

Statement of Variance: Progress against targets:

Underachievers in Reading

<p>Strategic Goal 1: Student Learning and Engagement:</p> <p>All children / tamariki will be engaged in inclusive, positive, relevant and meaningful learning experiences that meet their diverse learning needs through our balanced School Curriculum that gives priority to Literacy and Mathematics.</p>				
<p>Annual Target / Goal:</p> <p>Focus on ensuring Underachievers have robust support to achieve acceleration in their learning in Reading. To prioritise our Underachievers in Reading to ensure they make accelerated progress.</p>				
Actions	What did we achieve?	Evidence	Reasons for the difference (variances) between the target and the outcomes	Planning for Next Year – where to next?
<p>Identification and Tracking</p> <ul style="list-style-type: none"> ● Children performing below their expected curriculum level for reading will be identified and tracked by their teachers. ● Identified children will receive support and be tracked through: <ul style="list-style-type: none"> ○ Targeted learning support where appropriate. ○ Sharp Reading / BSL / Reading Recovery / ELS - identified children will participate in these 	<p>We had a 2023 target to prioritise our underachievers in Reading to ensure they make accelerated progress.</p> <p><u>Underachievers:</u></p> <ul style="list-style-type: none"> ● 27% (8/30) of the children have improved by 1 year ● 20% (6/30) of the children have improved by 1 ½ years. ● 3% (1/30) of the children have improved by 2 years 	<p>In November 2023, Underachievers from Years 2 - 8 were assessed using a range of assessment tools. The teachers collected summative and formative data. This data was aggregated and formed the basis of Underachiever's</p>	<p><u>Underachievers:</u></p> <ul style="list-style-type: none"> ● 20% (6/30) of the children have improved by ½ year. ● 10% (3/30) of the children have stayed the same. ● 3% (1/30) of the children have gone back – seeking ORS identification 	<p>We will continue to, in 2024:</p> <ul style="list-style-type: none"> ● Identify existing and new to the school At Risk of not Achieving / Underachieving children and track them using the BSLA assessments / PM Benchmarks / Running Records / Probe. ● Identify Accelerated learners and track them using the BSLA Assessments / PM Benchmarks / Running Records / Probe - (PD provided by the Assessment for Learning PD). ● Have Teachers target specific underachievers and plan

<p>targeted Reading programmes which aims to increase a child's abilities in comprehension, fluency, vocabulary, spelling and attitudes toward Reading.</p> <p>Actions</p> <ul style="list-style-type: none"> • Differentiation within the classroom programme, e.g., learning styles and authentic contexts. • Whole school / kura meetings – sharing of best practice. Identifying strategies that are or are not working for individuals. Discuss at staff meetings and make changes/modify practice. Record information and monitor within own teacher's planning and assessments. • Teachers will ensure these children receive instructional Reading 4x per week. • Children will be cross grouped according to ability across a range of classes. • Teacher Aides providing support for Underachieving children. • Teachers and Teacher Aides will have specific Underachievers and plan programmes (Teachers) and 	<ul style="list-style-type: none"> • 7% (2/30) of the children have improved by 2 ½ years. • 10% (3/30) of the children have improved by 3 years • = 67% (20/30) made progress – (same as end 2022). • Boys have improved by 60% (9/15) since end - year 2022. • Girls have improved by 73% (11/15) since end - year 2022. • Pacific children have improved by 71% (10/14) since end - year 2022. • Maori children have improved by 1 ½ years by 100% (1/1) since end - year 2022. • Teacher Aides supported children through teaching programmes. This has lowered numbers taught in all Rooms and has enabled Teachers to have more 1 - 1 contact / learning time with their children. This has had an impact on the improvement in Reading 	<p>Progress Analysis of Curriculum Levels Report.</p> <p>We included all our In – Class Support, Special Needs, “At Risk” and English as Second Language (ESOL) and potential ORS children in that report and it covered the underachieving children in the school, since the 2022 End-Year Report. The data shows the individual children's progress in the 3 core curriculum areas of Reading, Writing and Maths.</p>	<ul style="list-style-type: none"> • Boys have stayed the same or improved ½ year or gone back by 40% (6/15) since end - year 2022. • Girls have stayed the same or improved by ½ year by 27% (4/15) since end - year 2022. • Pacific children have improved by ½ year by 29% (4/12) since end - year 2022. • We are aware that some children have stayed at the same reading level or only improved by ½ a year and 1 boy went back and that these children are underachieving due to several reasons including Special Needs, English as a Second Language and being “At Risk” children. 	<p>programmes to meet their needs.</p> <ul style="list-style-type: none"> • The BSLA programme will be used as a Structured Literacy programme in the 3 junior rooms, with a focus towards a transition into the senior rooms. • 2 of our Teacher Aides in Rooms 1 have been accepted onto Cohort 6 2024 BSLA training and Rose Cox has been accepted as a facilitator and will receive additional training in this area – a bonus for our school to have this Literacy expertise in the school. With Rose leaving the school we may need to change this facilitator to Tessa Cooper. • We have a transition to a senior Structured Literacy programme, with Tessa Cooper (who has her Masters with a University endorsement in Literacy) introducing and supporting this programme – again a bonus for our school to have this Literacy expertise in the school. • The Principal and Deputy Principal will undertake the TALL programme run by the MoE to assist our ESOL children's progress.
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<p>implement programmes to meet their needs, as evidenced in the Teacher's and Teacher Aide's Growth Cycle documents.</p> <ul style="list-style-type: none"> ● Systems in place to motivate and encourage Reading mileage. ● Purchasing reading materials that motivate underachieving learners. ● Setting clear smart goals with target children and reviewing regularly; ensuring children understand their Reading goals. <p>Assessment</p> <ul style="list-style-type: none"> ● Ongoing monitoring of reading performance of target group: Principal and Teachers <ul style="list-style-type: none"> ○ Moderation of data and overall teacher. judgements will be completed across classes and curriculum levels. <p>Home and School Partnership – Whānau Engagement</p> <ul style="list-style-type: none"> ● Clear communication with whānau to clarify the importance of support from home. ● Staff will facilitate a whānau session to strengthen home-school learning partnership in Reading – when Covid protocols allows. 	<p>levels in the school for the underachievers.</p> <ul style="list-style-type: none"> ● During 2023 the Board has employed an additional Teacher Aide for Room 2 on Fridays to ensure continuity of teaching of these the children. ● We have now employed 2 extra Teacher Aides in Room 1 to ensure BSLA can be taught as early as possible in our children's education. ● Cross Groupings across all 4 classrooms enabled teachers to focus on smaller groups. ● We have undertaken the Better Start Literacy programme in the junior part of the school and this is having a gradual impact on our junior underachievers. ● We have also employed a 6th Teacher in Room 1 to support early Literacy through the BSLA programme. 		<ul style="list-style-type: none"> ● All of these existing and any new underachieving children will continue to be our focused children at Reading time. 	<ul style="list-style-type: none"> ● Have Teachers focus on the Balanced Reader – Decoding - Encoding - Fluency and Phrasing - Comprehension skills – Oral Language. ● Have explicit Reading lessons occurring 5 days a week for at least 1 hour a day, so that this ensures children are reading regularly. ● Encourage weekly recreational reading through using our library. ● Have Teacher Aides support children in small groups in class. ● Have Staff focus on this target during staff meetings. ● All children have Next Steps for their learning, from assessments that have been undertaken by Teachers. ● Middle and Senior classes Teachers will have higher order thinking and comprehension support activities to enhance reading skills that follow on from the Structured Literacy lessons.
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