



# 2011 Planning and Reporting Goals and Targets arising from the BMC Strategic Plan

Our strategic goals reflect the national education goals and the local goals. They are also informed by the analysis of the 2010 goals and the mandated changes due to the revised NAGs to meet the Government policy of introducing National Standards.

## Overall focus: Improving student achievement

<b>Goal 1:</b>	Raise achievement of students entering NCEA through the development and use of personalised learning plans with a particular focus on increasing the number of students achieving at Level 3, as well as Merit grades at each level and at least one Excellence endorsement at each of Levels 1, 2 and 3.
Goal 1a:	Have students gain individual course endorsements which are available for the first time in 2011.
<b>Goal 2:</b>	To continue with the implementation of National Standards at Years 7 & 8
Goal 2a:	To have 55% of the students achieving at or above the standard for each of Years 7 and 8.
Goal 2b:	To continue to review and where necessary rewrite our reporting formats to comply with the requirements of the revised NAG in relation to National Standards.
<b>Goal 3:</b>	Develop a positive learning environment which values achievement and effort (unchanged)
<b>PD Goal</b>	To embark on a staff wide professional learning journey to further integration of Te Ao Maori into teaching learning and other programmes

### Goal 1: Raise achievement students entering NCEA through the development and use of personalised learning plans

Target	Historical Position*
<p><b>1.</b> To produce personalised learning plans for all students entering for NCEA( Years 11-13) and to report success based on this data</p> <p>And</p> <p>To increase the number of students achieving at Level 3 as well as Merit grades at each level and at least one Excellence endorsement at each of Levels 1,2 and 3</p> <p><b>1a.</b> To have students gain individual course endorsements</p>	<p>In 2010 the Senior Dean met with all Year 12 and 13 students individually and established a personalised learning plan for each during an initial interview. The goals which were set were monitored formally twice more during the course of the year for Year 13 students, and once more for Year 12 students. There were also numerous informal milestone check – ins with the Dean throughout the year, as well as targeted interventions with a small number of students who were identified as being in danger of not meeting their academic goals by their subject or Form Teachers. The Dean reported progress towards the goals set at Parent Interviews. In the case of Year 11 students, the Dean carried out tracking in terms of NCEA achievement and met with each student at least twice, where the focus for many was moving the goal from Achieved to Merit or from Merit to Excellence; but did not complete personalised learning plans with each. The latter needs to remain a goal for 2011 with the caveat that a financial investment will need to be made to free up staff time as the establishment of Personalised Learning Plans is a time intensive process. The proportion of students gaining NCEA in 2010 was pleasing at Levels 1 and 2 with 87.1% and 85.3% respectively both of which were above the national rates. At Level 3 however the number gaining the qualification was disappointingly low with what we believe to be 57.1% compared with 72.9% nationally, and the same proportion gaining University Entrance compared with 65.3% nationally. Although there were a number of valid pathways to success planned by the students for themselves, the school's objective for all but one of them was also to achieve NCEA Level 3.</p>

	<p>For Level 1 in 2009, 0% of Blue Mountain College students gained an Excellence endorsement compared with 7.9% nationally and 31.3% gained a Merit endorsement compared with 26.8% nationally. In 2010 7.4% gained Excellence compared with 9.1% nationally and 29.6% gained Merit compared with 29% nationally. It was pleasing to see the improvement in Excellence endorsements and the proportion achieving at Merit or above was also higher than in 2009.</p> <p>For Level 2 in 2009, 0% of BMC students gained an Excellence endorsement compared with 5.8% nationally and 9.1% gained a Merit endorsement compared with 19.3% nationally. In 2010, 0% gained Excellence compared with 6.4% nationally and 17.2% gained Merit compared with 20.3% nationally. It was disappointing not to gain any Excellence endorsements at this level but the proportion of Merits improved substantially to a point where the proportion was only slightly below the national average.</p> <p>For Level 3 in 2009, 0% of BMC students gained an Excellence endorsement compared with 5.2% nationally and 12% gained a Merit endorsement compared with 20.9% nationally. In 2010, 9.1% gained Excellence compared with 5.5% nationally and 9.1% gained Merit compared with 22.8% nationally. It was pleasing to meet our goal for Excellence at this level and while the proportion of Merits had decreased that of Merit or above was higher than in 2009. While the percentage gaining Excellence was above the national average, the Merits were well below the national percentage. Raising the levels of achievement at Level 3 will be a focus for 2011, along with a continued emphasis on improving the number of endorsements gained at all levels, including encouraging students to aim for individual course endorsements which will be available for the first time in 2011.</p>
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Responsibility: Dean, Senior Staff and Senior class teachers  
Reporting: To the BOT as part of Principal's reports on NCEA and Departmental Self Reviews of the 2011 year (and perhaps in written form to parents as part of general reporting if we can find a way to do it)

- Goal 2** To continue with the implementation of National Standards at Years 7 & 8
- Goal 2a:** To have 55% of the students achieving at or above the standard for each of Years 7 and 8.
- Goal 2b:** To continue to review and where necessary rewrite our reporting formats to comply with the requirements of the revised NAG in relation to National Standards

Target	Historical Position
<p>2a. To have 55% of the students achieving at or above the standard for each of Years 7 and 8.</p>	<p>The Government amended the NAGs and thereby signalled that this must be the priority for our Year 7&amp;8 students from 2010. In the absence of any real baseline data the goal of 50% of students achieving at or above the standard was set for 2010 based on two assumptions:</p> <ul style="list-style-type: none"> <li>➤ the first was that the standards are set at the appropriate level for the Year group and</li> <li>➤ the second that achievement is related to ability which is normally distributed</li> </ul> <p>In determining student achievement in 2010 overall teacher judgement was informed by a combination of: teacher/pupil conversations or conferencing; teacher observations and teacher/teacher discussion of students' work; formative and summative assessments; as well as formal assessments using tools such as AsTTle, NumPA and IKAN. On this basis, in Year 7, 73% of the cohort were adjudged to be working at or above the National Standard in Reading; while 66% were working at or above in Writing and 52% were working at or above in Numeracy by the end of the year. In Year 8, 76% of the cohort were adjudged to be working at or above the National Standard in Reading; while 73% were working at or above in Writing and 48% were working at or above in Numeracy by the end of the year. While it is pleasing that we appear to have met our targets in most areas, there is still considerable work to be done in terms of teacher confidence in assessing each student's body of work against the National Standards, particularly in writing. We look forward to more</p>

	explicit exemplars being made available in 2011, along with further expert led professional development. Given this lack of teacher confidence, the nature of the Numeracy data (which is the area our staff feel most confident about assessing accurately at this stage) and the fact that the NS have in effect been trialled for only one year, we have decided to raise our overall goal by a conservative amount for 2011
Goal 2b: <b>To continue to review and where necessary rewrite our reporting formats to comply with the requirements of the revised NAG in relation to National Standards</b>	The Principal and the Dean of Junior School facilitated a Parents' Information Evening on National Standards in Term 2 2010, which one parent attended. The Principal and Dean of Junior School designed an interim Report for reporting on National Standards which went out at mid-year 2010, along with a parent survey. This had a return rate of 20%. The feedback was analysed and amendments made including integrating the Literacy National Standards with the English Report and the Numeracy National Standards with the Mathematics Report, rather than producing two separate documents. The amended format was used for end of year reporting to parents in 2010. Further review of the format will be needed in 2011, including mid-year Reports having a <i>Next Learning Step</i> and <i>What You Can Do At Home</i> section included.

Responsibility: Lead Teacher - All Teachers of Year 7 and 8 (Goal 2a), All Teachers (Goal 2b)  
Reporting: Lead teacher to BOT in Term 1 2012

Resources: Teachers, Release time for Lead Teacher to attend PD and facilitate in-house PD and refine Report formatting. Time for other key staff (Teachers of Year 7&8, HODs) to attend PD. Common release time to complete in-house moderation for students who are on grade boundaries

*Note: Goal 3 is not amenable for reporting using this format but has been included as it is essentially the overarching goal that forms the foundation of the others.*

**PD Goal: To embark on a staff wide professional learning journey to further integration of Te Ao Maori into teaching learning and other programmes**

Target	Historical Position
To embark on a staff wide professional learning journey to further integration of Te Ao Maori into teaching learning and other programmes with the support of a suitable provider from within our region	In 2008 ERO identified the following as a recommendation: <b>To develop and implement a PD programme to assist the awareness, knowledge and use of biculturalism in the school's environment and programmes.</b> A number of staff have identified this as an area they would like support with through the PMS. The Principal has made numerous attempts to address this recommendation in consultation with the community and a range of potential providers including: Hokonui Runanga, our Kapahaka tutor Mr Piripi Gage, Komene Cassidy and the UOCOE advisory service in the intervening years but no suitable programme has been found or developed to date. The new Principal is continuing to search for a suitable provider to work with, in order to design a programme, that meets the needs of staff and the school community, and to begin the shared learning journey as a priority for 2011.

Responsibility: Principal, SMT, SCT, Teachers and Support Staff  
Reporting: To BOT via regular PD reports and as part of Principal's reports in 2011 as well as through Departmental Review reports – early in 2012  
Resources: Principal and Senior staff release time to meet with potential providers and scope out a programme, and if successful to do ongoing liaison work. Teachers and Support Staff time in attending PD sessions and doing follow up work. Financial investment in paying a provider to help develop and deliver the PD programme and in purchasing any complementary resources. Funding for any staff who may wish to do more advanced PD in their own time.