

2016 Reading Targets

Focus:	Reading	
Strategic aim	To lift achievement in Reading. <i>This aim is to ensure we are focusing on the ongoing improved achievement in reading.</i>	
Annual Aim for 2016	To increase the number of students achieving in each group so all students is reading with understanding at or above National Standards.	
Baseline data 2016	<ul style="list-style-type: none"> ● Current data is showing: Overall: Currently 46.4% (2016) historical data show growth of 0.1%-0.4% a year (approx.) Maori: Currently 50.9% of the students at or above the expected standard Pasifika: Currently 40% of the students at or above the expected standard Males: Currently 43.7% of the students at or above the expected standard 	
Targets 2016	<p>Overall: By the of 2016 we will have 65% of the students at or above the expected standard</p> <p>Maori: By the of 2016 we will have 60% of the students at or above the expected standard</p> <p>Pasifika: By the of 2016 we will have 55% of the students at or above the expected standard</p> <p>Males: By the of 2016 we will have 60% of the students at or above the expected standard</p>	
Actions	Outcomes	Variance & Evaluation
Teachers' overall teacher judgements identified the individual students and their learning needs and the support each student needed to improve their progress and achievement identified.	46% of our students are achieving at or above the National Standards in reading. This is 14% below our target of 65%.	<ul style="list-style-type: none"> ● Reading Eggs (Yr1-4) and Reading Eggspress (Yr5-8) has been implemented. This online programme runs similar to Mathletics. We have yet to see the full benefits of it to students learning. However, it has increased student engagement. ● Targeted students in classrooms, are explicitly known by the teacher and the children themselves. ● Continue to identify learning needs of each individual student and support required to improve progress and achievement. ● Support in the junior school with those students who are needing extra support to get underway in reading – as identified by the class teacher. ● Rainbow Reading (senior school) and Reading Recovery to continue specifically for those identified well below. ● Promoted and fostered school/home learning partnerships through Reading Together programme
Teachers developed targeted programmes for students identified as at risk learners with groups established in Year 1 - Year 8.	Although this is a trend we have observed in previous years we want to continue to improve achievement in this area.	
Support from outside agencies and transfer new learning into classroom practice quickly.	47% of males are achieving at or above the National Standards. This is 13% below our target of 60% and is a continuing trend in our school.	
Teachers and students will know where they are at and where they need to go next in learning and teaching of reading.	44% of Maori students are achieving at or above the National Standard in reading. This is 16% below our target of 60%.	
Promote positive relationship with whanau and continue with home reading support.	41% of Pasifika students are achieving at or above the National Standard in reading. This is 14% below our target of 55%.	
Planning for 2017:		
<ul style="list-style-type: none"> ● We will take part in the MoE ALL (Accelerated Learning in Literacy) contract, with the lead teacher targeting 		

Year 2 & 3.

- Develop and support the new literacy leader at Paerata School. Facilitate their understanding of the role. Principal to attend ALL workshops with Literacy lead and to support where needed.
- Observation of teachers working with priority students to ensure teaching is meeting learning needs.
- Specific teacher feedback support and modelling as needed.
- To identify every year 1-8 student at the beginning of 2017 who is in 'below' + 'well below' bands for reading (from 2016 data) and:

o Set an achievement target for each student (what curriculum level/reading age/level does the student need to reach by the end of 2017?).

o Set some learning goals for each student (what specific learning does the student need to do to reach their achievement target?).

o Decide on the teaching approaches/actions that the teacher needs to undertake in order to help the students reach their targets/goals.

- Leaders will identify teacher strengths and needs to make decisions regarding Professional Development.
- Scheduled Literacy meetings will be held using teacher strengths as ideas to share.
- Good communication with parents and whanau will be further developed to enhance their understanding of their child's learning and performance.
- Culturally responsive Professional development will be arranged, to meet the needs of Maori and Pasifika pupils, in collaboration with their parents.

2016 Writing Targets

Focus:	Writing	
Strategic aim	To raise student achievement level in writing in line with National Standards. <i>This aim was to help focus the teaching to be specific in the writing learning.</i>	
Annual Aim for 2016	To increase the number of students achieving at or above against the National Standards	
Baseline data 2016	<ul style="list-style-type: none"> ● Current data is showing: Overall: Currently 55.6% (2016) historical data show growth of 1%-1.5% a year (approx.) Maori: Currently 56.6% of the students at or above the expected standard Pasifika: Currently 53.3% of the students at or above the expected standard Males: Currently 45.9% of the students at or above the expected standard 	
Targets 2016	<p>Overall: By the of 2016 we will have 61% of the students at or above the expected standard</p> <p>Maori: By the of 2016 we will have 62% of the students at or above the expected standard</p> <p>Pasifika: By the of 2016 we will have 59% of the students at or above the expected standard</p> <p>Males: By the of 2016 we will have 55% of the students at or above the expected standard</p>	
Actions	Outcomes	Variance & Evaluation
ALL Writing PLD will focus on specific Writing targets for the whole school.	58% of our students are achieving at or above the National Standards in writing. This is 3% below our target of 61%.	<ul style="list-style-type: none"> ● CAAP (Curriculum and Achievement Plan) developed and aligns with the School's Charter targets. ● Accelerated Learning in Literacy (ALL) start intake 1 KT as leader of the project. Overview of the Project – This is the first year of inquiry and focuses on short and intensive supplementary support in addition to classroom teaching and learning. In the first year of ALL the focus is on supporting teachers and schools to inquire into how an effective teacher provides a short and intensive supplementary programme in addition to their classroom programme to accelerate progress. We will need to look at how we will implement the intervention so it works best for our students. ● Staff have target students. Information is shared and discussion on where students are at and what is happening next are taking place on a regular basis. ● Target students evaluated after mid year testing is completed. Teaching strategies will be reviewed and programmes adjusted where necessary. ● Focus areas are clear/elaborate details of ideas, specific vocabulary used, punctuation & paragraphs, developing a positive attitude and independence. ● We will moved to using Google docs in Years 5 – 8 of our school. This is where half of our targeted students sit in 2016.
ALL Writing will focus on sustaining identified risk learners with groups established in Year 2 & 3.	50% of males are achieving at or above the National Standards. This is 5% below our target of 55%.	
Staff Professional development lead by Literacy lead teacher.	59% of Maori students are achieving at or above the National Standard in writing. This is 3% below our target of 62%.	
Teachers and students will know where they are at and where they need to go next in learning and teaching of writing.	53% of Pasifika students are achieving at or above the National Standard in reading. This is 6% below our target of 59%.	

		<p>The use of technology both engaged and enabled those who struggle to write.</p> <ul style="list-style-type: none"> ● Teachers built knowledge and vocab in term 1 in order to transfer this into genres in terms 2 and 3. ● A target group of students has been identified and this group will form the basis of a collaborative teaching as inquiry focus in the middle and senior area of the school.
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Planning for 2017:

- Observation of teachers working with priority students to ensure teaching is meeting learning needs.
- Specific teacher feedback support and modelling as needed.
- We will review the School Literacy Implementation Plans
- Leaders will identify teacher strengths and needs to make decisions regarding Professional Development.
- Scheduled Literacy meetings will be held using teacher strengths as ideas to share.
- Good communication with parents and whanau will be further developed to enhance their understanding of their child's learning and performance.
- Culturally responsive Professional development will be arranged, to meet the needs of Maori and Pasifika pupils, in collaboration with their parents.
- Well Below/Below pupils will be targeted to receive extra assistance.
- Analysed data will be used to inform future progress and planning.
- We will be moderating and discussing e-AsTTle results twice yearly and identifying anomalies and trends.
- Professional Development and support to enter data for analysis on Musac Edge SMS
- Identify and track priority learners (and link these to Teacher Inquiries).

2016 Maths Targets

Focus:	Maths	
Strategic aim	To lift achievement in Maths. <i>This aim is to ensure we are focusing on the ongoing improved achievement in maths, specifically numeracy learning.</i>	
Annual Aim for 2016	To increase the number of students achieving at or above the National standards for mathematics.	
Baseline data 2016	<ul style="list-style-type: none"> Current data is showing: <p>Overall: Currently 49.5% (2016) historical data show growth of 0.6%-1.2% a year (approx.)</p> <p>Maori: Currently 49% of the students at or above the expected standard</p> <p>Pasifika: Currently 40% of the students at or above the expected standard</p>	
Targets 2016	<p>Overall: By the of 2016 we will have 61% of the students at or above the expected standard</p> <p>Maori: By the of 2016 we will have 60% of the students at or above the expected standard</p> <p>Pasifika: By the of 2016 we will have 60% of the students at or above the expected standard</p>	
Actions	Outcomes	Variance & Evaluation
Teachers use assessment tools (IKAN, Gloss, PAT) to identify student strengths and needs. Identified students achievement where they need to be for their year level and inform next teaching steps.	49% of our students are achieving at or above the National Standards in maths.	<ul style="list-style-type: none"> Lead Math Teacher shares and facilitates discussion and PD from Te Toi Tupu Maths consultants. All teachers will utilise the personalised learning function of Mathletics to the best of its ability. Mathletics will be used for practise and follow up activities after group teaching has taken place. Mathletics will also be the homework component for all students. Analysed PAT Maths data in March to inform teaching and Learning programme throughout the year. Provided daily maintenance programme in senior school. Professional development for all staff based on identified strand and number teaching prior to teaching.
Mathematics will continue to build sustainable practice and develop strategies to lift the at risk pupils and support all learners.	This is 12% below our target of 61%.	
To use hands on materials and real life experiences at all levels.	56% of Maori students are achieving at or above the National Standard in writing. This is 4% below our target of 60%.	
Ensuring resources were available for teachers.	35% of Pasifika students are achieving at or above the National Standard in reading. This is 25% below our target of 60%.	

Planning for 2017:

- Observation of teachers working with priority students to ensure teaching is meeting learning needs.
- Specific teacher feedback support and modelling as needed.
- We will review the School Maths Implementation Plans.
- Leaders will identify teacher strengths and needs to make decisions regarding Professional Development.
- Good communication with parents and whanau will be further developed to enhance their understanding of their child's learning and performance.
- Culturally responsive Professional development will be arranged, to meet the needs of Maori and Pasifika pupils, in collaboration with their parents.
- Well Below/Below pupils will be targeted to receive extra assistance.
- Analysed data will be used to inform future progress and planning.
- Identify and track priority learners (and link these to Teacher Inquiries).
- Regular focus on strategies at staff meetings using NZ Maths resources.
- Focus on encouraging students to share their thinking.
- We will promote Problem Solving using real life contexts.

