is ready to plan and implement the curriculum when the new document has been adopted by the Ministry of Education.

5.3 NAG 2: Documentation and Self-Review Review

5.3.1 The philosophy of self-review is still very much present in the school. It is embedded in retreat documents. It is important that self-review remains one of the cornerstones of the school. The 2005 ERO review assisted us to determine ‘where to from here’. The review provided us with suggestions that were compatible with the notion of self review. These suggestions have been incorporated into our Strategic Plan as objectives 6 and 7 in NAG 2.

5.3.2 **Appraisal.** We are attempting to improve our performance management processes. We are trialling a programme called ‘The Four Minute Walk Through’ (4MWT). **Opportunity** This is a technique that addresses the areas of the quality of instruction and direct instruction in classes by teachers. In order to obtain this information the 4MWT changes the balance of power that is related to most other performance management systems (and the one we use). Observations, in the traditional way that they have been implemented, foster a child adult relationship between the appraiser and the appraisee. **Weakness** Because of the nature of this relationship there often occurs a culture of compliance. The 4MWT system fosters adult to adult relationships through the collection of valid data and quality feedback. In this relationship it is possible to develop a culture of coaching.

As Senge states, there are four major learning disabilities from which organisations suffer:

1. I am my position
2. The enemy is out there
3. The illusion of taking charge
4. Fixation on events

The current appraisal system that we use at CBS reinforces all of these disabilities.

Adults learn (androgogy) under different conditions to children. Adult learning will occur when the following prerequisites are in place.

1. Reflection
2. Input from a leader or leaders
3. Differentiation (personalised learning)
4. Continuous programme(not drip fed)

You may recall the section from Hattie that identified ‘influences that there above average’ in assisting learning:

	Effect size
Reinforcement	1.13
Students prior cognitive ability	1.04
Instructional quality	1.00
Instructional quantity	.84

The 4MWT gives the ability to focus on three of the four highest influences by allowing us to regularly assess the performance of the teacher in terms of: reinforcement to students regarding their work; the instructional quality of the class programme; and the amount of time they spend on particular aspects of the programme.

During the balance of 2007 we will trial the 4MWT in six classrooms (with these teachers volunteering to participate in the trial.) At the end of the trial we will review the effectiveness of the 4MWT with the teachers in the trial to ascertain how useful they found the 4MWT to be, particularly in the areas of how they (the teacher) provided students with reinforcement; the quality of the instruction; and how much time they spent on particular curriculum.

Investors in people (IIP)

Investors in People (IIP) have been working with a number of schools in the Mid Bays Cluster (Campbells Bay to Browns Bay). IIP focuses on people; improving people's performance through a planned approach to meeting and communicating organisational goals and developing people to meet these goals, so that what people can do and are motivated to do, matches what the organisation needs them to do. In doing so, IIP provides assessment from an external assessor against criteria very much with the lens covers off.



Diagnostic assessment August 2006: Investors in People reviewed school documents; interviewed on site between 25 – 50% of staff; and observed the school in action while assessors have been on site. Feedback was provided against indicators with nine modules being available to the school to support development needs. e.g. building a high performing team; leadership and management principles; managing difficult situations. As Winston Churchill said, "Continuous effort, not strength or intelligence, is the key to unlocking potential". The modules continue until near the end of 2007.

Having completed their diagnostic assessment, IIP came to the conclusion that, before any intervention was necessary, Campbells Bay School already met six of the ten indicators, namely: A strategy for improving the performance of the organisation is clearly defined and understood; Learning and development is planned to achieve the organisation's objectives; the capabilities managers need to lead, manage and develop people effectively are clearly defined and understood; People's contribution to the organisation is recognised and valued; People are encouraged to take ownership and responsibility by being involved in decision-making; People learn and develop effectively.

The four indicators not met in the August assessment were: Strategies for managing people are designed to promote equality of opportunity in the development of the organisation's people; Managers are effective in leading, managing and developing people; Investment in people improves the performance of the organisation; and Improvements are continually made to the way people are managed and developed. While the school was meeting many of the requirements of the aforesaid four indicators, IIP felt there was still work to be done.

Attendance at the training modules by members of the staff and a concerted drive to improve will be assessed by IIP in early 2008 when IIP assessors are invited to assess the school across the ten indicators with the objective being for the school to meet the full Investors in people standard.

Alterations: NAG 2

It was agreed to adopt the following objectives: (a) Trial the four minute walk through in 2007 and review in November/December 2007 to determine whether this will become part of the school's performance management programme. (b) Implement feedback recommendations from Investors in People following the 2008 review.

5.4 NAG 3: Employer Responsibilities

Review

In June 2006 it was reported that the weakness in our teacher induction process were being overcome. In 2005 teacher induction was a **Weakness**. In the past two years this weakness has moved to being a **Strength**. We are hopeful that the Investors in People review of the school will confirm this in early 2008.

The *School-Level Environment Questionnaire* (SLEQ) is carried out each year on the first day of the fourth term. This is a questionnaire that seeks feedback from teachers across eight domains. The larger the gap, the bigger the difference between *preferred* and *actual* from the perspective of teachers. Hence a gap of 0.0 is ideal, while gaps of up to about 2.5 are not unduly concerning.

As this is an annual data collecting tool we tend to look at trends. For example, the SLEQ showed that in October 2004 the total difference across the eight domains surveyed was 26.8 (up 2.7 from 2003). In October 2005 the total difference across the eight domains was 21.8 (down 5.0 compared with 2004). Six domains showed reductions in differences, while two domains showed increases. Following further analysis of the *affiliation* domain (teachers can obtain assistance, advice and encouragement and are made to feel accepted by colleagues) it was concluded that the difference of 2.6 between preferred and actual was of no real concern.



The SLEQ throws up issues that cause concern. The results of the October 2005 SLEQ in *resource adequacy* showed a closing of the gap from 5.3 to 4.1. (5.3 was an unexpectedly large gap). In 2006 this had further reduced to a gap of 2.9. The closing of the gap was, arguably, the result of further investigation following the 2004 result that indicated that teachers were concerned not by a lack of resources but access to resources such as the library and the hall. Once this had been identified, plans were actioned to remedy this by altering timetables when ever possible. It seems to be working.

The 2006 SLEQ resulted in smaller gaps (compared with 2005) in two domains; one domain remained the same, while five domains increased. The total gap difference was 24.8, up from 21.8 in 2005 and down from 26.8 in 2004. In essence, the results indicated a 'steady as she goes' approach in terms of management and leadership practice with particular interest being on October 2007 for professional interest and innovation that had larger gaps in 2006 than in 2005.

Alterations: NAG 3

As objective 2 had been achieved it was withdrawn.

The following objective was adopted. Monitor the trend of the SLEQ in October 2007 to assist in making budget decisions for 2008.

5.5 NAG 4: Finance and Property

Review

Property Summary

A major property development programme has been an on-going feature of the school since 1994. In that time the school has acquired 13 classrooms; extended/refurbished the hall (including the kitchen and toilets); built an art room, performing arts areas, ICT suite, library, teacher work area, resource storage area, medical room, conference room, offices (including offices outside Rooms 10 & 14); extended and refurbished the staff room, reprographics room; up-graded the swimming pool, improved field drainage; while extensive areas of asphalt have been upgraded. In more recent times, the addition of a sandpit; shade covers (over the sandpit and outside the library); new seating for the hall; the provision of verandas on the three exits/entrances to the hall (that face the quadrangle);

and the upgrade of the lighting above these doors have also enhanced the facilities of the school. **Strength**

The advent of the second round of the five year property money now provides the school with the chance to plan for major maintenance projects and modernisation of the school plant. These projects include: up grade of drainage system, particularly in the area of Rooms 1 – 3 and beside the school hall; up grade of the energy supply and distribution of energy on the school site; up grade of the heating system with a review of the effectiveness and longevity of the boiler being central to this review; and the review of teaching needs in relation to the provision of physical resources. This could include the provision of classroom enhancements. **Opportunity.** Such a review has taken place and the property plan was approved by the Ministry of Education in mid May 2007. Funding from the Ministry means that this work will commence before the end of 2007.

Alterations: NAG 4

Objectives 3 & 5 were withdrawn and the following was adopted: Implement the 5 Year Property Plan (2007)



Those Geese

..... and Investors in People

So, how has the school performed in relation to the metaphor of the geese?

#1 People who share a common direction and sense of community can get where they are going quicker and easier because they are travelling on the strength of one another.

The results of the SLEQ suggest that people feel part of a culture that encourages and respects innovation; participatory decision making; professional interest; and that people feel an affiliation towards their colleagues. As ERO (October 2005) write, "Teachers are collegial, reflective and committed to school improvement and sharing best practice". IIP (August 2006), "Clear purpose and vision. Individuals at all levels understanding the objectives of their team and the school. Improvements in the performance appraisal system, induction and beginning teachers' programme."

#2 Whenever a goose falls out of formation, it suddenly feels the drag and resistance of trying to fly alone and quickly get backs into formation to take advantage of the lifting power of the bird immediately in front.

While systems can always be improved there are numerous systems throughout the school that make it easier for people to stay 'with the flock'. Examples include the assessment processes, where support is given to facilitate adherence to procedures by teachers; the improved timetabling systems; resourcing arrangements that provide improved access to facilities in a timely manner; the communication process; and the clear and prescriptive appraisal processes that continues to undergo evolutionary improvement. In other words, it is much more supportive being part of the formation rather than flying solo. ERO (October 2005) write about the strength of having "comprehensive policies and sound procedures (that) provide a sound framework for board operations". Self review practices were also favourably noted by ERO. IIP (August 2006), "People feeling valued by management, colleagues and the community. An effective team structure that facilitates communication and a focus on performance improvement."

#3 It pays to take turns doing the hard tasks and sharing leadership.

Arguably, shared or distributive leadership is a cornerstone of the school's leadership style. There is a philosophy of encouraging people to become champions. As ERO (October 2005) put it, "Leadership is fostered among staff and they feel well supported by the principal and the board". IIP (August 2006), "An environment that encourages contribution of ideas. Potential being identified and developed by managers. The weekly management

meetings that make the majority of decisions in the school that are open to all staff. Responsiveness to different learning needs and styles.”

#4 These geese in formation honk from behind to encourage those up front to keep up their speed.

I am not sure if that is what the honking is about in our case. The SLEQ results over the years have fairly consistently shown that the gaps between preferred and actual are reasonably small when it comes to the workplace experience. IIP (August 2006), “An environment that encourages the contribution of ideas. People feelings valued by management, colleagues and the community. Transfer of learning from professional development to teams and to the classroom.”

#5 when a goose gets sick or wounded or shot down, two geese drop out of formation and follow it down and protect it. They stay with it until it is able to fly again or dies.

Thankfully, we have had no members of staff shot or wounded. However, as you would expect in any workplace with over 50 members, we have our fair share of illness and tragedies.

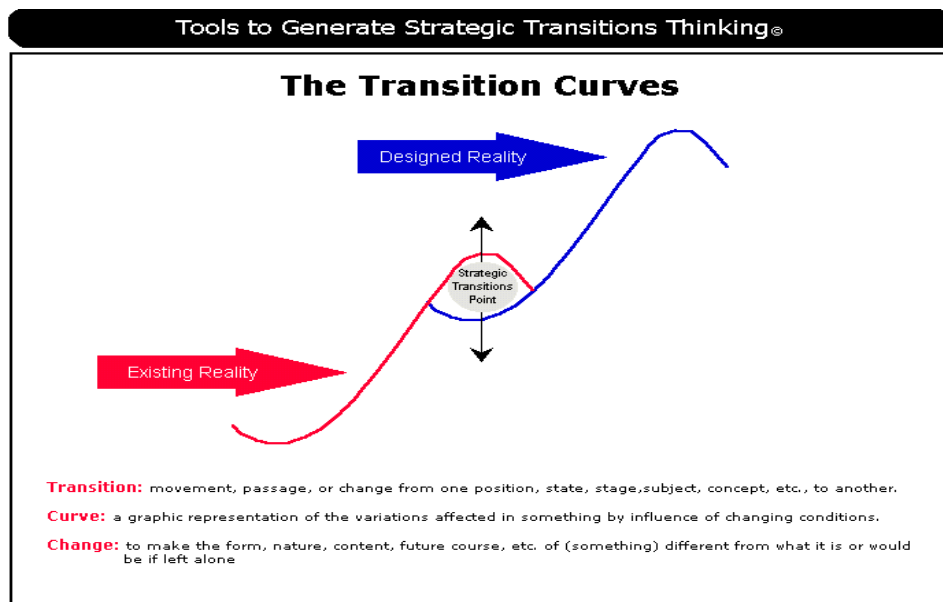
The above narrative, apart from excerpts from ERO and IIP, is based on data gathering and observations by people from within the school. While the observations from ERO supported the conclusions I have drawn, it is arguable that more rigour is required to identify how we can improve our use of our greatest resource, namely: people.

6.0 Thinking of the Sigmoid Curve

Background

The Sigmoid Curve is all about continual improvement. When writing of the Sigmoid Curve, Charles Handy states, “the secret to constant growth is to start a new Sigmoid Curve before the first one peters out”. Handy urges that the right place to start the new curve is before the apex of the curve is reached.

At Campbells Bay, it can be argued that the point of departure for the current curve we are on was signalled by the adoption of practices that have lead to *increased* professional development as well as *greater emphasis* on the development of programmes to assist students achieve.



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6.1 The New Curve That Started In 2003 A Review

“The new curve is all about working from the point that has the school providing for student needs, particularly in literacy and numeracy but also in the domain of children with special

needs (CWSN) and children with special abilities (CWSA), acknowledging that all students have some special abilities. Under NAGs 1 & 2 the new strategic plan places emphasis on numeracy and literacy, assessment for improved learning, the development of thinking skills, while being more specific about the provision of teaching of right brain activities such as art, music, dance and drama. The challenge is to resource this direction.”

These comments were in the 2004 retreat papers. They hold true today. What the Board also reviewed at that time was human resourcing to achieve the learning objectives. What follows is a review of these human resources in 2006 - 2007.

- 6.1.1 Student Achievement:** The appointment of a Director of Student Achievement (Teresa Burn) to be responsible for assessment for learning; identification of students who are at risk of not achieving, or who are not achieving or who have special needs; as well as identifying curriculum areas that require particular attention, has provided a focus for these issues. This role has been further reinforced with the appointment of Duncan Millward as the champion of the use of asTTle. **Strength** **Opportunity**

Status: Roles of Director of Student Achievement and champion of asTTle will continue as pivotal in the quest for improved student achievement.

- 6.1.2 CWSN (Children with Special Needs)/SENCO (Special education needs co-ordinator):** (Verna Cain). The school has been very proactive regarding the provision of human resources for implementing the special needs process that provides for the identification of students with special needs and the development and implementation of appropriate programmes. These programmes may include, but are not necessarily confined to Reading Recovery, Rainbow Reading, RTLB involvement, Group Education Service (GSE) involvement, and the development of Individual Educational programmes for students. **Strength**

The role of the SENCO at Campbells Bay School is on a par with that of the Director of Student Achievement.

Status: SENCO continues.

- 6.1.3 Numeracy and Literacy:** The responsibility to monitor student achievement and class programmes with the view to identifying best practice and areas for development lies with the Director of Student Achievement. The school has embarked on a purposefully designed numeracy professional development programme that started in 2005 and is now in maintenance mode. **Strength**

Status: The Director of Student Achievement will continue to be responsible for literacy and numeracy.

- 6.1.4 CWSA (Children with special abilities):** The school has identified students who have special abilities, bearing in mind that all children have special abilities in some area. Wherever possible these programmes take place within the classroom and are the responsibility of the classroom teacher. At the 2003 review it was reported that withdrawal programmes would include, but would not necessarily be confined to, extension maths, art, music, technology and research. Since the review withdrawal programmes have been offered in research, maths, written language, music and drama. Curriculum compacting is being used more effectively as a means of catering for CWSA needs in class. **Strength**. **Opportunity**.

Status: With the addition of (d) gifted and talented in the revised NAGs, the Director of Student Achievement is responsible for this requirement.

- 6.1.5 Human Resources: Art, music, drama, dance & ICT:** At the 2003 review it was reported that the Achilles' heel of the school in recent times had been the lack of appropriate and timely availability of people to assist in various areas. It was agreed that funding needed to

be available so the facilities that the school has can be better used to implement the curriculum.

Status: The **art room** now has a part time teacher aide who assists teachers and ensures the art room is well managed. **Strength** This position will continue. The **ICT suite** has a 0.8 teacher. **Strength** **Opportunity** This teacher assists class teachers with the ICT programmes. The teacher works closely with the librarian. This arrangement will continue. The librarian role continues to be 0.8. The performing arts room is widely used by part time teachers who are taking classes as part of the Class Release Time programme (CRT). This programme is part of the teacher employment contract. It has actually been a bonus for curriculum areas such as music and drama as the school has effectively been funded by the Ministry of Education to pay for classroom teachers to be released, meaning the school has been able to employ specialist teachers to take parts of the curriculum. Science is another curriculum area that has been resourced in this way. **Strength** **Opportunity**

6.1.6 As part of the school's involvement with our cluster (Campbells Bay to Browns Bay) Campbells Bay School is part of a cluster wide Ministry of Education contract: Extending High Standards across Schools (EHSAS). This contract provides the cluster schools with Ministry of Education money (almost \$600,000 inc gst over four years) to share high standard practice amongst all schools in the cluster as well as further improving high standards in cluster schools.

In summary, the school is well resourced in terms of teachers and support staff.

6.2 Summary

So, how have we done? Well, we don't need an axe and, hopefully, we don't need to chop down the office/school. We are well on the way. As mentioned, there is now better support for teachers in terms of art and ICT. Specialist teachers have been engaged to assist with some programmes. Teachers are getting dollops of professional development. This professional development is very much school based with the facilitator working with teams and individual teachers.



"Strategic plan B: We chop down all the office plants and grow vegetables."

The effectiveness of the professional development programmes will be best judged once student achievement results are analysed.

It is appropriate to now strategic plan to see what needs to be the afore mentioned



reflect upon the current what can be removed and added, based, in part upon environmental scan.

7.0 Strategic Plan as at June/July 2007. (To be reviewed in June 2008)
See 'Strategic Plan'.

8.0 References

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