



ALBANY PRIMARY SCHOOL
Where learning makes a difference ...



Charter 2019



Contents

Welcome to Albany Primary School's 2019 Charter.

The purpose of a school Charter is to “establish the mission, aims, objectives, directions and targets of the Board of Trustees (B.O.T) that will give effect to the Government's National Education Guidelines and the board's priorities” (Ministry of Education). Put simply, the Charter is our guiding document – that provides an annual opportunity to communicate the direction in which our school is going.

The Charter identifies both our future directions (strategic goals) as well as our short term annual goals. We have also presented a summary of our previous years Curriculum data. This information is used to identify past successes and progress, as well as further areas for improvement including targets for our school and community's priorities for learning. With recent change from National Standards assessment, this year our school will share progress against the New Zealand Curriculum levels.

Introductory Section- Strategic Intentions

- Our Vision and Values and Albany Learner
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Our School

Albany Primary is a large (800+ pupils), decile 9 state contributing school (Years 1 – 6), which has served the Albany district for 155 years. Historically, the Albany District was known for its rural and horticultural produce of strawberries, grapes and apple orchards. With increased housing growth the school site was moved from the original location (now Albany Senior High) to the current site on Bass Rd in 1975. The school has grown from an opening roll of 195 pupils in 1975 to 846 in 2018. The community has changed rapidly in the last 20 years with the development of Albany Mall, QBE Stadium, Albany Junior and Senior High Schools, and Massey University. Albany is identified as a high growth area due to its desirable location.

Our zone

Albany Primary School continues to expand to meet the continued demand on the school roll. The school has an enrolment scheme (as per the Ministry of Education requirements) to ensure our facilities could meet the demands on an increased roll. This legislation means that students can only be enrolled at A.P.S. if they reside in the specified geographic zone. With continued roll growth pressure in our current zone the Ministry of Education have identified the requirement to consult with local schools regarding reduction of Albany Primary School zone in the future.i.e. on graduation from A.P.S. to Albany Junior High School (Years 7 – 10) and from there to Albany Senior High School. (Years 11 – 13).

Our students

Our school reflects recent Auckland immigration trends and patterns with increasing ethnic diversity adding a richness to our school's culture. NZ / European (26%) and Chinese (25%) students make up the greatest numbers followed by African (8%), Māori (7%), Korean (7%) and Indian (7%).

Albany Primary School

Our Vision

Where Learning Makes a Difference

- **Feel** the energy
- **Hear** the excitement of discovery
- **See** the learning that is filled with curiosity, creativity and success

Our Values

Respect
Excellence
Aroha and Caring
Creativity
Honesty



Albany Graduates are:

Resilient—able to problem solve, take risks and bounce back.

Responsible—they belong, take pride and are empathic active citizens of our community.

Critical—they are curious and question to learn.

Collaborative— they confidently communicate and learn together

Motivated—they are independent learners who strive to be the best that they can be.



CULTURAL DIVERSITY AND MĀORI DIMENSION

Albany Primary School celebrates the cultural richness of our community as well as all that is unique about New Zealand's bicultural heritage

New Zealand's / Aotearoa's cultural diversity

Cultures within the school are valued, accepted and enhance the cultural richness of our school. The school celebrates our cultural diversity, which is recognised through classroom activities, festivals or special events and assemblies. Staff members ensure that students and parents from all cultures are treated with respect and dignity. A key focus goal for our school includes developing teacher's cultural awareness. Information and parent meetings are provided to ensure newsletters provide information about the New Zealand education system and Albany Primary School. The school provides access to translators and parent support where required.

Albany Primary School is committed to incorporating tīkanga Māori (Māori culture and protocol) into the school's curriculum

Classrooms and school celebrations reflect Māori culture through signage, waiatā, greetings, pōwhiri and protocols. Our curriculum includes components of tīkanga Māori as appropriate to the topic and the class level.

The school has developed a bi-annual 'Whānau Week' where all children and teachers participate in a variety of tīkanga and te Reo Māori activities. The commitment and excellence of our Māori language programmes has been recognised in previous year as Māori Language Awards finalists / winning educational institute. Kapa haka instruction occurs every Thursday lunchtime with strong support from staff and children. The kapa haka group perform regularly throughout the school year.



The unique position of the Māori culture

Albany Primary School is committed to supporting the key principles of the Treaty of Waitangi, Partnership, Participation and Protection.

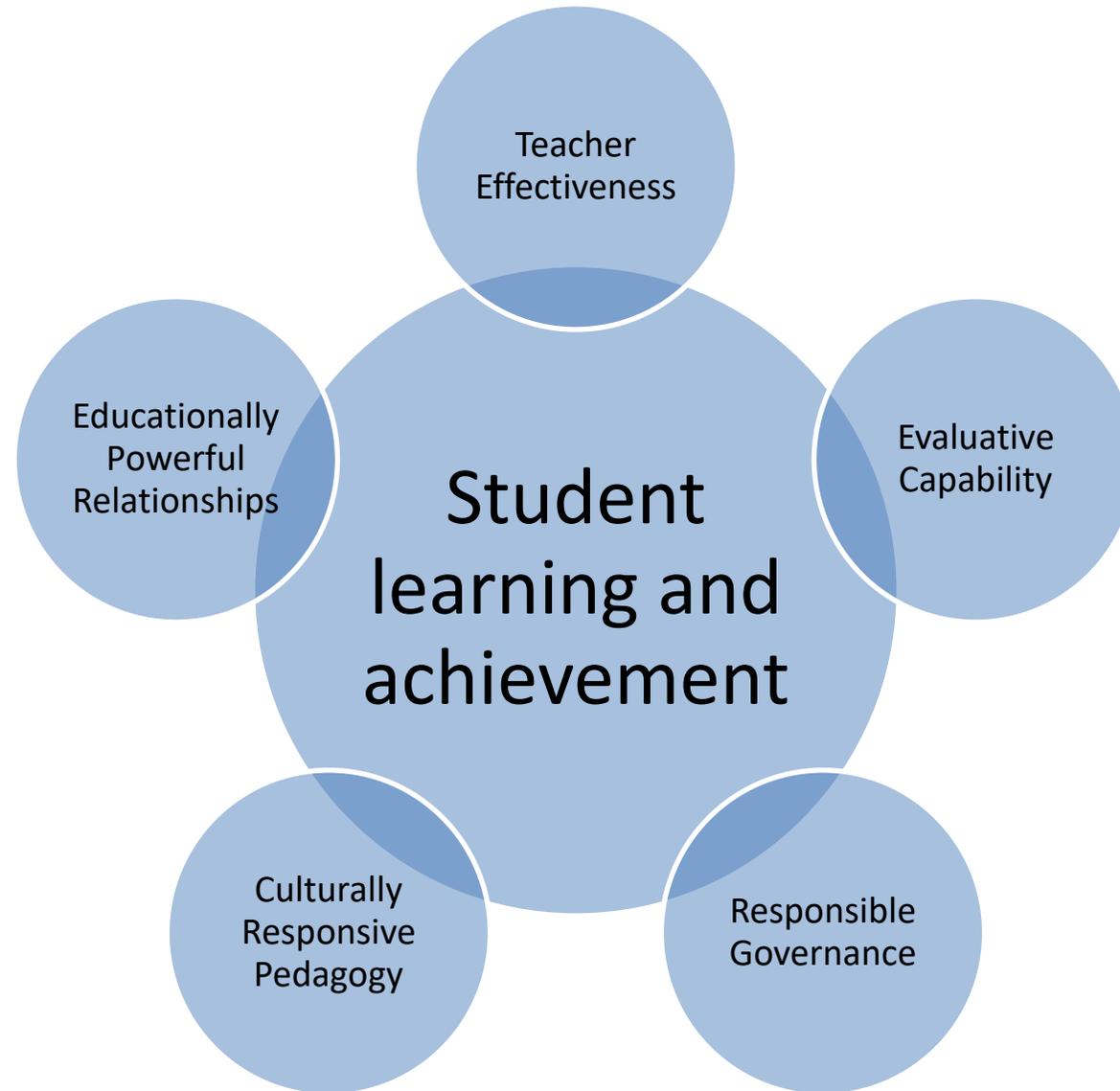
Pōwhiri are held to welcome all new families, students and staff at the start of each term.

Our te Reo Language week, kapa haka group, and 'Whānau Week' celebrate and promote the significance of Māori culture in our school and the New Zealand culture.

Consultation with our Māori Community

Consultation with our Māori community (wānanga) occurs through a variety of methods, both informally - and through regular whānau meetings. In consultation with the Māori community, we will continue to provide opportunities for children to attend kapa haka classes. Any parent requests to provide instruction in te Reo Māori (Māori language) for full time students will be given full and careful consideration by the Board of Trustees with regard; to personnel with the appropriate skills and qualifications; the overall school financial position. Alternative arrangements could also be negotiated with local Kura providing te Reo Māori.

Strategic Plan 2019 - 2020



CoL Charter Statement

WHĀNAU KI TE AKO - ALBANY LEARNING PATHWAY

Whānau ki te Ako – Albany Learning Pathway. Our Kāhui Ako is made up of five contributing schools: Albany Primary School, Coatesville School, Greenhithe School, RidgeView School and Upper Harbour Primary School. These are feeder schools to Albany Junior High School, which in turn provides a pathway to Albany Senior High School.

Whānau ki te Ako formed in 2016 to enhance achievement and provide opportunities for all students. The Kāhui Ako supports individual schools to work towards 2019 achievement targets in writing, mathematics, NCEA and University Entrance. These targets include supporting students achieving below expectation and increasing the number of students achieving above expectation. We understand this will involve the adoption of strategies to accelerate Māori, Pacific Island and Chinese learners, and those with additional learning needs.

During 2017, comprehensive feedback was sought from all stakeholders, including a teacher and principal audit of our key drivers for change. This review identified our original Theory of Improvement has not changed in relation to our key drivers: Collaboration, Learner Agency, Teacher Effectiveness, Cultural and Relational Responsiveness, Community Involvement and Transitions.

The successful application from the Ministry of Education centrally funded professional development (2018 / 2020) has ensured Whānau ki te Ako has had access to high quality external professional support. A variety of providers and facilitators were selected to ensure the CoL goals as well as each school's individual needs were met. Additional delivery and support through whole CoL conference day, nano conferences, as well as focussed training days for Within School Leaders (WSL's), were organised by the Across CoL Leaders (ACL's).

In 2018 – 2019 we are moving from the Establishment phase through to the Developing phase (shifting from cooperating to collaborating on what matters most) and in some areas the Embedding phase (collaborating leads to collective impact on children and young peoples' learning) of the Kāhui Ako. Whānau ki te Ako principals' and leaders recognise their shared responsibility and accountability for this valuable staffing and professional development resource. Ultimately, we have the opportunity to transform practice through collaboration and synergy of shared expertise.

Building Leadership Capacity

Our school is a member of a Kāhui Ako that is committed to the growth of leaders.

Principals will continue their own leadership growth through the collaborative model of learning from and with each other (as well as external facilitators, expert partners and change managers). Through the development of middle leaders and designated Kāhui Ako roles, we can raise the capability of all teachers. Aspiring leaders will have opportunities to explore alternative career pathways where they remain in their context as expert practitioners while developing themselves further and leading innovative change.

2019 Specific Improvement Plan

School Contexts

When in 2019	What?	Who?	Indicators of Progress
By March	<p>Communication/ Collaboration.</p> <p>Vision branding, website, strategic goals, communication and media plan for 2019</p>	Principals, ACL, Stewardship group.	<p>Vision added to logo and shared with CoL and community. Website as an information hub and platform to support collaboration (through google networks).</p> <p>Actions as specified in communication and media plan.</p>
Ongoing	<p>Recruitment/ Induction/ Organisational Resilience</p> <p>Any new Whānau ki te Ako leadership opportunities for 2019 identified, time frames, role descriptions and appointment process.</p>	Principals / SLTs	<p>New ACL role advertised and appointed.</p> <p>Appointments confirmed as per relevant contract requirements.</p> <p>Induction of new leaders to Whānau ki te Ako goals, and school specific plans and actions for improvement.</p> <p>Relevant release scheduled for WSL and ACL (as per CoL annual calendar)</p> <p>Lead principal and ACL investigate concept of organisational resilience in relation to “the system design” of Kāhui Ako.</p>
2019	<p>Professional development</p> <p>Delivery Plan identified with school leadership and facilitators.</p>	SLT/ External PD provider (e.g. CORE / Education Group	Delivery of PD in school, as well as process and achievement outcomes regarding coaching, teaching as inquiry, and leadership development
March / April	Gather and collate data for PD journal: Responsive Feedback 2	Principals, Facilitators, ACL and WSL	Providers update the PD journal as a log of actions and hours. Data collated and summarised for responsive feedback as to current progress and future actions.

February - November	<p>Teaching / Leading as Inquiry</p> <p>Staff are supported to complete robust cycles of professional inquiry.</p>	ACL or WSL dependent on school stage of inquiry implementation	<p>Either: ACL support WSL to understand and conduct their own professional inquiry. OR WSL support groups of staff in their schools to conduct meaningful inquiries.</p> <p>Reflections, learnings and changes in thinking from professional inquiries are linked to appraisal.</p>
February - November	<p>Our Drivers</p> <p>Within School Leaders complete Action Research Project related to successful transitions for the Albany learner pathway transition driver.</p>	Lead principal / ACL	Research methodology defined. Critical inquiry regarding best practice. Surveys, interviews, student / parent focus groups with schools to initiate initial data collection. Data analysed and further actions developed to define next stage of the inquiry.
January 2019	Albany and Greenhithe Kindergarten invited to meet regarding transitions and student agency	Lead principal / ACL	Resourcing offered to support release for head teachers to enable meetings. Greenhithe invited to share their teacher Innovation fund research with other ECE and the CoL.
2019	Meet with Massey University regarding vocational pathways	Lead principal/ ACL	ACL gather transition and Learner Agency indicators with Massey University staff.
July, 2018	Further investigation regarding the concept of tangata whenua “our place” in relation to our schools	Lead Principal and ACL discuss with Claire Amos and her contacts.	Consultation with Ngāti Whātua Kaipara, Mere Berryman, and kaumātua Mate.
June 2018	Other ethnicities are consulted to gain understanding of perception and expectations of Learner Agency.	ACL, WSL, Schools	Information is collected from groups such as Pacific Island and Chinese families/organisations to understand expectations of Learner Agency and specific cultural values that would support, influence or require specific change management strategies.

March 2019	Learner Agency framework and continuum constructed for Albany Learning Pathway schools.	ACL	A framework for Learner Agency is produced and shared with all schools SLTs. A continuum for: 1. Teacher Capability 2. Student Capability is devised.
Ongoing	Schools begin to align digital fluency with Learner Agency.	ACL and WSL	External providers support Whānau ki te Ako and school leaders understanding of Digital Fluency 2020
November 2019	Review process, set goals and plan for 2020	Principals & SLTs / ACL / WSL	Principals and SLTs reflect on progress and data to plan for 2020 ACL work with WSL to plan for 2020 Communication of CoL progress to community. Representatives supporting relevant appointment processes.
Ongoing 2019	Stewardship Group Define purpose and functional relationships. Identify communication role for communities.	BOT / Principal representatives	Meet twice per year to ensure stewardship are informed of Whānau ki te Ako progress. Definition of stewardship group purpose and role confirmed.

Resourcing:

As per MOE Community of Learning staffing resourcing (.4 ACL per week, .08 ISL).
CoL Administration (\$2,000) and individual ACL and WSL contracts (networking and travel allocation).



ALBANY PRIMARY SCHOOL REVIEW 2019

	Term 1	Term 2	Term 3	Term 4
Strategic Review Student Achievement	Year level targets	P.A.T report International Student report (TBC)	School / Team Target progress updates Reading Recovery Report (TBC)	End of year NZC Student Achievement Report CoL target update Analysis of Variance (school targets)
Strategic Review School Review	Schedule of Delegations and SLT roles Curriculum project teams			
Strategic Review Board Review	Charter – Strategic Plan and Annual Goals Property 5YA	Annual Goal update BOT project teams <ul style="list-style-type: none"> • Changing Face of Albany 		Annual Goal Summary and Review) Strategic Directions (enso)
Regular Review Policies and Procedures – annual cycle	Policy and Procedures <ul style="list-style-type: none"> • Theft and Fraud prevention • Separated parents • Road Safety, including road patrol • Medicines • Allergy procedures 	Policy and Procedures <ul style="list-style-type: none"> • Classroom Release • Management units • Professional Development / Study Grants • Job Share • Sun Protection 	Policy and Procedures <ul style="list-style-type: none"> • Curriculum and Student achievement policy • Documentation and Self Review policy • Employer Responsibility policy • Health, Safety and Welfare policy 	
Emergent Review	Albany 1000 (future planning for roll growth)			

Albany Primary School: Analysis of Variance Reporting Year 1 - Area 3 and 5 2018

FOCUS:	Area: Reading
STRATEGIC GOAL	<p><u>Teacher Effectiveness</u></p> <p>Albany Primary School strives to maintain quality teaching and learning for all:</p> <ul style="list-style-type: none"> · with staff who are self-motivated · who collaborate with others to develop their own teacher knowledge · and are actively engaged in the Teacher Inquiry Cycle <p>in order to impact positively on all learners achievement and progress.</p> <p>Effective teachers engage students in appropriate meaningful tasks based on shared formative assessment information which challenge learners to achieve high expectations for themselves. Students are engaged in their learning journey through; student voice and agency, the learning process, assessment for learning, and self-regulation.</p>
ANNUAL GOAL 2018	<p><u>Link to Annual Goal 4 – Teacher Effectiveness</u></p> <p>Capture and use evidence consistently to make sound decisions that progress and ensure achievement for all learners. Use knowledge, evidence and inquiry to improve teaching that supports continuous improvement at multiple levels. Evaluative thinking and critical reasoning are confidently used to initiate school wide discussions to identify what change levers and / or interventions are working for whom and why. A strategic approach responds to these needs. As adaptive experts, teachers respond and adapt strategies and learning tasks.</p> <p>Through the use of rich sources of qualitative and quantitative evidence teachers and leaders identify which capabilities require development and prioritise both internal and external PLD that will best build these capabilities. This PLD is planned, sequential, and responsive</p> <p>Leaders rigorously evaluate evidence of the effectiveness of strategies and make decisions that will improve student outcomes.</p>
BASELINE DATA End of 2017	<p>The December reading data showed the following reading levels for the 36 Year 1 students who started school in 2017.</p> <p>Level 1 and 2 - 19 children Level 3 - 5 - 13 children Level 6 - 8 - 4 children</p> <p>The 4 new children were assessed on alphabet knowledge, high frequency word recognition and PM benchmark level 1. They were all on reading level 1.</p> <p>Out of these 40 children, 23 children are at risk of not achieving the Albany reading expectation at their 40 weeks of schooling.</p> <p>There are 2 NZ Māori learners, one who is on track to meet the Albany reading expectation at 40 weeks of schooling and 1 at risk of not meeting the Albany reading expectations at 40 weeks of schooling.</p>
TARGET 2018	<p>Goal – To raise the rate of progress for all students at risk of not achieving at the expected level in Reading at 40 weeks of schooling or make sufficient progress to achieve the expectation at 80 weeks of schooling, particularly the English Language Learners.</p>

ACTIONS: (What did we do? How effective was it? How do we know?)	OUTCOMES: (What happened? What has been the rate of impact? Have much difference are we making? Data evidence of the shift and in relation to time and age: i.e. months/ years in reading compared to chronological age increase)	ANALYSIS: (Why did it happen? What is working / having an impact? How do we know? What is the evidence)	EVALUATION: (Where to next? What have we learnt that we can use next year? What information about this needs to be passed on to the following years teachers, so that it can be continued?)
<p>After data had been reviewed and the target was set in Term 1, each Year 1 class identified a target group of children identified at risk of not reaching their expected level at their end of year 1 anniversary. Within this group, Māori children were identified.</p> <p>After each 3 week teaching periods, we reflected on the progress of our target groups, identifying strategies that seemed to be effective in the acceleration of these children. The following successful initiatives were noted:</p> <ul style="list-style-type: none"> • Targeted sessions addressing letter sound confusions - increased alphabet knowledge and aided in decoding strategies • Consistent high frequency word practise - improved recall of a range of HFWs • Make and break letter manipulation activities - improved letter sound awareness bin, tin, win, fin, pin. • Phonemic awareness practise during guided reading sessions - helped to assist children in applying their emerging phonic knowledge. • Reading of good quality children's literature - to ensure rich English language is heard • Support programmes e.g. reading recovery. This 	<p>Of the 23 target Year 1 children at risk of not meeting their 1 year anniversary milestone in reading:</p> <p>2 left Albany Primary School before their milestone.</p> <p>7 reached their 1 Year Milestone and are on track to reach their 2 Year milestone.</p> <p>6 children are still tracking below expectation but have made steady progress throughout the year and are expected to reach their 2 Year milestone.</p> <p>8 children have not made sufficient progress to meet their 1 Year or 2 Year milestone.</p> <p>Of these 8 children, 6 have been identified as children of concern with regards to learning and will be assessed in 2019. 2 children are ESOL, making steady progress with oral language, building of vocabulary and alphabet sound knowledge. It is expected that they will continue to make steady progress with additional support of the teacher and the reading recovery program.</p>	<p>Data evidence shows that targeted sessions addressing alphabet knowledge and phonemic awareness made a difference to the rate of acceleration of the target children.</p> <p>More specifically, explicit teaching of concepts of print, high frequency word reading and basic decoding strategies from school and home enabled the children to develop their confidence when reading.</p> <p>Reading to, by and with developed an enjoyment of reading, rich conversations and an increase in vocabulary.</p> <p>The rate of growth has been much faster when the children attended the support programme alongside the normal reading programme. More specifically, the children began to make connections between reading and writing by applying reading strategies to writing. The children were also able to write many of the HFWs that they were confidently reading and spelling independently.</p> <p>Literacy support started from early on in the year with the target children, aided in building the children's confidence and accelerated progress.</p>	<p>From what we implemented this year to accelerate our at risk children to meet the expectation after 1 year, we would carry the following through to 2019.</p> <ul style="list-style-type: none"> • Reading support started earlier those who are at risk of not meeting expectation or who are still at level 5/6 instructional. • Daily practise of HFW's at home and school. • Explicit teaching of reading decoding strategies. • Buddy reading with buddy class and with peers in the classroom. • Parental help for individual reading. A parent session will be given to better equip parents with the home reading programme. • ESOL support teacher to further develop alphabet and oral language with ESOL children. • Continuous professional learning conversations during team meetings about the progress of our target children and strategies we could implement to accelerate their progress. • Team leader will identify target children to Year 2 team leader at the transition afternoon. The Year 1 teachers will pass on to the Year 2 teachers, the identified at risk children.

developed missing alphabet knowledge and decoding strategies. It enabled the children to accelerate their progress, noted through PM assessments.

- Reading mileage - through reading support programmes, buddy class reading, ESOL programmes.
- Informing parents of children's progress and how to help at home - assisted with school/home link.

Recommendations for next year:

Looking at our ESOL in class programme to further develop confidence in oral language as well as building of vocabulary.

Implementing the ESOL packs and readers given by the ESOL teacher to support the in class ESOL programme.

Addressing the lack of support from some parents with regards to home learning, by having parent sessions to support the parents with how to implement reading practise at home.

Albany Primary School: Analysis of Variance Reporting Year 1 – Areas 1,2,7 and 8 2018

FOCUS:	Learning Area: Reading
STRATEGIC GOAL	<p><u>Teacher Effectiveness</u> Albany Primary School strives to maintain quality teaching and learning for all:</p> <ul style="list-style-type: none"> • with staff who are self-motivated • who collaborate with others to develop their own teacher knowledge • and are actively engaged in the Teacher Inquiry Cycle <p>in order to impact positively on all learners achievement and progress. Effective teachers engage students in appropriate meaningful tasks based on shared formative assessment information, which challenge learners to achieve high expectations for themselves. Students are engaged in their learning journey through; student voice and agency, the learning process, assessment for learning, and self-regulation.</p>
ANNUAL GOAL 2018:	<p><u>Link to Annual Goals 4 – Teacher Effectiveness</u> Capture and use evidence consistently to make sound decisions that progress and ensure achievement for all learners. Use knowledge, evidence and inquiry to improve teaching that supports continuous improvement at multiple levels Evaluative thinking and critical reasoning are confidently used to initiate school wide discussions to identify what</p>

	<p>change levers and / or interventions are working for whom and why. A strategic approach responds to these needs. As adaptive experts, Teachers respond and adapt strategies and learning tasks. Through the use of rich sources of qualitative and quantitative evidence teachers and leaders identify which capabilities require development and prioritise both internal and external PLD that will best build these capabilities. This PLD is planned, sequential, and responsive Leaders rigorously evaluate evidence of the effectiveness of strategies and make decisions that will improve student outcomes.</p>		
<p>BASELINE DATA End of Year 2017:</p>	<p>Reading levels as at beginning of Term 2 (May 2018) showed that there are 18 children who started school between February and May and are at risk of not achieving the PM green colour band (Level 12-14) by the end of 40 weeks at school. The 18 children in this target group have been identified as those that with some deliberate acts of teaching could be capable of achieving accelerated progress to achieve the PM green colour band. The reading level of these 18 children are as follows: Level 1 - 9 children Level 2 - 6 children Level 3 - 2 children Level 4 - 1 child</p> <p>There are 81 children in Area's 1, 2, 7 and 8 collectively. Of the remaining 66 children, 46 are tracking towards achieving or exceeding PM green colour band at 40 weeks of school. There are 20 children who are at risk of not achieving PM Green Colour Band by 40 weeks of school, however, these children have not been identified as target children as they require a high level of ESOL support or have other identified learning needs.</p>		
<p>TARGET 2018:</p>	<p>Goal – To raise the rate of progress for all students at risk of not achieving at the expected level in Reading at 40 weeks of schooling or make sufficient progress to achieve the expectation at 80 weeks of schooling, particularly the English Language Learners.</p>		
<p>ACTIONS: (What did we do? How effective was it? How do we know?)</p>	<p>OUTCOMES: (What happened? What has been the rate of impact? Have much difference are we making? Data evidence of the shift and in relation to time and age: i.e. months/ years in reading compared to chronological age increase)</p>	<p>ANALYSIS: (Why did it happen? What is working / having an impact? How do we know? What is the evidence)</p>	<p>EVALUATION: (Where to next? What have we learnt that we can use next year? What information about this needs to be passed on to the following years teachers, so that it can be continued?)</p>

After data had been reviewed and the target was set in Term 2, each Year 1 class identified a target group of children identified at risk of reaching their 1 year anniversary milestone. After each 3 week teaching period, we reflected on the progress of our target groups, identifying strategies that seemed to be effective in the acceleration of these children. The following successful initiatives were noted:

- Alphabet and high frequency word tracking helped to decrease the gaps in knowledge needed for early decoding strategies.
- Literacy rich class environment where children are exposed to the written text, enabled the children to develop their visual memory of high frequency words.
- Reading to and with the children helped develop concepts of print, alphabet knowledge, vocabulary and enabled the children to make connections to prior experiences.
- High frequency word (HFW) flashcards - improved recall of a range of HFWs (weekly records kept)
- Support programmes e.g. reading recovery given later in the year. This developed missing alphabet knowledge and decoding strategies
- Reading mileage - buddy class reading, ESOL programmes, extra reading with teacher aides and ELA's.
- Consistent meetings with parents enabled the teachers to support the parents with the home learning.

The rate of growth has been slow due to reasons stated below:

Of the 18 target Year 1 children at risk of meeting their 1 year anniversary milestone in reading:

- 1 reached their 1 Year Milestone and is on track to reach their 2 Year milestone.
- 5 children are on track to reach the expectation after 2 years of schooling.
- 12 children are still tracking below the 1 year expectation.

Of these 12 children,

- 3 children have made steady progress with additional literacy support. Literacy support increased the rate of progress and if maintained at the beginning of 2019, it would be beneficial.
- 2 children are ESOL, making steady progress with oral language and building of vocabulary in order to make connections with the text.
- 7 children have been identified with learning support needs and will need further assessment in Year 2.

Data evidence shows that the teaching strategies used from our action plan helped the children further develop their alphabet knowledge and high frequency word recognition.

The weekly phonics programme helped consolidate alphabet names and sounds. Reading focussed tasks and games during reading rotations enabled the children to practise phonemic awareness, alphabet knowledge and word recognition.

From what we implemented this year to accelerate our at risk children to meet the expectation after 1 year, we would carry the following through to 2019.

- Reading support started earlier those who are at risk of not meeting expectation or who are still at level 5/6 instructional.
- Daily practise of HFW's keeping a weekly tracking sheet of their progress.
- Buddy reading.
- Parental help for individual reading. A parent session will be given to better equip parents with the home reading programme.
- ESOL support teacher to further develop alphabet and oral language with ESOL children.
- Regular professional learning conversations during team meetings about the progress of our target children and strategies that could be implemented to accelerate their progress.
- Team leader will identify target children to Year 2 team leader at the transition afternoon. The Year 1 teachers will pass on to the Year 2 teachers, the identified at risk children when handing over the cumulative date folders.

Recommendations for Next Year:

- Earlier extra intervention (i.e. reading support programme) for the children at risk of not meeting the expectation after 1 year of schooling.
- Possible focussed differentiation of phonics groups, filling the alphabet name and sound knowledge early in the year.
- Greater support for children who are on CCC's for learning. (Assessments done earlier to equip the teacher with strategies to support the child.)
- Consistent parent support with the home learning programme by having parent sessions to support the parents with how to implement reading practise at home.

Albany Primary School: Analysis of Variance Reporting Year 2 2018

FOCUS:	Reading Year 2
STRATEGIC GOAL	<p><u>Teacher Effectiveness</u></p> <p>Albany Primary School strives to maintain quality teaching and learning for all:</p> <ul style="list-style-type: none"> · with staff who are self-motivated · who collaborate with others to develop their own teacher knowledge · and are actively engaged in the Teacher Inquiry Cycle <p>in order to impact positively on all learners achievement and progress.</p> <p>Effective teachers engage students in appropriate meaningful tasks based on shared formative assessment information which challenge learners to achieve high expectations for themselves. Students are engaged in their learning journey through; student voice and agency, the learning process, assessment for learning, and self-regulation.</p>
ANNUAL GOAL 2018:	<p>Goal Three: Evaluative Capability (Teachers, leaders and B.O.T)</p> <p>Teachers and leaders will: Develop their collective capacity to use evaluation and inquiry for sustained improvement. Using data based evidence they will strengthen their use of the inquiry based approach to collate, interrogate, identify and analyse data to identify targeted interventions and strategies for improvement. Use the NZC levels for assessment and reporting to parents.</p>
BASELINE DATA 2017	<p>End of year data for 2017 showed</p> <ul style="list-style-type: none"> ● 22% of children achieving at Below their '<i>After One Year of School National Standard</i>' in Reading. ● 74% of children achieving At their '<i>After One Year of School National Standard</i>' in Reading. ● 4 % of children achieving at Above their '<i>After One Year of School National Standard</i>' in Reading. <p>In numbers, this identified as 20 students BELOW, 68 students AT and 4 students ABOVE.</p> <p>Of these students</p> <ul style="list-style-type: none"> ● 8 students were selected as target children for accelerated progress which will move them from being BELOW to AT the reading levels that they should be (Literacy Progressions Guidelines) ● 13 students were selected as target children for accelerated progress which will move them from being AT to ABOVE the reading levels that they should be (Literacy Progressions Guidelines)
TARGET 2018	<p>Our target is for the 21 target children selected to make accelerated progress and/or to significantly close the gap between their current reading level and the reading levels outlined in the literacy progressions that determine whether they are BELOW, AT or ABOVE where they should be.</p> <p>Of the 8 target students (for the BELOW to AT target) selected;</p> <ul style="list-style-type: none"> ● 1 student's anniversary falls in January ● 3 student's anniversaries falls in February ● 4 student's anniversaries falls in March <p>Of the 13 target students (for the AT to ABOVE target) selected;</p> <ul style="list-style-type: none"> ● 2 student's anniversaries fall in June - August inclusive ● 6 student's anniversaries falls in Sept – Nov inclusive ● 5 student's anniversaries falls in Dec – Feb inclusive

<p>ACTIONS: (What did we do? How effective was it? How do we know?)</p>	<p>OUTCOMES: (What happened? What has been the rate of impact? Have much difference are we making? Data evidence of the shift and in relation to time and age: i.e. months/ years in reading compared to chronological age increase)</p>	<p>ANALYSIS: (Why did it happen? What is working / having an impact? How do we know? What is the evidence)</p>	<p>EVALUATION: (Where to next? What have we learnt that we can use next year? What information about this needs to be passed on to the following years teachers, so that it can be continued?)</p>
<p>We were able to spend more quality time with reading groups in our classes as a support teacher withdrew one group per class to reduce class sizes during reading time.</p> <p>Target children were seen on a regular basis in class for reading.</p> <p>Buddy readers from other classes came in to work on reading with target children who were achieving 'below' where they should be.</p> <p>Some classes ran 'Hungry Readers Bags' which encouraged a love for reading a variety of books.</p> <p>Parent Helpers and Teacher Aides were utilised for regular reading practise with target children.</p> <p>Extra reading opportunities were given over the holidays where bags of levelled reading books were sent home to encourage daily reading and maintain progress.</p>	<p>Aim A: Below To At Expectation:</p> <p>Of the 8 students, targeted to move from 'Below to At'.</p> <p>4 students are now reading at the the expectation for the end of Year Two.</p> <p>3 students are still working towards reading at standard 1 is on the Reading Recovery Programme, which will help put them closer to on track</p> <p>Aim B: At To Above Expectation:</p> <p>Of the 13 students, targeted to move from At to Above End of year 2 expectation</p> <p>3 students are now reading with a reading age of 7.5-8.5yrs</p> <p>7 students are now reading with a reading age of 7-8yrs</p> <p>2 students have made progress but continue to read 'At' standard for the end of Year 2.</p> <p>1 student left our school</p>	<p>Why was there a positive movement for so many of our readers?</p> <p>Reading in holidays</p> <p>Parents were involved and requested more readers and were positive</p> <p>Our class sizes were smaller for reading</p> <p>Books were exciting – a variety of text types</p> <p>Use of articles – were just like PROBE which set them up for success</p> <p>What was the negative impact? Why didn't some target children meet our goals for them?</p> <p>Significant holiday fall back- some children were not at the level that was recorded as their previous years data.</p> <p>Not many readers at the orange level - not when we have big reading groups and so many children all at same level across a big school</p> <p>Cultural mis-understandings of stories and texts - some needed lots of unpacking and explaining</p> <p>Absences from school were a big problem</p> <p>Not reading at home slowed progress and not having parent buy-in halted progress also</p> <p>Some target children also presented with significant behavioural issues</p>	<p>What have we learnt from this teacher as inquiry team target?</p> <p>During reading time class sizes need to be smaller</p> <p>Articles should be continued - these were brilliant for comprehension growth</p> <p>Shared resources within our team – "This worked for me – try this"</p> <p>PLC's on reading</p> <p>More readers are required, as demand has increased due to increased numbers and keeping up a flow of readers has become more difficult.</p> <p>The issues identified as barriers to success need to continue to be addressed throughout next year, as these children move to year 3.</p> <p>Perhaps this is a wider problem land it could become a school discussion.</p>

Planning for Next Year:

Meet up with Year 3 teachers and discuss which children were our target children and let them know rate of progress of these children and that they will need to be continued to be monitored.

Talk to English budget holder regarding more resources being purchased at Level 15

Making reading fun and meaningful for the children. Making reading relevant to our learners and based on their passions and likes.

Albany Primary School: Analysis of Variance Reporting Year 3/4 Areas 14,15,16,17,18 2018

FOCUS:	Area: Reading																		
STRATEGIC GOAL	<p>Albany Primary School strives to maintain quality teaching and learning for all, with staff:</p> <ul style="list-style-type: none"> • who are self-motivated • who collaborate with others to develop their own teacher knowledge • and are actively engaged in the Teacher Inquiry Cycle in order to impact positively on all learner's achievement and progress. <p>Effective teachers engage students in appropriate meaningful tasks based on shared formative assessment information which challenges learners to achieve high expectations for themselves. Students are engaged in their learning journey through; student voice and agency, the learning process, assessment for learning, and self-regulation</p>																		
ANNUAL GOAL 2018	<p>Link to Annual Goals: To continue to develop confident teachers;</p> <ul style="list-style-type: none"> • With strong curriculum content knowledge and pedagogy; who use and share assessment effectively with each other and students to inform and improve teaching and learning • Who design quality learning tasks, involving student input into the planning and leading of learning experiences, that challenge and engage all students appropriately, and provide students with opportunities to use different approaches to demonstrate their learning and progress (e.g. oral or written work, assistive technology) • Who are reflective about their teaching and analyses the impact their teaching has made on students learning • Who actively seek and reflect on student voice / feedback from learners to improve their teaching practice and learning experiences 																		
BASELINE DATA End of 2017	<p>BASELINE DATA: The Year 4 students in the target group were mainly in the ILE in 2017. The Year 3 students in the target group have come from 2017 single class settings. The 2017 Year 3 and Year 4 curriculum levels and reading ages of the children in Areas 14, 15, 16, 17 and 18 shows that:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%;"></th> <th style="width: 20%;">Early Level 2 (approx.. 7.5-8.5 years)</th> <th style="width: 20%;">Late Level 2 (approx.. 8.5-9.5 years)</th> <th style="width: 30%;"></th> </tr> </thead> <tbody> <tr> <td style="color: #00a0e3;">Reading level (at the end of year 3 2017)</td> <td style="text-align: center;">25</td> <td style="text-align: center;">23</td> <td></td> </tr> <tr> <td></td> <td style="text-align: center;">Late Level 1 (approx.. 6.5 – 7.5 years)</td> <td style="text-align: center;">Early Level 2 (approx.. 7.5-8.5 years)</td> <td style="text-align: center;">Late Level 2 (approx.. 8.5-9.5 years)</td> </tr> <tr> <td style="color: #00a0e3;">Reading level (at the end of year 2 2017)</td> <td style="text-align: center;">22</td> <td style="text-align: center;">20</td> <td style="text-align: center;">2</td> </tr> </tbody> </table>				Early Level 2 (approx.. 7.5-8.5 years)	Late Level 2 (approx.. 8.5-9.5 years)		Reading level (at the end of year 3 2017)	25	23			Late Level 1 (approx.. 6.5 – 7.5 years)	Early Level 2 (approx.. 7.5-8.5 years)	Late Level 2 (approx.. 8.5-9.5 years)	Reading level (at the end of year 2 2017)	22	20	2
	Early Level 2 (approx.. 7.5-8.5 years)	Late Level 2 (approx.. 8.5-9.5 years)																	
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Reading level (at the end of year 2 2017)	22	20	2																

TARGET 2018	<p>Based on the end of year data for the Year 3 and 4 children in The Hutch and Areas 17 and 18:</p> <p>A group of 2017 Year 3 children, who have been identified as late level 2, are seen as being close to achieving this level and are being targeted to be working within early level 3 by the end of 2018 as Year 4's : achieving at a year above expectation.</p> <p>A group of 2017 Year 2 children, who have been identified as early level 2, are seen as being close to achieving this level and are being targeted to be working within late level 2 by the end of 2018 as Year 3's : achieving at a year above expectation.</p> <p>Two 2017 Year 2 children have been identified as late level 1 and are being targeted to achieve this level and be working within late level 2 by the end of 2018 as Year 3's : achieving at a year above expectation.</p> <p>Two 2017 Year 2 children have been identified as late level 2 and are being targeted to achieve this level and show some indicators of early level 3.</p>		
ACTIONS: (What did we do? How effective was it? How do we know?)	OUTCOMES: (What happened? What has been the rate of impact? Have much difference are we making? Data evidence of the shift and in relation to time and age: i.e. months/ years in reading compared to chronological age increase)	ANALYSIS: (Why did it happen? What is working / having an impact? How do we know? What is the evidence)	EVALUATION: (Where to next? What have we learnt that we can use next year? What information about this needs to be passed on to the following years teachers, so that it can be continued?)
<p>After the data had been reviewed and the target was set in Term 1 an Action Plan was developed with a focus on:</p> <ul style="list-style-type: none"> Deepening the understanding of a wider vocabulary Deepening the understanding of a variety of text types Reading across the curriculum at the children's identified levels Manipulating the text to answer comprehension questions Write in depth, concise answers to comprehension questions. <p>The initial actions the teaching team included:</p> <ul style="list-style-type: none"> Reviewing the 2017 Reading data to identify the children who were easily achieving their expected reading level. Co-constructing with the identified students their next learning steps with the children choosing appropriate workshops for these. 	<p>17 year 4 and 9 year 3 children (26) were identified to be working at a level a year above expectation by the end of 2018.</p> <p>Of the 17 year 4 children:</p> <ul style="list-style-type: none"> • 14 are working within a level 1 year above expectation, • 1 child is working within a level which is 2 years above expectation • 2 children are working within their expected level. <p>Of the 9 year 3 children:</p> <ul style="list-style-type: none"> • 3 children are working within a level a year above expectation a • 6 are working within their expected level. <p>2 year 3 children were identified to be accelerated 2 years progress in 1 year.</p> <p>Of the 2 year 3 children :</p>	<p>Contributing factors to the children either achieving or closing the gap to achieving above their expected level included:</p> <ul style="list-style-type: none"> Regular monitoring of the children's progress. Time for the children to read a variety of text types and to share these with others. Based on their next steps, children opted into workshops with explicit teaching to match their identified need. Key Into activities that related to their next steps were introduced during workshops. Reciprocal Reading Reading across the curriculum all day, every day, from daily notices (skimming and scanning for information) through to UOI (finding information for children's individual lines of Inquiry) Target children from outside of The Hutch attended workshops in The Hutch. 	<p>From what we used this year to ensure the shift in children's levels to at expectation to above expectation and what we would carry through to next year includes:</p> <ul style="list-style-type: none"> Shared understanding of what levels 2 and 3 of the reading curriculum looks like and the expectations at these levels. Co-construction of next steps with children opting into a relevant workshop involves children in the process of their learning giving high levels of engagement and motivation. Children taking responsibility for their learning by planning their week with Must Dos/Can Dos. Continued opportunities of reading across the curriculum and through the Inquiry Concept. <p>Areas that could be developed further include:</p> <ul style="list-style-type: none"> Teachers watching modelled reading lessons either in their own class or in others classes. Teachers being made aware of the variety of reading resources that are available.

Ensuring shared moderation occurs which will support closing the gap in teacher understanding and knowledge of what levels 2 and 3 of the curriculum looks like.

Collate data on a class summary sheet and update each term.

Plan and implement through deliberate acts of teaching a reading programme to accelerate student achievement through rich tasks which links reading and writing.

Provision to read independently daily

Exposing students to a range of text types

Provide a rigorous vocabulary programme based on Oral Language opportunities.

Regularly review the children's progress and carry out the *Teaching as Inquiry Model*. What worked well? What do we need to do differently? Who's moving and why? Who isn't moving and why?

- both have made a years' progress and are working at expectation for their year level.
- 2 year 3 children were identified to be showing indicators at 3E.**
- Of the 2 year 3 children:
- 1 child is working within 3E (2 years above expectation) and
 - 1 child is showing some indicators of 3E and is working one year above expectation.

PM guided reading cards were utilised to practise writing answers in full, using a variety of text types.

Vocabulary enrichment was supported with oral language opportunities such as word ladders, word of the week, spelling words and definitions and word detective.

Children planning their week with Must Dos/Can Dos and taking responsibility for their learning.

Buddy reading with children with a lower reading ability reinforced the children's next steps and helped to transfer their skills to other texts.

Factors that worked against all children reaching their expected level included:

Teachers didn't watch a variety of modelled reading lessons.

Two teachers were new to teaching this year and another teacher had not taught in NZ for several years.

A change in teacher for a group for children half way through the year.

Albany Primary School: Analysis of Variance Reporting Year 3/4 Areas 20, 21, 22, 23, 28 2018

FOCUS:	Reading and Writing
STRATEGIC GOAL	<p>Students, Teachers, Parents, Community:</p> <p>Albany Primary School strives to maintain quality teaching and learning for all, with staff:</p> <ul style="list-style-type: none"> • who are self-motivated • who collaborate with others to develop their own teacher knowledge • And are actively engaged in the Teacher Inquiry Cycle in order to impact positively on all learner's achievement and progress. <p>Effective teachers engage students in appropriate meaningful tasks based on shared formative assessment information which challenges learners to achieve high expectations for themselves.</p>

Students are engaged in their learning journey through; student voice and agency, the learning process, assessment for learning, and self-regulation.

ANNUAL GOAL

Annual Goal Four Teacher Effectiveness To continue to develop confident teachers;
 With strong curriculum content knowledge and pedagogy; who use and share assessment effectively with each other and students to inform and improve teaching and learning
 Who design quality learning tasks, involving student input into the planning and leading of learning experiences, that challenge and engage all students appropriately, and provide students with opportunities to use different approaches to demonstrate their learning and progress (e.g. oral or written work, assistive technology)
 Who are reflective about their teaching and analyse the impact their teaching has made on students learning
 Who actively seek and reflect on student voice / feedback from learners to improve their teaching practice and learning experiences
 Who collaborate with each other and the local community, and the Community of Learning, through learning focused partnerships, to research, share, and explore ideas and knowledge that improves their teaching and student learning

BASELINE DATA

Reading EOY National Standards Data 2017

	WBS		BELOW		AT		ABOVE	
EOY Year 2	3	5.3%	14	24.6%	40	70.2%	0	
EOY Year 3			5	10.4%	38	79.2%	5	10.4%

Writing EOY National Standards Data 2017

	WBS		BELOW		AT		ABOVE	
EOY Year 2	3	5.3%	8	14%	45	78.9%	1	8%
EOY Year 3	1	2.1%	10	20.8%	31	64.6%	6	12.5%

TARGET 2018

In Reading:
6 students who were below standard after 2 years in 2017 have been identified as being able to be accelerated to achieve Early Level 2 by the end of Year 3.
 A further **10 students** have been identified as being able to be accelerated to Late Level 2 by the end of Year 3.
10 students in Year 4 have been identified as being able to be accelerated from Early Level 2 at the end of Year 3 to achieving Early Level 3 by the end of Year 4.

In Writing
3 students who were below standard after two years have been identified as being able to be accelerated to Early Level 2 by the end of 3 years.
 A further **10 students** have been identified as being able to be accelerated to above the end of Year 3 expectation of Early Level 2.
5 students who were below standard at the end of 3 years have been identified as being able to be accelerated to Late Level 2 by the end of Year 4.
 A further **10 students** who achieved Early Level 2 at the end of Year 3 have been identified to be accelerated to achieve Early Level 3 by the end of Year 4.

<p>ACTIONS: (What did we do? How effective was it? How do we know?)</p>	<p>OUTCOMES: (What happened? What has been the rate of impact? Have much difference are we making? Data evidence of the shift and in relation to time and age: i.e. months/ years in reading compared to chronological age increase)</p>	<p>ANALYSIS: (Why did it happen? What is working / having an impact? How do we know? What is the evidence)</p>	<p>EVALUATION: (Where to next? What have we learnt that we can use next year? What information about this needs to be passed on to the following years teachers, so that it can be continued?)</p>
<ul style="list-style-type: none"> The initial action plan was set after the 2017 data had been analysed to identify the target children. We then reviewed 2017 National Standards reading and writing data for After 3 years at school to identify the children who would benefit from extra support to accelerate to at standard and from at standard to be accelerated into above. <p><u>GAP ANALYSIS</u> We analysed the EOY 2017 writing indicator sheets along with the appropriate PM or PROBE assessment data to identify hotspots that informed the deliberate acts of teaching teachers would utilize to support accelerated progress in the identified areas.</p> <p>Other actions included:</p> <ul style="list-style-type: none"> Rigorous moderation leading to shared understanding of what at and Above expected curriculum levels for Year 3 & 4 look like. Provision of varied opportunities to link reading and writing across a variety of concepts and authentic contexts. Regular discussion of the target children and their progress against the identified hotspots as 	<p><u>Reading</u> <u>Year 3:</u> <u>Of the 6 students to move from B to At:</u></p> <ul style="list-style-type: none"> 1 student left 1 student achieved the expected level of early level 2. 4 students while making significant improvement remain just below EOY 3 expectation of early level 2. <p><u>Of the 10 students to move from At to Above:</u></p> <ul style="list-style-type: none"> 1 student left 7 students achieved above 2 moved close to above <p><u>Year 4</u> <u>Of the 10 students to move from At to Above:</u></p> <ul style="list-style-type: none"> 1 student left 2 students achieved above 8 remained at the EOY expected achievement of late level 2 <p><u>Writing</u> <u>Year 3:</u> <u>Of the 3 students to move from Below to At:</u></p> <ul style="list-style-type: none"> 1 student left 	<p>Contributing factors to the children either closing the gap and reaching or exceeding the expected curriculum level for the end of Year 3 and Year 4 in both Reading and Writing:</p> <p>1. <u>Student Agency</u></p> <ul style="list-style-type: none"> Co construction and ownership of goals and next steps by the students. Unpicking data and evidence with students to develop their understanding of ‘why we are learning what we are learning.’ <p>2. <u>Teacher Effectiveness</u></p> <ul style="list-style-type: none"> The team carrying out in depth Gap Analysis to support teaching and learning Focusing on common gaps and teaching as inquiry conversations to identify what is worth spending our time on Regular PLG conversations in team meetings asking questions of our practice what’s working why/ why not and WHAT DO WE NEED TO MODIFY. Focus by the team on shifting students from learning to decoding to developing strategies to deepen understanding and strengthen comprehension skills. Collaborative (student and teacher) and careful selection of literacy tasks/contexts that met the purpose and the reason as to why we were learning particular comprehension strategies. Use of specific pedagogical techniques in literacy such as teacher modelling to support rich workshop sessions for the students. 	<p>From this year there are some ideas that will be used again and other that may be developed further as they also showed positive impact: <u>Student Agency</u></p> <ul style="list-style-type: none"> Ownership of goals and next steps by students should be a consistent team focus to support engagement and progress. Sharing with the students data around what they are learning and the WHY behind this. Co construction with and selection by the students of authentic contexts of high interest that will excite and motivate them as readers and writers. <p><u>Teacher effectiveness</u></p> <ul style="list-style-type: none"> Develop teachers’ capability and knowledge of not just their current year level expectations but what is above and below the expected curriculum levels for the year levels. Regular focused discussions during team meetings around the tracking and progress of target students Reflection and revision of action plans by teachers in response to the story the data is telling us is telling us. Facilitate ownership of the target children by all the team members. Professional development to continue in the form of attendance at seminars and conferences for teachers to remain current and fresh in strategies and pedagogy <p>Observation of other schools and teachers should continue to be provided to ensure ownership, engagement and growth of teachers.</p>

<p>well as the curriculum itself to obtain a holistic picture.</p> <ul style="list-style-type: none"> • Use of a range of strategies and ideas obtained from Professional development through shared discussions and professional readings, the observations of other teachers, attendance at professional learning courses and lead teacher feedback from one team member. • Termly reflection : Use of the Teaching as Inquiry model questions: <ul style="list-style-type: none"> • What worked well? • What didn't work well/ • What do I need to do differently? • Who is moving and why; who isn't and why? 	<ul style="list-style-type: none"> • 1 student achieved the expected curriculum level of early level 2 • 1 remained at late level 1 <p><u>Of the 10 students to move from At to Above:</u> All students reached the target</p> <p><u>Year 4:</u> <u>Of the 5 students to move from Below to At:</u> All students reached the target</p> <p><u>Of the 10 students to move from At to Above:</u></p> <ul style="list-style-type: none"> • 5 students reached the target • 5 students were just below and very close to achieving 2L and moving into early level 3 • However overall in Year 4 10 students reached above the EOY expectation of late level 2 and are working in early level 3. 	<p>3. <u>A closer look at Assessment Practice</u></p> <ul style="list-style-type: none"> • Closer and more specific moderation by the team to ensure fair and consistent identification of students' gaps and next steps. • More accurate and consistent use of the assessment tools such as PROBE and PM running records. • The sharing of data and assessment with the students to obtain engagement and ownership. <p>4. <u>Support and Enrichment Programmes</u></p> <ul style="list-style-type: none"> • This support created an added layer of exposure to rich opportunities to embed strategies and develop word attack skills <p><u>Writing: Why the success of the students reaching target?</u></p> <ul style="list-style-type: none"> • Using the indicator sheets enabled joint ownership by both teachers and students around what they could do and what they needed to learn to progress. • The process and use of indicator sheets supported visible learning and learner agency. 	
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Albany Primary School: Analysis of Variance Reporting Year 5/6 2018

FOCUS:	Learning Area: Literacy
STRATEGIC GOAL	<p>Albany Primary School strives to maintain quality teaching and learning for all, with staff:</p> <ul style="list-style-type: none"> • who are self-motivated • who collaborate with others to develop their own teacher knowledge • and are actively engaged in the Teacher Inquiry Cycle in order to impact positively on all learner's achievement and progress. <p>Effective teachers engage students in appropriate meaningful tasks based on shared formative assessment information which challenges learners to achieve high expectations for themselves. Students are engaged in their learning journey through; student voice and agency, the learning process, assessment for learning, and self-regulation</p>
ANNUAL GOAL 2018:	<p>Link to Annual Goals: To continue to develop confident teachers; With strong curriculum content knowledge and pedagogy; who use and share assessment effectively with each other and students to inform and improve teaching and learning</p>

Who design quality learning tasks, involving student input into the planning and leading of learning experiences, that challenge and engage all students appropriately, and provide students with opportunities to use different approaches to demonstrate their learning and progress (e.g. oral or written work, assistive technology)

Who are reflective about their teaching and analyses the impact their teaching has made on students learning

Who actively seek and reflect on student voice / feedback from learners to improve their teaching practice and learning experiences

BASELINE DATA End of Year 2017:

	Level 1	Level 2 Early	Level 2 Late	Level 3 Early	Level 3 Late	Level 4 +
Y5	5	12	29	5		
Y6	3	5	7	31	10	1

The children achieving at Level 1 have been identified as children with high learning needs or are high ESOL children new to the country and will be monitored for progress.

TARGET 2018:

We have identified 19 students who are at risk of not achieving the expected level for writing by the end of the year and whose learning we are targeting to accelerate.

12 Year 5 students who are working at Early Level 2 in writing will accelerate their learning to be achieving within Early Level 3 at the end of the year.

7 Year 6 students who are achieving at Late Level 2 will accelerate their learning to be achieving within Late Level 3 at the end of the year

<p>ACTIONS: (What did we do? How effective was it? How do we know?)</p>	<p>OUTCOMES: (What happened? What has been the rate of impact? Have much difference are we making? Data evidence of the shift and in relation to time and age: i.e. months/ years in reading compared to chronological age increase)</p>	<p>ANALYSIS: (Why did it happen? What is working / having an impact? How do we know? What is the evidence)</p>	<p>EVALUATION: (Where to next? What have we learnt that we can use next year? What information about this needs to be passed on to the following years teachers, so that it can be continued?)</p>
<p><u>Mileage Focus for Writing</u> Got the children to write more to build up writing mileage through daily quick writes.7 minutes with timer on - photos, word, statements, topics, pictures, sentence starters, What could happen next? What happened before this? etc. Shared with a buddy for 2 minutes. Created a free writing grid – children filled up personal grid with ideas of what they would like to write about to help with generating ideas and motivating children.</p> <p><u>Motivation and Engagement Focus</u> Motivating boys - added up words for quick writes and circled these then calculated the difference in scores the next day. Score is the positive difference. At the start/end of each explicit teaching session/workshop - children chose something to share from writing - positive start Team novel chosen to motivate boys - whole team read t *Anthony Horowitz - Storm Breaker ____Champion listener for the novel - element of competition, answering questions.</p> <p><u>Oral Language Booster Group and Writing Booster Group</u> We targeted oral language development to support writing development.</p> <p><u>Student Agency in Writing – Ownership of Learning in Writing</u> Clear individual goal setting which was constantly focused on. Workshops aligned to goals that children opted in to. Mixed ability, no stigma or class in terms of writing. Having choice in writing, whether it is choosing the topic in the same genre or the genre around a similar topic</p>	<p>Of the 12 Year 5 students who were targeted to be working at Early Level 3;</p> <ul style="list-style-type: none"> - 6 students are now working at Early Level 3 - 6 students are working at Late Level 2 <p>Of the 7 Year 6 students who were targeted to be working at Late Level 3 by the end of the year;</p> <ul style="list-style-type: none"> - 3 students are now working at Late Level 3 - 3 students are working at Early Level 3 - 1 student is working at Late Level 2. 	<p><u>Mileage and motivation</u> We found that an element of competition helped to motivate some boys. Setting time limits helps with boys as well. Boys who were reluctant writers were writing as much as they could during quick writes. This was not always great quality but it helped them to get ideas on to paper and elaborate on these so they could get more words down and have the highest 'score'. Team novel - got children talking about the story and was very motivating for the boys When moderating samples we found that target students were writing more.</p> <p><u>Student Agency in Writing – Ownership of Learning in Writing</u> Sharing writing and celebrating each other's successes in writing developed a positive culture and we noticed reluctant writers wanting to share their writing in a whole class environment.</p> <p><u>Student Agency in Writing – Ownership of Learning in Writing</u> An interesting consequence of goal focused groups was getting rid of 'class' and 'stigma' in writing by taking workshops children opt in to and that are targeted at goals not ability grouped. We noticed more children wanted to share their writing with their peers and with the class showing that attitudes towards writing improved. Students were able to talk about what they were learning in writing and how they were learning it, as well as show evidence of this learning.</p> <p><u>Structure Focus</u> Providing graphic organisers and varied planning templates that suit the purpose of the</p>	<p>Mileage - Writing every day and writing a lot is important. Building up the writing mileage works. Motivation - Elements of competition work for boys and can be used in quick writes. Timing quick writes works. Sharing writing and celebrating each other's successes every day developed a positive culture.</p> <p>Getting rid of 'class' and 'stigma' in writing by taking workshops children opt in to that are targeted at goals not ability grouped. Planning - providing graphic organisers and clear opportunities for grouping of ideas during the planning stages supported students in their structure and organisation of text.</p>

Providing structures during planning phases

Planning templates/graphic organisers used for specific genre, scaffolding students to plan their ideas prior to writing, order, group and structure writing correctly.

writing clearly supported target students in the structure and layout of their writing. Grouping ideas and logically organising these.

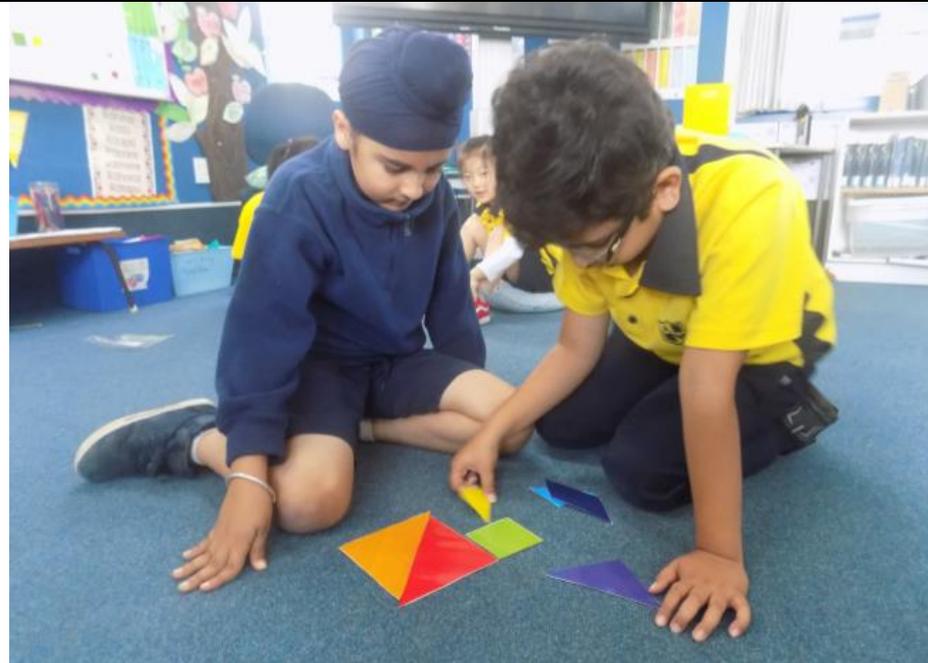
Planning for Next Year:

- Syndicate moderation to continue and suggestion for this to occur across the whole school
- Spelling rulz programme to continue, as well as timed, daily quick writes sometimes using personal free writing ideas grid
- Student agency focus in writing and clear/explicit individual writing goals with workshops aligned to these

Other ways for measuring progress in writing:

Murray Gadd suggested one way to describe the progress of target students that I would like to try next year using writing samples. It involves counting and comparing from 2 pieces of writing:

- Number of words in text
- Number of sentences in text
- Average number of words in sentences
- Number of ideas expressed in text (T count)
- Proportion of compound or complex sentences in a text
- Proportion of sentences with grammatical errors in text
- Proportion of vocabulary that is beyond 1000 most commonly used words (Vocabulary profiler)
- Proportion of spelling or punctuation errors in text



**ANNUAL GOALS / PLAN
2019**

ALBANY PRIMARY SCHOOL ANNUAL GOALS 2019

Goal One:

Teacher Effectiveness

(Students, Teachers, Parents, Community, Community of Learning)

a) To continue to develop and enrich Teacher Effectiveness at APS through ongoing focus on pedagogical practice that reflects understanding of 'Assessment for Learning'; Student Agency, and being Culturally Responsive to all students and their families. Individual Teacher Effectiveness focus is through Teacher Inquiry Goals.

b) To develop a skilled team with deep understanding of Assessment for Learning (A for L)

c) (i) to develop and consolidate shared understanding of Student Agency at APS

(ii) to begin to develop a shift in pedagogy reflecting increased Student Agency

d) (i) to continue to create school / self-awareness of what Culturally Responsive behaviours look like in classrooms, in our school, with our community

(ii) to be aware of similarities between cultures as much as differences

Expected Outcomes:

- Effective teaching and learning across APS while building Student Agency using a shared understanding and language for learning and reflects Cultural Responsiveness
- Performance Management Cycle implemented to support individual teacher growth and effectiveness
- Six teachers from across the school have developed knowledge and skills to work with other teachers developing A for L
- All teachers know what Student Agency means and what it looks like at APS, in and out of the classrooms
- Can identify shifts in understanding a pedagogy that reflects Student Agency
- Identify deliberate changes in response to children and parents of different cultures within classes and with the community

Goal Two:

Digital Fluency and Citizenship:

(Students, Teachers, Parents, Community, Community of Learning)

Digital Fluency:

Students and staff explore, utilise and evaluate the use of provided digital resources and technologies in the classroom, to assist and enhance in the delivery of classroom learning programs through 21st Century skills.

To provide staff professional learning and networking opportunities to encourage collaboration, so to share, critically evaluate and be selective for the purpose of a digital resource in relation to achieving an identified learning outcome.

Expected Outcomes:

- Digital resources are being utilised effectively in classrooms with students as part of the teaching and learning programme.
- Teachers are networking, sharing and collaborating skills, strategies and the use of digital resources with each other in relation to achieving an identified outcome of learning.

Digital Citizenship:

To engage student ownership in digital citizenship expectations, and embed deliberate acts of teaching, modelling, and discussion around digital fluency and citizenship expectations by teachers with learners.

To engage the community in awareness and understanding of responsibility in relation to digital citizenship and online activity and thinking.

- Digital citizenship is understood and lived by staff and students and aligns with Albany Primary School's values
- Parents understand and are informed of the implications and importance of monitoring and supporting their children with online digital safety and behaviours

Goal Three:**Digital Curriculum**

(Students, Teachers, Parents, Community, Community of Learning)

A project team will be engaged to provide exposure to staff to the new Digital Curriculum, in preparation for it becoming mandatory in 2020.

Begin to explore some of the tools, resources, learning experiences and exemplars that support the stages signposted within the Digital Curriculum.

Expected Outcomes:

- All staff have had exposure to the new Digital Curriculum.
- All staff have had the opportunity to explore the exemplars within the Digital Curriculum, using related resources and tools

Goal Four:**Operational Goals – Responsible Governance**

To implement hautū – the cultural responsiveness self-review tool designed for Boards of Trustees – and support the school to reach a greater level of cultural responsiveness.

To incorporate hauora – the Māori philosophy of health and wellbeing, comprising interwoven dimensions of physical, emotional/mental, social, and spiritual wellbeing – in the school's strategic and operating foundations (e.g., vision, strategic objectives, governance culture, school culture, etc.).

Expected Outcomes:

- The concept of hauora is reflected in our school's strategic documents.
- The Board has moved from the "commitment" stage of hautū (i.e., the Board is committed to cultural responsiveness) to the "self review" (i.e., the Board undertakes a process of self-review) and "planning" (i.e., the Board uses achievement data to develop goals and targets) stages.
- The Board understands, and responds to, the aspirations of our school's various communities.
- The Board uses evidence and action to build policies and practices that support students of all cultures to enjoy school life and achieve educational success on their own terms.
- Parents understand the concepts of hautū and hauora as well as why and how these concepts are operationalised at our school.

Goal Five

**National Administration Guidelines
(Business As Usual)**

Expected Outcomes:

- The BOT will meet all legislative and compliance requirements to ensure highly effective school operation.

Annual Goal One: Teacher Effectiveness

(Students, Teachers, Parents, Community, Community of Learning)

- a) To continue to develop and enrich Teacher Effectiveness at APS through ongoing focus on pedagogical practice that reflects understanding of 'Assessment for Learning'; Student Agency, and being Culturally Responsive to all students and their families. Individual Teacher Effectiveness focus is through Teacher Inquiry Goals.
- b) To develop a skilled team with deep understanding of Assessment for Learning (A for L)
- c) (i) to develop and consolidate shared understanding of Student Agency at APS

(ii) to begin to develop a shift in pedagogy reflecting increased Student Agency
- d) (i) to continue to create school / self-awareness of what Culturally Responsive behaviours look like in classrooms, in our school, with our community

(ii) to be aware of similarities between cultures as much as differences

Expected Outcomes:

- Effective teaching and learning across APS while building Student Agency using a shared understanding and language for learning and reflects Cultural Responsiveness.
- Performance Management Cycle implemented to support individual Teacher growth and effectiveness
- Six teachers from across the school have developed knowledge and skills to work with other teachers developing A for L
- All teachers know what Student Agency means and what it looks like at APS, in and out of the classrooms
- Can identify shifts in understanding a pedagogy that reflects Student Agency
- Identify deliberate changes in response to children and parents of different cultures within classes and with the community

Actions	Timeframe	Responsibility
a) All Teacher Inquiry Goals including an action plan are set with a coach as identified in the Performance Management Cycle. These are linked to developing Teacher Effectiveness through specific focus on an identified relevant area of teacher knowledge or pedagogy.	End of Week 4	Deputy Principal Teachers and Coaches
b) A for L Facilitator presented outline of programme to staff and Lead Teachers. A for L facilitator works with 6 lead teachers and representatives from Leadership Team developing understanding and skills through Reading.	Teacher Only Day 6 days Terms 1,2,3,4	Facilitator Facilitator, Lead Teachers, Leadership Team
c) (i) CoL Within School Leaders (WSL), Principal and Deputy Principal meet with facilitator to scope Teacher Only Day on Student Agency. Facilitator and WSL introduce Student Agency on Teacher Only Day.	January	Facilitator, WSL, Principal and DP Facilitator, WSL

<p>c) (ii) Facilitator and WSL create plan to develop awareness of pedagogy to create Student Agency and support teachers with this development.</p>		<p>Facilitator, Within School Leaders, Leadership Team</p>
<p>d) (i) A Project Team on Cultural Responsiveness / Cultural Arts will be appointed.</p> <p>The Responsiveness Project team will develop a plan with a timeline reflecting who, how and when various cultures will be highlighted for staff and children to develop further understanding of where children have come from and differences they will be encountering in their new home, country, school and classroom leading to more informed responses towards these children and families.</p> <p>The Arts and Garden Team will brainstorm various art works that could reflect the various cultures in APS; then refine and investigate possibilities before final decisions and a plan for implementation will be developed.</p>	<p>Week 2 Term 1 plans to be developed by end of Week 5. Staff meetings Wks 3 & 4</p> <p>Project Teams ongoing through the year</p>	<p>Deputy Principal, Lead Team Project Teams</p> <p>Deputy Principal, Lead Team Project Teams</p>
<p>Annual Goal Two Digital Fluency and Citizenship: (Students, Teachers, Parents, Community, Community of Learning)</p> <p>Digital Fluency: Students and staff explore, utilise and evaluate the use of provided digital resources and technologies in the classroom, to assist and enhance in the delivery of classroom learning programs through 21st Century skills.</p> <p>To provide staff professional learning and networking opportunities to encourage collaboration, so to share, critically evaluate and be selective for the purpose of a digital resource in relation to achieving an identified learning outcome.</p> <p>Digital Citizenship: To engage student ownership in digital citizenship expectations, and embed deliberate acts of teaching, modelling, and discussion around digital fluency and citizenship expectations by teachers with learners.</p> <p>To engage the community in awareness and understanding of responsibility in relation to digital citizenship and online activity and thinking.</p>	<p>Expected Outcomes:</p> <ul style="list-style-type: none"> • Digital resources are being utilised effectively in classrooms with students as part teaching and learning programme. • Teachers are networking, sharing and collaborating skills, strategies and the use of digital resources with each other in relation to achieving an identified outcome of learning. • Digital Citizenship is understood and lived by staff and students and aligns with Albany Primary School's values • Parents understand and are informed of the implications and importance of monitoring and supporting their children with online digital safety and behaviours 	

<p>Annual Goal Three: Digital Curriculum (Students, Teachers, Parents, Community, Community of Learning)</p> <p>A project team will be engaged to provide exposure to staff to the new Digital Curriculum, in preparation for it becoming mandatory in 2020.</p> <p>Begin to explore some of the tools, resources, learning experiences and exemplars that support the stages signposted within the Digital Curriculum.</p>	<p>Expected Outcomes</p> <ul style="list-style-type: none"> All staff have had exposure to the new Digital Curriculum. All staff have had the opportunity to explore the exemplars within the Digital Curriculum, using related resources and tools 	
<p>Actions</p>	<p>Timeframe</p>	<p>Responsibility Budget</p>
<p>A Digital Curriculum project team defines their role in relation to the introduction of the Digital Curriculum in 2020.</p>	<p>Term 2 2019</p>	<p>Deputy Principal</p>
<p>The project team will develop and deliver a staged plan with a focus to develop teachers' understanding of the Digital Curriculum, and to identify resources required in preparation for implementation in 2020. This may involve the use of self-review tool prior to developing the plan.</p>	<p>Term 2 onwards 2019</p>	<p>Project Team Leader</p>
<p>The project team will report regularly to the Lead Team regarding their goal and progress towards outcomes.</p>	<p>Term 2 onwards 2019</p>	<p>Project Team Leader</p>
<p>Annual Goal Four Operational Goals – Responsible Governance</p> <p>To implement hauora – the cultural responsiveness self-review tool designed for Boards of Trustees – and support the school to reach a greater level of cultural responsiveness.</p> <p>To incorporate hauora – the Māori philosophy of health and wellbeing, comprising interwoven dimensions of physical, emotional/mental, social, and spiritual wellbeing – in the school's strategic and operating foundations (e.g., vision, strategic objectives, governance culture, school culture, etc.).</p>	<p>Expected Outcomes</p> <ul style="list-style-type: none"> The concept of hauora is reflected in our school's strategic documents. The Board has moved from the "commitment" stage of hauora (i.e., the Board is committed to cultural responsiveness) to the "self review" (i.e., the Board undertakes a process of self-review) and "planning" (i.e., the Board uses achievement data to develop goals and targets) stages. The Board understands, and responds to, the aspirations of our school's various communities. 	

		<ul style="list-style-type: none"> The Board uses evidence and action to build policies and practices that support students of all cultures to enjoy school life and achieve educational success on their own terms. Parents understand the concepts of hautū and hauora as well as why and how these concepts are operationalised at our school. 	
Actions		Timeframe	Responsibility Budget
Schedule a “deep dive” exploration of the concepts of hautū and hauora		Term 1	BOT
Facilitate a discussion with staff about hautū and hauora		Term 2	BOT
Engage with parents and whānau to (i) explain hautū and hauora as they relate to the culture of our school and (ii) understand the aspirations that our various communities have for their children at school		Term 2	BOT, with support from SLT
Review the school’s strategic documents, policies, and practices with a view to incorporating hautū and hauora in school life		Terms 3 and 4	BOT, with support from SLT
Annual Goal Five: National Administration Guidelines (Business as Usual)		Expected Outcomes <ul style="list-style-type: none"> The BOT will meet all legislative and compliance requirements to ensure highly effective school operation. 	
	2019 Actions	Timeframe	Responsibility
APS Language of Learning	<p>Design visuals / graphics to ensure consistency of language for learners. Clarity Inquiry (our learning model), links to Albany Learner Competencies</p> <p>Investigate how we link the current inquiry model with learner competencies through Learner Agency (Facilitator Nikki Ulrich) on TOD and continued meetings with Within School Leaders</p>		CoL Within School Leaders Inquiry Leader
Student Engagement	<p>Confirm school meets the required legislation regarding attendance, length of the school day and number of days the school is open</p> <p>Regularly monitor attendance patterns, transience and truancy</p>		Principal and BOT Principal, DP and SENCO

Policy and Procedures	Ensure all policies and procedures record current legislation and practice. Follow annual policy review schedule	Ongoing Ongoing	Policy Committee
Charter	Complete 2019 Charter Address new reporting procedures	March 1 Term 4	BOT / leadership team BOT and leadership team
Community / Consultation / Communication	Continue to review school website (calendar / events) and intranet for teacher resources Friends of the School organise variety of community events and fundraisers Parent information evenings e.g. Term 2 Netsafe presentation	Ongoing	E learning team FOS and staff reps. Leadership and Management team
	Community informed of Board roles, vacancies and election process. Board of Trustee election.	Term 1 and 2	BOT / Returning Officer
	Induction process for new board members	Term 2	BOT



Albany Primary School: Team Targets 2019:

FOCUS:	Reading
ANNUAL GOAL 2019:	<p>All targets are linked to:</p> <p>Goal One: Teacher Effectiveness (Students, Teachers, Parents, Community, Community of Learning) To continue to develop and enrich Teacher Effectiveness at APS through ongoing focus on pedagogical practice that reflects understanding of Assessment for Learning; Student Agency and is Culturally Responsive to all students and their families</p> <p>To develop and consolidate shared understanding of Student Agency at APS</p> <p>To begin / develop a shift in pedagogy reflecting increased Student Agency</p> <p>To continue to create school / self-awareness of what Culturally Responsive behaviours look like in class, our school, with our community</p>
BASELINE DATA End of Year 2018:	<p>All Targets are based on the end of 2018 data collected against Early and Late of Curriculum Levels 1 - 4. This is used in conjunction with other data based on testing which reflects the working level of children, e.g. reading levels from PM or Probe testing; Writing Indicators; Junior Maths Assessment (JAM) or Global Strategies Stage (GloSS).</p> <p>Within the group of children to be targeted, priority learners Māori, Pacifica, English Speakers of Other Languages (ESOL), and Children With Special Needs (CWSN) are identified.</p> <p>A monitoring document is set up to capture key discussion points at team meetings related to actions and the link (or not) to movement in achievement. Included with this document is one to record achievement movement towards the Target twice a term. Identified forms of assessment is also recorded.</p> <p>Focus for the Teaching and Learning programmes are also identified before being broken down into specific actions which are reviewed and updated at Team meetings</p>
Year 1 Target	<p>Updated reading levels as at beginning of Term 1 (February 2019) showed that there are children who started school from August 2018 and are at risk of not achieving:</p> <ol style="list-style-type: none"> 1. PM green colour band (Levels 12-14) by the end of one year of schooling or 2. PM Orange Colour band after one and half years of schooling <p>19 students have been identified for an intervention programme to accelerate progress through focused teaching.</p> <p>The target for the 19 students, is to have these Year 1 students reading at or above PM green colour band (Levels 12-14) by the end of one year of schooling or PM Orange Colour band after one and half years of schooling.</p> <p>To achieve this means:</p> <ol style="list-style-type: none"> 1. Shift 10 Year 1 students from Magenta to Green or above (this group includes 2 Pacific Island students and 8 ESOL students) 2. Shift 5 Year 1 students from Magenta to Orange or above (this group includes 5 ESOL students) 3. Shift 2 Year 1 students from Red to Green or above (this group includes 2 ESOL students) 4. Shift 2 Year 1 students from Red to Orange or above (this group includes 2 ESOL students) <p>It is important to clarify that we also intend to maintain expected progress for the remaining 41 students in these three classrooms (including 5 NZ Māori students) and that enhanced teacher pedagogy will have transference from the targeted intervention groups to the wider classroom and a sustainable change in teacher practice.</p>

<p>Year 2 Target</p>	<p>The end of 2018 data for Year 1 students showed that:</p> <ul style="list-style-type: none"> • 20% (28/138) of students from 2018 were still progressing through the first three colour bands and need to be closely monitored for accelerated progress through Year 2 and are supported with a targeted intervention program to achieve Late Level 1 (reading within Turquoise) or higher by the end of this year. • a further 18% (25/138) of the current Year 2 students are working in the Blue colour band. <p>The target for the 53 identified children will require:</p> <ul style="list-style-type: none"> • Shift 5 Year 1 students from Red to Green or above (this group includes 1 student who is receiving ongoing behavioural support / assessment) • Shift 2 Year 1 students from Yellow to Green or above • Shift 8 Year 2 students from Red to Probe set 4 (6.5-7.5) or above (this group includes 1 student who is receiving ongoing behavioural support, 6 ESOL students and 1 student who is being monitored for possible learning needs) • Shift 13 Year 2 students from Yellow to Probe set 4 (6.5-7.5) or above (this group includes 2 NZ Māori students and 9 ESOL students) • Shift 25 Year 2 students from Blue to Probe set 4 (6.5-7.5) or above (this group includes 2 NZ Māori students and 12 ESOL students)
<p>Year 3 & 4 Target</p>	<p>End of year data for 2018 Year 2 children showed</p> <ul style="list-style-type: none"> • 28% of children achieving Below in Reading in Year 2. (This data identifies 16 students achieving within 'Below' expected level in Year 3 2019). • 38% of children achieving At in Reading in Year 2. (This data identifies 22 students achieving within 'At' expected level in Year 3). <p>End of year data for 2018 Year 3 children showed</p> <ul style="list-style-type: none"> • 33% of children achieving Below in Reading at the end of Year 3. (This data identifies 22 students) • 50% of children achieving At in Reading at the end of Year 3. (This data identifies 31 students). <p>Of these students</p> <ul style="list-style-type: none"> • 12 Year 3 (2019) students were identified to accelerate progress to achieve their expected level for the end of Year 3: <ul style="list-style-type: none"> ○ 7 Students working within Orange (Level 15) to working within at 7 – 8 years reading age (PROBE testing) ○ 3 Students working within at 6.5-7.5 reading level (PROBE testing) to working within at 8 – 9 years reading level (PROBE testing) ○ 1 Student working within at 7-8 reading level (PROBE testing) to working within at 8.5 – 9.5 years reading level (PROBE testing) ○ 1 Student working within at 7.5-8.5 reading level (PROBE testing) to working within at 9 – 10 years reading level (PROBE testing) • 4 year 4 (2019) students were identified to accelerate their progress to achieve "Above" expected level for the end of Year 4: <ul style="list-style-type: none"> ○ 4 students working within at 8-9 reading level (PROBE testing) to working within at 9.5-10.5 year reading level which is 'Above' expectation for end of Year 4.

<p>Year 3 & 4 Target</p>	<p>The data at the end of 2018 showed that a large group of children in Year 3 and in Year 4 were just below the expected level in reading. At the end of Year 2, children are expected to be reading at 6.5 - 7.5 years. At the end of Year 4 children are expected to be reading at 7.5 - 8.5 years.</p> <p>28 students have been identified who are at risk of not achieving the expected level for Reading by the end of the year and whose learning we are targeting to accelerate.</p> <ul style="list-style-type: none"> • 15 2019 Year 3 children who were reading at orange level, just below their expected level at the end of Year 2, will have their reading progress accelerated to be reading at 7.5-8.5 years; at their expected level by the end of Year 3. • 13 2019 Year 4 children who were reading at ages 7 - 8, just below their expected level at the end of Year 3, will have their reading progress accelerated to be reading at 8.5-9.5 years; at their expected level by the end of Year 4.
<p>Year 5 & 6 Target</p>	<p>The 2018 end of year data showed:</p> <ul style="list-style-type: none"> • 11 Year 4 children (2019 year 5) were working above the expected curriculum level • 34 Year 4 children (2019 year 5) were working at the expected curriculum level. • 15 Year 5 children (2019 year 6) were working above the curriculum level • 25 Year 5 children (2019 year 6) were working at the expected curriculum level. <p>The data at the end of 2018 showed:</p> <ul style="list-style-type: none"> • 16 Year 4 children working below the expected curriculum level • 15 Year 5 working below the expected curriculum level <p>A group of 11 Year 5 children and 11 Year 6 have been targeted to accelerate their learning by the end of 2019:</p> <ul style="list-style-type: none"> • 6 Year 5 children will have moved from working in Early Level 2 to working in Early Level 3 • 6 Year 6 children will have moved from working in Late Level 2 to working in Late Level 3 • 5 Year 5 children will have moved from working in Late Level 2 to working in Late Level 3 • 5 Year 6 children will have moved from working in Early Level 3 to working in Early Level 4
<p>Year 5 & 6 Target</p>	<p>Based on the 2018 end of year data for the Year 4 and 5 students:</p> <ol style="list-style-type: none"> 1. 17 Year 5 students (2019), identified as working in Early Level 2 but who were close to achieving the end of Year 4 expectation of Late Level 2 will be targeted to achieve (or be working within) Early Level 3 by the end of 2019: working within the end of Year 5 expectation. 2. 8 Year 5 students (2019), identified as working in Late Level 2, but were close to achieving the end of Year 5 expectation of Early Level 3 will be targeted to achieve (or be working within) Late Level 3 by the end of 2019: working within a year above expectation. 3. 6 Year 6 students (2019), identified as working in Late Level 2, but who were close to achieving the end of Year 5 expectation of Early Level 3 will be targeted to achieve (or be working within) Late Level 3 by the end of 2019: working within the end of Year 6 expectation. 4. 5 Year 6 students (2019), identified as working within Early Level 3, but who were close to working above the end of Year 5 expectation will be targeted to achieve (or be working within) Early Level 4 by the end of 2019: working within a year above expectation

