

## Annual Targets and Analysis of Variance 2016

Broadlands School # 1698

### Focus: Reading

#### Strategic Aims: (Refer also to Strategic Plan 2016 – 2018)

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 ALL students through targeted intervention and specific learning support programmes including Reading Together (Year 1), Reading Recovery (0.44 FTTE), Perceptual Motor Programme (PMP), Toe-by-Toe, Oral Language Programme (Year 1/2, Irlen Screening and the Auditory Processing Network (APN), Taupo, through the Empowered Learning Trust (ELT), Reporoa
  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
  6. Build educationally powerful connections with whanau in partnership with Nga Pumanawa e Waru (NPeW)
  7. NPeW e-Learning Plan development, including established goals (from student voice survey Term 4, 2015)

#### Annual Aims: (Refer also to Annual Plan – Curriculum and Student Achievement 2016)

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:**

1. Overall Teacher Judgements (OTJ's) were based upon sound formative and summative data gathered throughout 2015 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 2015

**Targets:**

1. *Maori students achieving 'Well Below' 6.5% (2) or 'Below' 16.1% (5) the National Standard in Reading at the end of Term 4, 2015, will progress towards or achieve 'At' the National Standard in Reading by the end of Term 4, 2016 (Cohort of 31).*
2. *Students 'After 1 year at school' achieving 'Well Below' 23.1% (3) or 'Below' 15.4% (2) at the end of Term 4 2015, will progress towards or achieve 'At' the National Standard in Reading 'After 2 years at school' by the end of Term 4, 2016 (Cohort of 13).*
3. *Students at the 'End of Year 5' achieving 'At' 60.0% (9) the National Standard in Reading at the end of Term 4, 2015, will progress towards or achieve 'Above' the National Standard in Reading at the 'End of Year 6', Term 4, 2016. (Cohort of 15)*

**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"> <li>1. Plan for and implement 'Annual Plan – Curriculum &amp; Student Achievement' and</li> </ol>	<p style="text-align: center;"><b>Target 1.</b></p> <p>Maori students achieving '<i>Well Below</i>' progressed from 6.5% (2) to 3.2% (1).</p>	<p style="text-align: center;"><b>Target 1.</b></p>	<ol style="list-style-type: none"> <li>1. Deepen teachers' understanding, pedagogy, reflective practice, teaching &amp; learning in Reading /Literacy</li> </ol>

<p>'Annual Plan' strategies 2016</p> <ol style="list-style-type: none"> <li>2. Perceptual Motor Programme (PMP) in Year 1 and through targeted intervention Year 2 &amp; above (Teachers' Aide/Registered Teacher)</li> <li>3. Toe-by Toe programme through targeted intervention (Teachers' Aide/Registered Teacher)</li> <li>4. Teachers actively use 'Teaching as Inquiry' to reflect on the effectiveness of their teaching practice. Specific inquiry focus area linked to NPeW 2015 survey/student voice outcomes.</li> <li>5. Provision of MOE Reading Recovery intervention (Teacher training 2016/0.44 FTTE)</li> <li>6. Provision of the Teacher Oral Language Development (TOLD) programme and KLST assessment at the Year 2 level (cohort of 10)</li> <li>7. Irlen Screening &amp; monitoring of diagnosed students through in-school trained Irlen facilitator/SENCo &amp; the 'Empowered Learning Trust' (ELT)</li> <li>8. Auditory Processing Disorder (APD) screening of Year 4 students facilitated</li> </ol>	<p>Maori students achieving '<b>Below</b>' progressed from 16.1% (5) to 9.7% (3)</p> <p style="text-align: center;"><b>Target 2.</b></p> <p>Students achieving '<b>Well Below</b>' at 23.1% (3) or '<b>Below</b>' 15.4% (2) 'After 1 year at school' achieved 0% (0) and 55.6% (5) respectively 'After 2 years' at school.'</p> <p style="text-align: center;"><b>Target 3.</b></p> <p>Students achieving '<b>At</b>' at 60.0% (9) at the 'End of year 5' achieved 26.7% (4) '<b>Above</b>' at the 'End of year 6'.</p> <p>Note: There were 20.0% (3) achieving 'Above' at the End of year 5' 2015.</p>	<p>School-wide focus on the achievement of Maori as Maori has been a priority</p> <p style="text-align: center;"><b>Target 2.</b></p> <p>With a lower cohort of 9 in Target 2, each % is greater in value which has impacted negatively on the outcome</p> <p>Due to the higher needs of the Year 1 cohort in 2016, learning support was prioritised at the Year 1 level where possible.</p> <p style="text-align: center;"><b>Target 3.</b></p> <p>Medical Leave of the Year 6 teacher of 6 weeks in Term 4, 2016, either directly OR indirectly impacted on the overall achievement in Reading for SOME of the Year 5/6 cohort</p> <p style="text-align: center;"><b>All Targets.</b></p> <p>During 2016, there was less Teacher Aide time available to support classroom teachers and provide 1:1/small group teaching in Reading due to Reading Recovery/0.44 and MST 2/0.2 FTTE interventions provided by Teachers' Aide</p>	<ol style="list-style-type: none"> <li>2. Consolidate teachers' use of ICT teaching &amp; learning tools/iPad Air/apps to support students engagement/interest in reading &amp; targeted learning needs</li> <li>3. Provide 'Reading Together' intervention programme to targeted students (Reading Recovery teacher training 2017 with Year 5/6 teacher &amp; DP support)</li> <li>4. Refer to approved MOE Centrally Funded PL &amp; D documents facilitated by Core Education. Priorities applied to the writing process (in part) include student voice, personalised learning, learner agency, transitioning practices, whanau engagement including digital involvement in the learning journey/reading of our tamariki &amp; building inclusive and 'real' partnerships with whanau</li> <li>5. Provide superior levels of resourcing based upon the specific learning needs of all students</li> <li>6. Prioritise the means to build educationally powerful connections/partnerships with</li> </ol>
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<p>through SENCo &amp; the ELT</p> <ol style="list-style-type: none"> <li>9. More specialised &amp; focussed SENCo role school-wide, including extensive PL &amp; D opportunities provided</li> <li>10. Facilitated by the SENCo, greater focus on 'Special Needs &amp; Abilities' Register'</li> <li>11. Provision of a dedicated Librarian within the Learning Centre for weekly lessons</li> <li>12. Strengthening school culture &amp; whanau engagement through genuine relationship building including whanau hui</li> <li>13. Provision of outstanding teaching &amp; learning/targeted resources at all levels including text resources &amp; ICT tools/apps</li> <li>14. Year 2 and Year 5/6 tuakana teina 'buddy' time (end of day)</li> <li>15. Tauhara Trust #2 funded iwi into Kip McGrath weekly for 2016 (8 students)</li> <li>16. Provision of a dedicated Teachers' Aide/Registered teacher developing writing and reading skills 1:1/small group</li> <li>17. Provision of smaller class sizes Years' 1 to</li> </ol> <p style="text-align: center;">4</p>		<p style="text-align: center;"><b>Note:</b></p> <p style="text-align: center;"><b><i>2016 was the first year that Broadlands School reported on N/S on a birth-date/anniversary basis throughout the 2016 academic year for all N/S milestones.</i></b></p> <p style="text-align: center;"><b><i>As such, a significantly-sized cohort, has not had a full academic year of teaching, learning and opportunities for N/S Reading achievement.</i></b></p> <p style="text-align: center;"><b><i>Therefore, this will be reflected in the N/S achievement data for 2016.</i></b></p>	<p>whanau, assisted by Nga Pumanawa e Waru (NPeW). Refer also to 4. above</p> <ol style="list-style-type: none"> <li>7. Auditory Processing Disorder (APD) assessments 2017, through Empowered Learning Trust (ELT) prioritising Year 4 (others prioritised)</li> </ol>
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<p>18. Provision of extensive PL &amp; D as per 'Annual Plan' &amp; 'Strategic Plan' priorities and as relevant needs arose throughout 2016</p> <p>19. Increased focus on critical milestones and tiers of learning support within the Reading CAaP</p>			
<p><b>Planning for next year: Annual Plan &amp; Strategic Plan:</b></p> <ol style="list-style-type: none"> <li>1. Provide MOE Reading Recovery training (Teachers' Aide/Registered Teacher/0.2 FTTE)</li> <li>2. Provide 'Reading Together' intervention programme to targeted students (Reading Recovery teacher training 2016 with Year 5/6 teacher/DP support)</li> <li>3. Build educationally powerful and inclusive 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</li> <li>4. Build teacher pedagogical knowledge, skill, capability and capacity through the MOE Centrally-Funded PL &amp; D facilitated by Core Education Priorities applied to the reading process (in part) include student voice, personalised learning, learner agency, transitioning practices, whanau engagement including digital involvement in the learning journey/reading of our tamariki &amp; building inclusive and 'real' partnerships with whanau</li> <li>5. Effectively and pedagogically integrate the ICT/digital/BYOD environment with a priority in the BYOD to Years' 5/6 facilitated by Lead Teacher ICT and NPeW</li> </ol>			
<ol style="list-style-type: none"> <li>6. Co construct/develop student and teacher oral language knowledge, skills, pedagogy from Years' 1 - 6</li> </ol>			
<ol style="list-style-type: none"> <li>7. Provision of additional Teacher Aide time in 2017 to that provided in 2016.</li> </ol>			