

Analysis of Variance Reporting



School Name:	Broadlands School – Reading 2017	School Number:	1698
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Strategic Aim:	<ol style="list-style-type: none"> 1. Within the process of ‘Teaching as Inquiry’, teachers monitor and reflect upon their teaching effectiveness and the impact their Reading programme is having on student learning and achievement specifically the 2016 Reading Curriculum and Achievement Plan (RCaAP) 2. Cater for the learning needs of identified target students through targeted intervention and specific learning support programmes including Reading Recovery (0.2 FTTE), Perceptual Motor Programme (PMP), Toe-by-Toe, Teacher Oral Language Development Programme (TOLD)/KLST assessment in Years 1, 2 & 3 (Juniors), Irlen Screening in Year 4, Auditory Processing Disorder (APD) Screening in Year 4, ‘Hear Builder’ app, Lucid Screening and Language Learning Initiative (LLI). 3. Cater for the learning needs of all students through targeted differentiation within classroom programmes 4. Accelerate the progress and achievement for the students evidenced to be ‘Well Below’, ‘Below’ or achieving ‘At’ the National Standard in Reading 5. Provide PL & D to support digital, learner agency, student voice & personalised learning pedagogy (Refer to Annual Aims 3.) 6. Develop inclusive transitional practices (Refer to Annual Aims 4.) 7. Build inclusive whanau partnerships (Refer to Annual Aims 5.) 8. Strengthen the Nga Pumanawa e Waru (NPeW) professional association / network
Annual Aims:	<ol style="list-style-type: none"> 1. To accelerate progress for all students identified as achieving ‘Well Below’ and ‘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

	<ol style="list-style-type: none"> 3. Provide specific and relevant PL & D for teaching and support staff supported by strategic and targeted resourcing including sound digital, learner agency, student voice and personalised learning pedagogy (NPeW Digital Team & Core Education-MOE Centrally-funded PL & D 2017) 4. Review and develop inclusive transitional practices at all year levels including ECE and Year 7, as such, engaging whanau and our tamariki more willingly and purposefully throughout the learning journey (NPeW Engagement Team & Core Education-MOE Centrally-funded PL & D 2017) 5. Review, build and sustain highly effective and inclusive whanau partnerships in the learning process at a digital, personal and 1:1 level and whanau level, thus, removing any perceived or actual barriers to the learning journey of our tamariki (NPeW Engagement Team & Core Education-MOE Centrally-funded PL & D 2017)
Target:	<ol style="list-style-type: none"> 1. 85% of students 'After 2 Years' at School' (2016) will progress towards or achieve 'At' or 'Above' the N/S in Reading 'After Three Years' at School' (2017) 2. 35% of all students will achieve 'Above' the N/S in Reading at the end of 2017
Baseline Data:	<ol style="list-style-type: none"> 1. Overall Teacher Judgements (OTJ's) based upon sound formative and summative data gathered throughout 2016 in Reading which focused on three key areas: learning conversations, learning tasks and assessment tools. 2. Refer to the National Standards data and Overall Teacher Judgements (OTJ's) for Reading 2016

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>Record the specific actions you have taken throughout the year to achieve, or make progress towards achieving, the target set out in your charter. These actions may include changes to practice, implementation of different strategies, use of new resources/personnel etc.</p>	<p>Record details of the outcomes you have achieved in relation to the target you set. Provide numbers and percentages where appropriate (eg, of students or cohorts of students that are now achieving at expected levels). You may also like to consider recording outcomes such as the reaction/response of teachers and/or students to the specific actions taken (were there changes in attitude, motivation or engagement).</p>	<p>Record an analysis of your results and discuss the possible reasons for any difference in the aims and targets set in your charter and the outcomes you have achieved.</p> <p>You might like to consider the following questions:</p> <ul style="list-style-type: none"> - Why did you get (or not get) the outcomes you thought you would? - Which strategies worked well and had a significant impact on your progress in achieving your target? Why do you think this was the case? - Which strategies were not effective and had little or no impact in achieving your target? Why do you think this was the case? 	<p>You might like to consider the following questions:</p> <ul style="list-style-type: none"> - Based on the outcomes and the reasons for these, what will you do the same/ differently next year? - What impact is there on current and ongoing teaching practice as a result of the actions taken and the results? - Have you identified any ongoing teacher or student needs? - What funding/resourcing may be necessary to support identified actions and needs?
<p>Planning for next year:</p>			
<p>Provide a description of the actions the board will take to address any targets that were not achieved. This may involve including aims and targets in next year's charter to address the variance.</p>			