

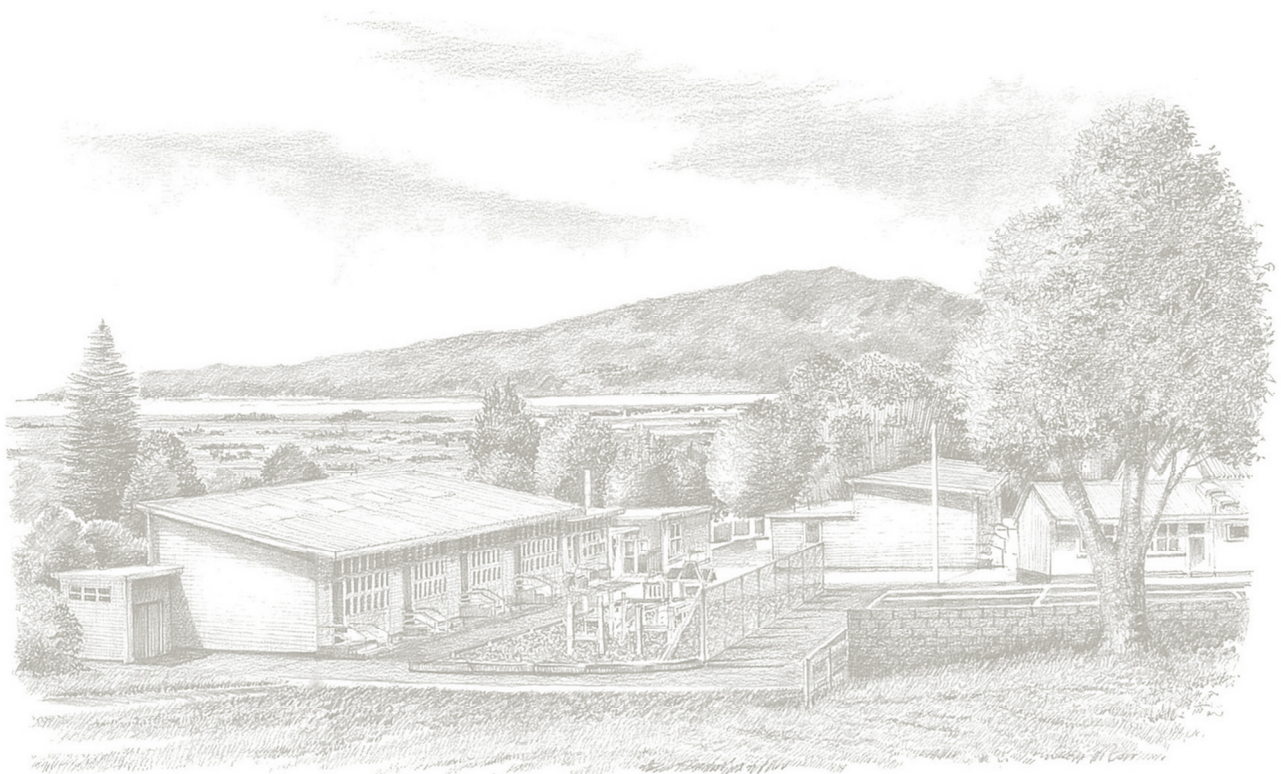
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LITERACY REPORT

Teaching and Learning Programmes

As a staff we have talked lots about the importance of teaching differentiated groups during the reading programme. The professional development we have undertaken has focused on increasing the staff's knowledge of specific reading strategies and then how best to address this in the classroom environment. We also focussed on reading during the Appraisal Process, where a couple of senior management went into each classroom. This was a good experience and there were groups running in most classes with some rich and vibrant literacy programmes on offer for our children. One of the trends that stood out was that teachers need a little more Professional Development in writing relevant Learning Intentions (what the students are going to learn), the matching Success Criteria (how they will meet that learning goal) and how these two things differ from the context of the task that the children are doing. This will be a focus for 2013.

Professional Development

Through our professional development this year we have had whole school development that has focused on addressing the direct needs of children through close analysis of their achievement data.

Step One – Target groups/children identified through assessment data from the end of 2011.

Step Two – Teachers informed of who their “At Risk” children were – and if they had no one they chose someone who was on the cusp of meeting the National Standard in Reading.

Step Three – Teacher's collated their assessment information for closer analysis (See Below)

	Informal Obs	Running Record	Other
Comment Scores			
Strengths			
Weakness			
Next steps, possible focus areas			

Step Four – Teacher Only Day. We identified the key trends in the data analysis and sifted through a lot of different resources to find readings/materials that would increase teacher's knowledge. We completed a couple of reading together and then they grouped themselves with someone who had similar targets or someone they could work well alongside, or took themselves off to work independently. The focus of their session was to hone in on the strategy/ies they could use to target their child's needs and find the relevant material they needed to support them in teaching this within the classroom.

Step Five – Teachers were then responsible for implementing their plan. We were meant to come back to it as a whole staff but the Professional Development focus shifted more towards Mathematics as a result of the Kapiti Collaboration focus.

(also see Professional Development Report)

We have also begun to use Probe2 to assess reading. This took some staff meeting time as it was a bit more complicated than the previous Probe resource and caused some frustration initially. There was a

general trend that students scored lower in this test compared to “the old Probe” so this needs to be taken into consideration when looking at achievement results.

In writing we implemented the use of e-AsTTle as a way to assess writing (this is similar to the old AsTTle writing resource, but the scores are entered into the computer and it then spits out a best-fit level for the children for that particular piece of writing). The Year 4-8 teachers assessed their writing twice during the year using this resource, refining the administration of it so results were more easily entered and analysed. The Year 1-3 continued to use the National Exemplars, but next year will jump on the e-AsTTle boat! This should lead to more accurately comparable data school-wide.

Resources

Each syndicate was allocated a percentage of the budget, with team leaders put in charge of identifying the gaps in resources at their level and spending accordingly.

We purchased quite a few teacher resource books so that teachers could increase their pedagogical knowledge of reading strategies in line with our initial Professional Development focus.

Extra Support

Rainbow Reading:

This programme continued in 2012. It continues to assist those students who are reading at a level just below their chronological age.

Rotary Readers:

The members of the local rotary club continue to visit our school every Thursday to read with the children who need extra reading mileage.

Letterland:

This very successful literacy programme used in the junior school classes (NE – Y2) helps the children to learn alphabet sounds/ blends/vowels and simple word ending patterns.

Lexia

We have been using the Lexia programme this year within classrooms. Selected students have been running through the programme with teacher aide support.

Teacher Aide support

The role of our teacher aides is dependent on the needs of the students and includes:

- working with small groups and individual students in classrooms during literacy
- supporting the teacher with other groups of students to allow them to work with those with the most need
- listening to selected children read appropriate material daily

Davis Programme

This year there has been a pilot Davis programme facilitated by Christine McCarthy. See the Special Needs Report for more information about this.

Achievement Summary

Interesting trends

- The Reading Target group made a sizable shift in performance. 30% of the students in this group moved from Below National Standard to At the standard. This is a pleasing shift, especially as it is often difficult for those children to make accelerated progress.
- The Star Test showed that there was significant value added to the At Risk children. At the start of the year there were 16 students within Stanine 1&2, with only one child remaining here by the

end of the year. All of these children have received extra support alongside their regular class programmes (as listed above)

See Achievement Summary Reports for further information.

Where to from here?

Next year we will work on making sure we more closely monitor the interventions that we put in place for our At Risk children. We will do this both through our Appraisal process and our Professional Development focus.

Appraisals showed that we need to focus on separating Learning Intentions from tasks and Success Criteria – the difference is not always obvious to teachers and/or students. Our professional development focus will hopefully see a shift in this throughout the school.

We will also continue to put teacher resource books out for teachers to look through in order to increase their pedagogical knowledge, even allocate some reading time during staff meetings.

E-AsTTle will be implemented in Year 1-3 and continued in Year 4-8. As part of this we will also continue our robust moderation process, including moderating Writing National Standard Judgements across schools. This will involve some Professional Development time working with Kapanui School.

We will also be undertaking a full curriculum review of Literacy.

Hopefully all of these things will continue to raise the achievement of all of our students.

MATHEMATICS REPORT

Structure of Maths throughout the School

Year 1, 2 & 3	60 - 80% of maths time is dedicated to number (depending on the year level) and the remaining 20 - 40% on strand maths. Teachers use the Level 1 and 2 Achievement Objectives to guide planning and select them according to student need.
Year 4,5 & 6	50 – 80% of teaching time has a number focus (depending on year level) with the remaining time on strand. Specific weeks in the term are dedicated to teaching specific areas of strand. Classes are streamed according to ability in Year 5 and 6 and the Year 4 students remain in their own class.
Year 7 & 8	40 – 60% of maths time has a number focus and the remaining time spent on strand. There is a greater emphasis on strand work at this level. Students are streamed according to ability.

Professional Development

Throughout the course of 2012 extensive professional development time has been dedicated to improving the quality of teaching practice and programmes in order to improve student achievement throughout the whole school. Mathematics continued to be a focus area following on from 2011 due to the fact that in comparison to reading and writing students did not achieve as highly in mathematics. Our Charter goals for 2012 were:

*To **raise student achievement** and to improve the quality of learning programmes in **maths** by effectively reviewing and improving teaching and learning practices across the school.*

- a. NZCER PAT Maths
- b. E-Asttle
- c. Active participation by teaching staff in KC ICT PD Contract. KC Working Party Maths and Assessment practices
- d. Maths Review

Inquiry Groups which was made up of Professional Learning Development based around content and a teacher inquiry based on different facets of mathematics. The content aspect of the working party was fed back to other staff members in school in Staff Meeting time. The lead team consisted of Michelle Banks, Michelle Fearon and Lisa Geraghty.

Key components of school professional development this year consisted of:

- Wednesday Wind-ups where staff attended after school sessions. Two of the speakers, Bobbie Hunter and Bruce Moody focused on aspects of maths teaching and practice

- The maths lead team attended regular meetings that focused on development of content knowledge that was lacking throughout the cluster. This need had been identified following a survey conducted in 2011. The lead team delivered these key ideas back to the staff at school.
- As a staff we unpacked research documents about best practice and compared them to our practice

Kapiti Collaboration and the Maths Inquiry Group

The maths inquiry group for 2012 proved to be very beneficial in terms of improving networks and sharing practice across the Kapiti region. The content aspects of the sessions were led by facilitator Janine Simpson from Learning Media. Three further inquiry groups were developed as part of this group. One looked at creating implementation plans and incorporating number with strand. Another looked at questioning and Bobbie Hunter's work as a direct result of her visit. The third group focused on important concepts that can be used throughout primary school and into secondary education.

The content aspect of our sessions focused on the following areas

- ✓ Devising and implementing rich mathematical tasks
- ✓ Teaching Proportions and Ratios with workshops on fractions and decimals
- ✓ Identifying 'early' and 'at' at different numeracy stages

Assessment and National Standards

All students from Year 4-8 undertook PAT tests at the beginning of the year. These were analysed and 'at risk' and underachieving students were identified. These results also gave indications as to how groups were to be streamed. The PAT analysis was given to teachers to use to guide planning. It indicated individuals and their particular area of need and the question types that groups of students were finding difficult.

Throughout the year syndicates made use of e-asttle and ARBS to create checkpoints for assessment purposes to further aid planning. Many staff used modelling book, sticky notes and student 'I can sheets' as an informal assessment tool and further informing them of student need and progress.

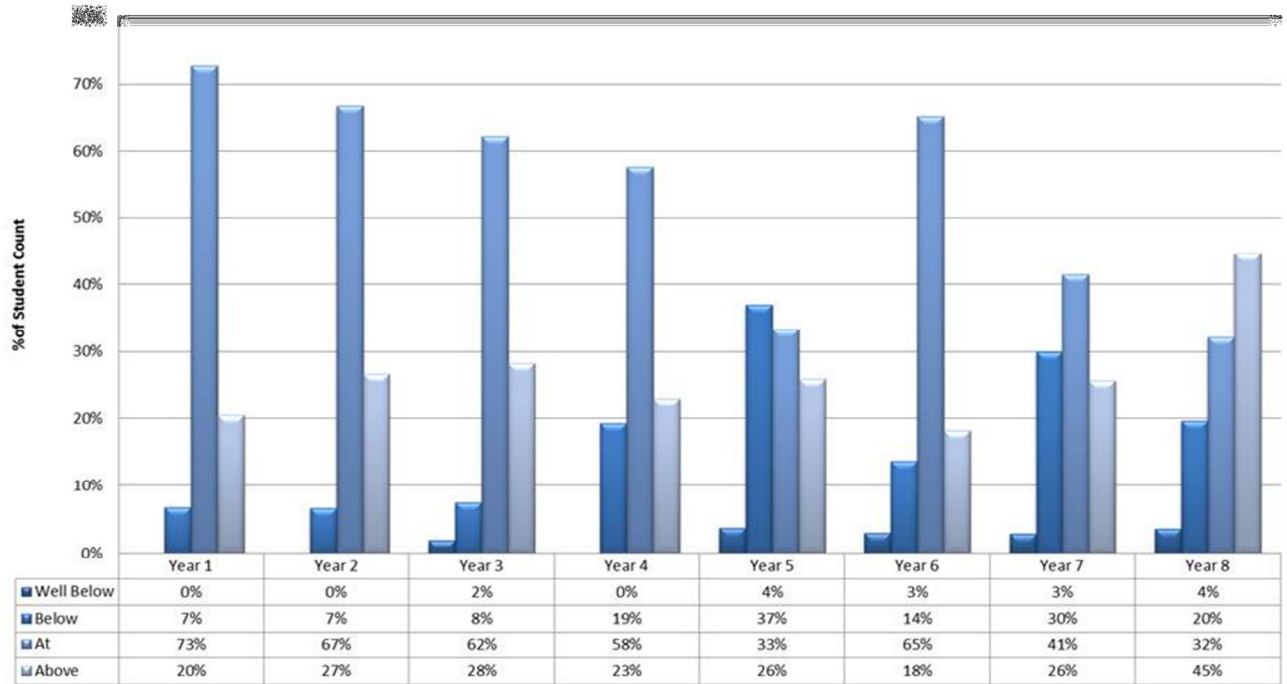
Formal and informal assessments were triangulated to form an OTJ (Overall Teacher Judgement) of a student's achievement level. These OTJs were documented mid-year and end of year to give an assessment against National Standards.

Collation of IKAN number knowledge data was introduced on a termly basis and the collation of best fit numeracy data for each domain was collected at the end of the year so we could better track students and their stages over a sustained period of time.

Mathematics Achievement by Year Groups

Performance by OTIs to December 2012

% of Students assessed as being at Well Below, Below, At or Above



The table below compares shifts in performance by year groups from 2011 to 2012. No account has been taken of students that have left or joined these year groups during this the year.

Current Year Group		2011 Performance	2012 Performance	Performance Shift
Year 2	Well below	0 %	0%	0%
	Below	14%	7%	- 7 %
	At	64%	67%	+3%
	Above	21%	27%	+6%
Year 3	Well below	2%	2%	-
	Below	13%	8%	-5%
	At	35%	62%	+27%
	Above	51%	28%	-23%
Year 4	Well below	26%	0%	-26%
	Below	26%	19%	-7%
	At	48%	58%	+10%
	Above	0%	23%	+23%
Year 5	Well below	6%	4%	- 2%
	Below	14%	37%	-23%
	At	55%	33%	-22%
	Above	25%	26%	+1%
Year 6	Well below	0%	3%	+3%
	Below	62%	14%	-48%
	At	37%	65%	+28%
	Above	1%	18%	+17%
Year 7	Well below	0%	3%	+3%
	Below	45%	14%	-31%
	At	42%	65%	+23%
	Above	13%	18%	+5%
Year 8	Well below	34%	4%	-30%
	Below	19%	20%	+1%
	At	36%	32%	-4%
	Above	12%	45%	+33%

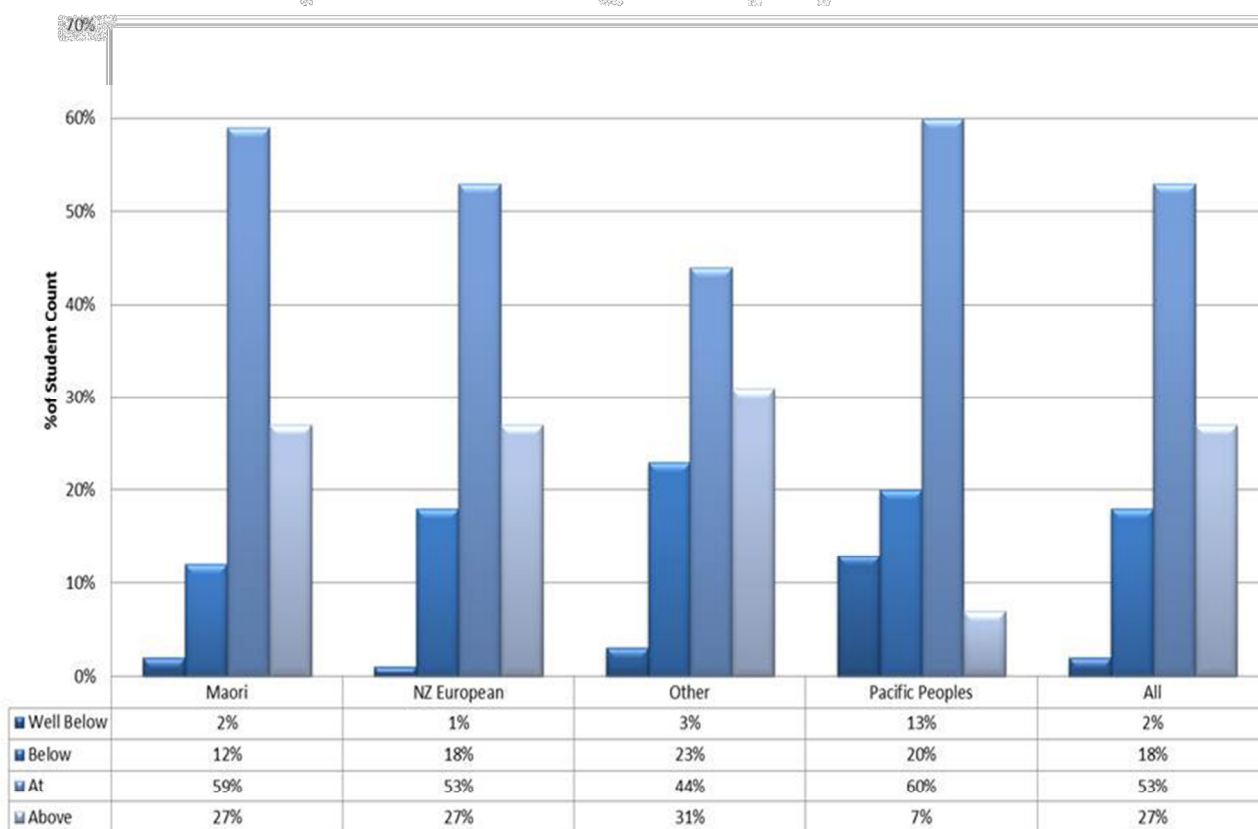
Some outstanding results were seen in the following areas:

- Year 4 – students performing well below dropped from 23% to 0%
- Year 4 – above performance shifted from 0% to 23%
- Year 6 – students performing below dropped from 62% to 14%
- Year 6 – students performing above shifted from 1% to 18%
- Year 7 – students performing below dropped from 45% to 14%
- Year 8 – students performing well below dropped from 34% to 4%
- Year 8 – students performing above shifted from 12% to 45%

Mathematics Achievement by Ethnic Groups

Performance by OTJs to December 2012

% of Students assessed as being at Well Below, Below, At or Above



The table below compares the data from 2011 to 2012.

Ethnicity		2011 Performance	2012 Performance	Performance Shift
Maori	Well below	6 %	2%	-4%
	Below	27%	12%	-15%
	At	48%	59%	+11%
	Above	19%	45%	+26%
NZ European	Well below	11%	1%	-10%
	Below	30%	18%	-12%
	At	45%	53%	+8%
	Above	15%	27%	+12%
Other	Well below	14%	3%	-11%
	Below	17%	23%	+6%
	At	42%	44%	+2%
	Above	27%	31%	+4%
Pacific Peoples	Well below	20%	13%	- 7%
	Below	70%	20%	-50%
	At	10%	60%	+50%
	Above	0%	7%	+7%
All	Well below	11%	2%	-9%
	Below	28%	18%	-10%
	At	44%	53%	+9%
	Above	16%	27%	+11%

Some outstanding results were seen in the following areas:

- Maori – 19% the percentage of students working at well below and below made an improvement in their performance
- Maori – the percentage of students working at above shifted from 19% to 27%
- NZ/European – the percentage of students working at well below and below dropped by 22%
- NZ/European – the percentage of students working at and above rose by 20%
- Pacific Peoples – the percentage of students working well below and below dropped by 57%
- Pacific Peoples – the percentage of students working at and above rose by 57%

MATHS SUPPORT AND EXTENSION

As part of an extension programme for our most able Year 6, 7 and 8's, 43 students took part in the Otago Problem Solving Maths Challenge a competition organised by the Maths Department at Otago University. It involved students answering five questions in 30 minutes on each of five problem sheets running through from April to November. Of the 43 students that entered 13 students achieved 'Merit' and 4 students achieving 'Excellence.' Of the 4 students 2 of them were eligible to compete in the final challenge.

Kim Aitken began working on the 'Spring into Maths' programme with students who needed support with some of their maths work.

MATHS WEEK 2012

Maths Week was held from 13th – 19th August this year. In support of this we organised maths week challenges for each syndicate. Each day the syndicates were issued with a sheet of 5 problems, points were given for each question depending on its complexity and points were given for placing. The students thoroughly enjoyed the challenges and competitive nature of maths week.

WHERE TO IN 2013?

To further develop our thinking about maths and as a result of the maths inquiry group a small group of teachers within Waikanae School are going to set up a school maths inquiry group that focuses on the work of Bobbie Hunter. This group will continue to use research based evidence and the shared knowledge of other teachers from the cluster to develop this. A cohort of students will be monitored and tracked to identify the impact of these changes. The findings and developments in practice as a result of this will be shared with the staff.

SPECIAL NEEDS REPORT

Who Are Special Needs Children?

Special Needs Students are those children who are:

- Receiving support from outside agencies
- Those at risk' receiving teacher aid support
- Gifted and talented students

This report outlines the additional support we give to our students with special needs. It is important to note that the classroom programmes teachers run are differentiated and as such cater for some of the diverse needs of our learners.

Identifying Special Needs Children

There are a number of ways in which we identify children with 'special needs'. These include using our existing knowledge of the children and their learning needs alongside assessment results and learning records.

A register of our special needs students and those who are 'at risk' in terms of leaning are kept on our school management system. The use of our OTJs helps indicate students who are underachieving along with standardised testing for students in years 4-8. These tests include, STAR, PAT reading Comprehension and Vocabulary and Maths. Students who are stanine 4 or below also have their progress monitored throughout the year.

For children in Year 1-3 their reading development is tracked using a 'reading wedge' and information is gathered through the use of running records. Those children whose progress is cause for concern are identified. Children who are making the least progress and are 6 years old are identified for Reading Recovery.

The needs of the child (and the amount of funding available) dictate the types and amount of support the child receives.

Referrals and Applications

All referrals are made through the SENCO. This ensures that there is a clear understanding of the Special Needs within the school, the agencies involved and the communication occurring with regard to these. It also allows the right match between the student's needs and the appropriate agency. Referral forms for the different agencies are kept online or with the SENCO. Some of the agencies that we liaise with are

RTLb – Resource Teachers of Language and Behaviour

RTLit – Resource Teachers of Literacy

GSE – Group Special Education

SLT – Speech Language Therapists

OT – Occupational Therapists

Kapiti Safer Community Trust

Interventions and Support

ORS Funding

This funding is designed for children with severe special needs. It involves a long and arduous application process. We currently have four students who are ORs funded. This allows us to provide teacher aide support enabling them to function successfully in the classroom. Building work this year saw the completion of a sensory room to provide opportunity for appropriate sensory inputs for particular student need.

SLS

One student is receiving SLS, this will continue throughout their schooling. As well as in school support, this student receives support one morning a week from a Supplementary Learning Support Teacher.

RTLit

Four students have received RT:Lit support this year. Each student was seen 3x a week for 45 minutes for a designated period of time. One student remains on the waiting list and will be seen in 2013.

RTLb

10 students have gone through the RTLb service this year. Of the 10 students 4 remain on the roll and 1 student transferred to college. Many interventions and supports have been put in place in conjunction with the RTLb advisors. IEP meetings are held with RTLb, other outside agencies, staff, parents and the SENCO to establish learning or behavioural goals, identify successes and discuss any issues.

SLT

8 of our students have been assessed by the SLT. As a result 6 have received support and 3 remain on the SLT roll for continued support. The SLT works with the class teacher on programmes and strategies that can be implemented in the classroom. In some situations a teacher aide works individually on specific strategies with a student.

Reading Recovery

Over the past year, children have received reading recovery. This involves a daily 30 minute session with a reading recovery trained teacher. Of these 8 children, 6 have successfully completed the programme and have been discontinued. Of these 2 students, one has verbal dyspraxia and as such other elements contributed to slow progress. This student has been referred to RTLb. The other student, already on the RTLb roll has been referred to RT:Lit. For a more detailed summary of the children's achievements see the Reading Recovery report for 2012.

In School Interventions

A number of in school interventions have taken place in 2012 and a Rationale and Aims for each programme have been attached to this report.

Rainbow Reading

6 students received the Rainbow Reading Programme. In assessing progress for students in Year 3 -8 a comparison in February and October STAR stanines has been made.

- Of the 6 students, only 4 comparisons could be made due to two students not completing a February STAR.
- The remaining students all shifted their stanine score by one level
- All students moved from 'at risk' to 'average' in their score

Reading/Reading Comprehension Interventions

Kim Aitken ran a programme focusing on the skill of reading and comprehending. 12 students took part in this programme. 5 of these students have moved onto college. When comparing the February and October STAR results, of the remaining 8 students 7 made upward shifts in their stanines while 1 student remained at the same stanine. 4 students in this group are English Language Learners

- 3 students shifted 1 stanine
- 2 students shifted 2 stanines
- 2 students made a shift or more than 2 stanines

Pilot Davis Programme

This year we also ran a pilot Davis programme with facilitator Christine McCarthy. This opportunity was open to 8 students and was a joint venture with school and parents committing financially to the programme. The programme consists of a 5/6 day intensive programme with the facilitator followed by regular small group sessions twice a week where students practise their 'trigger' words. These regular sessions continue for a year with the support of a teacher aide and visits from the facilitator. Whilst extremely successful the progress of the students depended on the level of commitment from the parents and their involvement with the programme at home. When comparing the February and October STAR tests all students have made progress in their stanine levels. Whilst some students may still be considered 'at risk' in terms of the test itself the shift in stanines indicates great progress.

- 4 students shifted 1 stanine
- 2 students shifted 2 stanines
- 2 students shifted 4 stanines
- 2 students would be considered no longer at risk

In addition to the academic progress there has been a substantial change in the esteem and mind-set of some students. It has affected all areas of life and given them the skills and tools to focus their mind in a wide range of activities.

Talk to Learn

The talk to learn programme has been implemented for some students on the RTLB roll. The aim of this programme is to improve communication and oral language skills across the curriculum

Am I Okay?

The Am I Okay? Programme is run by external facilitators from Kapiti Safer Community Trust. The aim of the programme is to aid young people cope with life's stresses. It's available for year 5 and 6 students and groups are single gender. The programme runs for 10 weeks and students present what they have learned to parents at the end of the ten sessions. The 2012 programme focused on students and their resilience providing them with strategies to cope with other children.

Social Coaching

This programme is designed for students to have the opportunity to develop friendships with their peers and caters for students who find it difficult to be involved and form relationships and friendships. It is run by students from Paraparaumu College who become mentors and role models for the group of students.

Teacher Aides

There are currently five teacher aides employed. A breakdown of their responsibilities is outlined below.

Kim Aitken works a number of children from year 1-8 and is highly skilled in literacy programmes. She works with individuals and groups of children and the children she supports are reviewed once a term. This year Kim has supported children in a variety of ways.

- Supported individual children and groups in reading and writing
- Run a rainbow reading group to boost those children reading 6 months to a year behind their chronological age
- Worked with ELLs students on reading and writing skills
- Provided support for students on the RTLB roll
- Run 'Spring into Maths' programme with small groups or individuals
- Carried out oral language programmes and supported interventions for the SLT

Although not classed as special needs, Kim has also worked with English Language Learners supporting the acquisition and understanding of the English Language.

Marie Wahren works from 9am – 3pm. She works with our students with very high needs during the morning and then works with a variety of different students on programmes suggested by the RTLB advisors and SLTs.

Vanessa Johnson works from 9am – 3pm with three of our very high needs students. She works within the classroom and supports in adapting and developing stimulating activities that enable these students to have access to the curriculum.

Fiona Charters works with a number of students. She supports out high needs students in the playground, ensuring that they are safe and supports and has also been the teacher aide running the Davis Programme groups.

Jo Caldwell joined the team this year and also works with our very high needs students.

Other Programmes

Careers Education

As part of our N.A.G 1 requirement we have identified our at risk learners who may not transition as easily into college life and arranged for visits to businesses. They are taken by a member of staff in small groups to find out about the business what is involved in working there.

Gifted and Talented Learners

This year there have been the following opportunities to support our Gifted and Talented Learners.

Problem Solving

Tournament of Minds (TOM) was established this year for students who displayed potential to develop the ability to work collaboratively and develop enterprise skills in real, open-end challenges. 28 students from Year 5-8 participated in mixed teams of 7. They completed a 6 week challenge with no adult intervention or support. They presented their solution to a panel of judges. Each team undertook a different challenge that focused on either, Language Literature, Mathematical Engineering, Applied Technology or Social Sciences. One of our Language Literature teams came runners-up.

English

Teachers have identified their gifted and talented learners and their needs have been addressed through the teaching programme. Some of our gifted writers in Year 8 have also written pieces for our Year 8 Leavers magazine.

Maths

In Years 3 – 8 classes stream to cater for the differing needs of the students. As part of an extension programme for our most able Year 6, 7 and 8's, 40 students took part in the Otago Problem Solving Maths Challenge a competition organised by the Maths Department at Otago University. It involved students answering five questions in 30 minutes on each of five problem sheets running through from April to November. Two students qualified to enter the national competition.

Performing Arts

Music

Andrea Boon has worked with a group of Year 6, 7 and 8 students on two school bands. Practices happen two lunchtimes a week. The band has performed at assemblies and school discos.

Technology

Documentary Team

A small group of students have worked on creating a documentary for KWN (Kid Witness News) a national competition. They produced a very professional documentary involving acting, writing scripts, filming, editing and sound.

Leadership

School Council

Two students in each class from Year 2 and above are elected school councillors by their peers. They help organise school events such as assemblies and wheels day. They participate in these activities as required.

Disco and Formal Committees

A group of senior students have been involved in organising the discos and the Year 8 formal.

Young Leaders Day

A group of 20 students from Year 7 and 8 attended Young Leaders Day in Wellington. As a result of this some students on their return initiated lunchtime programmes for other Waikanae School students.

Students ran the Red Socks Day, the Waikanae School Talent Show and Spelling Bee as well as other fundraising activities.

Physical Education

Our most talented sports people are selected for various competitive events throughout the year. The events comprise of PCT challenge, interschool hexathlon, interschool run, jump, throw, interschool, district and regional cross country, interschool swimming, rugby, Triathlon, interschool Winter Tournament and Milo Cup cricket.

Science

Enviro-Centre

Students from across the school are involved in the enviro-centre. For the past 7 years the school has been involved with the Greater Wellington Regional Council and planted young plants at the Waikanae Estuary. We are also involved in the Trees for Survival Programme and are raising Toi Toi seedlings. Within the enviro-centre we have tunnel houses, sprinklers, water supply and composters. The eco-warriors maintain this under the guidance and commitment of Rachael Green and they are going to develop this further by looking after the new school gardens. Students and staff continue to recycle paper, cardboard and plastics around the school.

Report prepared by Michelle Banks
SENCO

PROFESSIONAL DEVELOPMENT REPORT

Professional Development Aims 2012

In line with the Strategic Plan and Charter the aim of professional development at Waikanae School during 2012 has been:

- To raise student achievement and to improve the quality of learning programmes in maths by effectively reviewing and improving teaching and learning practices across the school
- To raise student achievement and to improve the quality of learning programmes in reading by effectively reviewing and improving teaching and learning practices across the school.

Waikanae School continues to be part of the Kapiti Collective; an ICT development cluster aimed at improving teaching and assessment practices. There has been a particular focus on maths improvement within the cluster this year and most of our school development has been around maths with a small component based around reading. Much of the maths professional development delivered in school is as a result of work done as part of the Maths Inquiry group made up of teachers from across the Coast.

Maths

Our main professional development focus for 2012 was maths achievement and the teaching and learning process; particularly in areas where it has been identified through a cluster survey teachers weren't as confident. Within school a number of professional development sessions were delivered based around research documents and best practice in mathematics. Some of the professional development sessions held involved:

- Unpacking the Educational Practices Series booklet "Effective Pedagogy in Mathematics". This highlighted some key practices in maths that improve student achievement and learning. Staff reflected on these in comparison to their own practice.
- Sessions were delivered about using and creating rich mathematical tasks with students as a result of a KC session with Bobbie Hunter.
- Work was done on linking number and strand and creating maths units based around a meaningful context. A school wide unit was carried out based on this type of thinking during the Olympics. Work around linking number and strand fed back into work that the KC Maths Inquiry group were investigating.
- Content sessions were also delivered around Proportions and Ratios (an identified area where there was lower performance by the students and lack of confidence by the teachers) The Educational Practices Series "Teaching Fractions" was unpacked to provide a shared understanding between staff. From this session practical sessions based on how to use different types of equipment and common misconceptions were shared.

Staff also attended maths focused sessions delivered by the Kapiti Collaboration (KC). Sessions by Bruce Moody and Bobbie Hunter provided a wealth of knowledge and ideas to help support maths achievement and teaching practice.

The Maths Inquiry group attended regular sessions led by facilitator Janine Simpson. The lead team in the Maths Inquiry group were Michelle Banks, Michelle Fearon and Lisa Geraghty. All maths, in school PD was provided by these people as a result of professional development sessions as part of the KC cluster.

Kapiti Collaboration

In addition to maths professional development, the Kapiti Collaboration (KC) provided a wealth of other professional development opportunities. A variety of areas were covered and staff were invited to attend. Depending on the topic, lead teams from that particular curriculum area attended whole day sessions. Topics covered were:

- Marcus Akuhata Brown - *Realising Potential and raising achievement*
- Bobbie Hunter - *Mathematics practices – communication and participation structures*
- Mark Osborne - *E-portfolios for student learning and teaching*
- Bruce Moody - *Struggling Students, a Need for Pedagogical Change?*
- Dorothy Burt - *"Will this contribute to raising student achievement outcomes AND provide a 21st century education experience?"*
- Charles Darr – *E-AsTTle Writing*

Literacy

At the beginning of the year a Teacher Only Day was held to focus on the practise of teaching reading to support the raising of student achievement. The TOD was based around research and gave the staff opportunity to read relevant research materials to support the teaching of reading. Staff split into groups and read relevant materials on a specific topic and then shared back to other staff. Staff identified a target student/students and an intervention plan was developed for them to support their learning and the teaching process. It was a highly successful day and staff enjoyed the opportunity to engage with professional readings as a planned part of the TOD.

During 2012, E-AsTTle introduced new rubrics for writing. School led an 'in house' development session prior to one provided by KC. We moderated samples of work to ensure that judgements were consistent across classes and syndicates. This was done twice this year. The lead team also attended a cluster wide moderation session.

Individual Professional Opportunities

TESSOL Scholarship, Massey University – Michelle Banks, Tracy Scott-McCleary

Reading Recovery – Tracy Scott-McCleary

Emerging Leaders – Andrea Boon, Michelle Banks, Rachael Green, Bevan Campbell

PECS course – Regina Castle, Vanessa Johnson

Tips for Autism – Regina Castle, Vanessa Johnson, Marie Wahren

Non Violent Crisis Intervention – Regina Castle, Maartje Schouten, Fiona Charters, Marie Wahren, Vanessa Johnson, Jo Caldwell

ULearn 2012 – Michelle Banks, Nancy Williams, Mandy Shaw, Peter Corlett

P.E – PALs (Physical Education Leaders) Senior students running lunchtime sessions for junior school – Nancy Williams

New Zealand Google Summit 2012 – Michelle Banks, Nancy Williams, Peter Corlett

Photography training – Peter Corlett