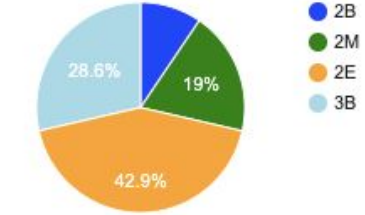
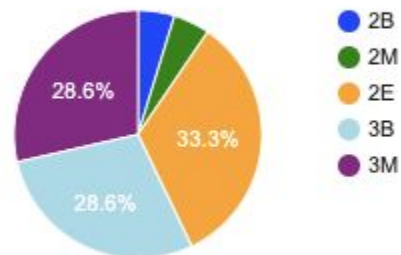


Action Plan 2019

Team Name:	Whenua 1 (Y5-6; Rm 1-3)										
2019 Student Achievement Targets and Analysis											
Strategic Aim 1 <i>Teaching & Learning</i>	<i>To develop collaborative and professional teaching practices across the school that provide a foundation for the delivery of an enriching, connected and blended curriculum</i>										
Annual Aim	Develop student achievement targets at team level for key learning needs as identified through 2018 data analysis.										
Goal	All students can effectively and confidently share their message.										
Baseline Data/Target	<i>Specific - Target progress in writing for boys identified as working within level 2 (expected to move at least 2 sub-levels in twelve months)</i>										
Mid-Year Data (End of Term 2)	<p style="text-align: center;">Writing, Targeted Writing</p>  <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>2B</td> <td>19%</td> </tr> <tr> <td>2M</td> <td>19%</td> </tr> <tr> <td>2E</td> <td>42.9%</td> </tr> <tr> <td>3B</td> <td>28.6%</td> </tr> </tbody> </table>	Category	Percentage	2B	19%	2M	19%	2E	42.9%	3B	28.6%
Category	Percentage										
2B	19%										
2M	19%										
2E	42.9%										
3B	28.6%										

End of Year Data
(Term 4)

Writing, Targeted Writing

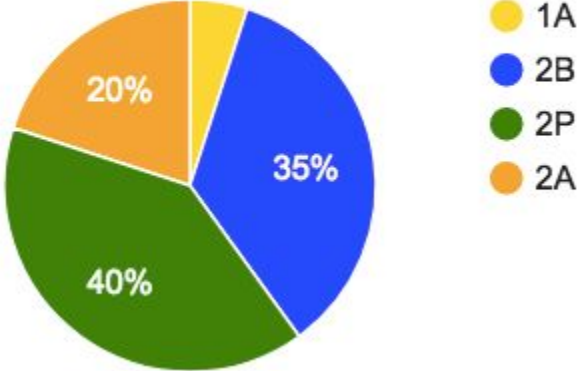


Goals/Actions <i>What do we plan to do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>What actions will you take?</p> <p>Engage in and continue to develop these practices:</p> <ul style="list-style-type: none"> ● Targeted teaching ● Ongoing PD ● SOLO ● Authentic learning contexts ● Learning buddies ● Goal Setting ● DAT's ● Interventions run by TA's ● SENCO liaise with RTLB and teaching staff ● Collaborative teaching ● Moderation <p>Explicitly teach skills to avoid/prevent frustration</p>	<p><i>Record details of the outcomes achieved in relation to the target set as you go.</i></p> <p><i>Provide numbers and percentages where appropriate.</i></p> <p><i>Were there changes in attitude, motivation or engagement?</i></p> <p><i>Term 2</i></p> <ul style="list-style-type: none"> ● <i>Focus on spelling rules, games</i> <p><i>Term 3</i></p> <ul style="list-style-type: none"> ● <i>Focus on grammar and word work</i> ● <i>4 Target students placed on Lexia</i> ● 	<p><i>Why did you get (or not get) the outcomes you thought you would?</i></p> <p><i>Which strategies worked well and had a significant impact on your progress in achieving your target? Why do you think this was the case?</i></p> <p><i>Term 2</i></p> <ul style="list-style-type: none"> ● <i>Grammar</i> ● <i>Spelling rules</i> ● <i>Words work/ Descriptive language/ homophones</i> ● <i>Game of Awesome</i> <p><i>Term 3</i></p> <ul style="list-style-type: none"> ● <i>Grammar focus - skilled</i> 	<p><i>Based on the outcomes and the reasons for these, what will you do the same/differently next year?</i></p> <p><i>What impact is there on current and ongoing teaching practice as a result of the actions taken and the results?</i></p> <p><i>Have you identified any ongoing teacher or student needs?</i></p> <p><i>What funding/resourcing may be needed to support identified action and needs?</i></p> <p><i>For 2020...</i></p> <p><i>Maybe some further support, RTLB</i></p>

<ul style="list-style-type: none"> ● Rapid log in ● Access to Google Classroom ● 2 hand typing ● Shortcuts ● Oral language, sequencing ideas <p>Take away barriers for learning using digital tools:</p> <ul style="list-style-type: none"> ● Dictation ● Dyslexic font ● Seesaw ● Talk to text ● Lexia Core 5 ● Google Classroom <p>Use fun/authentic contexts to engage learners:</p> <ul style="list-style-type: none"> ● Bush School ● Grammar board games ● Game of Awesome 	<p><i>Term 4</i></p> <ul style="list-style-type: none"> ● <i>Phonological awareness PD with Emma Nahnah</i> ● <i>Grammar and word work focus</i> ● <i>Lexia</i> ● <i>Oral language and elaboration of ideas</i> ● 	<p><i>based</i></p> <ul style="list-style-type: none"> ● <i>Poetic and figurative language focus</i> <p><i>Term 4</i></p> <p><i>Progress was made this term due to a focus on;</i></p> <ul style="list-style-type: none"> ● <i>Contextual and meaningful opportunities to share ideas and writing. For example, seesaw swimming reflections,</i> ● <i>SOLO Pathway proposals.</i> ● <i>Planning for Tuakana Teina workshops.</i> ● <i>DAT's</i> ● <i>Exposure to different genre</i> ● <i>Skills based learning</i> ● <i>Game of Awesome</i> 	<p><i>or RTLIT for Tuki (working 2M), Quinn working at 2E but needs monitoring to maintain) and Jaybez (working at 2B)</i></p>
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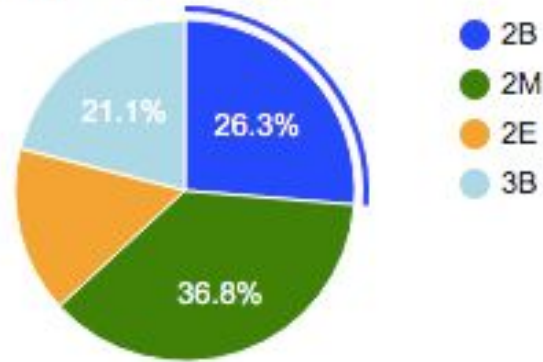
Planning for next year:

See team specific overall data analysis for identified next steps and 2020 achievement target.

Team Name:	Whenua 2 (Y5-6; Rm 4-6)				
2019 Student Achievement Targets and Analysis					
Strategic Aim 1 <i>Teaching & Learning</i>	<i>To develop collaborative and professional teaching practices across the school that provide a foundation for the delivery of an enriching, connected and blended curriculum</i>				
Annual Aim	Develop student achievement targets at team level for key learning needs as identified through 2018 data analysis.				
Goal	All students can effectively and confidently share their message.				
Target	<i>Specific - Target progress in writing for boys identified as working within level 2 (expected to move at least 2 sub-levels in twelve months)</i>				
Baseline data Term One	<p style="text-align: center;">Writing, Target writing</p>  <table border="1" data-bbox="1104 762 1198 959"> <tr> <td>● 1A</td> </tr> <tr> <td>● 2B</td> </tr> <tr> <td>● 2P</td> </tr> <tr> <td>● 2A</td> </tr> </table>	● 1A	● 2B	● 2P	● 2A
● 1A					
● 2B					
● 2P					
● 2A					

Data Term 2 (end)

Writing, Target writing



Goals/Actions <i>What do we plan to do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>Engage in and continue to develop these practices:</p> <ul style="list-style-type: none"> ● Targeted teaching ● Ongoing PD ● SOLO ● Authentic learning contexts ● Learning buddies ● Goal Setting ● DAT's ● Interventions run by TA's ● SENCO liaise with RTLB and teaching staff ● Collaborative teaching ● Moderation 	<p><i>Record details of the outcomes achieved in relation to the target set as you go.</i></p> <p><i>Provide numbers and percentages where appropriate.</i></p> <p><i>Were there changes in attitude, motivation or engagement?</i></p> <p>Term 2</p> <ul style="list-style-type: none"> ● Motivation has improved, specifically with boys when using story prompts ● Dyslexic learners have grown in confidence when using the dyslexic 	<p><i>Why did you get (or not get) the outcomes you thought you would?</i></p> <p><i>Which strategies worked well and had a significant impact on your progress in achieving your target?</i></p> <p><i>Why do you think this was the case?</i></p> <p>Term 2</p> <ul style="list-style-type: none"> ● A combination of interventions have meant progress and in some cases accelerated progress (see highlighted 	<p><i>Based on the outcomes and the reasons for these, what will you do the same/differently next year?</i></p> <p><i>What impact is there on current and ongoing teaching practice as a result of the actions taken and the results?</i></p> <p><i>Have you identified any ongoing teacher or student needs?</i></p> <p><i>What funding/resourcing may be needed to support identified action and needs?</i></p>

<p>Explicitly teach skills to avoid/prevent frustration</p> <ul style="list-style-type: none"> • Rapid log in • Access to Google Classroom • 2 hand typing • Shortcuts • Oral language, sequencing ideas <p>Take away barriers for learning using digital tools:</p> <ul style="list-style-type: none"> • Dictation • Dyslexic font • Dyslexic Background • Seesaw • Talk to text • Lexia Core 5 <p>Use fun/authentic contexts to engage learners:</p> <ul style="list-style-type: none"> • Bush School • Grammar board games • Game of Awesome 	<p><i>background</i></p> <ul style="list-style-type: none"> • Acknowledgement of dyslexia as a learning disposition • Priority device learners means greater access to talk-to-text etc, this is used confidently by many learners • Pride in the writing mileage achieved when using talk-to-text tool <p><i>Term 3</i></p> <ul style="list-style-type: none"> • Gathered student voice around writing • Some preferred using prompted stories, others preferred writing with authentic context and audience • Provided a variety of these • Changed our writing workshops, now run by one teacher • Rotation type situation with spelling games, word activities and direct teacher teaching • Authentic writing continues with SOLO Map time 	<p><i>interventions- left)</i></p> <ul style="list-style-type: none"> • Analysis of Lexia data is inconclusive in terms of benefits • Next term we will target our 'just below' children and run Lexia within the class program to see if the data changes <p><i>Term 3</i></p> <ul style="list-style-type: none"> • Lexia has been difficult to sustain within class, not particularly motivating for kids compared to their other tasks, also difficult to spare a teacher to run it with kids • Students very enthusiastic to attend workshops • More consistent use of tools to support writing 	<p><i>Term 3</i></p> <ul style="list-style-type: none"> • This term we will gather baseline data for specific interventions to monitor their success <ol style="list-style-type: none"> 1. Lexia 2. Hear Builder (Empowered Learning Trust data) <p><i>Term 4</i></p> <ul style="list-style-type: none"> • Continue new workshop system to provide consistency • Empower students to work independently on Lexia at a set time each day, when they don't feel they are 'missing out' of other fun learning • Continue to use SOLO to help reinforce next learning steps
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Planning for next year:

See team specific overall data analysis for identified next steps and 2020 achievement target.

Team Name:	Wai 1 (Y3-4; Rm 10 - 12)
2019 Student Achievement Targets and Analysis	
Strategic Aim 1 <i>Teaching & Learning</i>	<i>To develop collaborative and professional teaching practices across the school that provide a foundation for the delivery of an enriching, connected and blended curriculum</i>
Annual Aim	Develop student achievement targets at team level for key learning needs as identified through 2018 data analysis.
Goal	<i>Engage students in authentic and engaging cross curriculum experiences utilising existing and new technologies</i>
Baseline Data/Target	<i>Raise our Target Group Level 1M and 1A writers by two sub Writing levels by end of 2019. 2018 Data, Teacher observations 2019, Writing samples, Conversations with 2018 teacher and children 2019 (Student voice).</i>

Goals/Actions <i>What do we plan to do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
What actions will you take? - Use curiosity clubs as a spark for literacy Changes to practice? - Provide authentic and engaging cross curriculum experiences and audiences - Work collaboratively across Wai 1 and Wai 2 - Allocate time for STEAM to be carried on throughout the week (One day a week) - Ensure all teachers are upskilled in providing different ways for children to express their ideas and	<i>Record details of the outcomes achieved in relation to the target set as you go.</i> <i>Provide numbers and percentages where appropriate.</i> 8 out of 15 students have moved one sub-level over Term 2. 7 have consolidated progress at the same level. 1 child has been referred RTLB for learning and behaviour. 4 have been identified as having Auditory Processing preferences. 1 has been referred to Lexia programme and will be DST	<i>Why did you get (or not get) the outcomes you thought you would?</i> <i>Which strategies worked well and had a significant impact on your progress in achieving your target? Why do you think this was the case?</i> How are we going with what we planned to do? Continuing to work across Wai 1 and 2 to provide engaging authentic writing contexts. Use of UTB hours to up skill teachers on app's to engage learners and to aid device priority	<i>Based on the outcomes and the reasons for these, what will you do the same/differently next year?</i> <i>What impact is there on current and ongoing teaching practice as a result of the actions taken and the results?</i> <i>Have you identified any ongoing teacher or student needs?</i> <i>What funding/resourcing may be needed to support identified action and needs?</i> Moving Forward

<p>learning</p> <ul style="list-style-type: none"> - Plan collaboratively - Better use of SOLO <p>Implementation of different strategies?</p> <ul style="list-style-type: none"> - Utilising different apps and websites - Making better use of See-Saw - PMP elements <p>Use of new resources/personnel? To remove barriers and engage interest by:</p> <ul style="list-style-type: none"> - Invest in 3 pieces of equipment to engage children's vestibular system - Trial Read-Write app (If it proves successful purchase it) - 	<p>tested.</p> <p><i>Were there changes in attitude, motivation or engagement?</i></p> <p>Seeing greater enthusiasm towards writing.</p> <p>6 out of 15 Children from the target writing group have moved one sub level over Term 3 now working at 2B. 9 have consolidated progress at their current level.</p> <p>1 has been referred to Special Education Services for Learning and Behaviour.</p> <p>3 Children are taking part in the Hear builder programme (APD). 2 Children taking part in Lexia</p> <p>Curiosity clubs sparked an interest for writing however often small specific group teaching didn't happen.</p> <p>PMP continues. Seeing an improvement during PMP in children's coordination, and left and right brain cross over.</p> <p>1 Child has left Waipahihi School. Overall this year;</p> <p>1 Child has not progressed out of sub level 1E.</p> <p>9 Children have made 1 sub level progress</p> <p>4 Children have made 2 sub levels progress.</p>	<p>learners.</p> <p>PMP is seeing a benefit to children's writing formation.</p> <p>Minilit has allowed children to have greater success with the surface features such as spelling which often our children get hung up on.</p> <p>We are now moving towards using brick club for our learners to increase their oral language skills.</p> <ul style="list-style-type: none"> - 3 children with APD have moved 1 sub level - 2 children are in the process of being looked at for auditory testing and irlens 1 has moved 2 sub levels the other has not - 4 were very young when they arrived and have matured over the year <ul style="list-style-type: none"> - Brick Club has allowed children to take part in oral language activities however has meant less writing output. - Greater moderation around writing samples 	<ul style="list-style-type: none"> - Trial of Google Classroom in Term 3 to accelerate Writing. Trial Chatterpix. - Continue with Scratch Jnr, Puppet pals, Book creator, - Focus on Oral Language - Engage with SOLO for children to assess their own progress <ul style="list-style-type: none"> - Phonemic Awareness PD - Continue to use devices where appropriate for those children identified as device priority learners - Create more engagement in writing through allowing more student agency - Look at how we measure the impact of PMP <ul style="list-style-type: none"> - Aware of need for greater teacher upskilling in Writing process. - Greater need for phonemic awareness and teaching - Grouping for phonemic needs - Language experiences - Hands on learning - Continue to use digital tools - Work on letter formation - Look at the interventions we use for Writing improvement
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Planning for next year:			
See team specific overall data analysis for identified next steps and 2020 achievement target.			

Team Name:	Wai 2 (Y3-4; Rm 7 - 9)
2019 Student Achievement Targets and Analysis	
Strategic Aim 1 <i>Teaching & Learning</i>	<i>To develop collaborative and professional teaching practices across the school that provide a foundation for the delivery of an enriching, connected and blended curriculum</i>
Annual Aim	Develop student achievement targets at team level for key learning needs as identified through 2018 data analysis.
Goal	<i>Engage students in authentic and engaging cross curriculum experiences utilising existing and new technologies</i>
Baseline Data/Target	<i>Raise our Year 3 and 4 Target Group Level 1m and 1e writers by two sub Writing levels by the end of 2019. 2018 Data, Teacher observations 2019, Writing samples, Conversations with 2018 teacher and children 2019 (Student voice). These children are at risk of not maintaining their progress.</i>

Goals/Actions <i>What do we plan to do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>What actions will you take?</p> <ul style="list-style-type: none"> - Use curiosity clubs as a spark for literacy <p>Changes to practice?</p> <ul style="list-style-type: none"> - Provide authentic and engaging cross curriculum experiences and audiences - Work collaboratively across Wai 1 and Wai 2 - Allocate time for STEAM to be carried on throughout the week (2 hours a day, 3 days a week) - Ensure all teachers are upskilled in providing different ways for children to express their ideas and 	<p><i>Record details of the outcomes achieved in relation to the target set as you go.</i></p> <p><i>Provide numbers and percentages where appropriate.</i></p> <p><i>Were there changes in attitude, motivation or engagement?</i></p> <p>End of Term 2:</p> <ul style="list-style-type: none"> ● Seeing greater enthusiasm towards writing. ● Children proud of their work ● Children finding 'the way' that works best for them to share 	<p><i>Why did you get (or not get) the outcomes you thought you would?</i></p> <p><i>Which strategies worked well and had a significant impact on your progress in achieving your target? Why do you think this was the case?</i></p> <p>End of Term 4</p> <p>Of 15 students in target group:</p> <ul style="list-style-type: none"> ● Writing as part of interest based Curiosity Clubs has made a large majority of the class more engaged and wanting to write. It was 	<p><i>Based on the outcomes and the reasons for these, what will you do the same/differently next year?</i></p> <p><i>What impact is there on current and ongoing teaching practice as a result of the actions taken and the results?</i></p> <p><i>Have you identified any ongoing teacher or student needs?</i></p> <p><i>What funding/resourcing may be needed to support identified action and needs?</i></p> <p><i>We will continue</i></p> <ul style="list-style-type: none"> ● cross curriculum writing.

learning

- Plan collaboratively
- Better use of SOLO

End of Term 2

- Curiosity clubs provided the authentic learning we wanted.
- Working collaboratively across the team provided more opportunities for children to follow their own interests, increasing motivation.
- PD with UTB brought teacher pedagogy around different ways of sharing learning ahead.
- Collaborative planning across the team supported whole team vision.
- Dropped Minilit - we were not seeing a transfer of the skills. Set up learning partners supported to make own book Creator

End of Term 3

- Curiosity clubs more student driven, children opting in to researching their own projects, bigger focus on oral language and presenting

End of Term 4

Implementation of different strategies?

- Utilising different apps and

End of term 3

- We hear children saying “are we writing today?” “can we write today?”
- Whole team now ‘know’ most of Wai children well
- Children not yet seeing that ‘writing’ can look different than just pen and paper
- Children who often never got to ‘the product’ are achieving success, making a book creator they are proud of, and wanting to learn.
- Large number of children in target group diagnosed with APD, 5 working on Hear Builder,

End of Term 4

Of 15 students in target group:

6 (40 %) moved 2 sublevels
 5 (33%) moved 1 sublevel
 4 (27%) did not move at all

authentic real time writing. Recounts have improved in detail.

- Since the beginning of the year some children have been diagnosed and/or showing signs of different learning preferences. 3 dyslexic tendencies. 2 diagnosed with APD
 1 Irlen's
 1 ADHD
 5 Anxious
 1 needs to go on PMP

All remain ‘at’ for writing. They have not accelerated, but have maintained progress.

Some other genre writing was done, but more opportunities to write authentically need to be utilised.

- *Monthly discussions on student progress, and looking at options for interventions to support.*
- *DST and on-going parent conversations with a view to external support/diagnoses*
- *Frequent quick writes (20 minutes) for mileage*

We need:

- *1 writing book making it easier to view progress*
- *Build student agency around progress, and teacher understanding of how to do this*
- *Teacher PD around APD as more children get diagnosed.*

websites

- Making better use of See-Saw
- PMP elements

Use of new resources/personnel?

To remove barriers and engage interest by:

- Invest in 3 pieces of equipment to engage children's vestibular system
- Trial Read-Write app (If it proves successful purchase it)

End of Term 2

- Trial of Google Classroom in Term 2 to accelerate Writing. Quite difficult for our target group so moved to Google Docs. Children spent a long time accessing Trial Chatterpix.
- Continue with Scratch Jnr, Puppet pals, Book creator
- Big focus on writing better Seesaw comments to help children understand what their next learning steps are - mixed results. Target group still struggle with this.
- PMP under way - not yet sure if this is affecting results

End of Term 3

- Developed competencies in a few apps (Book Creator, Scratch Jnr) rather than finding more.

<ul style="list-style-type: none">• More children able to write in Google Docs, although hindered by technical issues, and “getting it right”• Continued work with Seesaw comments. Some improvement.• PMP continues. Seeing an improvement during PMP			
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Planning for next year:

See team specific overall data analysis for identified next steps and 2020 achievement target.

Team Name:	Ahi 1 (Y1-2; 13, 15, 19, 20)
2019 Student Achievement Targets and Analysis	
Strategic Aim 1 <i>Teaching & Learning</i>	<i>To develop collaborative and professional teaching practices across the school that provide a foundation for the delivery of an enriching, connected and blended curriculum</i>
Annual Aim	Develop student achievement targets at the team level for key learning needs as identified through 2018 data analysis.
Target/Goal	<i>To make explicit links between phonics learning and reading to raise reading achievement for target children. Target Children = Year 2 students currently below expected level in Reading</i>
Baseline Data	<p><i>refer to 2018 data below</i></p> <p>Of the Year 1 cohort 28 are boys and 16 are girls. Of these:</p> <p>Boys: (28 total - 5 Maori) 4 ESOL 5 with significant home and or behaviour challenges 2 with undiagnosed dyslexia (present in family) 1 with suspected auditory processing challenges 3 students who are globally low 2 with an unconfirmed ADHD diagnosis 3 with speech issues 6 students who we could not establish a reason for their lack of progress over the year. 1 student who is hearing impaired and has significant home challenges 1 student with attendance issues</p> <p>Girls: (16 total - 3 Maori)</p> <p>1 with significant home and or behaviour challenges 1 with undiagnosed dyslexia (present in family) 3 with suspected auditory processing challenges 6 students who we could not establish a reason for their lack of progress over the year. 1 student who has significant medical and allergy issues</p>

1 student with sight impediment
3 students who have been identified as

Goals/Actions <i>What do we plan to do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>Release one teacher every morning to take target learners (during mat time) - flash cards, early words, mini lit as required</p> <p>Phonics lessons every day for every child</p> <p>Add in extra phonics element during phonics teaching - read it, write it, sing it, eat it, feel it,</p> <p>Teacher Aid used for extra reading mileage. Training in Mini-Lit, Early words</p> <p>DAT's during reading and writing programme</p> <p>Sight word cards sent home</p> <p>Class spelling programme to reinforce learning of sight words</p> <p>Conversations with whanau re partnership between home and school. Set up home reading contracts.</p>	<p><i>Record details of the outcomes achieved in relation to the target set as you go.</i></p> <p><i>Provide numbers and percentages where appropriate.</i></p> <p><i>Were there changes in attitude, motivation or engagement?</i></p> <p>Mid-year update</p> <p>All target children in Room 13 and 15 (10 children) are seeing TA for Mini-lit 2x per week, with 1 group of 4 children seeing the teacher daily for Mini-Lit. More evidence of children segmenting and chunking words when reading</p> <p>Progress at mid-year has seen 8 of the 15 children now reach the expected target reading level of L12. All other children have progressed between 1 and 2</p>	<p><i>Why did you get (or not get) the outcomes you thought you would?</i></p> <p><i>Which strategies worked well and had a significant impact on your progress in achieving your target?</i></p> <p><i>Why do you think this was the case?</i></p> <p>How are we going with what we planned to do?</p> <p>Releasing teacher in morning has worked all term, but has fallen away this week due to testing time. Target children have been seen a minimum of 3x per week. Granny readers in every Wednesday.</p> <p>Phonics apps - Starfall used</p> <p>Have changed teaching team approach to maximise time</p>	<p><i>Based on the outcomes and the reasons for these, what will you do the same/differently next year?</i></p> <p><i>What impact is there on current and ongoing teaching practice as a result of the actions taken and the results?</i></p> <p><i>Have you identified any ongoing teacher or student needs?</i></p> <p><i>What funding/resourcing may be needed to support identified action and needs?</i></p> <p>Going forward</p> <ul style="list-style-type: none"> ● Keep going with phonics ● Maintain reading level modeling books with goals ●

<p>Implement buddy reading to increase reading mileage - aim for minimum of 15 mins of reading a day.</p> <p>Target reading groups seen every day.</p> <p>Granny readers/parent helpers in class?</p> <p>Use of phonics apps and online readers to maintain motivation of readers</p> <p>Inquire into PD around dyslexia on CRT next term - Gaye Vaartian?</p> <p>Utilising teaching team to give variety in lesson delivery</p> <p>Careful, regular data collection for these children, to see if teaching methods are being successful - find out where our teaching gaps are.</p>	<p>levels. Sight word and phonics knowledge have improved for all children.</p> <p><u>Room 19 and 20 - 13 Target children (6 boys target groups working with teachers daily) 2 of these children have been working with teacher aide 5 children are continued to be monitored</u></p> <p><u>Progress at mid-year</u> Target group - Extra phonics each morning and applying this to reading and writing. Sight word games - this has made a significant difference in their sight word knowledge. The children like the challenge and competing against each other. We are noticing improvement in their reading - noticing they have gained knowledge especially in word endings 'ed' and 'ing' and 'th' words. Consolidating short vowel sounds - dictating silly sentences and children recording. A strategy that has worked well is the teacher has recorded a silly sentence onto an ipad and the child has replayed the message. This has helped these children who have processing problems.</p> <p>All of this group have moved 2</p>	<p><u>19 and 20 - Target children</u></p> <p>Small group focus on particular needs in the group.</p> <p>Allowing children a method to help them retain their thinking by using technology.</p> <p>These children do have processing issues and giving them more time has allowed them to consolidate and to complete their tasks.</p> <p>Allowing children to give peer feedforward and back in a safe environment.</p> <p>These children also read with our Granny readers once a week.</p> <p>Magenta and Red sight word cards - These are in their buzz boxes - focus is on these every day during buzz box reading time.</p> <p>Phonics knowledge has also improved due to allowing time to consolidate the short vowel sounds specifically.</p>	<p><u>Room 19 and 20</u> <u>Going forward</u></p> <ul style="list-style-type: none"> • Continue consolidating phoneme sounds/short vowel sounds. • Continue sight word work/practise. • Continue using voice recording to record ideas to assist in writing. • Continue reading daily - focussing on reading strategies. <p><u>Going Forward 13&15</u></p> <p>Raise profile of importance of reading. Better systems regarding bookbags and reader care (ie not on cloakbay floor or just into school bag). Point out reading happening throughout the day in all areas.</p> <p>Continue with phonics - making and breaking (Emma Nahna)</p> <p>Decodable books -make purchase</p>
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reading levels.
All this group can read Magenta
and Red Sight words.

END OF YEAR

Room 15/13

J - european boy is still sitting
below but he has moved from level
4 to level 12.

L - european boy is still sitting
below but has moved from 5 to
level 12.

M- European girl is still sitting
below but has moved 7 to 14.

M -Maori girl is still sitting below
has gone from 6 - 12.

M- European girl is still sitting
below but has moved from 8 to 14

K - maori boy is now below. 9-14

B- European girl is now AT from 10
to 16

C- european boy is now above
expected level. From 10-20

C- maori boy is now above
expected level. From 9-20

C- european boy is now AT
expected level. 7- 16

I - European girl is now AT
expected level. 9-20

C- european boy is now AT
expected level. 9-16

K- ESOL German boy is now AT
expectation. 8-18

P - Maori girl is now AT
expectation. 8 to 18

Z- european girl is now AT
expected level. 9-18

END OF YEAR Room 13/15

Daily phonics in target groups has
provided a more focussed
opportunity for these children to
achieve and build skills at their
level.

Teaching children not only the
letter sounds, but the discreet
teaching of 'how' to break words
apart has enabled children to make
better use of their letter sound
knowledge.

Co-teaching and cross grouping of
children has given more time to
each group of readers, and
opportunity to teach at their
instructional level. It also provided
opportunities to grow teacher
pedagogy in the area of Reading in
particular.

School twinkl account - meant a
large online site of resources were
available around making and
breaking of words and reading
comprehension.

Reading and phonics were made
a priority in our programme and
effort was made to read frequently
with all children.

- especially for lowest
level/beginning readers - start
them out right

Building up more stamina for
personal reading/buzz
box/independent reading time, so
that eventually everyone can read
for 10mins of sustained reading.

Continue to cross group/co-teach,
across term 2 and 3. Term 1 TBD

We will inform next years teachers
of these children's learning
challenges.

Continue to place emphasis on
literacy and phonics - timetabling
and celebrating progress

From our original data 1 European boy has left.

Of our 15 children, 6 are still below (boys 3, girls 3). 5 of these children display dyslexic tendencies (one diagnosed, 4 suspected) and also show signs of processing difficulties. The other child has little motivation to read.

The children now working at At or Above, are motivated learners who enjoy reading. Engagement and confidence was raised through daily small group work with the Teacher Aide and/or teacher. The mini-lit programme provided a boost in phonemic awareness and after some PD in this area, we were able to more accurately identify gaps in their phonemic knowledge and plug these.

Room 19/20

Granny and parent readers helped to raise motivation and enjoyment of reading.

Use Teacher Aide for some mileage reading to ensure regular reading was happening, especially for those children who don't read routinely at home.

Modelling books were not used effectively enough, letting children know clearly what their next steps are.

End of year 2019 Room19/20

Why did you get (or not get) the outcomes you thought you would?

*Which strategies worked well and had a significant impact on your progress in achieving your target?
Why do you think this was the case?*

2 of these children are Maori, 4 are European. This group were all well below at the beginning of the year.

Two children have moved but have little support at home to consolidate their learning and has been building letter/sound knowledge still. One is still below and the other is now AT.

4 of these children have dyslexic or possible ADP tendencies.

These children have moved 5 to 6

Record details of the outcomes achieved in relation to the target set as you go.
Provide numbers and percentages where appropriate.
Were there changes in attitude, motivation or engagement?
13 year 2 children were well below or below at the beginning of the year.

2 children are still well below children
One of these children(Maori) has hearing issues and is still building speech and letter/sound knowledge. Struggles to retain learning. From level 2 to 7
One child was very low with no letter/sound knowledge but has made progress here From level 2 to 7 Building letter/sound knowledge and retaining this has had an impact on their reading progress.

4 year 2 boys are still below.

1 of these children are Maori, 3 are European. This group were all well below at the beginning of the year. One child has moved but has little support at home to consolidate his learning and has been building letter/sound knowledge still.
3 children have dyslexic or possible ADP tendencies.
These children have moved 5 to 6

levels.

Target group - Extra daily phonics each morning and applying this to reading and writing.
Consolidating short vowel sounds - dictating silly sentences and children recording.
A strategy that has worked well is the teacher has recorded a silly sentence onto an ipad and the child has replayed the message. This has helped these children who have **processing problems**. These strategies helped the boys to build confidence in their reading and writing.

End of year 2019 Room 19/20

We will inform next years teachers of these children's learning challenges.

	<p>levels.</p> <p>7 children are now reading at or very close to where they should be or above.</p> <p>These children have moved 8 or 9 levels.</p>		
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Planning for next year:

See team specific overall data analysis for identified next steps and 2020 achievement target.

Team Name:	Ahi 2 (Y1-2; Rm 16 - 18)
2019 Student Achievement Targets and Analysis	
Strategic Aim 1 <i>Teaching & Learning</i>	<i>To develop collaborative and professional teaching practices across the school that provide a foundation for the delivery of an enriching, connected and blended curriculum</i>
Annual Aim	Develop student achievement targets at team level for key learning needs as identified through 2018 data analysis.
Target	<i>To make explicit links between phonics learning and reading to raise achievement for target children.</i>
Baseline Data	Low level learners - cohort of learners identified as having suspected processing and retention issues as well as being developmentally not ready (mainly boys). Focus during reading sessions for these students was on phonics knowledge and making connections in a learning context.

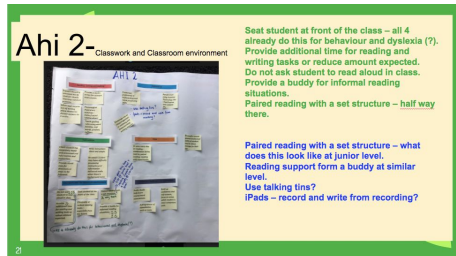
Goals/Actions (for specific target group). <i>What do we plan to do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>Means of measurement - Letter knowledge and Phonics (end of T1 2019) Basic sight words (end of T1 2019).</p> <p>Children identified from phonics tracking as not making expected progress will be referred to either miniLit or early words. These then form target groups to monitor and track on Linc-Ed. (Minilit - Marlee W, Levi H, Jaxsyn D, Jaydah P, MacKenzie A, Summer A Term 3 Minilit students - Kenna Rose, Manaia, Inam S, Odyn T, Noah H, Zachary)</p>	<p><i>Record details of the outcomes achieved in relation to the target set as you go. Provide numbers and percentages where appropriate. Were there changes in attitude, motivation or engagement?</i></p> <p><i>Pre readers group RT Lit referrals ESOL Minilit Early words</i></p> <p><i>Phonics - consistent delivery of phonics (3 times a week) and regular assessment and review of</i></p>	<p><i>Why did you get (or not get) the outcomes you thought you would?</i></p> <p><i>Which strategies worked well and had a significant impact on your progress in achieving your target? Why do you think this was the case?</i></p> <p><i>Strategies to have consistent interventions and programs has been successful and has had an impact on progress for target students. This being explicitly repeated and practiced in different settings (minilit, early words) is further supporting these students</i></p>	<p><i>Based on the outcomes and the reasons for these, what will you do the same/differently next year?</i></p> <p><i>What impact is there on current and ongoing teaching practice as a result of the actions taken and the results?</i></p> <p><i>Have you identified any ongoing teacher or student needs?</i></p> <p><i>What funding/resourcing may be needed to support identified action and needs?</i></p> <p><i>Continue with phonics - attempt to</i></p>

(Early Words - Noah H, Mahinaarangi, K, MacKenzie A, Milahn G, Inam S, Mason C, Aaliyah S, Isla G, Helisha, Payton R)

Phonics - consistency of delivery of specified phonics program across the team and links between this learning and wider literacy learning to be explicitly modelled and taught through a variety of DATs and contexts.

Reading modelling books help make these connections explicit. Goals in reading books. Children get a tick each time they are using their knowledge or strategy.

Implementation of dyslexia learnings for target cohort.



group placement has resulted in an increase in letter/sound recognition for most students.

Those who haven't made much progress have been supported by the early words program and those new to school who are not quite developmentally ready for reading and phonics are being supported by a 'readiness to read' group 3x a week which focuses on letter/sound recognition, concepts of print and letter formation.

There have been RTLIT referrals accepted for 2 students - Ros Thompson is working with these students once a week

ESOL student is progressing well in terms of willingness to communicate during group and whole class time and shows an increased level of confidence during reading time - confidently leads the group read.

Pre diagnosed dyslexic children - showing tendencies - have responded well to strategies in class with more engaged learning and less behaviour management issues. Has worked well alongside PB4L values of 'respectful listening'. Class level application of what can be quite an abstract concept.

to use these strategies.

Students who didn't make significant progress were referred to RTLIT and other possibilities of learning challenges explored (eye tracking, processing)

Children on RTLit made progress - predominantly in letter sound recognition. Some concerns around communication between RTLit and class teachers - expectations being worked on

prioritise this as part of our literacy program even more - not let it be the first thing to 'drop' on a packed day.

Start the readiness to read programme right from the start of the year. Include chn who are well below as an intervention, regardless of year level.

Ongoing student needs - consistency of delivery (see above)

Ongoing teacher needs - observing across the whole team to achieve consistency in the delivery and assessment of phonics and literacy programs.

Funding - retention of FT support staff per team.

Potential COL support available in 2020 - obs of Ahi to be done in week 2.

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Planning for next year: Further strengthening of literacy program based on PD around Phonological Awareness - finetuning data collection for phonics and mining this with more focus. TA support and PD to be looked at and grown around this goal.

See team specific overall data analysis for identified next steps and 2020 achievement target.