# ANNUAL DEPARTMENTAL REPORT

# 1 February XXXX to 31 January XXXX

## NCEA Assessment DEPARTMENTS

## DEPARTMENT \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Head of Department \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

This report will be discussed with the appointed member of the Senior Management team at an

appraisal meeting which will be scheduled before the 15 March XXXX, in accordance with the School’s Performance Management System. Please include a copy of the Departmental Handbook.

## 

### Staff holding Management Units at 31.01.XXXX

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**Assistant Teachers**

**Full-time in the Department at 31.01.XXXX**

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**Part-time in the Department at 31.01.XXXX**

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### Support Staff employed in the Department at 31.01.XXXX

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### Teachers or Support Staff who left during the period

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| **YEAR** | **SUBJECT** | **No. of CLASSES** | **No. of CLASSES** | **No. of STUDENTS** | **No. of STUDENTS** |
|  |  | **XXX1 School Year** | **XXX2 School Year** | **XXX1 School Year** | **XXX2 School Year** |
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### SECTION 1 - GENERAL

List the Department aims, which were set for xxxx.

(These could include an emphasis on one or more National Curriculum aims).

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General Comment on achievement of aims - discuss to what degree they were met (how modified, obstacles etc)

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Other items of interest regarding the Department

(e.g. changes of curriculum, assessment, new resources etc.)

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List the department aims for XXX2 together with the criteria to be used to measure the achievement of these aims

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**SECTION 2 – CURRICULUM**

Complete this checklist (include explanation for any “NO” answers).

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|  |  | **Yes** | **No** | **Notes** |
| 1 | Have developed or reviewed the Departmental statement of shared beliefs and objectives |  |  |  |
| 2 | Have ensured schemes follow National Curriculum |  |  |  |
| 3 | Have reviewed each scheme and made appropriate changes for xxx2 |  |  |  |
| 4 | Have ensured that staff are following the schemes |  |  |  |
| 5 | Have furnished Curriculum Manager and Department staff members with copies of the appropriate schemes |  |  |  |
| 6 | Have ensured staff communicate achievement objectives to students at the commencement of each unit/lesson |  |  |  |
| 7 | Have ensured Department courses develop the knowledge, understanding and skills needed by New Zealanders in a modern world |  |  |  |
| 8 | Have allocated responsibilities within the Department for xxx2 |  |  |  |
| 9 | Have held regular department meetings and retained written records of meetings |  |  |  |
| 10 | Have regularly monitored new teachers |  |  |  |
| 11 | Have ensured course details appear accurately in the Prospectus and Course Handbook |  |  |  |
| 12 | Have minimised any kind of bias in the teaching resources used |  |  |  |
| 13 | Have promoted corporate organisation and sharing of teaching resources within the department |  |  |  |
| 14 | Have developed and are implementing a departmental ICT plan |  |  |  |
| 15 | Have developed at all levels procedures for measuring student performance against stated curriculum objectives |  |  |  |
| 16 | Have developed and implemented an annual departmental review process |  |  |  |

**SECTION 3 - RESOURCES**

Complete this checklist (include explanation for any “NO” answers).

|  |  |  |  |
| --- | --- | --- | --- |
|  | **YES** | **NO** | **NOTES** |
| Records of all known income and expenditure have been kept |  |  |  |
| Running balances have been compared and reconciled with monthly statements provided by Accounts |  |  |  |
| All invoices and packing slips have been immediately signed and forwarded to Accounts |  |  |  |
| The Department has an appropriate system for collecting money from students and ensuring the correct processing of these funds |  |  |  |
| Suppliers and Accounts have been immediately notified of any delivery discrepancies |  |  |  |
| Principal has been provided with budget requests for operating funds and capital expenditure |  |  |  |
| The Department has stayed within the operating and capital expenditure budget guidelines |  |  |  |
| The Department’s asset register has been properly maintained and a physical check of assets carried out at year end |  |  |  |
| The Department’s priority list of asset replacements has been reviewed |  |  |  |
| All rooms for which the department is responsible have been regularly inspected and conform to OSH requirements |  |  |  |
| OSH infringements and maintenance requests have been forwarded to the Facilities Manager on the Maintenance and Hazard Form |  |  |  |
| All textbooks purchased and issued have been physically protected to extend their useful life |  |  |  |
| The Department has collected in all issued texts or charged and recovered money from students for lost or damaged texts |  |  |  |
| The Administration has provided the financial, staff and administrative resources necessary to support student learning |  |  |  |
| The Library has provided appropriate resources to support the Department’s courses |  |  |  |
| Resource requests have been forwarded to the Librarian by 31 August |  |  |  |

Identify any unusual expenditure the department may expect to incur next year/ in 3 years / in 5 years.

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| **Next Year** | **$** | **In 3 Years** | **$** | **In 5 Years** | **$** |
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**SECTION 4 – PERFORMANCE MANAGEMENT**

Complete this checklist (include explanation for any “NO” answers).

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|  | **Yes** | **No** | **Notes** |
| All staff had job descriptions prepared at the start of the year |  |  |  |
| All staff had classroom observation visits during the year |  |  |  |
| All staff were appraised at the year end, Appraisal Reports prepared and filed |  |  |  |
| Have satisfactorily matched staff with courses according to their strengths |  |  |  |
| Have satisfactorily balanced teacher timetables to ensure an equitable distribution of senior/junior, high ability/low ability classes within the Department |  |  |  |
| Where appropriate, HOD has been fully consulted on the appointment of new staff |  |  |  |
| An induction and support plan for new staff has been implemented where appropriate |  |  |  |
| A Departmental professional development plan has been updated |  |  |  |
| The Department has developed guidelines for dealing with complaints |  |  |  |

1 Detail the professional development the Department staff received during this year

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| --- | --- | --- |
| **STAFF MEMBER** | **COURSES ATTENDED** | **APPROX. HOURS** |
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2 How effective and relevant to programmes, was the professional development received by the Department’s staff?

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3 Identify Professional Development needs within the department for XXX2

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**SECTION 5 - Student Entry/Student Guidance/Support System**

Complete this checklist (include explanation for any “NO” answers).

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|  | **Yes** | **No** | **Notes** |
| Have prepared and issued a Departmental withdrawal room timetable to all staff |  |  |  |
| Have ensured all staff keep written period by period attendance records |  |  |  |
| Have ensured all staff have followed the corporate discipline guidelines |  |  |  |
| Have ensured all staff have provided appropriate subject related careers advice at all levels |  |  |  |
| Adequate careers information for guidance is available in the relevant subject areas |  |  |  |
| The performance of Maori and Pacific Islands students in the Department’s courses has been monitored, analysed and is being used to improve future teaching and learning |  |  |  |

What steps do you intend to take to further improve the performance of Maori and Pacific Islands students?

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What steps do you intend to take to further improve the performance of underachieving students?

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Comment (giving reasons) on any changes to entry conditions that you wish to make to your courses.

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What has your department done to meet the needs of:

1. Slower students
2. Gifted students
3. Students with special needs?

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**SECTION 6 - ASSESSMENT AND REPORTING**

Complete this checklist (include explanation for any “NO” answers).

|  |  |  |  |
| --- | --- | --- | --- |
|  | **YES** | **NO** | **NOTES** |
| Draft assessment plan prepared for each course |  |  |  |
| Assessment procedures match those in the scheme |  |  |  |
| The Department operates a system for filing permanently and analysing summative testing results |  |  |  |
| Assessment tasks have been checked to ensure free from bias |  |  |  |
| **The following information has been given to each student taking the course**:  Course and lesson objectives  Assessment outline  Minimum requirements  Homework policy  Equipment/clothing requirements  Course costs  Policy on late work  Details of how and where to record assessment results  Appeal and Aegrotat procedures  Other (eg lab rules etc) |  |  |  |

**ASSESSMENT AND REPORTING (continued)**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **YES** | **NO** | **NOTES** |
| **The following school policies/procedures have been followed**:  Authentication of student work  Reassessment  Assessment appeals  Reporting  Reporting Appeals |  |  |  |
| All internal assessments have been checked and moderated by another departmental staff member |  |  |  |
| Assessment and marking schedules have been checked for validity by another staff member |  |  |  |
| Inter-class moderation has been carried out |  |  |  |

Comments (if necessary)

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Analysis of XXX1 NCEA results.

Complete Appendix 1 and attach to this Report..

What are the school based factors that contributed to the success or failure of the students?

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Explain any initiatives your department will take in XXX2 to address these issues.

(Comment on the availability of clear learning objectives, the monitoring of student performance against those objectives and any programmes to meet individual needs)

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Have you identified (and how have you identified) any barriers to student achievement?

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What steps have you taken to remove these barriers?

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**SECTION 7**

Make any further comments you consider to be relevant.

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**APPENDIX 1**

**NCEA 3-Year Summary**

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **Subject** | **Examination** | **School Mean xxx-2** | **National Mean xxx-2** | **School Mean xxx-1** | **National Mean xxx-1** | **School Mean xxxx** | **National Mean xxxx** |
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