



TAUPO PRIMARY SCHOOL ANNUAL REPORT 2016

ANALYSIS OF VARIANCE

- National Standards
- NAG2A



NAG2A 2016 - Showing students at Taupo School on 22nd November 2016

Reading	Well Below Standard		Below Standard		At Standard		Above Standard		Total
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	Number
All students	13	2.8%	99	21.3%	231	49.7%	122	26.2%	465
Māori	5	2.8%	52	29.5%	93	52.8%	26	14.8%	176
Pasifika	1	8.3%	3	25.0%	7	58.3%	1	8.3%	12
Asian	1	4.2%	4	16.7%	16	66.7%	3	12.5%	24
European/Pākehā/Other Euro.	6	2.4%	36	14.6%	112	45.5%	92	37.4%	246
Male	6	2.6%	63	27.4%	113	49.1%	48	20.9%	230
Female	7	3.0%	36	15.3%	118	50.2%	74	31.5%	235

Reading	Well Below Standard		Below Standard		At Standard		Above Standard		Total
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	Number
After 1 year at school			28	34.1%	47	57.3%	7	8.5%	82
After 2 years at school	7	8.3%	20	23.8%	36	42.9%	21	25.0%	84
After 3 years at school	1	1.4%	23	32.9%	34	48.6%	12	17.1%	70
End of Year 4			9	10.6%	46	54.1%	30	35.3%	85
End of Year 5	5	6.9%	8	11.1%	30	41.7%	29	40.3%	72
End of Year 6			11	15.3%	38	52.8%	23	31.9%	72

Writing	Well Below Standard		Below Standard		At Standard		Above Standard		Total
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	Number
All students	15	3.2%	107	23.0%	287	61.7%	56	12.0%	465
Māori	7	4.0%	51	29.0%	106	60.2%	12	6.8%	176
Pasifika			4	33.3%	8	66.7%			12
Asian	1	4.2%	6	25.0%	16	66.7%	1	4.2%	24
European/Pākehā/Other Euro.	7	2.8%	43	17.5%	153	62.2%	43	17.5%	246
Male	10	4.3%	72	31.3%	133	57.8%	15	6.5%	230
Female	5	2.1%	35	14.9%	154	65.5%	41	17.4%	235

Writing	Well Below Standard		Below Standard		At Standard		Above Standard		Total
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	Number
After 1 year at school			13	15.9%	63	76.8%	6	7.3%	82
After 2 years at school			12	14.3%	61	72.6%	11	13.1%	84
After 3 years at school	1	1.4%	28	40.0%	35	50.0%	6	8.6%	70
End of Year 4	2	2.4%	19	22.4%	55	64.7%	9	10.6%	85
End of Year 5	9	12.5%	15	20.8%	38	52.8%	10	13.9%	72
End of Year 6	3	4.2%	20	27.8%	35	48.6%	14	19.4%	72

Mathematics	Well Below Standard		Below Standard		At Standard		Above Standard		Total
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	Number
All students	11	2.4%	78	16.8%	269	57.8%	107	23.0%	465
Māori	5	2.8%	33	18.8%	108	61.4%	30	17.0%	176
Pasifika	1	8.3%	1	8.3%	10	83.3%			12
Asian	1	4.2%	5	20.8%	14	58.3%	4	16.7%	234
European/Pākehā/Other Euro.	4	1.6%	36	14.6%	134	54.5%	72	23.9%	246
Male	3	1.3%	38	16.5%	133	57.8%	56	24.3%	230
Female	8	3.4%	40	17.0%	136	57.9%	51	21.7%	235

Mathematics	Well Below Standard		Below Standard		At Standard		Above Standard		Total
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	Number
After 1 year at school			4	4.9%	61	74.4%	17	20.7%	82
After 2 years at school			11	13.1%	60	71.4%	13	15.5%	84
After 3 years at school			24	34.3%	36	51.4%	10	14.3%	70
End of Year 4	2	2.4%	10	11.8%	41	48.2%	32	37.6%	85
End of Year 5	7	9.7%	10	13.9%	35	48.6%	20	27.8%	72
End of Year 6	2	2.8%	19	26.4%	36	50.0%	15	20.8%	72



Analysis of variance reporting

School name: Taupo Primary School	School number: 1989
Focus: Reading 2016	
Strategic Aim: Individual achievement is the key focus of our school – all our students will experience success.	
Annual Aim: National goals of 85% at or above achievement against National Standards in Reading reached or surpassed.	
Target: <u>Identified Cohorts Moving into 2017</u> Years 2, 3 and 4-move 71 students from below to at Within the above cohorts and across the school a focus will remain on Maori and Male students	
Baseline data: 3.6% (16/450) students were achieving Well Below reading standard at the end of 2015. In this group 6 (3.6%) are Maori, 11 (5.1%) are male, 5 (2.1%) are female. 26.7% (120/450) students were achieving Below reading standard at the end of 2015. In this group 58 (34.9%) are Maori, 65 (30.1%) are male, 55 (23.5%) are female.	

Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?) in 2017...
<p>Teachers identified their target groups. Deliberate targeted planning was in place for all students.</p> <p>Training through RTLB for teacher aides with oral language. Some teacher aides have been trained on the job with SENCO, MOE psychologist and RTLB in action with trauma students. New teacher aides have also been trained in job specific tasks that they implemented such as PPP and Lexia Core 5.</p> <p>This year we had quick 60 (ABC), Lexia, rainbow reading, Lit support group and Pause Praise Prompt. This was run by teacher aides and volunteers. All programmes have been successful.</p> <p>Literacy connection has continued this year with RTLB. RTLB have worked closely with literacy leaders and will continue next year.</p> <p>Quick 60 (ABC) trialled in class by teacher and will continue in year 0/1 next year.</p> <p>In class support has been given to one student helping him to develop literacy skills on a 1:1 basis.</p> <p>ESL children taken daily for half hour sessions to build literacy skills with a</p>	<p><i>34 students across reading, writing and mathematics left Taupo Primary School. 17 went to intermediate and 17 shifted schools. 70 well below or below learners remained in reading.</i></p> <p>Of the 70 students who were well below or below in reading NS:</p> <p><u>28/70 or (39.99%) are Maori</u></p> <p>13/28 or 46.42% of Maori made accelerated growth.</p> <p><u>1/70 or (1.4%) are Pacifica</u></p> <p>1/1 or 100% of Pacifica made accelerated growth.</p> <p><u>9/70 or (12.85%) are Asian</u></p> <p>6/9 or 66.66% made accelerated growth.</p> <p><u>32/70 or (45.71%) are European</u></p> <p>7/32 or 21.87% made accelerated growth.</p> <p><u>45/70 (64.28%) are male</u></p> <p>15/45 or 33.33% made accelerated growth.</p> <p><u>25/70 or (35.72%) are female</u></p>	<p>48/117 students identified as targets across reading, writing or numeracy have medical or behavioral needs, are ESL or have had a referral made. 24/48 have medical or identified learning/behavioral needs. 9/48 students are ESL, 3/48 have recently been diagnosed with glasses or hearing impairments. 4/48 have behavioral needs. 29/48 are male and 19/48 are female.</p> <p>A majority of the year 2 and up students are on the Lexia Core 5 intervention programme. Within their data 42/67 (62.68%) students have made accelerated progress. 11/67 (16.4%) students have improved, but at the normal expected rate of progress. 6/11 of these students have recently been diagnosed as having APD (auditory processing disorder) issues or needing glasses.</p> <p>Other interventions such as Quick60, Pause Praise Prompt, RTLB support, early words and multi-Lit have contributed to the success of accelerated progress (2+ years) for many in this target group.</p> <p>Quick 60 ABC programme into a NE / Year 1 class</p> <p>KLST-Kindergarten Language Screening Tool. This tool has allowed early</p>	<p>Continue to focus on Oral language in the junior school, with new resourcing and teacher professional learning with an expectation that this will flow through to reading ability.</p> <p>A considered and methodical approach to resourcing, including e-learning programmes such as reading eggs.</p> <p>Continue to strengthen home partnerships; with Reading Eggs school wide in 2017 and reading together programme. Hard materials will still go home for students.</p> <p>Professional learning on data gathering, reading progressions and testing tools to further hone in on teachers' skills.</p> <p>Improve communication between specialist interventions and classroom teacher.</p> <p>Targeted intervention programmes- Reading recovery, Lexia and Quick 60 ABC, ESL groups and hear builder. In class interventions to include-oral language and phonics, Quick 60 ABC, PPP.</p> <p>Expectations around personalised teacher learning and teacher inquiry.</p>

Tātaritanga raraunga



<p>teacher aide. Teacher aide trained to take group.</p> <p>Students in target groups have been monitored regularly by the team leaders, SENCO, the Principal and the Deputy Principal through the use of a tracking and monitoring book. A system that identifies numbers, names and needs on a term by term basis.</p> <p>Class programmes have been monitored through five weekly checks.</p> <p>The reading together programme was successfully implemented over one term. Targeting students and whanau with the greatest needs. Providing resources and materials for home.</p> <p>School wide moderation of running records with Literacy leaders.</p> <p>Reading support in years 2-3 with RTLit over the year. Teachers carried out inquiry and coaching sessions. Teachers developed a professional learning community and shared understanding of effective pedagogy.</p> <p>Booster groups taken in term 4 aimed at target students. 5 sessions per week. Summer packs and reading materials to</p>	<p>12/25 or 48% made accelerated growth.</p> <p><u>Overall Findings</u></p> <p>6/70 are still working well below. 4 made normal rate of progress. 2 made zero progress. 6/6 remain well below in reading.</p> <p>34/70 are still working below. 31 made normal rate of progress. 4 made accelerated progress but yet remain below the NS.</p> <p>24/70 are now working at the NS in mathematics and made accelerated growth.</p> <p>1/70 made significant progress and is working above the NS in reading and made accelerated growth.</p>	<p>identification of at risk learners. This tool was tracked and monitored. There has been a significant oral language increase since 2015. This has all helped to contribute we believe to reading data. TOLD/Play Based Learning has supported teachers with their targeted students. Overall oral language scores have increased between 2015 and 2016. Writing and Reading in the early years has improved since previous years.</p> <p>Attendance and lateness has been an issue for some target students.</p>	<p>Continue to work with Iwi to build relationships with whanau. (WEAP – Whanau Education Achievement Plan).</p> <p>Up-skill new staff members with student infinity map. Sustain infinity maps with current staff.</p> <p>Booster groups-through targeted teaching and funding.</p> <p>Develop school wide group learning plans linked strongly to reading progressions and school wide resources (Group learning plans to be data driven, linked to student voice and strengthen formative assessment practice).</p> <p>ALL-accelerated literacy learning in reading year 1 of implementation.</p> <p>COL-In School Reading leader appointed in T3 2016 continues moving into 2017</p> <p>COL-PLD with ‘Across Schools Leader’ in Literacy.</p> <p>External Supports-RTLit (PLD and in-class support), RTLB (literacy connection) and Speech and Language Therapist (phonological awareness in Years 1 and 2)</p> <p>Strengthen Student Voice-forming goals strongly linked to the reading progressions.</p>
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Tātaritanga raraunga

<p>follow home with this group of students. Assistant Principal taking booster groups with year 1 students term 4.</p> <p>Reading Eggs available in digital classes this year.</p> <p>Staff introduced and beginning to use reading progressions in kids speak.</p> <p>Junior school Year 1/NE teachers were part of the TOLD (teachers' oral language development) through RTLB. Teachers attended professional learning and also formed part of their teaching as inquiry.</p>			<p>Continue with KLST-Kindergarten Language Screening Test to identify needs in the early years</p> <p>Continue to moderate running records to gain school wide consistency</p> <p>Seek advice and guidance from 'In Schools Leader and Across Schools Leader' through the COL in reading and writing.</p> <p>PaCT-training in term 4 2017 reading school wide through the COL. To be led by the 'Across Schools Leader' literacy. School wide implementation in 2018.</p> <p>Employment of additional SENCO role 0.6 to focus on learning.</p>
<p>Planning for next year:</p> <p><u>Reading</u></p> <ul style="list-style-type: none"> • COL- PaCT training in Term 4 to implement in 2018 school wide • Develop professional learning groups that align to the CaAP • Implement the school wide CaAP in reading • Identify the direction from the COL, and how the Across Schools and In Schools Leader will be used in 2017 • Implement reviewed changes of curriculum in Literacy • Introduce new assessment and group learning plans, support staff with changes, review and moderate as needed (reading progressions) • Ensure all staff including new members are aware of school approach in term 1 2017 'Learners in the Fast Lane' starting at the level identified in Term 4 2016 to avoid backward trending • Ensure students are using the 'reading progressions' in kids speak to set goals and targets (to establish school wide consistency) 			



Analysis of variance reporting

School name: Taupo Primary School	School number: 1989
Focus: Writing	
Strategic Aim: Individual achievement is the key focus of our school – all our students will experience success.	
Annual Aim: National goals of 85% at or above achievement against National Standards in Writing reached or surpassed.	
Target: <u>Identified Cohorts Moving into 2017</u> Year 4 move 24 below to at Year 6 move 10 below to at and 7 well below to below Within the above cohorts and across the school a focus will remain on Maori and male students	
Baseline data: 2.7% (12/450) students were achieving Well Below writing standard at the end of 2015. In this group 5 (3%) are Maori, 8 (3.7%) are male, 4 (1.7%) are female. 20% (90/450) students were achieving Below writing standard at the end of 2015. In this group 38 (22.9%) are Maori, 58 (26.9%) are male, 32 (13.7%) are female.	

Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?) moving into 2017...
<p>Students in target groups have been monitored regularly by the team leaders, SENCO, the Principal and the Deputy Principal through the use of a tracking and monitoring book. A system that identifies numbers, names and needs on a term by term basis.</p> <p>We planned deliberate acts of teaching aimed to support all students with data driven group learning plans.</p> <p>We differentiated our teaching based on student needs.</p> <p>We taught students to know where they were achieving and what steps they needed to take to improve.</p> <p>We celebrated examples of quality work in the newsletters, school blogs and e-portfolios through using models of good writing in the classroom.</p> <p>We used the written language progressions (N.Z. curriculum matrix) to assess and moderate writing. Whole school cross-moderating in T4. Syndicate moderation in T2 and T4. Target students moderated within syndicates and by literacy leaders.</p> <p>Some teaching staff had writing as their teaching as inquiry. This included coaching and observations of one another and establishing a professional learning group.</p>	<p><u>Left or moved from Taupo Primary School</u></p> <p><i>34 target students across reading, writing and mathematics left Taupo Primary School. 17 went to intermediate and 17 have shifted schools. 75 well below or below learners remained in writing.</i></p> <p>Of the 57 students who were well below or below in writing NS:</p> <p><u>19/57 or (33.33%) are Maori</u></p> <p>3/19 or 15.78% of Maori made accelerated growth.</p> <p><u>3/57 or (5.26%) are Pacifica</u></p> <p>2/3 or 66.66% of Pacifica made accelerated growth.</p> <p><u>7/57 or (12.28%) are Asian</u></p> <p>1/7 or 14.28% made accelerated growth.</p> <p><u>24/57 or (42.10%) are European</u></p> <p>8/24 or 33.33% made accelerated growth.</p> <p><u>4/57 or (5.3%) are other ethnicities</u></p> <p>1/4 or 25% made accelerated growth.</p> <p><u>39/57 (68.42%) are male</u></p> <p>11/39 or 28.20% made accelerated growth.</p> <p><u>19/57 or (31.58%) are female</u></p>	<p>48/117 students identified as targets across reading, writing or numeracy have medical or behavioral needs, are ESL or have had a referral made. 24/48 have medical or identified learning/behavioral needs. 9/48 students are ESL, 3/48 have recently been diagnosed with glasses or hearing impairments. 4/48 have behavioral needs. 29/48 are male and 19/48 are female.</p> <p>A majority of the year 2 and up students are on the Core 5/Lexia intervention programme. Teachers fed back that they noticed the Core 5 programme also assisted with students writing progress.</p> <p>Strong phonics based programme in the early years (Y1-3).</p> <p>Quick 60 ABC programme into a NE / Year 1 class. There has been noted progress with this group by the teacher.</p> <p>KLST-Kindergarten Language Screening Tool. This tool has allowed early identification of at risk learners. This tool was tracked and monitored. There has been a significant oral language increase since 2015. This has all helped to contribute we believe to reading data. TOLD/Play Based Learning has supported teachers with their targeted students. Overall oral language scores have increased between 2015 and 2016. Writing and Reading in the early years has improved since previous years.</p>	<p>Planned curriculum learning in writing with some staff using writing in their personalised learning.</p> <p>Highlight the positive effects of full attendance to impact on achievement.</p> <p>Give greater emphasis to the research base on boys writing. RTLiT evenings with dads and their lads known as 'Dads and Lads'.</p> <p>Teachers share personalised learning in writing to promote effective practice.</p> <p>Set aside release time for teachers to observe writing lessons.</p> <p>Targeted intervention programmes-Reading recovery, Lexia and Quick 60 ABC, ESL groups and hear builder.</p> <p>Booster groups-through targeted teaching and funding linking reading and writing.</p> <p>Develop school wide group learning plans linked strongly to writing progressions and school resources (Group learning plans to be data driven, linked to student voice and strengthen formative assessment practice).</p> <p>In class interventions-with oral language and phonics, Quick 60 ABC, PPP.</p> <p>COL-In School Writing leader appointed in T4 2016 moving into 2017.</p> <p>COL-PLD with 'Across Schools Leader' in Literacy.</p> <p>External Supports-RTLiT (PLD and in-class support), RTLB (literacy connection) and</p>

Tātaritanga raraunga



	<p>4/19 or 21.05% made accelerated growth.</p> <p><u>Overall Findings</u></p> <p>11/57 are still working well below. 3 made normal rate of progress. 8 made zero progress.</p> <p>31/57 are still working below. 31 made normal rate of progress but yet remain below the NS.</p> <p>15/57 are now working at the NS in writing and made accelerated growth.</p>	<p>Attendance and lateness has been an issue for some target students.</p>	<p>Speech and Language Therapist (phonological awareness in Years 1 and 2).</p> <p>Continue to moderate writing school wide using the writing progressions matrix.</p> <p>Strengthen Student Voice-forming goals strongly linked to the writing progressions.</p> <p>Continue with KLST-Kindergarten Language Screening Test to identify needs in the early years. Early prevention.</p> <p>Seek advice and guidance from 'In Schools Leader' and 'Across Schools Leader' through the COL in writing.</p> <p>Continue to add to the Taupo Primary School writing exemplars resource for teachers and leaders.</p> <p>PaCT-training in term 4 2017 writing school wide through the COL. To be led by the 'Across Schools Leader' literacy. School wide implementation in 2018.</p> <p>Employment of additional SENCO role 0.6 to focus on learning.</p>
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Planning for next year:

Writing

- COL- PaCT training in Term 4 to implement in 2018 school wide
- Develop professional learning groups that align to the CaAP
- Implement the school wide CaAP in writing
- Identify the direction from the COL, and how the Across Schools and In Schools Leader will be used in 2017
- Implement reviewed changes of curriculum in Literacy
- Introduce new assessment and group learning plans, support staff with changes, review and moderate as needed (writing progressions)
- Ensure all staff including new members are aware of school approach in term 1 2017 'Learners in the Fast Lane' starting at the level identified in Term 4 2016 to avoid backward trending
- Ensure students are using the 'writing progressions' in kids speak to set goals and targets (to establish school wide consistency)



Analysis of variance reporting

School name: Taupo Primary School 2016	School number: 1989
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<p>Focus: Mathematics</p>
<p>Strategic Aim:</p> <p>Individual achievement is the key focus of our school – all our students will experience success.</p>
<p>Annual Aim:</p> <p>National goals of 85% at or above achievement against National Standards in Mathematics reached or surpassed.</p>
<p>Target:</p> <p>All students currently below or well below their expected National Standard at the end of 2016 will have made more than one-year progress by the end of 2017.</p> <p><u>Identified Cohorts Moving into 2017</u></p> <p>Years 4-move 24 below students to at by the end of 2017</p> <p>Year 6- move 10 below students to at and 7 well below students to below</p> <p>Within the above cohorts and across the school a focus will remain on Maori students</p>
<p>Baseline data:</p> <p>2.4% (11/465) students were achieving Well Below the mathematics standard at the end of 2016.</p> <p>In this group 5 (2.8%) are Maori, 3 (4.2%) are Male, 8 (5.6%) are Female.</p> <p>16.8% (78/465) students were achieving Below the mathematic standards at the end of 2016.</p> <p>In this group 33 (18.8%) are Maori, 38 (16.5%) are Male, 40 (17%) are Female.</p> <p>This data includes students with special education learning needs.</p>

Actions (what did we do in 2016?)	Outcomes (what happened in 2016?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?) <i>Moving into 2017...</i>
<p>Continued to implement the Numicon programme school wide (2nd year), ensuring that all new staff had induction processes for using the resource.</p> <p>Implementation of ALiM 2 (year 3) and ALiM 1.</p> <p>Maths evenings each term based on the model of 'reading together' targeting different cohorts with 'Mahi Tahī o nga Pangarau' (including resources for the home and whanau).</p> <p>Development of a mathematics community of learning; teachers learn from each other and experts developing a shared understanding of how to effectively accelerate learning. Staff carried out coaching term 2.</p> <p>ALiM 2 teacher supported and mentored teachers in the middle school where students are getting stuck at Stage 4.</p> <p>Training with PaCT was given to all staff by the 'Across School Leader' through the COL in term 4.</p> <p>An 'In School Leader' was appointed in term 3 2016 and worked with guidance from the 'Across Schools Leader' through the COL.</p> <p>Teacher planning describes the deliberate acts of teaching and teaching is consistent with best practice. This is monitored in the 5 week checks.</p>	<p><u>Left or moved from Taupo Primary School</u></p> <p><i>34 target students across reading, writing and mathematics left Taupo Primary School. 17 went to intermediate and 17 have shifted schools. 75 well below or below learners remained in mathematics.</i></p> <p>Of the 75 students who were well below or below in mathematics NS:</p> <p><u>24/75 or (31.99%) are Maori</u></p> <p>17/24 or 70.83% of Maori made accelerated growth.</p> <p><u>2/75 or (2.6%) are Pacifica</u></p> <p>2/2 or 100% of Pacifica made accelerated growth.</p> <p><u>2/6 or (7.9%) are Asian</u></p> <p>2/6 or 33.33% made accelerated growth.</p> <p><u>38/75 or (50.66%) are European</u></p> <p>22/38 or 57.89% made accelerated growth.</p> <p><u>5/75 or (6.6%) are other ethnicities</u></p> <p>3/5 or 60% made accelerated growth.</p> <p><u>34/75 (45.33%) are male</u></p> <p>22/34 or 64.70% made accelerated growth.</p>	<p>48/117 students identified as targets across reading, writing or numeracy have medical or behavioral needs, are ESL or have had a referral made. 24/48 have medical or identified learning/behavioral needs. 9/48 students are ESL, 3/48 have recently been diagnosed with glasses or hearing impairments. 4/48 have behavioral needs. 29/48 are male and 19/48 are female.</p> <p>Students in the ALIM group made significant progress in accelerating their progress by at least two years. 18/20 achieving accelerated progress.</p> <p>Staff have noticed that Numicon is starting to have an effect after two years of implementation.</p> <p>Personalised learning and teaching as inquiry saw teachers using a data driven approach that focused on acceleration.</p> <p>Implementation of student tracking and monitoring book in each syndicate. Tracking system used to identify student names, needs and numbers.</p> <p>Strengthened home partnerships with Mahi tahi o nga Pangarau. Maths whanau evenings over 4 evenings over the term. Providing take home packs at Maths evenings. These assisted whanau in understanding their child's level of understanding and some next learning steps. Whanau were provided with games</p>	<p>Implement PaCT school wide in 2017 in years 1-6 through guidance and direction of the 'Across Schools Leader' from the Taupo COL. This will be the first year of full implementation. Ensure that new staff have PaCT training through the 'Across Schools Leader' in the COL.</p> <p>The 'In Schools Leader' appointed through the COL in mathematics that was filled in term 4 2016 continues into 2017. The 'In Schools Leader' to work with staff and the 'Across Schools Leader' to train staff with PaCT, strengthen assessment, improve school wide group learning plans, and implement changes to curriculum as identified in the school review.</p> <p>Continue to strengthen 'Home Partnerships' with 'Mahi Tahī o nga Pangarau' (including resources for the home and whanau). Based on the reading together model but mathematics. Informing whanau of their child's next learning steps and what this looks like.</p> <p>Teacher planning describes the deliberate acts of teaching and teaching is consistent with best practice. This is monitored in the 5 week checks by leaders.</p> <p>ALiM 2 to will move into its fourth consecutive year in 2017 using a classroom based model as identified in the CaAP (school curriculum and achievement plan mathematics). Targeted action addressing the numbers, names and needs of students needing support in mathematics (identified</p>

Tātaritanga raraunga



	<p><u>41/75 or (54.66%) are female</u></p> <p>24/75 or 58.53% made accelerated growth.</p> <p><u>Overall Findings</u></p> <p>11/75 are still working well below. 4 made normal rate of progress. 5 made zero progress. 2 made accelerated progress but yet remain well below.</p> <p>25/75 are still working below. 20 made normal rate of progress. 5 made accelerated progress but yet remain below the NS.</p> <p>30/75 are now working at the NS in mathematics and made accelerated growth.</p> <p>9/75 made significant progress and are working above the NS in mathematics and made accelerated growth.</p>	<p>that supported their child's next steps at home.</p> <p>Attendance and lateness has been an issue for some target students.</p>	<p>through school wide and COL data needs). Each classroom will have x6 students per day involved with ALiM. Teachers in class with groups and teacher aide supports others. Focus on targeting below students 78/465 students as identified in data 2016. Teaching staff to develop professional learning groups.</p> <p>Numicon 1:1 intervention programme to support 11/465 well below students identified in the data 2016. Students will have x3 sessions per week using teacher aides to run a scripted programme. Train a teacher aide to use programme through SENCO.</p> <p>Data driven planning and inquiry to continue.</p> <p>Coaching and observations to continue as part of developing a professional community and understanding.</p> <p>Continue to implement the Numicon programme school wide in Years 1-6, ensuring that new staff have induction processes for using the resource (Year 3).</p> <p>Employment of additional SENCO role 0.6 to focus on learning.</p>
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Planning for next year:

Mathematics

- COL- PaCT year 1 of implementation train new staff members early in Term 1
- Develop professional learning groups that align to the CaAP
- Implement the school wide CaAP in mathematics
- Identify the direction from the COL, and how the Across Schools and In Schools Leader will be used in 2017
- Implement reviewed changes of curriculum in mathematics
- Introduce new assessment sheets and support staff with changes
- Mathematics leader-to look at improving group learning plans and align to literacy starting term 1 2017

