

Annual Targets & Analysis of Variance 2015

School Name and Number: Broadlands School # 1698

Focus: Reading

Strategic Aims: (Refer also to Strategic Plan 2015 – 2017)

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
2. Cater for the learning needs of ALL students through targeted intervention and specific learning support programmes including Reading Together (Year 1), Reading Recovery (0.2 FTTE), Perceptual Motor Programme (PMP), Toe-by-Toe and Irlen Screening (Empowered Learning Trust).
 3. Consolidate MOE 'Pfs' ALL initiative from 2014 (making literacy connections between Reading and Writing)
 4. Cater for the learning needs of all students through targeted differentiation within classroom programmes
5. Accelerate the progress and achievement for the students evidenced to be 'Well Below', 'Below' or achieving 'At' the National Standard in Reading

Annual Aims: (Refer also to Annual Plan – Curriculum and Student Achievement 2015)

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
3. Provide specific and relevant PL & D for teaching and support staff supported by appropriate resourcing including the integration of ICT teaching and learning tools/apps

Baseline data:

- Overall Teacher Judgements (OTJ's) were based upon sound formative and summative data gathered throughout 2014 which focused on three key areas: Learning conversations, learning tasks and assessment tools.
- Refer to the National Standards data for Reading 2014

Targets:

- Male students achieving 'Well Below' 2.0% (1) or 'Below' 10.2% (5) the National Standard in Reading at the end of Term 4, 2014, will progress towards or achieve 'At' the National Standard in Reading by the end of Term 4, 2015 (Cohort of 49).*
- All students 'After 1 year at school' achieving 'Well Below' 6.3% (1) or 'Below' 18.8% (3) at the end of Term 4 2014, will progress towards or achieve 'At' the National Standard in Reading 'After 2 years at school' by the end of Term 4, 2015 (Cohort of 16).*

Analysis:

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"> Plan for and implement 'Annual Plan – Curriculum & Student Achievement' and 'Annual Plan' strategies 2014 Perceptual Motor Programme (PMP) in Year 1 and through targeted intervention Year 2 & above (Teachers' Aide/Registered Teacher) Toe-by Toe programme through targeted intervention (Teachers' Aide/Registered 	<p>✓ Of the Male students achieving 'Well Below' 2.0% (1) or 'Below' 10.2% (5), the 1 student who was 'Well Below' left during the year. Of the 5 students achieving 'Below', 1 left and 4 have progressed to 'At'.</p> <p>Target 1. Achieved</p> <p>✓ Of the students 'After 1 year at school' achieving 'Well Below' 6.3% (1) or 'Below' 18.8% (3), the 1 student</p>	<p>✓ Focussed and relevant PL & D for teaching & support staff was a significant contributor to the progress made, including Reading Recovery, PMP, Toe-by-Toe & Irlen Screening</p> <p>✓ Strongly focussed and reflective teaching & learning strategies which target the specific learning needs of all students</p>	<ol style="list-style-type: none"> Deepen teachers' understanding. Pedagogy, reflective practice, teaching & learning in Reading /Literacy Consolidate teachers' use of ICT teaching & learning tools/iPad Air/apps to support students engagement/interest in reading & targeted learning needs MOE Reading Recovery training

<p>Teacher)</p> <ol style="list-style-type: none"> 4. Teachers actively use 'Teaching as Inquiry' to reflect on the effectiveness of their teaching practice 5. MOE Reading Recovery intervention (Year 1 teacher/0.2 FTTE) 6. Irlen Screening & monitoring of diagnosed students through in-school trained Irlen facilitator/SENCo & the 'Empowered Learning Trust' (ELT) 7. More specialised & focussed SENCo role school-wide, including extensive PL & D opportunities provided (Refer to PL & D 2015) 8. Provision of a dedicated 'Award Winning' Librarian within the Learning Centre 9. Strengthening school culture & whanau engagement through genuine relationship building including whanau hui & Atarangi classes (staff & whanau together) 10. Provision of outstanding teaching & learning/targeted resources at all levels including text resources & ICT tools/apps 11. Year 2 and Year 5/6 tuakana teina 	<p>who was 'Well Below' left during the year. Of the 3 students achieving 'Below', ALL 3 progressed to 'At'. 2 of the 3 were in Reading Recovery 2015</p> <p style="text-align: center;">Target 2. Achieved</p>		<p>(Teachers' Aide/Registered Teacher 0.44 FTTE)</p> <ol style="list-style-type: none"> 4. Utilise Teachers' Aide/Registered Teacher's deepening skill-base/expertise in PMP & Toe-by-Toe 5. Provide 'Reading Together' intervention programme to targeted students (Reading Recovery teacher training 2016 with Year 5/6 teacher & DP support) 6. Strengthen whanau engagement through 5. above 7. Provide superior levels of resourcing based upon the specific learning needs of all students 8. Prioritise the means to build educationally powerful connections/partnerships with whanau, assisted by Nga Pumanawa e Waru (NPeW) 9. Auditory Processing Disorder (APD) assessments 2016, through Empowered Learning Trust (ELT) prioritising Year 4 (others prioritised)
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<p>'buddy' time (end of day)</p> <p>12. Tauhara Trust #2 funded iwi into Kip McGrath weekly for 2015 (6 students)</p> <p>13. Provision of a dedicated Teachers' Aide/Registered teacher developing writing and reading skills 1:1/small group</p> <p>14. 'Reading Together' programme building whanau partnerships</p> <p>15. Provision of smaller class sizes Years' 1 to 4</p>			
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Planning for next year: Annual Plan & Strategic Plan priorities 2016:

1. Provide MOE Reading Recovery training (Teachers' Aide/Registered Teacher/0.44 FTTE)
2. Utilise Teachers' Aide/Registered Teacher's deepening skill-base/expertise in PMP & Toe-by-Toe
3. Provide 'Reading Together' intervention programme to targeted students (Reading Recovery teacher training 2016 with Year 5/6 teacher/DP support)
4. Build educationally powerful connections/partnerships with whanau with Nga Pumanawa e Waru (NPeW) support, including development and implementation of the e-Learning Plan from student voice survey, Term 4, 2015