

Annual Targets & Analysis of Variance 2013

School Name and Number: Broadlands School # 1698

Focus: Reading

Strategic Aims:

1. Teachers monitor and reflect upon their teaching effectiveness and the impact their Reading programme is having on student learning and achievement
2. Cater for the learning needs of all students through targeted intervention and learning support programmes including Reading Recovery, Perceptual Motor Programme (PMP), Toe-by-Toe, Gifted Kids Programme (GKP), TARP and Irlen Screening (Empowerment Learning Trust).
3. Cater for the learning needs of all students through targeted differentiation
4. Cater for all students' learning needs, especially those evidenced to be 'Well Below' and 'Below' the National Standard in Reading

Annual Aims:

1. To accelerate progress for all students identified as achieving 'Well Below' or 'Below' the National Standard in Reading by more than one year
2. To increase the number of students achieving 'At' or 'Above' the National Standard in Reading
3. Provide PL & D supported by appropriate resourcing

Baseline data:

- Overall Teacher Judgements made in Term 4, 2012, were based upon sound formative and summative data which focus on three key areas: Learning conversations, learning tasks and assessment tools.
- Refer to the National Standard data for Reading 2012

Target:

- All students who are achieving 'Well Below' 2.6% (2) and 'Below' 7.7% (6) the National Standard in Reading at the end of 2012 will progress towards or achieve 'At' the National Standard in Reading by the end of 2013

Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen/not happen?)	Evaluation (where to next?)
<ol style="list-style-type: none"> Consolidate the Perceptual Motor Programme (PMP) Write, implement and monitor IEP's Plan for and implement curriculum strategies (as per Annual & Strategic Plans) Consolidate Toe-by-Toe Teachers to actively use 'Teaching as Inquiry' to reflect on effectiveness 	<ul style="list-style-type: none"> ✓ All students progressed strongly towards or achieved 'At' the National Standard in Reading Target Achieved ✓ Of the two students achieving 'Well Below' the National Standard in Reading, one remained 'Well Below'; the other one progressed to 'Below' ✓ Of the six students achieving 'Below' the National Standard in Reading, three remained 'Below'; two 	<ul style="list-style-type: none"> ✓ Extent and strength of learning support programmes offered including PMP, Reading Recovery, Toe by Toe, TARP and Irlen Screening ✓ Focused and reflective teaching and learning strategies which target the learning needs of individuals/groups ✓ Focused and relevant PL & D for teaching and support staff ✓ Provision of additional learning support 	<ol style="list-style-type: none"> Deepen teachers' understanding, pedagogy, reflective practice, teaching & learning around literacy Consolidate teachers' use of ICT teaching and learning tools/iPads/Apps to embed literacy practices and boost students' motivation to read PL & D provided including MOE Accelerated Learning in Literacy (ALiL)contract and MOE Reading

	progressed to ' At '; one left (end of Year 6, 2012)	staffing in literacy (Reading) Terms' 2 – 4, 2013	Recovery (training)) 0.44 FTTE, 4. Consolidate PMP and Toe by Toe learning support programmes
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Planning for next year:

1. MOE Contract - Accelerated Learning in Literacy (**ALiL**) approved, 2014, targeting students '**Below**' the National Standard in Reading & Writing (Year 5/6 area)
2. MOE Contract - Reading Recovery 0.44 FTTE (training) for four students/30 minutes daily throughout 2014
3. iPads in Education – Introduction/implementation of 40 iPad Air school-wide with relevant Apps to support effective teaching and learning
4. Core Education e-Fellowship Award for 2014 (NE/Year 1 area)
5. Consolidation of the Perceptual Motor Programme (PMP) and Toe by Toe learning support programmes