

## 2017 December - Final Report to the Board on the Annual Plan - Student Achievement Targets (Analysis of Variance)

### Student Learning, Engagement, Progress and Achievement

Strategic Goal - All students will access the New Zealand Curriculum to achieve their full potential

**Annual Goal:** Increase number of students achieving 'At'/'Above' National Std

**Annual Plan:** Annual Achievement Targets and TAI plans; Team meetings focused on data conversations, teaching strategies and collaborative practice to support student achievement

**Time Frame/Review to Board:** All year/ reviewed termly

**Responsibility:** Team Leaders & Teachers

Team: Koru (Year 1/2)	Number of Target Students	Action Plan Progress	Achievement / progress made	Summary and Next steps for teaching
Reading	20	<p><b>December Summary:</b>  <b>Most effective Interventions</b>  <b>Reading Mileage</b> with parent help, friends of the school and Lottie the dog (later in the year).  <b>Early Words</b>, an individualised programme run daily by teacher aides which increases the automaticity of recall of high frequency words.  <b>Home packs</b> packs of high frequency words sent home so parents could support their children in their learning. <a href="#">A link to these and other support material</a> has now been added to the school website and can be accessed from home.  <b>Reading Recovery</b>, an intensive, accelerated 20 week literacy programme where children are seen for half an hour each day.  <b>Collaborative Teaching</b> including reading and phonics grouping across the team and <b>specific individualised daily reading</b> with reading recovery trained teachers.  <b>Strengthened Oral Language Programmes</b> through the use of            → Oral language based motivations at writing</p>	<p><b>Beginning of the year</b>  <b>20</b> Children below or well below the National Standard.  <b>The End of 2017</b>  <b>3</b> children moved school mid way during the year.  <b>Achievement</b>  <b>10</b> At National Standard.  <b>5</b> Below national standard.  <b>1</b> child well below National Standard.  <b>1</b> child arrived during the year well below national standard ESOL / Health issues.  <b>Progress</b>  <b>At Standard</b>            3 moved 12 reading levels - 1 in Reading Recovery.            3 moved 11 reading Levels - all in Reading Recovery            1 moved 10 reading Levels            2 moved 8 reading levels            1 moved 7 reading Levels</p>	<p><b>Explicit phonics teaching</b>            We invested in new 'Yolanda Soryl' Phonics kits this year and ensured all teachers were trained in teaching the programme. We have run the programme across the Junior school, in the West Wing the children are grouped across the 4 classes and phonics has become part of the morning routine at 9:05 each morning from the beginning of term 4. This programme has had an impact not only on the children's written language, also their Reading and Oral language. It is interesting to note that Speech language therapists recommend this programme for children with articulation concerns which has definitely helped at least 1 target child.            Phonics results after 1 term  <b>Our 2018 phonics target</b> is to get our Year 2 children to the end of stage 7 by the end of 2018.  <b>Reading Recovery 2018</b> We have been funded to take 5 children for Reading Recovery in 2018. Amber will continue to teach this programme. See Reading Recovery report.  <b>Early Words 2018</b> Continue to provide this</p>

		<p>time eg orally retelling or acting out a story, story boards.</p> <ul style="list-style-type: none"> <li>→ Weekly circle times based around growing the children's ability to problem solve and communicate within their home group and beyond.</li> <li>→ Learning through play and Discovery Stations eg Dramatic play, group challenges, cooking and making,</li> <li>→ The introduction of the Learning Coach at Discovery time - a teacher dedicated to facilitating play based learning and communication.</li> <li>→ Social and Emotional group in Term 4 with 8 children and a teacher. Again utilising collaborative teaching opportunities.</li> <li>→ ESOL Programme with Teacher aide.</li> </ul>	<p><b>Below standard 5</b> 2 moved 8 reading levels 1 - RR- cont 2018, 1x RTLB 1 moved 7 levels - monitoring and investigating eye tracking and vision. 2 moved 6 Levels - B/h optometrist, optometrist and maturity, dyslexia being investigated.</p> <p><b>Well below 2</b> These children have made incredible social and emotional progres, key competency growth and increased in literacy skills eg alphabet / sound knowledge, concepts about print etc. Growth mindset. 1 - RTLB intervention this year. Dyspraxia / dyslexia investigations 1 - RR to cont 2018.</p>	<p>opportunity for children where needed. <b>Individualised teaching of targets</b> utilising collaborative teaching opportunities. <b>Integrate further planned opportunities for Oral language</b> enrichment into programme. <b>Utilise specialist teaching</b> - continue in 2018 <b>Continue to offer Balanced Reading programmes</b> including Reading to, with and by. <b>Extension of use of ipads</b> during Literacy times utilising effective tools to enrich programmes for our target students eg practise programmes and listening to stories, poems and songs.</p>
Writing	17	<p><b>December Summary:</b> <b>Most effective Interventions</b> <b>Explicit phonics teaching</b> across the team. <b>Motivation for writing</b> Utilising a wide variety of motivational tools to engage and enthuse the children about writing eg video clips, utilising their interests, retelling fairy tales and legends, utilisation of drama, story boards, <b>Utilising the whole writing process including publishing</b> of our children's writing in a variety of ways to show purpose, increase motivation and share the children's learning with parents. This has involved posters, poem cards, letters and cards, 3 d seed writing tree, drama, sea wall, art based publication, books. <b>Kinetic Letters Handwriting Programme</b> - See over right hand side of table. <b>Vertical grouping</b> We have trialled <b>vertical groupings and tuakana teina</b> at writing time. One child has been trained by the RTLB to assist with buddy writing, this has had a positive effect on the child and the children she works with. <b>Staged phonics game bins</b> - reinforcing phonics skills being taught at phonics time and within the reading</p>	<p><b>Beginning of the year</b> 17 Children below or well below the National Standard.</p> <p><b>End of 2017</b> 2 children left midway through the year</p> <p><b>Achievement</b> 6 children at National Standard 6 children Below Standard 3 children Well below Standard</p> <p><b>Progress</b> <b>At Standard</b> 6 children moved 2 sublevels</p> <p><b>Below standard</b> 6 children moved 1 sublevel</p> <p><b>Well below</b> 3 children made movement within sublevels against progress indicators (matrix)</p>	<p><b>Review and next steps</b> <b>Explicit teaching of phonics utilising collaborative teaching opportunities</b> has enabled us to closely target and monitor our target children and also extend and enrich our spelling programmes</p> <p><b>New Initiatives</b> This year we have also trialled a new handwriting programme, <b>Kinetic Letters</b>. Initially trialled in 2 hubs at the beginning of the year and then extended across the West Wing, this has proven to have a marked impact on not only the look of the children's handwriting, also the children's pencil grip, core strength (the programme is done on whiteboards on the floor and written language) and their written language. The programme is based on movement and language associated with movement and enables children to free up working memory, the result has been that the children's writing is neater, easier to read, faster and they have been able to concentrate on creativity rather than the mechanics of writing. <b>2018 we will continue</b> to train Y1 and 2 teachers and introduce and embed the programme across New Entrants to Year 2. It may also be a programme we utilise in target, small group teaching.</p>

		and writing programme. This will be able to be extended in 2018.		Samples of children's work. <b>2018 Update the school website</b> to ensure we are providing relevant and important information to parents on the ways they can support their children at home. <b>2018 Use of the Blog and newsletter</b> to publish children's stories. <b>2018 Continue, at New Entrant level, with Writers' Club, before school,</b> in order to reinforce a positive attitude towards writing by all, ensure that many children end up writing twice a day, and as a result, ensure that fewer children move through to Year 1/2 as target students.
Math	5	<p><b>December Summary:</b></p> <p><b>Most effective Interventions</b></p> <p><b>Small group target teaching for Mad Maths Minute</b> 2 teachers to 15 children. Trial of splitting children into Strategy learning / planned practise and timed practise. Use of the <b>ipads</b> for practise of basic facts.</p> <p><b>Trial of vertical grouping</b> and use of Tuakana Teina.</p> <p><b>Reorganisation and stocktake of maths equipment,</b> ensuring equipment is used effectively and that children are able to access a variety of quality equipment with ease</p> <p><b>Teacher tubs</b> for specialist teaching equipment.</p>	<p><b>Beginning of the year</b> 5 Children below or well below the National Standard.</p> <p><b>The End of 2017</b> 1 child left at mid year.</p> <p><b>Achievement</b> 0 At Standard 3 Below Standard 1 child Well below standard</p> <p><b>Progress</b> All children below standard and well below standard have made improvements within the sub level.</p>	<p><b>Review and next steps</b></p> <p><b>Mad Maths Minute</b> - this programme has proved to be very successful for some of our children. It appears from observations and discussions with the teachers that our target children find MMM difficult and often do not make accelerated progress.</p> <p><b>2018 To review our basic facts programme</b> and MMM may become one tool we utilise, rather than the main resource.</p> <p>Vertical grouping - trialled in 2 hubs.</p> <p><b>2018 Whole School and CoL focus on Maths</b></p> <p><b>2018 Bobby Hunter professional development</b> through the CoL and embedding of problem solving throughout our Maths Programmes.</p> <p><b>2018 Possibly establish a Maths Club</b> which could run in a similar manner to the Writers' Club; (if this isn't practicable, teacher-wise, possibly alternate the two term by term? Or ask a parent/organise a roster to supervise Maths games before school?).</p> <p><b>Maths Library - family maths</b></p>
<p><b>Koru Team general next steps</b></p> <p>Review and develop the way we assess, track and monitor children in Maths across the team.</p> <p>Review and develop the way we track and monitor written language across the team.</p> <p>Look into the use of eTap to track and monitor reading (including wedge graphs and analysis of data), writing and maths.</p> <p>Review of action plans booked into team meetings once a term across the school.</p>				
<b>Team: Kowhai (Year</b>	<b>Number of Target Students</b>	<b>Action Plan Progress</b>	<b>Achievement progress made</b>	<b>Next steps for teaching</b>

3/4)				
Reading	16	<p><b>Dec Summary:</b> Overall, most children made standard. Of the children still below, 2 have significant learning delays.</p> <p>The interventions that were the most effective and had the greatest impact were the 1:1 teacher or TA instruction, small group/classes.</p> <p>These children were taken as a intensive target teaching group.</p> <p>Utilising teacher expertise (ex reading recovery) was also an important plus. Multi sensory approaches to teaching provided kinesthetic and movement to improve memory for words and focus.</p> <p>Listening to students reading and devices provided further extension with reading fluency.</p>	<p><b>6 Well below - beginning of the year</b> <b>8 students below at the beginning year</b> 1 left school in Term 3 but moved 10 reading levels prior to leaving and was still below standard.</p> <p><b>End of Year:</b> <b>At National Standard (7)</b> 1 moved 13 reading levels 1 moved 7 reading levels 2 moved 6 reading levels 1 moved 3 reading levels 2 moved 4 reading levels <b>Below National Standard (4)</b> 1 moved 6 reading levels 1 moved 5 reading levels 2 moved 4 reading levels <b>Well Below National Standard (4)</b> 1 3 reading levels (global developmental delay) 1 moved 13 reading levels (ESOL) 2 moved 2 reading levels (severe dyslexia and processing skills)</p>	<p><b>Review and Next Steps:</b></p> <ul style="list-style-type: none"> <li>* Placed into small target groups with daily teacher aide support</li> <li>* Utilise specialist teaching (continue in 2018)</li> <li>* Sunshine online, ready to red online and rainbow reading continue in 2018.</li> <li>* Drilled reading and creating shared books to be based on student interest and shared language experiences to motivate and engage..</li> <li>* Short learning blocks with breaks and differentiated lesson to meet individual needs.</li> </ul>
Writing	19	<p><b>Dec Summary:</b> The RTLB assisted the team with implementing a buddy writing programme. This was highly effective in regard to building confidence and progress was made by many. <a href="#">Report</a></p> <p>The most successful approach has been the interventions of both teachers and TAs in supporting class programme.</p> <p>Term 4, use of teacher expertise with small group instruction 1:15. This included shared language experiences and highly engaging activities were motivating and provided connection to learning.</p> <p>Use of devices and online programmes assisted with writing mileage and spelling.</p> <p>Phonics was effective in Terms 1&amp;2 and using a multi sensory approach allowed the children develop their working memory for words.</p>	<p><b>13 below at the beginning of the year</b> <b>6 well below at the beginning of the year</b> 1 left school in Term 3. Moved 1 sub level and was still below standard.</p> <p><b>End of Year</b> <b>At National Standard (10)</b> 1 moved 3 b levels 9 moved 2 sublevels <b>Below standard (4)</b> 1 moved 2 sublevel 1 no change (global developmental delay) 2 moved 1 sub level (ESOL) <b>Well below (4)</b> 2 students now well below (ESOL and severe dyslexia and processing skills) 1 moved 1 sub level 1 no change</p>	<p><b>Review and Next Steps:</b></p> <p>Daily free writing has provided the children with time to develop their fluency and have no pressure from that each. Children's writing became more complex and skills in literacy were transitioned into writing. Phonics was highly successful in Terms 1 and 2 with basic spelling and punctuation improving in accuracy.</p> <p>Next Steps for 2018:</p> <ul style="list-style-type: none"> <li>* Continue Phonics programme (daily)</li> <li>* Continue daily Early Words</li> <li>* Utilise teacher expertise</li> <li>* Buddy writing in 2018 (Year ¾)</li> <li>* Provide a multi sensory approach to writing</li> <li>* Buddies with younger children(Y1-2) in 2018 to boost confidence</li> <li>* Assistive technology to be further explored in 2018 with the inclusion of touch typing programmes to develop speed</li> </ul>

Math	19	<p><b>Dec Summary:</b>  MMM has been a key programme in developing the essential basic facts skills. Children were broken into smaller groups to give teacher instruction, practise and timed testing. This allowed us to target and monitor strategies..  Lessons involved small target groups with focus on kinesthetic approach- use of materials and realistic world problems.  Target sessions included a regular review of previous strategies for students to become competent.  TA support by providing extra small group instruction and 1:1 sessions with students.  Year 7 / 8 maths buddies were begun in Term 4  Study ladder was highly engaging and helped to consolidate knowledge and understanding teachers used this to reinforce maths sessions..</p>	<p><b>4 well below and 12 below (beginning of year)</b>  1 left school moved 2 sub levels still below  <b>At National Standard (13)</b>  9 moved 2 sub levels  1 moved 3 sub levels  <b>Below National Standard (3)</b>  2 moved 1 sub level  1 moved 2 sub levels  <b>Well Below National Standard(2)</b>  1 moved 1 sub level (global developmental delay)  1 moved 2 sub levels (ACC development)</p>	<p><b>Review and Next Steps:</b>  Using a station approach to maths was engaging and motivating. This will be continued again in 2018 with problems being posed for students to solve collaboratively.  Year 7/8 learning buddies to be implemented in Term 1 2018. This will become a key factor in our programme.  *Study Ladder and e-ako maths to be explored as another tool to use in our maths programme  *Investigate and use a Bobby Hunter approach to maths (inquiry maths) through the CoL.</p>
Team: Pōhutukawa (Year 5/6)	Number of Target Students	Action Plan Progress	Achievement progress made	Next steps for teaching
Reading	7	<p><b>Dec Summary:</b>  Most children have made accelerated progress and reached the national standard. The two students who have not met standard are ESOL/ have barriers to learning.  The Rainbow Reading and STEPS programmes with 1:1 teacher aide time have had a positive impact on progress.  Intensive target teaching in small groups, focusing on increasing phonemic and sight word fluency, reflective thinking about texts and one achievable goal per session have had a positive impact on progress.  Home/school connections through conversations and take home resources have been strengthened, having a positive impact on most children.  Explicitly fostering self-belief as readers through encouragement, goal reaching and celebrating progress has had a positive impact on progress.</p>	<p><b>Beginning of year (7 students):</b></p> <ul style="list-style-type: none"> <li>• 3 students well below</li> <li>• 4 students below</li> </ul> <p><b>At National Standard (5 students)</b></p> <ul style="list-style-type: none"> <li>• 1 student moved 1 sublevel (expected progress)</li> <li>• 4 students moved 2 sublevels (accelerated progress)</li> </ul> <p><b>Below National Standard (1 student)</b></p> <ul style="list-style-type: none"> <li>• 1 student moved 2 sublevels (accelerated progress)</li> </ul> <p><b>Well Below National Standard (1 student)</b></p> <ul style="list-style-type: none"> <li>• 1 student moved 1 sublevel (expected progress)</li> </ul>	<ul style="list-style-type: none"> <li>• Increased focus on audio text, utilising a range of audio including chapter books.</li> <li>• Continue Rainbow Reading and STEPS.</li> <li>• Continue Switch onto Spelling integration.</li> <li>• Continue to foster home/school partnership.</li> <li>• Continue to foster self-belief.</li> </ul>

Writing	12	<p><b>Dec Summary:</b> Most children have made expected progress, with one making accelerated progress to reach standard. Of the below and well below group, three students have barriers to learning and two students are ESOL. Engaging students through topics they have chosen and interesting motivations has had a positive impact on their mileage and fluency writing progress. Home/school connections through conversations and take home resources have been strengthened, having a positive impact on most children. Explicitly fostering self-belief as writers through encouragement, goal reaching and celebrating progress has had a positive impact on progress with 9 showing improvement.</p>	<p><b>Beginning of year (12 students):</b></p> <ul style="list-style-type: none"> <li>• 3 students well below</li> <li>• 9 students below</li> </ul> <p><b>At National Standard (1 student)</b></p> <ul style="list-style-type: none"> <li>• 1 student moved 2 sublevels (accelerated progress)</li> </ul> <p><b>Below National Standard (10 students)</b></p> <ul style="list-style-type: none"> <li>• 10 students moved 1 sublevel (expected progress)</li> </ul> <p><b>Well Below National Standard (1 student)</b></p> <ul style="list-style-type: none"> <li>• 1 student moved 0 sublevels (below expected progress)</li> </ul>	<ul style="list-style-type: none"> <li>• Integrate Switch onto Spelling explicitly between reading and writing.</li> <li>• Take students as a specific target group, independent from the hub.</li> <li>• Continue to engage students through self chosen topics and interesting motivations.</li> <li>• Continue to foster home/school partnership.</li> <li>• Continue to foster self-belief.</li> </ul>
Math	9	<p><b>Dec Summary:</b> Most children have made expected progress, with three making accelerated progress to reach standard. Of the below group, two students have barriers to learning. The increased time and number of lessons has had a reasonably positive impact. Home/school connections through conversations and take home resources have been strengthened, having a positive impact on most children. Explicitly fostering self-belief as mathematicians through encouragement, goal reaching and celebrating progress has had a positive impact on all students with a confident attitude towards maths problems.</p>	<p><b>Beginning of year (9 students):</b></p> <ul style="list-style-type: none"> <li>• 1 student well below</li> <li>• 8 students below</li> </ul> <p><b>At National Standard (3 students)</b></p> <ul style="list-style-type: none"> <li>• 3 students moved 2 sublevels (accelerated progress)</li> </ul> <p><b>Below National Standard (6 students)</b></p> <ul style="list-style-type: none"> <li>• 6 students moved 1 sublevel (expected progress)</li> </ul> <p><b>Well Below National Standard (1 student)</b></p> <ul style="list-style-type: none"> <li>• 1 student moved 0 sublevels (below expected progress)</li> </ul>	<ul style="list-style-type: none"> <li>• Take on ALim and COL strategies from PD to design accelerated learning programmes for our target students (in particular).</li> <li>• Continue to foster home/school partnership.</li> <li>• Continue to foster self-belief.</li> </ul>
Team: Kauri (Year 7/8)	Number of Target Students	Action Plan Progress	Achievement progress made	Next steps for teaching
Reading	12	<p>Most children using audio to support reading of novels - improves focus significantly, helps with decoding and increases enjoyment and achievement in reading. Inference was the key reading strategy focused on. Children identify clue words in text with much great</p>	<p><b>Beginning of year: 12 below</b></p> <p><b>At National Standard (5)</b></p> <p>4 moved 2 sub levels 1 moved 3 sub levels</p>	<p>Next year we will merge target group with whole hub as we take an interest based approach to grouping. Audiobooks will continue to be encouraged. We will make the most of teacher aide for daily reading support with 'well below' children, making use of Into Inference and with a focus on decoding skills.</p>

		independence now. Into Inference was key resource. Fluency progress seen through use of audiobooks and AVAILL. Some needed support to keep up with subtitle reading. All made progress.	<b>Below National Standard (7)</b> 4 moved 1 sub level 3 had no change	
<b>Writing</b>	<b>11</b>	Working with target writers during languages ensured low ratio focused learning, working on aspects such as sentence structure. As the year progressed, a number of children wanted to try languages, so group got smaller. Exemplar unpacking was offered in two groups, with a slower pace option. Allowing kids to opt in, took stigma away from those who really needed support. A number of children opted to slower unpack. Graphic organiser made big difference to structure of writing. During writing time, target writers were getting support from staff while rest were independent.	<b>Beginning of year: 11 below</b> <b>At National Standard (1)</b> 1 moved 3 sub levels <b>Below National Standard (10)</b> 4 moved 2 sub levels 2 moved 1 sub level 4 had no change	Will continue with structure of current writing programme. With change in language structure, all target children will have opportunity to learn a language and also have target support time in a small group. We have started exploring use of speech to text for some students. We will explore this further and also make greater use of google extension (readwrite) which reads text back to students. Look at elevating the writing motivations - experiences and speakers, to stimulate the children. Increase the purpose for writing. Use of 'grammarly'.
<b>Math</b>	<b>9</b>	Times tables challenge was adapted to enable children to experience success more frequently. Materials and drawing techniques enabled children to visualise numbers. Word problems were unpacked to give children the skills to accurately understand what was being asked. Children were taught and practised procedure for approaching a problem solving task (underlining key word, writing an equation and making an estimate).	<b>Beginning of year: 9 below</b> <b>At National Standard (1)</b> 1 moved 2 sub levels <b>Below National Standard (8)</b> 2 moved 2 sub levels 6 moved 1 sub level	Looking at different group structure next year to remove stigma of lower group. Will have 50 students working with two teachers and teacher aide. This will allow for smaller group work for those who need it with each topic. Will continue working with peer tutors. Possible switch from Mathletics to Maths Whizz or Matific, which has more of a teaching focus.