



School Name:	Broadlands School – Reading 2017	School Number:	1698
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Strategic Aim: Analysis report	<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 programmes4. Accelerate the progress and achievement for the students evidenced to be 'Well Below', 'Below' or achieving 'At' the National Standard in Reading5. 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 Ngā Pumanawa e Waru (NPeW) professional association / network
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<p>Annual Aims:</p>	<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 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 whānau 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 whānau partnerships in the learning process at a digital, personal and 1:1 level and whānau 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)
<p>Target:</p>	<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
<p>Baseline Data:</p>	<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

Tātaritanga raraunga





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>Actions: What did we do?</p> <ol style="list-style-type: none"> Plan for and implement 'Annual Plan – Curriculum & Student Achievement' and 'Annual Plan' strategies 2017 Toe-by Toe programme through targeted intervention (Teachers' Aide/Registered Teacher) Teachers actively use 'Teaching as Inquiry' to reflect on the effectiveness of their teaching practice. Specific inquiry focus area linked to NPeW 2016 survey/student voice outcomes. Provision of MOE Reading Recovery intervention (Teacher training 2016/0.44 FTTE) Provision of the Teacher Oral Language Development (TOLD) programme and KLST assessment at the Year 1 & 2 level (cohort of 10) Irlen Screening & monitoring of diagnosed students through in-school trained Irlen facilitator/SENCo & the 'Empowered Learning Trust' (ELT) Auditory Processing Disorder (APD) screening of Year 4 students facilitated through SENCo & the ELT 	<p>Outcomes: What happened?</p> <p>Target 1. 63.7% (7 students) of students achieved 'At' or 'Above' the N/S in Reading 'After Three Years' at School' from 44.4% (4 students)</p> <p>Target 2. 29.9% (35 students) achieved 'Above' the N/S in Reading from 31.7% (32 students)</p>	<p>Reasons for the Variance: Why did it happen?</p> <p>Target 1. Although the target of 85% was not achieved, the % of students achieving 'At' or 'Above' the N/S in Reading increased by 19.3% (an increase of 3 students)</p> <p>Target 2. Although there was a small drop in the % of students achieving 'Above' of 1.8%, there was an increase in students from 32 to 35.</p> <p>All Targets.</p> <p>Both Targets 1. & 2. were considered then to be ambitious</p> <p>There was significant cohort enrolment movement school-wide</p> <p>Staff turnover (two new teachers in each team) and rapid roll growth placed</p>	<p>Evaluation: Where to next?</p> <ol style="list-style-type: none"> Deepen teachers' understanding. pedagogy, reflective practice, teaching & learning in Reading Writing/Literacy Consolidate teachers' use of ICT teaching & learning tools/iPad Air/apps to support students with priority to Seesaw school-wide Provide yearly time-tabled 'Reading Together' intervention programme to targeted students Provide Reading Recovery teacher training 2018 (0.44 FTTE) Continue external consultant's Reading review to Terms' 1 & 2, 2018, to then include Writing Terms' 3 & 4, 2018 Deepen 'Teaching as Inquiry' pedagogy/reflective practice based upon CoL/Kahui Ako Oral Language priority Provide superior levels of resourcing based upon the specific learning needs of all students Prioritise the building of educationally powerful connections/partnerships with whānau



<p>8. More specialised & focussed SENCo role school-wide, including extensive PL & D opportunities provided</p> <p>9. Facilitated by the SENCo, greater focus on ‘Special Needs & Abilities’ Register’</p> <p>10. Provision of a dedicated Librarian within the Learning Centre for weekly lessons</p> <p>11. Strengthening school culture & whānau engagement through genuine relationship building</p> <p>12. Provision of teaching & learning/targeted resources at all levels including text resources & ICT tools/apps</p> <p>13. Year 1 & 2 and Year 5/6 tuakana teina ‘buddy’ time (end of day)</p> <p>14. Tauhara Trust #2 funded iwi into Kip McGrath weekly for 2017 (6 students)</p> <p>15. Provision of a dedicated Teachers’ Aide/Registered teacher developing writing and reading skills 1:1/small group</p> <p>16. Provision of extensive PL & D as per ‘Annual Plan’ & ‘Strategic Plan’ priorities and as relevant needs arose throughout 2017</p> <p>17. Increased focus on critical milestones and tiers of learning support within the Reading CAaP</p> <p>18. BOT initiated Reading review Term 4, 2017</p>		<p>additional pressures on numbers school-wide</p> <p>Due to other commitments, the Reading Recovery teacher resigned during Term 1 resulting in no R/R intervention for the remainder of 2017</p>	<p>9. Build upon ‘Professional Partners’ reflective practice established in 2017 through NPeW</p> <p>10. PLD priority to TOLD, Yolanda Soryl, Oral Language, Reading & Writing pedagogy/teaching practice</p> <p>11. School-wide moderation during staff/team meetings</p> <p>12. Implement planning A assessment guidelines to help align with OTJ’s</p> <p>13. Continue to use Seesaw as an effective tool for sharing, reflecting & providing feedback/feed forward on learning</p> <p>14. Improve quality of student self-assessment & assessment-capable students through ‘Peer Coaching’</p> <p>15. Promote Reading & Writing across the curriculum using SOLO to add depth & complexity to comprehension skills</p>
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Tātaritanga raraunga

19. Seesaw app trial (compared to blogs) Years' 4, 5 & 6 (Rooms' 2 & 3) to assess level of engagement & capturing of student voice & learner agency
 20. CF PLD with Core Education with priority to whanau engagement

Planning for next year:

1. Consultants review of Reading & Writing (Literacy) pedagogy/teaching practice school-wide 2017/2018
2. Development of a Literacy Overview
3. Increase in budget funding for Teacher Aide staffing 2018 (40 hours)
4. Principal seeking to re-appoint a Reading Recovery teacher for 2018
5. Review moderation including both summative & formative assessment practices school-wide