ST ALBANS SCHOOL
Te Kura o Hato Opani. est 1873

KEI ROTO I TE HIRANGA O NGA REO E KUA KI HATO OPANI KURO

TREASURED CHILDREN WITH A LOVE OF LIFE-LONG LEARNING

Community — Teamwork makes dreams work

Creativity — Let your imagination run wild

Excellence — Believe and you will achieve

Fun — Spread the sparkle

Manaakitanga — Cool kids care

Initiative — See and solve

Respect — You have to respect to connect

ST ALBANS SCHOOL - TE KURA O HATO OPANI
ANNUAL REPORT FOR YEAR ENDED DECEMBER 2017

INTRODUCTION
This report comments on the school's developments and achievements in terms of the 2017 Annual Plan. It contains information received from: strategic planning, achievement reports and variance analysis on the specific achievement objectives that were targeted for particular focus.

The Annual Report provides information on:
(Section One)	Governance and Management Partnership,
	Professional Leadership Statement 2017
(Section Two)	National Standards data and commentary
	Analysis of Variance including self-review of student achievement targets
(Section Three)	Additional self-review information

SECTION ONE: GOVERNANCE AND MANAGEMENT PARTNERSHIP
(prepared by Chris Wallace - Chairperson, Board of Trustees)

2017 has been notable for the observable progress we have seen towards the completion of the master building process that has been part of the school story for the last few years. Over the course of the last four terms, we have seen the reopening of the extended school hall, the opening of our new teaching block, the 'new' admin block plus several other noteworthy milestones that reflect components of the master plan. Even with all this positive development, or possibly even because of it, it has been another busy and demanding year for the St Albans community. However, it is great to see the end in sight.

As with any significant construction project, there have been times where not everything has gone according to plan, budget or timeframe. Despite the complexity and variability faced as a result, what has been particularly pleasing is the consistent focus from both Board and management on the welfare and experiences of the St Albans students as our top priority.

As has been the case over the last several years, the Board has been kept well informed on student achievement and trends, with school-wide achievement data presented to us as agreed at both mid-year and in December. Student achievement continues to be strong, and the Board is comfortable with progress being made here in relation to our identified targets. This is particularly pleasing given the ongoing disruption provided by the construction work that has been taking place. The growth of the school roll continues to reflect both the reputation of St Albans School and local demographic patterns, which has again added some challenges given the dynamic nature of the site, however these have been very well managed by the management team.

The school community has continued to be one of our biggest assets – from the hard-working Parent & Teacher Association (PTA) to the numerous other groups and individuals who have generously given up their time and energy in countless ways across the year. After an agreed hiatus last year, it was great to see the St Albans community get together to celebrate Market Day in November, as well as the always entertaining and successful circus-themed Quiz Night earlier in the year. In addition to events such as these, the PTA continues to support the school in a wide variety of ways, from running the very successful and popular Oak Leaf café, to organising sausage sizzles, second hand uniform sales and numerous other activities. Huge thanks go to all of our wonderful volunteers in 2017.

It should also be of no surprise that the Board would like to once more acknowledge the fantastic team that we have at St Albans - both teaching and non-teaching staff. The enthusiasm, experience and dedication of all the staff are at the heart of what makes our school successful. The continued jigsaw puzzle of teaching spaces and construction areas over the year have certainly made for some challenges, but the team has consistently approached these in a professional and solutions-focused way. It has been very pleasing to see and hear the positive reactions to the new spaces as they have been completed and occupied.

The Board has continued to have an excellent and collaborative relationship with the leadership team, with a high degree of trust, respect and constructive communication the common factors. We have been kept well informed, with all reporting meeting the needs of this Board. We have found the leadership team very responsive to feedback, and they have willingly adapted the information to suit the needs of the Board. It was great to see Ginnie, our Principal, take a well-deserved sabbatical in term 3, and to make the most of this opportunity from both a professional and personal perspective. In Ginnie's absence, Claire Howison admirably agreed to take on the role for the term and did a fantastic job. It is therefore no surprise that Claire has been snapped up to take a Foundation Principal role at a new school from 2018 – she has been a huge part of our St Albans family and while her contribution will be missed, we all wish her lots of success at Lincoln South.

It is also important for me to acknowledge our small group of dedicated trustees who have continued to offer so much of their time, energy and experience to their role. Each individual brings their own valuable perspective to any issue we discuss with the result that the decision we make collectively are better.

The year ahead in 2018 promises to be a new start in many ways. We look forward to the school community being able to really appreciate and enjoy the new, fully completed physical environment that we have lived and breathed for several years – without the profusion of hi-viz, hard hats and fencing that we have become used to around the site. As the team gets used to our new spaces the challenge will now be on creating exciting new possibilities for the learning opportunities for our students.

KEY DEVELOPMENTS 2017
(prepared by Ginnie Warren – Principal - Tumuaki)

Property Developments
Completion of the Ministry of Education's Christchurch Schools Rebuild (CSR) Programme, excluding the retrofitting of the second level of the two-storied block and drainage works for the chambers and pumps.

St Albans School Redevelopment Project - Complexity Statement
Written by Anna Drinkwater, Project Delivery Manager, CSR Programme

St Albans School has recently undergone a significant, multi-million dollar redevelopment as part of the Christchurch Schools Rebuild (CSR) Programme. The School's entry to the CSR Programme was brought forward as a result of emerging issues relating to building deterioration and roll growth.

The site itself is extremely constrained due to existing building layout and ground conditions dictating the placement of new buildings. The scope of work for the project encompassed the entire site, including:
- *extension and upgrade of the multi-purpose space*
- *construction of a new build seven learning space teaching block adjoining an existing teaching block*
- *internal layout reconfiguration and refurbishment of existing teaching blocks, and*
- *re-purposing of an existing teaching block into the administration.*

The challenge of this project was further enhanced with the school remaining operational throughout construction with a near capacity roll – together these elements created one of the most complex redevelopments to have been undertaken in the CSR Programme to date.

The construction programme was staged over a 15 month period to allow for various classes and the administration to decant into alternative spaces while buildings were isolated and handed over to the contractor for works. Logistical planning sessions were undertaken by Ginnie (the Principal) in collaboration with the contractor to formulate a class relocation plan which aligned with the staging of construction.

For the majority of the project's duration, the site was divided by the contractor's fenced delivery access route. Although deliveries generally occurred outside of school hours, the access required stringent supervision and physically impacted on the students' ability to fully utilise and enjoy their playground.

Available space at the site was severely restricted with a temporary Cebus building and Portacom brought in to assist with accommodating the decanting process. The staging also meant several classes were taught in the upgraded multi-purpose space following its completion. In addition, the new build teaching block was constructed in two stages with classes occupying the first stage while the second continued to be built.

The school continued to experience growth during construction; a number of unforeseen circumstances also led to delays in the construction programme and subsequent handover of completed blocks to the school. This led to numerous reiterations of the class relocation plan, often at late notice, and a level of involvement not usually required by a Principal during such projects.

The delay in handovers was disappointing for students and staff who had to spend extended timeframes in their temporary teaching spaces. Staff had the added pressure ensuring the wellbeing and welfare of their students during such an uncertain and unsettling experience.

The staff and students of St Albans School have endured co-locating on their site for a noisy, disruptive year, further compounded for staff by a prolonged period without a staffroom and the administration function relocating three times during construction. They are now adapting and responding to teaching and learning in their vastly transformed spaces.

During the redevelopment I have observed an adaptable, resilient team who managed the inconvenience and complication of a live construction site with the utmost care for their students and a continued dedication to the provision of education of the highest standard.

School Managed Property Developments
- Library completed in term 4 2017 and January 2018
- 'Make a Space' established in what was Room 14
- Oakleaf Cafe installation will be completed January 2018
- Astroturf installation was completed November 2017
- Drainage works - sewerage pumps

Policy Review
St Albans School uses School Docs for policy management. This ensures policies are robust, and procedures are created with expert input and wide audience review. Policy documents can be tailored to our school, e.g., employment, pool use and are accessible to the whole school community. Their review system allows board members, staff and parents to comment on policies and procedures online. We have completed policy review as per School Doc's schedule for 2017.

Student Achievement
The charter and annual plans were presented to the Board in February and student achievement and curriculum reports were presented in August and December. These reports contained achievement and performance levels, trends and future focus indicators for reading, writing and mathematics using the New Zealand Curriculum and National Standards.

Financial Audit
=Crowe Horwath carried out the school's annual financial audit for the year ending 2016. The school is in a sound financial position.

Māori Medium Immersion Verification
An independent Maori Language expert confirmed the delivery of our Level 2 programme (51 - 80% of class time per week) in term 4, 2017. Our bilingual team have done an exemplary job developing the kaupapa within Te Tikanga Rua Reo. This was acknowledged verbally as part of the review.

Code of Practice Pastoral Care Attestation
Completed in September 2017.

Community Surveys/Consultation/Partnership Focus
- Master Planning updates
- Home Learning Survey
- Milk in Schools Survey
- Aquagym Swimming Programme Survey
- Curriculum re-visioning – graduate profile survey
- Information booklet re-developed as a live document
- Community Picnic (term 1)
- Learning in Action Tours (term 3)
- Maths Information Evenings (term 3)
- Transition to School whānau meetings (every term)
- Whānau Hui (every term)

PROFESSIONAL LEADERSHIP STATEMENT 2017

Governance and Management
The school's governance and management partnership continue to be one of its strengths. The Board of Trustees demands excellence and rigour. However, this is balanced by a profound awareness of staff wellbeing and its direct correlation to the quality of learning programmes and student achievement. Team members continue to be grateful to the Board for their insight and support.

Ministry Partnerships
St Albans School continues to be supported by key personnel at the Ministry of Education. The quality of these relationships has been beneficial throughout the master planning process and cluster development. We would like to acknowledge and thank these individuals.

Charter Goals
The principal and staff developed and implemented the school's vision and shared goals through the 2017 Annual Education Plan. This document outlined the professional priorities for leadership and curriculum delivery enhancement.

Recognition of Career Pathways
A number of teachers were given opportunities to take up leadership roles through becoming directors of learning or unit holders. This was achieved through the allocation of management units. In delegating this responsibility staff were encouraged to carry out roles that are of significant value to the school. With the resignation of one of our Deputy Principals a review of our current model was completed, with feedback sought from all staff and the Board of Trustees as a voice for the community. It was decided that student voice would not be an element of the review.

Māori Medium Cluster
We are one of the bilingual and full immersion kura working together to raise Māori achievement across the region. The first year of our TLIF (Teacher Led Innovation Fund) project has been completed. Milestone reports have been completed by the Resource Teacher of Māori.

Te Kāhui Cluster
This cluster ceased to exist from the end of term 2, as the Ministry's focus moved to Communities of Learning (COLs).

Professional Learning Group - Pito Mata
The name Pito Mata comes from the whakatauki "He iti noa he pito mata" and means 'potential'. It refers to how with care, a small kumara (or seed) can produce a harvest (sustain a people) i.e., the end result being much greater than the actual investment. It acknowledges the potential within our tamariki, staff and network with a hope that that potential can be nurtured and developed. This self perpetuating group arose from a shared belief in a model other than a COL in its current form and the need for us to grow the knowledge network. Our focus for the later part of 2017 has been relational; in 2018 we will start with unpacking Michael Fullan's work and developing a strategy for this group.

KiwiSport Funding Disclosure
KiwiSport funding of $7821.67 was spent subsidising the AquaGym programme for school-wide swimming, sports uniforms and sports equipment for winter and summer sport.

Professional Development - Areas of development included:

- Nathan Wallis
- Kathleen Liberty
- Consistent, Effective Practice
- Dyspraxia workshop
- ESOL - ELLPs / resources
- Te Wiki o Te Reo Māori prep
- 2018 conceptual plan development
- Tilting the Seesaw
- ESOL Planning
- Cultural Inclusiveness
- Curriculum re-visioning - what is so important we cannot leave it to chance?

Collaborative hubs have continued to have high levels of autonomy in their use of their flexible learning environments as they have come on-line across the year. Staff worked on identifying what 'consistent, effective practice' looks like at our school. The leadership team synthesised this information using Dr Julia Atkin's research From Values and Beliefs about Learning to Principles and Practice. This has become part of the foundation of our newly developed conceptualised curriculum.

Further changes were made to our performance management programme. Teachers now provide and receive across hub feedback, with a major focus on their Teaching as Inquiry. They also upload a range of evidence sources against the practising teacher criteria. All hubs worked collaboratively on a TaI (Teaching as Inquiry) and presented this to staff. Documents have been presented to the full team, shared across hubs and uploaded into professional learning journals.

Community Stakeholders
Community spirit is a feature of St Albans School. Our PTA is very active and supports the teachers and learners on many levels. Our PTA, supported by the staff and community, facilitated numerous successful endeavours this year. Relationships with other key stakeholders are also very positive, in particular Mainland Soccer who allow us significant access to English Park.

SECTION TWO STUDENT ACHIEVEMENT - NATIONAL STANDARDS 2017

This report has been prepared using the expectations of the National Standards. Teachers have used a combination of formative and summative sources to make an 'Overall Teacher Judgement' as to how each student is achieving. Data, observation, interview and work samples are used to form these judgements. Students with less than 30 weeks of school are not included.

Cohort Information - Children with Special Needs and ESOL

- 110 students (21%) of our current school population are students with special learning needs.
- We have an additional 45 students (8.5%) of students being monitoring closely, as they require modified programmes to support their learning and may require diagnostic assessment.
- We have also had an unprecedented number of ESOL learners enter our school this year, with the majority being in Year 1.

	Y1 Male	Y1 Female	Y2 Male	Y2 Female	Y3 Male	Y3 Female	Y4 Male	Y4 Female	Y5 Male	Y5 Female	Y6 Male	Y6 Female	Sub Total	Total
Dyslexia					1	3	1	3	2	1	6	1	18	
Dyspraxia							3		1	1			5	
ORS							1		1	1			3	
ASD	1				1	1	3		1		1		8	50
SHHN	2	1			1								4	
Global Delay					2	2	2	3	1				10	
ADHD					1				1				2	
ESOL	14	6	9	4	4	4	5	1	3	4	5	1	60	60
	24		13		20		22		17		14			110
Yr Group Totals	99		89		70		94		81		99			532
Yr Grp %	24.24%		14.61%		28.57%		23.40%		20.99%		14.14%			

Results Commentary

As in past years the proportion of children with special needs has a significant effect on our achievement results. To help clarify this picture the following table has been prepared. This data supports the weighting of funds allocated to supporting students with special needs and ESOL learners within the 2017 annual budget. We have also introduced a new category Risk Resiliency Radar (RRR) for those students who have significant factors impacting their progress as a learner, e.g., poor attendance, environmental issues.

Year Group	Standard	Reading – Pānui Total of Cohort Well Below / Below Standard	ORS	Special Needs	ESOL	New to STA	RRR Risk Resiliency Radar	Writing – Tuhituhi Total of Cohort Well Below / Below Standard	ORS	Special Needs	ESOL	New to STA	RRR Risk Resiliency Radar	Maths – Pāngarau Total of Cohort Well Below / Below Standard	ORS	Special Needs	ESOL	New to STA	RRR Risk Resiliency Radar
After 1 year	Well Below	0						0						0					
	Below	2			2			2		2				0					
After 2 years	Well Below	3				3		0						0					
	Below	11		4	4			10		3	3		3	5		1			2
After 3 years	Well Below	9		3	7		2	5		2	2		1	4		3	1		
	Below	7		3	1		1	25		7	4	1	2	29		7	3	2	2
Year 4	Well Below	2	1				1	2	1				1	3	1	2			
	Below	13		5	3	1	2	12		8	2	1	1	16		4	4		3
Year 5	Well Below	3	2	1				6	2	1	2		1	6	2	2	1		
	Below	7		4	2			20		7	3		2	18		4	3		3
Year 6	Well Below	4		1	1			6		5	1			3		1	1		
	Below	14		6	4	1	2	21		6	2			18		2	4	1	
	TOTALS	75	3	27	24	2	11	109	3	39	21	2	11	102	3	26	17	3	10

2016 – 2017 National Standards Comparisons All Students

While it is interesting to consider students working at various levels of the school, it is not truly comparative due to the transition of students in and out of the school both throughout the year and at the end when the Year 6 cohort exits.

READING PĀNUI	Well Below		Below		At		Above		Total	% At or Above
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	Number	
End - 2016	15	2.8%	67	12.7%	290	55%	155	29.4%	527	84.4%
End - 2017	21	3.9%	54	10.2%	305	57.3%	152	28.6%	532	85.9%

% at or above excluding CWSN/ESOL/new students 2016	90.7%
% at or above excluding CWSN/ESOL/new students 2017 *RRR students have been included, as these judgements can be subjective.*	96.4%

WRITING TUHITUHI	Well Below		Below		At		Above		Total	% At or Above
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	Number	
End - 2016	5	0.9%	76	14.4%	370	70.2%	76	14.4%	527	84.6%
End - 2017	19	3.6%	90	16.9%	373	70.1%	50	9.4%	532	79.5%

% at or above excluding CWSN/ESOL/new students 2016	87.0%
% at or above excluding CWSN/ESOL/new students 2017 *RRR students have been included, as these judgements can be subjective.*	91.7%

MATHS PĀNGARAU	Well Below		Below		At		Above		Total	% At or Above
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	Number	
End - 2016	7	1.3%	84	15.9%	338	64.1%	98	18.6%	527	82.7%
End - 2017	16	3.0%	85	16.0%	366	68.8%	65	12.2%	532	80.8%

% at or above excluding CWSN/ESOL/new students 2016	87.0%
% at or above excluding CWSN/ESOL/new students 2017 *RRR students have been included, as these judgements can be subjective.*	90.2%

National Standards Reporting

READING PĀNUI	WELL BELOW		BELOW		AT		ABOVE		Total Number	% At & Above
	Number	%	Number	%	Number	%	Number	%		
All students	21	3.90%	54	10.20%	305	57.30%	152	28.60%	532	85.90%
Māori	7	8.00%	10	11.50%	50	57.50%	20	23.00%	87	80.50%
Pasifika	2	9.10%	3	13.60%	15	68.20%	2	9.10%	22	77.30%
Asian	6	7.60%	14	17.7	41	51.90%	18	22.80%	79	74.70%
European/Pākehā/ Other European	5	1.50%	27	7.90%	197	57.90%	111	32.60%	340	90.50%
Male	13	4.70%	34	12.40%	156	56.90%	71	25.90%	274	82.80%
Female	8	3.10%	20	7.80%	149	57.80%	81	31.40%	258	89.70%

READING PĀNUI	WELL BELOW		BELOW		AT		ABOVE		Total Number	% At & Above
	Number	%	Number	%	Number	%	Number	%		
After 1 year	0		2	2.00%	76	76.80%	21	21.20%	99	98.00%
After 2 years	3	3.40%	11	12.40%	43	48.30%	32	36.00%	89	84.30%
After 3 years	9	12.90%	7	10.00%	40	57.10%	14	20.00%	70	77.10%
End of Year 4	2	2.10%	13	13.80%	58	61.70%	21	22.30%	94	84.00%
End of Year 5	3	3.70%	7	8.60%	37	45.70%	34	42.00%	81	87.70%
End of Year 6	4	4.00%	14	14.10%	51	51.50%	30	30.30%	99	81.80%

WRITING TUHITUHI	WELL BELOW		BELOW		AT		ABOVE		Total Number	% At & Above
	Number	%	Number	%	Number	%	Number	%		
All students	19	3.60%	90	16.90%	373	70.10%	50	9.40%	532	79.50%
Māori	3	3.40%	23	26.40%	54	62.10%	7	8.00%	87	70.10%
Pasifika	2	9.10%	4	18.20%	16	72.70%	0		22	72.70%
Asian	7	8.90%	17	21.50%	46	58.20%	9	11.40%	79	69.60%
European/Pākehā/ Other European	6	1.80%	46	13.50%	254	74.70%	34	10.00%	340	84.70%
Male	14	5.10%	58	21.20%	182	66.40%	20	7.30%	274	73.70%
Female	5	1.90%	32	12.40%	191	74.00%	30	11.60%	258	85.60%

WRITING TUHITUHI	WELL BELOW		BELOW		AT		ABOVE		Total Number	% At & Above
	Number	%	Number	%	Number	%	Number	%		
After 1 year	0		2	2.00%	96	97.00%	1	1.00%	99	98.00%
After 2 years	0		10	11.20%	69	77.50%	10	11.20%	89	88.70%
After 3 years	5	7.10%	25	35.70%	37	52.90%	3	4.30%	70	57.20%
End of Year 4	2	2.10%	12	12.80%	70	74.50%	10	10.60%	94	85.10%
End of Year 5	6	7.40%	20	24.70%	47	58.00%	8	9.90%	81	67.90%
End of Year 6	6	6.10%	21	21.20%	54	54.50%	18	18.20%	99	72.70%

MATHS PĀNGARAU	WELL BELOW		BELOW		AT		ABOVE		Total Number	% At & Above
	Number	%	Number	%	Number	%	Number	%		
All students	16	3.00%	85	16.00%	366	68.80%	65	12.20%	532	81.00%
Māori	4	4.60%	24	27.60%	52	59.80%	7	8.00%	87	67.80%
Pasifika	1	4.50%	4	18.20%	17	77.30%	0		22	77.30%
Asian	2	2.50%	15	19.00%	46	58.20%	16	20.30%	79	78.50%
European/Pākehā/ Other European	8	2.40%	41	12.10%	250	73.50%	41	12.10%	340	85.60%
Male	8	2.90%	37	13.50%	189	69.00%	40	14.60%	274	83.60%
Female	8	3.10%	48	18.60%	177	68.60%	25	9.70%	258	78.30%

MATHS PĀNGARAU	WELL BELOW		BELOW		AT		ABOVE		Total Number	% At & Above
	Number	%	Number	%	Number	%	Number	%		
After 1 year	0		0		93	93.90%	6	6.10%	99	100.00%
After 2 years	0		5	5.60%	78	87.60%	6	6.70%	89	94.40%
After 3 years	4	5.70%	28	40.00%	30	42.90%	8	11.40%	70	54.30%
End of Year 4	3	3.20%	16	17.00%	59	62.80%	16	17.00%	94	79.80%
End of Year 5	6	7.40%	18	22.20%	47	58.00%	10	12.30%	81	70.40%
End of Year 6	3	3.00%	18	18.20%	59	59.60%	19	19.20%	99	78.80%

NAG2A(b)(i) Areas of strength

Area of the curriculum: Reading - Pānui

- National primary achievement statistics of students achieving AT or ABOVE National Standards is 77.8%. St Albans School has achieved a level of 85.9% for 2017.

- 85.9% (475/532 students) are progressing and achieving in line with the National Standards, with 152 students achieving *above* and 305 achieving *at* the National Standard. This data includes 50 students with special needs and 60 students who are English language learners.

- 50% (12/24) of the students targeted for reading support have made accelerated progress (a significant shift in relation to National Standards in reading). 29% (7/24) made expected progress. The approach Tūī hub personnel have taken to reading for their learners has been extremely effective in addressing the Year 2 tail.

Area of the curriculum: Writing - Tuhituhi

- National primary achievement statistics of students achieving AT or ABOVE National Standards is 71.2%. St Albans School has achieved a level of 79.5% for 2017.

- 79.5% (423/532 students) are progressing and achieving in line with the National Standards, with 50 students achieving *above* and 373 achieving *at* the National Standard. This data includes 50 students with special needs and 60 students who are English language learners.

- 35% (14/40) of the students targeted for writing support have made accelerated progress (a significant shift in relation to National Standards in writing). 50% (30/50) made expected progress. Targeted learning personnel have played a significant role in these outcomes.

National Standard Subject: Mathematics - Pāngarau

- National primary achievement statistics of students achieving AT or ABOVE National Standards is 75.4%. St Albans School has achieved a level of 81% for 2017.

- 81% (431/532 students) are progressing and achieving in line with the National Standards, with 65 students achieving *above* and 366 achieving *at* the National Standard. This data includes 50 students with special needs and 60 students who are English language learners.

- 20% (10/49) of the students targeted for maths support have made accelerated progress (a significant shift in relation to National Standards in maths). 61.7% (30/49) made expected progress. Targeted learning personnel have played a significant role in these outcomes.

ORS Students

All Ongoing Resourcing Scheme (ORS) students have improved against their specific goals in their Individual Education Plans.

- Two of the three students achieved an average of 80% in writing, whilst the third achieved 25%.

- All three students achieved over 50% of their goals in reading, one achieving 100% and the other 75%.

- Two students achieved 50% of their goals in mathematics, whilst the third achieved 25%.

NAG2A(b)(i) Areas for improvement

Note the change in language used in the target groups for 2018. In light of the changes proposed by the new government 'curriculum level' is being used in place of 'national standards'. This will be confirmed after consultation with our community.

National Standard Subject: Writing – Tuhituhi

Target groups for writing 2018:

- 42.9% (30/70) of the current 'after 3 years' cohort achieving *below and well below* the expected curriculum level for writing.

- 32.1% (26/81) of our current year 5 students are achieving *below and well below* the expected curriculum level for writing.

Sub-groups will be Māori (both within Te Tikanga Rua Reo and mainstream) and boys.

National Standard Subject: Mathematics – Pāngarau

Target groups for mathematics 2018:

- 45.7% (32/70) of the current 'after 3 years' cohort achieving *below and well below* the expected curriculum level for mathematics.

- 29.6% (24/81) of our current year 5 students are achieving *below and well below* the expected curriculum level for mathematics.

A sub-group will be Māori (both within Te Tikanga Rua Reo and mainstream).

NAG2A(b)(ii) Basis for identifying areas for improvement

Our student achievement results identify writing and mathematics as areas of focus. Selection of target groups have been made following the analysis of end of year achievement data.

- Target groups for writing have been identified for 'after 3 years' and 'end of year 5' cohorts

- 2018 will include a school-wide mathematics focus with an application for PLD (professional learning and development) through the Ministry of Education.

NAG2A(b)(iii) Planned actions for lifting achievement

Collaboration and Co-teaching

Our puzzle of practice for 2018
What is the impact of our change to collaboration and co-teaching? With the constant change we experienced in 2017 not being an influence in 2018 we will be able to make clearer judgements regarding the impact of our new model for education. If a shift away from national standards is made, how will we collect accurate data?

- We will continue to reduce the 'silos' of core curriculum through our newly developed conceptualised curriculum model.
- Work with our 'Pito Mata' group (with four other high performing schools) will focus on:
  - Transdisciplinary (different disciplines working jointly to create new conceptual, theoretical, methodological, and translational innovations that integrate and move beyond discipline-specific approaches.)
  - STEAM (Science/Technology/Engineering/Art/Mathematics)
  - Rich tasks
  - New digital curriculum
  - Professional learning – including our internal focus on consistent, effective practice

Curriculum Area for Focus in 2018: Writing – Tuhituhi

Our puzzle of practice for 2018
The role of handwriting? Dyslexia and dyspraxia – what role should technology play? Traditional spelling lists – friend or foe?

Actions

- As we continue to strengthen and refine collaboration and co-teaching practices within hubs, teacher(s) with the expertise and passion will be identified to ignite low progress and/or disengaged writers.
- Hub leaders will take a substantial role in data analysis each term, reviewing and modifying programmes and practice. Across cluster moderation work will be completed using norm-referenced assessment tools.
- Our new conceptualised, future-focused curriculum will provide writers with more purposeful and authentic contexts.
- We will increase the use of devices and GAFE (Google Apps for Education) to support learners with special needs that impact the transference of ideas to paper, e.g., dyslexia and dyspraxia. Digital samples will be used to celebrate and report achievement to whānau through our on-line reporting system.
- Handwriting will be a non-negotiable expectation for Years 1 – 4, and identified Year 5 and 6 students, with the aim of reducing the impact of poor, laborious technique; this may exclude children with specific learning disabilities.

Support of target groups

- Identified cohorts will be given priority for support hours in terms 1 and 2; with the SENCO and hubs developing the programme collaboratively. Data from the mid-year review cycle will inform the allocation of hours for terms 3 and 4.
- Students achieving *below* the expected curriculum level for writing will be targeted; those working well below will have IEPs (individualised education plans). To increase the effectiveness of this support, groups will be reduced in size; the programme will relate to the hub's areas of focus and connect strongly to their current Inquiry.

Curriculum Area for Focus in 2018: Mathematics – Pāngarau

Our puzzle of practice for 2018
One strategy – one strength? The role of place value partitioning to support algorithms.

Actions
- Improve school-wide documentation to ensure the balance of numeracy and strand maths is established from Y0 – 6.
- Increase the deliberate use of 'maths talk'.
- Broaden key understandings through the use of rich mathematical tasks.
- With assessment data now uploaded into our on-line reporting system hubs will be able to identify knowledge and strategy deficits, and plan deliberate teaching of these mathematical understandings, e.g., a stronger emphasis on the teaching of place value.
- Hub leaders will take a substantial role in data analysis each term, reviewing and modifying programmes and practice. Across cluster moderation work will be completed using norm-referenced assessment tools.
- Personnel with responsibility for mathematics, will work with hubs to enrich maths programmes and provide professional development based on current research and trends, e.g, time allocation, maths talk, integrated and authentic tasks, the developmental transition through strategy stages and the key areas of knowledge required to achieve success.
- Whānau education sessions will be offered again in 2018, with target students involved to encourage parent engagement.
- Support is being offered for both students with special needs and special abilities in mathematics for 2018.

Support of target groups
- The group identified for our 2018 mathematics target has been reduced to maximise effectiveness.
- Identified cohorts will be given priority for support hours in terms 1 and 2; with the SENCO and hubs developing the programme collaboratively. Data from the mid-year review cycle will inform the allocation of hours for terms 3 and 4.
- Students achieving *below* the expected curriculum level for mathematics will be targeted; those working well below will have IEPs (individualised education plans). To increase the effectiveness of this support, groups will be reduced in size; the programme will relate to the hub's areas of focus and connect strongly to their current Inquiry.

Additional Actions - Targeted Learning Programmes

As in 2017, the targeted learning intake committee will prioritise funding allocation. This group will work together to ensure:
- Funding is used effectively
- Support is targeted where most needed and/or most effective
- Process transparency
- Management of new students who require support
- Additional specific language support programmes will continue into 2018 to improve English language learners' success against the English Language Learner Progressions.
- Reading Recovery will continue for selected Year 2 students.
- The school has included in its annual budget a provisional sum to support learners and raise student achievement; this excludes funding and support for ORS, ESOL and any other externally funded groups requiring targeted support.

Te Tikanga Rua Reo - Achievement Trends

Tauira are represented in the statistics and commentary and NAG2A statements listed above. Information has been extrapolated to present a picture of student achievement for Te Tikanga Rua Reo. As year group cohorts are small, a table presenting overall data has been prepared to protect privacy.
- Two tauira have not been included, they have had less than 30 weeks at school.
- 3 tauira have special needs with 2 of those also monitored against the risk resiliency radar.
- 5 tauira are on our learning radar (LR - tauira who have significant factors impacting their progress as a learner, we will track them closely and identify the need for a diagnostic assessment.)

Kaupapa	Well Below		Below		At		Above		Total	% At or Above
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	Number	
Reading - Pānui	2	5.3%	6	15.8%	20	52.6%	10	26.3%	38	78.9%
			2 CWSN, 1 NEW 1 LR, 1 RRR		% at or above excluding CWSN/new tauira = 86.9% LR/RRR have been included, as these judgements can be subjective.					
Writing - Tuhituhi	2	5.3%	11	28.9%	25	65.7%			38	65.7%
			2 CWSN, 1 NEW 2 LR, 1 RRR		% at or above excluding CWSN/new tauira = 79% LR/RRR have been included, as these judgements can be subjective.					
Maths - Pāngarau			13**	34.20%	22	57.9%	3	7.9%	38	65.7%
			3 CWSN, 2 NEW 1 LR, 1RRR		% at or above excluding CWSN/new tauira = 79% LR/RRR have been included, as these judgements can be subjective.					

** Seven tauira are on the cusp of being 'at' in pāngarau. Through discussion with the kaiako the decision was made to signal the need for focus and directed teaching in this area, and as a result of this decision the number of tauira working at or above standard has reduced.

2016 - 2017 comparisons have not been made, as it is not truly comparative due to the transition of students in and out of the school both throughout the year and at the end when the Year 6 cohort exits. We also have two provisionally registered kaiako who joined us at the start of the year.

- National primary achievement statistics of Māori students achieving at or above National Standards in Reading-Pānui is 68.8%. St Albans –Te Kura o Hato Opani has achieved a level of 78.9% for 2017.

- National primary achievement statistics of Māori students achieving at or above National Standards in Writing-Tuhituhi is 61.6%. St Albans –Te Kura o Hato Opani has achieved a level of 65.7% for 2017.

- National primary achievement statistics of Māori students achieving at or above National Standards in Maths-Pāngarau is 65.3%. St Albans –Te Kura o Hato Opani has achieved a level of 65.7% for 2017.

Puzzle of Practice for 2018

- Why are no tauira working above the expected level in writing? Is it past data inaccuracies, beginning teachers developing a proficiency in the moderation of writing or other factors?
- Why did we see a decrease in tauira working at or above the expected level in pāngarau? Again we need to explore whether it is past data inaccuracies, beginning teachers developing a proficiency in the administration of JAM/GLOSS and other assessment tools or other factors?
- Are teachers confident in their use of AsTTle tasks and moderation practice? This is a challenging aspect of practice and teachers would benefit from support in this area. Explore the use of TLIF funding to provide development of teacher expertise in this area.

Commentary - Pāngarau

- Feedback from kaiako indicate that the tauira were not able to articulate their mathematical thinking and engage in 'maths talk'. Focus has been on developing this skill through open ended tasks.
- Kaiako have noted that the tauira have limited place value understanding and this impacts their use of numeracy strategies.
- Tauira have gaps in their broader mathematical understanding and focus is required on developed strand knowledge of measurement, geometry and statistics.
- In 2018 we hope to develop the home-school partnership in the teaching of mathematics.
- With the Director of Mathematics we will look at the long term overview of teaching in TTRR to ensure that all strands are delivered, where possible using a Māori context.
- When teaching numeracy consideration will be given to developing place value understanding and reducing the number of strategies so tauira are secure with fewer strategies.
- We will make a referral to the RTLB to support the teaching of mathematics.
- A teacher we have had relieving in TTRR in 2017 works in Christchurch supporting mathematics teaching and is working as an RTLB and is completing her doctorate in mathematics in 2018. She has offered to support teachers and the delivery of mathematics in 2018.
- We will investigate completing diagnostic assessments for two or our more complex tauira in Rea who are not making progress.

Commentary - Tuhituhi

- Analysis of writing samples raises a question regarding the task set for the moderated sample. In 2018 the Director of Writing will work with our new kaiako to support their professional development in this area.
- Teacher aide hours (12 hours per week) have been budgeted for core curriculum in 2018. The Kaiwhakahaere, Resource Teacher of Māori and principal discussed trying to secure a teacher aide with Māori language, however, we believe that as this is core curriculum that will be delivered predominantly in English from the New Zealand curriculum one of our trained teacher aides is more suitable to this role. The kaiako will address the elements required for writing in Te Reo Māori.
- Our Kaiako i te Reo will be employed again 0.2 FTTE in 2018. He will work with our more capable writers to drive accelerated progress.
- The 2018 Teaching as Inquiry for Te Tikanga Rua Reo is the importance of whānau engagement. As part of these spirals the kaiako will work with whānau now, encouraging them to support the learning over the extended break. Individualised kete of support materials will also be provided.

Self-Review of Annual Targets

- *Areas in purple italics = underway at our mid-year review.*
- *Areas in blue italics = instigated in the latter part of the year.*
- *Areas in green italics = identified as requiring focus in 2018.*

ACTIONS for Reading/Pānui	Review

Identification and Tracking
- *Ākonga performing below and well below national standards will be identified and tracked by the: home base teacher, hub personnel, hub leader and leadership team*
- *STAr will be used to 'flag' this cohort for ease of identification and tracking.*
- *Identified ākonga will receive support through:*
   o *Targeted learning support where appropriate*
   o *School based ESOL programme*
   o *Reading Recovery*
	Well met - will continue for 2018.

Assessment - *Tui personnel will monitor reading performance regularly for ākonga in the target group (sits outside the regular assessment cycle).*	*Well met - will continue for 2018.*

Effective Pedagogies
- *Identifying within collaborative groups the teacher(s) with the expertise and passion to ignite low progress & disengaged readers.*
- *Differentiation within classroom programme, e.g., learning styles and authentic contexts.*
- *Hub meetings – sharing of best practice. Identifying strategies that are or are not working for individuals. Discuss at hub meetings and make changes. Record info within LAAP (learning analysis and advancement plan).*
- *Teachers will ensure these children receive instructional reading 4x per week. Systems in place to motivate and encourage reading mileage.*
- *Utilise 'grand readers' from St Matthew's church to lead reading mileage programme.*
- *Purchasing reading materials that motivate, especially boys.*
- *Four ākonga involved in Reading Recovery.*
- *Strong focus on oral language skills in Years 1 and 2.*
- *Setting clear smart goals with target ākonga and whānau and reviewing regularly; ensuring ākonga understand their reading goals.*
- *Learning experiences for ESOL cohort develop oral language, phonics.*
- *Identified ākonga will receive support through:*
   - *Targeted learning support (involvement of additional support where appropriate)*
   - *School based ESOL programme (if ESOL funded)*
	Many elements have been well met and will continue to be developed in 2018 with the school's on-going focus on our collaborative model for teaching & learning, the adoption of our new curriculum and connections to our 'Values and Beliefs about Learning to Principles and Practice'.

Digital Literacy and Tools - *Support ākonga with specific learning disabilities, e.g., dyslexia (using web2.0 tools)* - *Continued professional development for staff – dyslexia, occupational therapy (early intervention for motor issues) – meeting the needs of ākonga with dyslexia in writing.*	Requiring continued focus in 2018.
Home and School Partnership – Whānau Engagement - Clear communication with whānau to clarify the importance of support from home. Strategies to be shared and the opportunity to get support from staff through our parent education programme run by the SENCO.	Requiring focus in 2018.

ACTIONS for Writing - Tuhituhi	Review

Identification and Tracking
- *Ākonga performing below and well below national standards will be identified and tracked by the: home base teacher, hub personnel, hub leader and leadership team.*
- *STAr will be used to 'flag' this cohort for ease of identification and tracking.*
- *Identified ākonga will receive support through:*
   o *Targeted learning support (Involvement of external support where appropriate) and use of specialist teacher*
   o *School based ESOL programme*
	Well met - will continue for 2018.

Assessment ● *Driver of Learning: Literacy will develop the annual school-wide programme for assessment including a range of school based exemplars to complement e-asTTle.* ● *Moderation of our moderation practices will be completed across hubs and curriculum levels.*	*Well met - will continue for 2018.* *Focus for 2018.*
Effective Pedagogies ● *Identifying within collaborative groups the teacher(s) with the expertise and passion to ignite low progress & disengaged writers.* ● *Additional support will be allocated to the identified cohorts; with the hubs developing the programme collaboratively. On-going and responsive self-review will identify strategies that are or are not working for individuals and changes made. Record info within LAAP (learning analysis and advancement plan).* ● *Differentiation within classroom programme, e.g., learning styles and authentic contexts. Targeted teaching will incorporate relevant and specific goal setting.* ● *Effective modeling for targeted groups, use of models/templates and scaffolding of writing tasks whilst ensuring ākonga have time for their writing.* ● *Regular conference with specific feedback/feed forward.* ● *Setting clear smart goals with target ākonga and whānau and reviewing regularly; ensuring ākonga understand their writing goals.* ● *Specific and deliberate handwriting and spelling interventions will be incorporated. This will be explicitly taught and 2 data mines will be completed to measure progress.* ● *Learning experiences for target ākonga to develop their oral language including phonological awareness.* ● *Hub meetings – consistency of moderation and shared modeling techniques as per agenda.*	*Many elements have been well met and will continue to be developed in 2018 with the school's on-going focus on our collaborative model for teaching & learning, the adoption of our new curriculum and connections to our 'Values and Beliefs about Learning to Principles and Practice'.*
Digital Literacy and Tools ● *GAFE (Google Apps for Education) will support learners with special needs that impact the transference of ideas to paper, e.g., dyslexia and dyspraxia.* ● *Support ākonga with specific learning disabilities, e.g., dyslexia. Prioritising use of tools that support achievement, e.g., iPads, Word Q programme. Continued professional development for staff of ākonga with specific learning disabilities.*	*Well met - will continue for 2018.*
Home and School Partnership – Whānau Engagement ● *Clear communication with whānau to clarify the importance of support from home.* ● *Strategies to be shared and the opportunity to get support from staff through our parent education programme run by the SENCO and relevant drivers of learning.* ● *Whānau of target ākonga will receive personal invitations to attend these sessions.*	*Focus for 2018.*

ACTIONS for Mathematics - Pāngarau	Review
Identification and Tracking ● *Ākonga performing below and well below national standards will be identified and tracked by the: home base teacher, hub personnel, hub leader and leadership team* ● *Identified ākonga will receive support through:* o *Targeted learning support (Involvement of external support where appropriate) and use of specialist teachers*	*Well met - will continue for 2018.*
Assessment ● *Driver of Learning: Mathematics will develop the annual school-wide programme for assessment.* ● *Moderation of our moderation practices will be completed across hubs and curriculum levels.*	*Focus for 2018.*
Effective Pedagogies ● *Identifying within collaborative groups the teacher(s) with the expertise and passion to ignite low progress mathematicians.* ● *Additional support will be allocated to the identified cohorts; with the hubs developing the programme collaboratively. On-going and responsive self-review will identify strategies that are or are not working for individuals and changes made. Record info within LAAP (learning analysis & advancement plan).* ● *Group based programmes will be established, differentiating to meet the needs of groups. Use assessments/knowledge of learning styles to differentiate programmes. Selected ākonga will receive intensive support 4x per week within a collaborative teaching model from either the classroom teacher, specialist teacher, SENCO and/or teacher aides. Support ākonga with specific learning disabilities, e.g., dysgraphia.*	*Many elements have been well met and will continue to be developed in 2018 with the school's on-going focus on our collaborative model for teaching & learning, the adoption of our new*

• *Knowledge/ strategy 'gaps' will be targeted specifically, rather than taking a strategy stage approach.* • *Setting clear smart goals with target ākonga and whānau and reviewing regularly; ensuring ākonga understand their maths goals.* • *We will continue to expand our focus from Numeracy for these target groups to incorporate strands, key understandings and rich mathematical tasks.* • *The Driver of Learning Mathematics will work with the junior hubs to enrich maths programmes and provide professional development based on current research and trends, e.g, time allocation, maths talk from a very young age, integrated and authentic tasks, and the developmental transition through strategy stages and the key knowledge required to achieve success.*	*curriculum and connections to our 'Values and Beliefs about Learning to Principles and Practice'.*
Digital Literacy and Tools • *Support ākonga with specific learning disabilities, e.g., dyslexia. Prioritising use of tools that support achievement, e.g., iPads, Word Q programme. Continued professional development for staff of ākonga with specific learning disabilities.* • *Actively source and acquire quality apps that support maths learning for the iPad.*	*Well met - will continue for 2018.*
Home and School Partnership – Whānau Engagement • *Clear communication with whānau to clarify the importance of support from home.* • *Ākonga to subscribe to Matific or an alternative programme to support their acquisition of mathematical knowledge in a fun, challenging and rewarding way. Engage with whānau to help them see the benefits of this programme and perhaps seek financial assistance from the school's ACORN fund to pay for it.* • *The Driver of e-Learning will work with other directors and selected GATE ākonga to develop vignettes that explain key mathematical ideas. These will be used as part of the teaching programme and to support our 'School at Home' programme.* • *Strategies to be shared and the opportunity to get support from staff through our parent education programme run by the SENCO and relevant drivers of learning.* • *Whānau of target ākonga will receive personal invitations to attend sessions. A 'kete' will be sent home with relevant activities.*	*Well met - will continue for 2018.* *Focus for 2018.* *Well met - will continue for 2018.*

TARGETS FOR RAISING ACHIEVEMENT OF ĀKONGA IN KŌRERO AND PĀNUI	Review

Identification and Tracking
    • *Ākonga performing below (manawa āki) and well below (manawa taki) national standards will be identified and tracked by the: home base kaiako, kaiwhakahaere and leadership team.*
    • *STAr will be used to 'flag' this cohort for ease of identification and tracking.*
    • *Identified ākonga will receive support through:*
        o *Targeted learning support – teacher aide support where appropriate*
        o *Classroom based support programme using specialist kaiako funded through MLPF*
	Well met - will continue for 2018.

Assessment *Kaiako will monitor reading performance regularly for ākonga in the target groups; this sits outside the regular assessment cycle.*	*Well met - will continue for 2018.*
Effective Pedagogies • *Strong focus on kōrero as a foundation for all literacies.* • *Play based mahi (work) for language experience.* • *Resource Teacher of Māori supporting new kaiako in understanding language acquisition.* • *Resource Teacher of Māori, kaiako i te reo and kaiwhakahaere lead the implementation of the kura's Poutama Reo programme.* • *Differentiation within classroom programme, e.g., learning styles and authentic Māori contexts. Support ākonga with specific learning disabilities, e.g., dysgraphia/dyslexia.* • *Group based programmes will be established. Ākonga will receive deliberate, intensive support 4x per week from the kaiako and specialist kaiako. Systems in place to motivate and encourage reading mileage and use of Te Reo Māori.* • *Hub meetings – sharing of best practice. Identifying strategies that are or are not working for individuals. Discuss at hub meetings and make changes. Record info within LAAP (learning analysis and advancement plan).* • *Purchasing reading materials that motivate Māori readers, especially boys.* • *Setting clear smart goals with target ākonga and whānau and reviewing regularly; ensuring ākonga understand*	*Well met - will continue for 2018.* *Focus for 2018.*

their reading goals. ● *Kaiako will participate in professional development as part of their provisionally registered teacher programme to build their understanding of effective teaching practice.* ● *Participation in the TLiF (teacher led innovation fund) with other kura from the Māori Medium Cluster; focusing on engagement and achievement.*	*Well met - will continue for 2018.*
Digital Literacy and Tools ● *Support ākonga with specific learning disabilities, e.g., dyslexia (using web2.0 tools)* ● *Introduction of Hapara and GAFE (Google Apps for Education).* ● *AVAILLL programme for targeted ākonga.* ● *Actively source and acquire quality apps that support learning for the iPad and other technological devices.*	Continued focus on digital technology in 2018.
Home and School Partnership – Whānau Engagement ● *Clear communication with whānau to clarify the importance of support from home. Strategies to be shared and the opportunity to get support from staff through our parent education programme run by kaiako, other whānau and experts, e.g. leaders of PLD. Links included on Te Tikanga Rua Reo's blog to support kōrero and pānui.*	*Well met - will continue for 2018.*

SECTION THREE – ADDITIONAL SELF-REVIEW INFORMATION
Targeted Learning Evaluation and Development Plan
Review completed by Loriann Wakefield, Ginnie Warren and Claire Howison

Focus: Targeted Learning Review Cycle
● Term 1 2017 - Spiral 1	● Term 4 2017 - Spiral 2	● Term 2 2018 - Spiral 3

Context

The Special Needs support we provide in our school is sourced through a variety of funding.
- The first tier, or the <u>highest need</u> children (around 1%) are those that receive ORS funding.
- The second tier are those that fall under the <u>'moderate to high'</u> needs. This includes RTLB, In-class support, LLI (Language & Learning intervention), CWS (Communication worker support), hearing/vision support.

This funding can only be accessed through referrals with acceptance being evidence based. Acceptance does **not** necessarily mean teacher aide hours, rather, it may be support from an agency to the class teacher/hub, providing expertise for learning and/or resources. The third tier is the support funded under the school's operations grant from the SEG (Special Education grant) and the Targeted At Risk Grant (TARG). This money is calculated by the decile and the number of children in the school. Unfortunately, it does not take into consideration how many children in the school that have some form of learning disability. It is the SEG and TARG grants that covers our annual targets set by the needs identified in our end of year assessments. As this is a finite budget, we need to ensure that the resourcing is allocated in a transparent, equitable manner.

Noticing

- At times the allocation of funding and support has been inequitable.
- Time taken to get to know the learner, complete relevant formative assessments and then employ/allocate support hours has been problematic.
- Some targeted students can have up to 6 years support with little or no gains being made.

Investigating

Limited longitudinal data is available - what evidence is there that progress is maintained over time? *Take time to analyse this data ensuring to incorporate 'knowledge of the learner'. STAr can help show achievement over time. 6 year net and Reading Recovery data was included in the 2017 mid-year achievement data and will be again within the analysis of variance*

Investigate effectiveness of other approaches. *Make time to meet with personnel at the school to gain insight into effectiveness and continued progress over time. 'Sharp Reading' was trialled in three areas across the school.*

Explore the potential of other intervention programmes. *Liaison with senior leaders network, Ariki group and community of practice schools. Develop a scope for questioning and use a cross-class chart with a hyperlink to this document to synthesise findings.*

Cohort Information (2016 Analysis of Variance)

Across the school we have large numbers of students with special needs. 25% of our current school population is represented in these cohorts. We have an additional 53 students (10%) of students being monitoring closely, as they require modified programmes to support their learning and may require diagnostic assessment.

	Y1 Male	Y1 Female	Y2 Male	Y2 Female	Y3 Male	Y3 Female	Y4 Male	Y4 Female	Y5 Male	Y5 Female	Y6 Male	Y6 Female	Sub Total	Total
ASD		1	1		1		1		2		1		7	
Specific Learning Disability	2		6	2	8	2	8	1	7	2	8	7	53	63
ORS					1		1	1					3	
ESOL/ELL (funded)	3	3	3	2	8	7	1	2	4	1	1	1	37	66
ESOL/ELL (not funded)	2	2		1	3	1	3		6	6	4	1	29	
Totals	5	4	10	4	18	9	11	4	13	3	10	8		129
Yr Grp %	11%		11%		33%		19%		15%		22%			25%

NAG2A(b)(i) Areas for Improvement 2017

National Standard Subject: Writing - Tuhituhi

Target groups for writing 2017:

- 32.1% (26/81) of the current 'after 3 years' cohort achieving below the National Standard for writing.
- 17.3% (14/81) of our current year 4 students are achieving below the National Standard for writing.

A sub-group for each target will be boys.

National Standard Subject: Mathematics - Pāngarau

Target groups for mathematics 2017:

- 19.8% (18/91) of the current 'after 2 years' cohort achieving below the National Standard for mathematics.
- 22.2% (18/81) of the current 'after 3 years' cohort achieving below the National Standard for mathematics.
- 17.3% (14/81) of our current year 4 students are achieving below the National Standard for mathematics.
- 13.1% (14/107) of our current year 5 students are achieving below the National Standard for mathematics.

How do we use SEG/TARG funding and our board funded SENCO within our collaborative/co-teaching spaces with the greatest effectiveness?

A significant component of the operations grant and the SEG and TARG funding has been allocated to meeting individual needs again this year; this is reflected in the charter documentation and annual plan. Rather than having a number of personnel working within hubs we have taken the approach of having, where possible, 1 or 2 teacher aides in each area. We have anticipated 'in advance' the additional support we believe we will receive. We believe this approach allows for flexibility and for hubs to plan for the use of these personnel. Use of this targeted support will be detailed in Hub LAAPs.

The approach to ESOL for 2017 has changed significantly. June and Carmen have an ESOL role each. June will support Y1-2 and Carmen will support Y3-6. They will:

- Provided ELLP professional development and support
- Lead whānau sessions for migrant families
- Liaise with teachers and teacher aides for supporting ESOL learners
- Complete ESOL funding documentation

The most significant shift in our approach is the home base teacher and hub will design the programme for these learners. Teacher aides may be used to deliver this programme, or they may support other learners in the hub allowing a teacher to work directly with these students.

Specialist Teacher Support
- Loriann and Claire are 'additional teachers' for supporting writing and maths target groups.

Specialised Targeted Programmes
- Lori, Tracey and Wendy will continue to offer these programmes in the afternoons. The programme offered changes and is determined by need. Programmes may include:
  - Action+, Theory of Mind, Social Skills

Actions
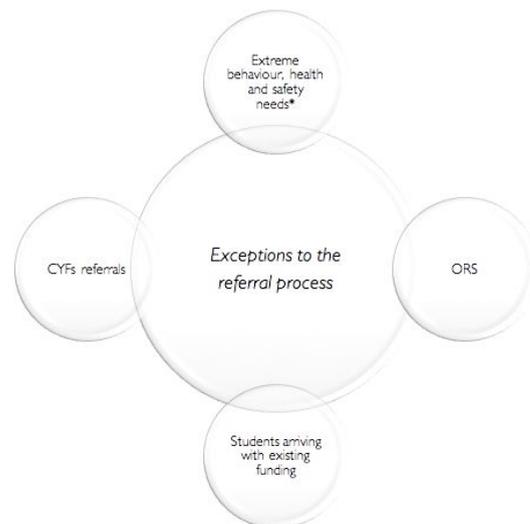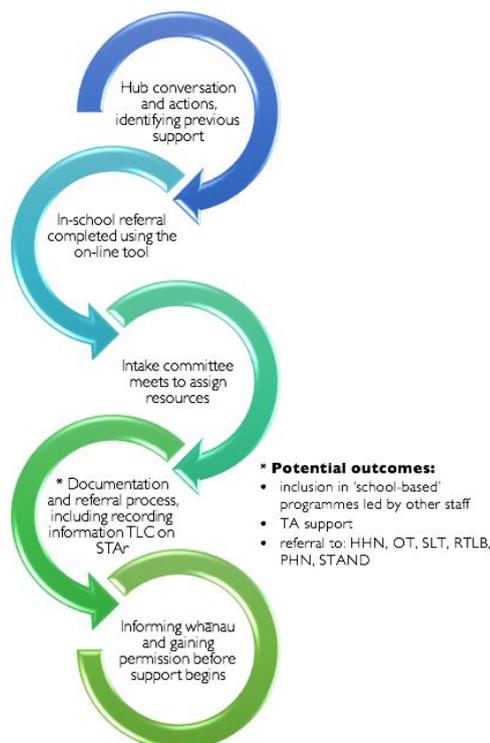
Completing Referrals to Targeted Learning
- This year an on-line tool must be used for all referrals with the exceptions stated below; the link is on the staff portal.
- We have introduced an 'intake committee' consisting of: SENCO, both deputy principals and the principal. Other personnel may be invited to join this group should their expertise or more information be required.
- Upon completion of the referral an email response acknowledges the completion of the referral.
- Each week in terms 1 - 3 the 'intake committee' deliberates and assigns the resource, next step actions and establishes the wait list when required.
- To ensure transparency all outcomes will be recorded on the excel sheet on the portal. This is where staff are able to find out the outcome of their referrals.

Exceptions
The SENCO will manage students with ORS funding and other existing funding sources attached to specific students.
The Principal will refer to CYFs for care and protection concerns or IRF (interim response fund) for extreme behaviour and/or health and safety concerns.

Process for Referrals

Hub conversation and actions, identifying previous support

In-school referral completed using the on-line tool

Intake committee meets to assign resources

* Documentation and referral process, including recording information TLC on STAr

Informing whānau and gaining permission before support begins

* Potential outcomes:
- inclusion in 'school-based' programmes led by other staff
- TA support
- referral to: HHN, OT, SLT, RTLB, PHN, STAND

Exceptions to the referral process

Extreme behaviour, health and safety needs*

CYFs referrals

ORS

Students arriving with existing funding

What are the current teaching/ school practices?
- At the start of the year the principal, relevant deputy principal and SENCO identify target students from the variance report.
- This process would be repeated following the mid-year analysis.
- Staff would approach the SENCO directly regarding referrals. Not all staff were using the written referral process.The SENCO was put in the difficult position of trying to meet all requests.
- Targeted Learning could be seen as the 'magic fix' with some people, meaning responsibility for meeting the needs of learners was often shifted away from the homebase teacher.
- Allocation of Resources:
  - Terms 1 - 3 main arteries of support given to Y3 - 6 with provision for Y0-2.
  - Term 4 - supported shifted from Y5/6 to Y0 - 2. Support continued for Y3/4.

New - what are the desired practices?
- Resourcing was allocated to hubs prior to the students beginning the term, meaning support could be ignited immediately. Levels of resourcing were over-allocated enabling the intake committee to manage referrals, include these students in existing levels or adding additional hours.
- Allocation of resourcing is housed in our targeted learning documentation. A review of levels was completed for terms 3 and 4, using the information from the mid-year assessment report and the Term 3 and 4 ESOL funding allocation.
- The intake committee will manage the internal referral process.
- The SENCO will liaise with personnel from local schools in order to examine our school-based practices.

Outcomes for Learners - Monitoring and Evaluation

This year we trialled having 1 or 2 teacher aides in each hub to support those children working below the national standard. This allowed for flexibility within the hub, enabling each hub to plan for the use of these personnel in a way that would best fit their collaborative or co-teaching methods. The identified areas for targeted support this year were middle & senior literacy and numeracy, junior oral language and social behaviour throughout various areas of the school.

Mathematics:
Children were grouped according to curriculum levels across the hubs, allowing for targeted learning or extension groups. Teacher aides supported mathematics in most hubs whilst the SENCO supported the middle school as a "fourth teacher", effectively taking a class of children working well below the National Standard. This approach allowed for the children to have a more "hands on" programme using equipment such as Numicon and working at a much slower pace to allow for basic strategies to be learnt.

Literacy:
Whilst teacher aides supported writing in the hubs, the SENCO also worked with groups of children from the senior and middle areas that had most need. The SENCO taught in a collaborative manner within one hub but had to withdraw in another hub due to lack of available space.

Oral Language & Social Skills:
Both teacher aides and the SENCO undertook a variety of sessions each afternoon to promote oral language and social skills through play activities. This area of targeted learning is becoming more important as a greater number of children are entering without the basic language and social skills of previous years.

Professional Development:
- Tilting the Seesaw delivered by Autism NZ (3 Teachers)
- Language and Literacy Initiative delivered by Speech Language Therapist MoE (2 Teachers)
- Dyspraxia workshop delivered by the Dyspraxia Society (all staff)

Teacher Aide & Outside Agency Support:

Teacher aides numbered 8 throughout the year. This year we spent in relation to the targeted needs forecasted from our data. However, new children entering the school cannot be foreseen and extra teacher aide support is always required. Despite additional funding being provided by the RTLB service or Ministry, this is considered only a contribution towards the teacher aide funding and **not** the total amount.

Internal Referrals

NUMBER OF REFERRALS

- TTRR 10%
- Year 5/6 10%
- Year 0/1 27%
- Year 2 7%
- Year 3/4 46%
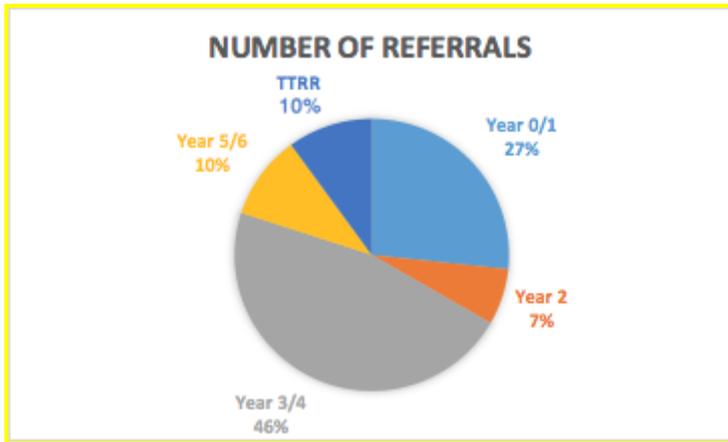
All but one referral were accepted by the intake committee. Actions were completed and/or resourcing was allocated.

External Referrals:

Resource Teacher of Learning & Behaviour (RTLB)
- 12 referrals – all accepted (8 referrals gained learning support funding from RTLB)

High Health Needs
- 3 ongoing & 1 accepted (funded by by MoE)

Speech Language Therapist
- 3 referrals – all accepted + 1 for 2018 (funded by by MoE)

RTD (Resource Teacher of the Deaf)
- 1 - ongoing (funded by by MoE)

Next Steps:
- Continue with the process of allocating support to hubs to:
    - support the development of strong relationships with both learners and colleagues
    - ensure support is available from the first day of the new school year
    - increase the likelihood of children making accelerated progress or maintaining expected levels of progress
- Continue with weekly referral meetings for the targeted learning intake committee.
- Continue with fortnightly pastoral care meetings to support the emotional needs of identified students. This committee will synthesise information from hub meetings and include it in the shared tracking document for discussion/action.
- Work with SENCOs from 'Pito Mata' our local schools cluster.

ESOL Evaluation and Development Plan
Review completed by June Thompson-Sutherland and Carmen Aldridge - ESOL Co-ordinators

Review Cycle Term 4 2016 - Term 4 2017

Context
In 2016 the ESOL Coordinator ran a withdrawal programme and left this role in Term 3, 2016. For Term 4 of 2016 we employed teacher aides to support our ESOL learners in their classroom setting.

Since July 2016 we have been experiencing significant growth in the number of migrant families joining our St Albans community.

There has been significant changes in the delivery and implementation of ESOL Programmes at St Albans School in 2017. |

Noticing
Trend - St Albans was experiencing an increasing ESOL roll and there were too many children for a one person to run an effective withdrawal programme.

Proposal for ESOL Support 2017: Teachers create learning programmes for students as they have the greatest knowledge of the learner.

At the beginning 2017, two ESOL Coordinators were appointed with the following roles:
  - Two roles, one junior (Y0-2) and one senior (Y3-6)
  - Each earn a unit for two terms
  - Have two and half days release per term
      o   Could be used together
      o   Flexibility in use e.g., half or whole days
  - Provide professional development to staff on meeting needs of ESOL
  - Guide use of ELLPs in the school
  - Community Liaison role with families
  - Liaise with teacher aides supporting these learners
  - Provide professional development to teacher aides working with ESOL children
  - Complete documentation for funding application
  - Provide information to staff about resourcing and ideas
  - Provide support and ideas to classroom teachers
  - Coordinate posts on STAr about learning

The overall implementation of the programme changed to an in-class system where teachers have the ultimate responsibility to plan programmes, organise implementation via teachers or teacher aides and assess these programmes for student learning and completion of funding applications. |

Investigating
- From our experience of meeting the needs of ESOL students we know that teaching needs to be differentiated and targeted for the majority of the school day. A programme where children leave the classroom and experience short burst of teaching can mean teachers believe the 'job is done'. Research shows that an in class support programme is more beneficial for learning gains.
- We contacted neighbouring schools to see the different approaches used in our area. This ranged from the use of teacher aides to support learning programmes that had been designed by teachers to a specialist teacher providing short sessions of targeted teaching outside of the classroom programme.
- We created a formula to establish how much support we could give our learners by utilising a teacher aide model to deliver teacher designed interventions.
- Utilising the strengths of our teaching staff who both have Post Grad. certificates in Teaching English as a Second Language. We were able to provide qualified teaching professionals to lead this school wide initiative.

- We agreed we needed to empower teachers and upskill teachers. Co-ordinators were put in place to manage the change Resourcing of programme implementation to be achieved through teacher aide support, through teacher and/or teacher aide led programmes. Where possible using the same teacher aides to continue the relationships built in 2016.
- Recognised that we needed to improve systems for enrolment, up skill staff through staff meetings to scaffold resources and programming to meet learner needs.
- We recognise that it takes ESOL learners a considerable amount of time to be working at the level of their cohort. Oral language is the basis for all literacy development. Research (Haines) says that it takes 5 years for learners to be working at the appropriate curriculum year level.

Terms 1 and 2 - Ministerial funding was allocated as follows:

Students from a migrant background   39
Students from a refugee background   0
New Zealand born students   12
Total   **51**

ESOL Students Across the School					
Hub	Foundation	Stage 1	Stage 2	Totals	Hours pw
Ngā Kiwi Y 0-1	7	2		9	7
Tūī Y 2	7	6		13	8
Tōtara/Kahikatea Y 3-4	4	3	8	15	11
Waimakariri / Ōtākaro Y 5-6	1	6	4	11	7
	19	17	12	48 students	33

Terms 3 and 4 - Ministerial funding was allocated as follows:

Students from a migrant background   41
Students from a refugee background   0
New Zealand born students   16
Total   **57**

ESOL Students Across the School					
Hub	Foundation	Stage 1	Stage 2	Totals	Hours pw
Ngā Kiwi Y 0-1	7	2		17	12
Tūī Y 2	7	6		13	8
Tōtara/Kahikatea Y 3-4	4	3	8	14	12
Waimakariri / Ōtākaro Y 5-6	1	6	4	14	8
	19	17	12	58 students	40

Data Analysis:

- Eleven students have made great progress and are now not working on the English Language Learning progressions and are able to work at the NZ school curriculum levels. Y0-2: 7 children, Y3-4: 1 child, Y5-6: 3 children. This has been due to the increase of teacher aide hours within the junior school and the inclusive ESOL contextual programme that these children have been able to have within the classroom. Oral language has been the focus for these children.
- Data from the whole school [ESOL tracking](#) has shown that most children have improved in at least one English Language Learning Progression in 2017.
- A generic planning template was developed as a base format for teachers to begin planning for their learners and/or teacher aides. This was a guideline to get our teachers to embrace the resources available and understand how the English Language Learning Progressions work. Some teachers have developed their own planning templates that align with their classroom programme giving them autonomy in their planning. The teacher aide implementation is working well across all levels with access to planning and reflections noted regarding learner behaviours. Due to time restraints for communication and detailed discussions, the planning Google Doc satisfy this need for corresponding about the learners.
- Staff meetings were held to upskill and clarify required documentation such as the ELLP Record of Progress, planning documents SELLIP's and ELLP's. An ESOL Google folder was created for resources and necessary documentation and

information. Some teachers completed their Teaching as Inquiry on the ESOL learning in the Ngā Kiwi hub and how to teach English to a non English speaker. Ongoing support was in place when required from the ESOL co-ordinators.
- Triangulation of information - processes were put in place to ensure that information was interconnected and supported with strategies of teaching in the hub LAAP, administration guidelines on enrolment practice, planning templates for teachers and access to STAr groups.

Prioritising to Take Action

- Two Roles Appointed - June Thompson-Sutherland Coordinator for Years 0 - 2 and Carmen Aldridge for Years 3 - 6.
- Release times has been utilised to brainstorm this new approach to ESOL programming and developing a shared understanding at St Albans.
- Two PD sessions have been held in staff meetings to upskill staff in resourcing, ideas and completion of English Literacy Language Progressions funding forms. A process has been introduced for teachers and administration staff to ensure the necessary information is accessible and attained prior to funding rounds.
- Use of English Language Learning Progressions has been provided as part of staff meetings, hub meetings and 1:1 support for teachers as necessary.
- Ongoing liaising and support for teachers and teacher aides to support the learning for students.
- March funding documentation completed by Claire Howison and August funding completed by Carmen and June.
- STAr reporting process put in place for mid year reporting and implemented, continued through to the end of the year, relating to the stages of learning.
- Redesigned our enrolment procedures for our ESOL families and implemented a secondary ESOL enrolment form.

Actions

- The ESOL roll continues to grow as more children are entering St Albans (predominantly in the junior end of the school) and are a speaker of a second language. Co-ordinators to ensure sufficient support in place for children, teachers and teacher aides.
- To hold ESOL family support information evenings/afternoons to create a network of support both within the school and wider community. Organising an EOTC trip for students to attend the Chch A&P Show, to provide rich language experiences for hands on learning, low ratios and high support.
- Provision of Professional Development for teacher aides.
- Continue to grow our bank of resources and ideas for teachers and teacher aides.
- Continue streamlining administration enrolment systems.
- Continue to streamline entry to learning hub involving assessment processes for initial English Language Learning Progressions and groupings for learning eg SEA, numpa, running record and writing sample.

Shifts in Practice

What are the current teaching/ school practices?
- Teachers knowledge of their learners has increased and programmes are being developed and implemented that meet the range of learning needs for this diverse group of learners.
- Teacher aides are involved in the planning, implementation and learning process. Teachers spending time with teacher aides and complete reflections.
- All staff have upskilled in the area of funding forms, having completed two cycles this year. Hub discussions and clarification is benefitting learners with shared knowledge, strategies, ideas and achieved outcomes.
- Teacher aide support has been provided in hubs reflective of the numbers of funded students. This is providing an integrated approach to learning for the students still able to participate in the classroom learning programme with support.
- The secondary ESOL enrolment form gives the coordinators, the teachers and the administration staff more information about the student and their families which helps when applying for funding, communication between all parties and the implementation of programmes.
- The extended capability of the information recorded in STAr, gives us more accurate and meaningful information to use across the school eg recording of first language, enables new students who speak the same language to be supported by a child who may have been at St Albans for some time. Criteria by Ministry re nationality and correct documentation.

- Organise the completion of English Language Learning Progressions forms in December, from students current teachers ready for the first round of funding in 2018. This was a recommendation from teachers at the beginning of the year who had limited relationship and knowledge of the learner.

New - what are the desired practices?
- Feedback has been positive for the continuation of the current teaching model of ESOL students. Teachers are positive and can see the benefits of retaining learners within their classrooms, working in small groups, involved in the broader learning, gaining vocabulary, meaning and context with teacher/teacher aide support. The recommendation is that this continues into 2018.

Outcomes for Learners - Monitoring and Evaluation

Next Steps:
- Offer professional development to our teacher aides in supporting learners of other languages. Continue to develop the voice of the teacher aides in the process; reflection on planning, sharing ideas with the teachers. TESOL course.
- Training teacher aides to give feedback to learners in our SMS system.
- Informal sessions with families to share the importance of reading and writing in the first language.
- Student voice: how to we gather meaningful feedback from students as to how they like to learn, what works for them, the impact of different programmes.
- Kiwi day at the beach/Spencer Park - shared experience at the park/beach, learning about the big back yard, beach games, shared picnic to build relationships in a relaxed setting with our ESOL families.
- Invitation to curriculum evenings written to parents by children. Sessions are designed for parents and children to interact together.
- Ensure that enrolment system is known by by all admin team members and can be implemented.
- Clarification of the rigour required for the planning and implementation of planning in the hubs for auditing purposes.
- Reflect on the implementation of this new process of administration procedures and teaching programmes with all staff so that we can create the best learning and support network for our ESOL students and their families.
- Clarity around schools assessment practices for ESOL learners eg standardised testing.
- Bring child's language and culture into the classroom through use of first language and buddies with the same language across the school, change of cohort covering the broad range of cultures represented - Term 1 vs Term 4 - diversity of languages within the same culture and ensure that children of same cultural groups are placed in the same hub.
- Differentiated staff PD - learning lab based - offer two sessions a term with opting in to where staff feel they need support. Twenty minute sessions.

Looking ahead:
- What will be the remuneration of co-ordinators - what units should the role attract?
- How much release is required to do this effectively? Are there busier terms that may require more support? Look at two days release per term per coordinator from the external ESOL funding allocation.
- Two people sharing the role in different levels of the school works well.

Projected ESOL numbers for beginning of 2018: 55 students

Reading Recovery Evaluation and Development Plan
Review completed by Claire Howison, Helen Pullar and Ginnie Warren

Focus: Reading Recovery - is this the best intervention programme for our targeted students?
- Term 2 2017 - Spiral 1
- Term 4 2017 - Spiral 2
- Term 2 2018 - Spiral 3

Context

Is reading recovery the best intervention programme to meet the increasing needs of students currently entering their second year of school? 6 Year Net Data

Data as of 17/05/17

Ethnicity	Female	Male	Total	Additional Info
Filipini	1		1	All ESOL
Indian	1	2	3	All ESOL
NZE	5	9	14	
NZM	4	5	9	
SA		1	1	All ESOL
Grand Total	11	17	28	

In 2017, Reading Recovery has not been a successful intervention for children selected. In August of 2017, 4 of the 9 children taking part in reading recovery during the year have been referred out of the programme as they were not able to make accelerated progress.

Of the fifteen children discontinued from the programme and still at St Albans School 11 are at standard for reading and 4 have now dropped below standard. In writing, 9 are at standard and 6 now below standard.

Noticing

- Reading recovery is partially funded and is an intervention provided for 4 students at any one time.
- In a calendar year typically 8 students move through the programme.
- Finding quality reading recovery tutors who can work across the five days is challenging.
- 50% of 2017 reading recovery students were referred out of the programme, as they were not making the expected accelerated progress.
- What other programmes, e.g., Mini-Lit and Multi-Lit Programme from Macquarie University, elements of the Arrowsmith programme.
- The role of phonics for these students?
- What has the impact of the 2011 earthquake had on these students?
- What is the primary concern - second language learning or a learning delay?

Investigating

Limited longitudinal data is available - what evidence is there that progress is maintained over time? *Take time to analyse this data ensuring to incorporate 'knowledge of the learner'. STAr can help show achievement over time. 6 year net and Reading Recovery data was included in the 2017 mid-year achievement data.*
Investigate effectiveness of other approaches.. *Make time to meet with personnel at the school to gain insight into effectiveness and continued progress over time. 'Sharp Reading' was trialled in three areas across the school.*
Explore the potential of other intervention programmes. *Liaison with senior leaders network, Ariki group and community of practice schools. Develop a scope for questioning and use a cross-class chart with a hyperlink to this document to synthesise findings.*

Collaborative Sense-Making

October 2017
- 4 currently on the programme
- 3 discontinued
- 4 referred out
- 1 left

Delivery of the programme is not a factor in the limited success. However, we are concerned that this programme is not meeting the needs of priority learners sitting in the tail. Our question remains what is the intervention that will make a difference for these students. If a comprehensive 1:1 intervention doesn't provide expected or accelerated progress, what will?

'Sharp Reading' was trialled for an identified Y2 group. The selection of students for the intake was significantly higher than currently enters Reading Recovery, making it difficult to ascertain its effectiveness as an intervention for children of this level.

Reading Recovery is based historically on students starting school at the age of 5 and you are encouraged to select students near to their sixth birthday. However, we have more students who are starting school later. Are we intervening too early? Should we be waiting until students, boys in particular, are seven before we intervene?

Prioritising to Take Action

- We will continue with Reading Recovery in 2018. The school will contribute 0.2FTTE in the hope of the MOE matching this staffing level. This would enable the Reading Recovery teacher to have a caseload of 4 students.
- Changes to the criteria for intake will be made and confirmed by the Year 2 hub leader. This will sit within the targeted learning protocols and system of referral.
- An on-going challenge for Reading Recovery is sourcing personnel to fill the role.

Investigation will broaden:
- Other effective group based interventions
- What approach do other countries take (for those who start school later)?
- Is 7 the magic number in reading for boys?
- Better Start is broad reach research into learning. Are there lessons to be learned from this programme that we can implement? Gail Gillon is the Principal Investigator.

Actions

- In term 1 2018 existing students will continue with Reading Recovery. This will allow Year 2 teachers to establish relationships with their learning and establish a foundation of quality reading behaviours.
- Through the use of formative assessment and knowledge of the learner a selection process will be completed. Using the same approach as ALiM and ALL projects students will be selected who have a strong chance of making accelerated progress within the Reading Recovery programme.
- Those priority learners who are not considered suitable for the programme will continue to have their needs met in a different way through the deliberate, differentiated and targeted approach of the Year 2 teachers. We recognise that the complexity of these learners and their needs sit outside our realm of expertise. We will make use of the volunteer expertise offered by a parent of the school who is a trained psychologist to assist us in identifying next steps and actions. Additional funding pools will be accessed (if available).
- The teacher trained in the 'Sharp Reading' approach will be asked to use the programme with a small group of learners who are not selected for Reading Recovery.
- Investigate other group based approaches: Mini-Lit and Multi-Lit Programme from Macquarie University at Rangiora Borough, Davis Reading Programme, Arrowsmith Programme.
- At the end of each term a review of the effectiveness of Reading Recovery will be recorded and analysed.

Shifts in Practice

What are the current teaching/ school practices?
- The designated person (currently DP) downloads a list of of students turning six from STAr. At a time close to the student's birthday he/she meets with the teacher to discuss the student's progress. If it is decided that information gathered from an observation survey would be of benefit one is administered as close to the child's sixth birthday as possible. This usually happens for children at or below standard. Running records are administered for children working above green on the colour wheel. After the observation is complete the D.P. reports back to the teacher and writes a brief account of findings for the student's parents.
- Data gathered from this diagnostic tool is entered onto the SEA and Observation Survey spreadsheet and collated onto tabs for children we believe would benefit from extra support and/or would be a candidate for reading recovery. When a place on reading recovery becomes available students who are next on the list and still under 7 are considered.

New - what are the desired practices?
- Continued Reading Recovery for 2018
- 0.15 FTTE investment by the school
- Establishing new criteria for intake.
- Use the targeted learning referral processes to manage intake selection.
- Engage volunteer ed psych and investigate other group based approach.
- Use Sharp Reading for identified target group.
- Data analysis each term.

Outcomes for Learners - Monitoring and Evaluation

This will be completed at the end of the third spiral of inquiry.

Gifted and Talented Report

Prepared by Claire Howison – Deputy Principal

Analysis of where we were beginning of 2017
At the beginning at 2017 we continued to utilise the many procedures and systems that were in place to support the education of gifted and talented students. These include our gifted and talented register, GATE blog and a range of different programmes to the meet the varied needs of our gifted students. The Director for Gifted and Learning is the Deputy Principal who has had training to develop an understanding of this area of education. During 2017 we have continued to provide exciting experiences that have provided stimulation and extension for our gifted and talented learners these included: Choir, Orchestra, YWW (Young Writers Workshop) and Otago University Problem Solving in Maths, ICAS Exams, poetry and extended leadership opportunities. Robotics, Tournament of Minds and the ePro8 Challenge were new additions to the programme in 2017, we also took a break from FPS. There is a small team of staff involved in overseeing and coordinating these programmes.

Analysis of where we are now
In 2017 we made a change to how we make provisions for our students that have been identified as gifted and talented. Children identified as gifted and talented have been clustered in hubs in order to be able to be worked together. The aim was that primarily children's' needs would be met within hubs. We reviewed our GATE register and widened the definition of giftedness to monitor children that we believed were significantly ahead on their same aged peers in the arts, sports, environmental awareness, creativity and leadership. Hubs were to record how they were meeting the needs of these learners in their hub based LAAPs (Learning Analysis and Advancement Plans).

There has been a greater focus on collaborative practice and focus has been on how to effectively meet the range of learning needs in a hub. This has been achieved through groupings being flexible. All staff continue to be very aware of the need to differentiate the programme for learners in their classes and at the hub level.

We continue to operate ALP (advance learning plans) for our identified gifted and talented students. The Deputy Principal is the coordinator and point of contact for these students and families as they move through the school.

At the end of Term 4 we invited teachers to consider the children in their home base groups and identify students who they believed are gifted in the domains of; creativity, performance, cultural responsiveness, physicality, academic areas and leadership. This will inform planning, class placements decisions and groupings for 2018. We have also invited feedback from students to ascertain the effectiveness of hub based and extension approaches to learning.

SUGGESTIONS FOR 2018
The current Director for this programme resigned at the end of 2017. It is hoped that either someone in the school will take over this role or it will be included in the person specification for future roles that are advertised. An understanding and empathy with and for gifted children and their families is necessary for someone to effectively take on this role.

The school will continue with the existing and new programmes that were implemented in 2017; Robotics, Tournament of Minds and the ePro8 Challenge. We will investigate the possibility of a staff member working with groups of identified gifted students on passion projects. These could be in composite groupings of Year 1-2, Year 3-4 and Year 5-6. These projects could be shared and celebrated with parents and students via assemblies and blogs.

Student Voice

With a change to flexible learning environments, collaboration and co-teaching Year 5 and Year 6 students were invited to give feedback in response to the following questions that were sourced from the Spiral-Playbook by Linda Kaser and Judy Halbert:
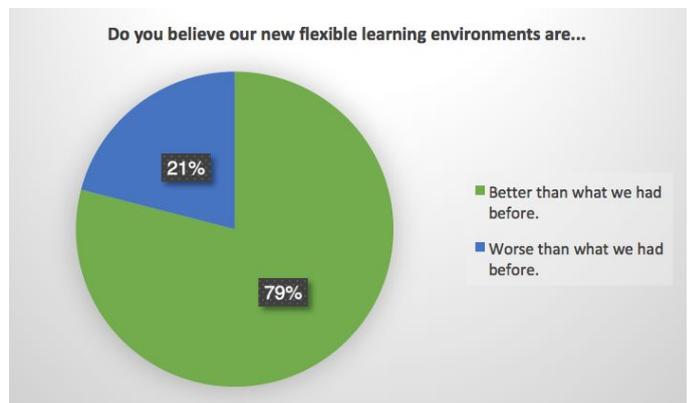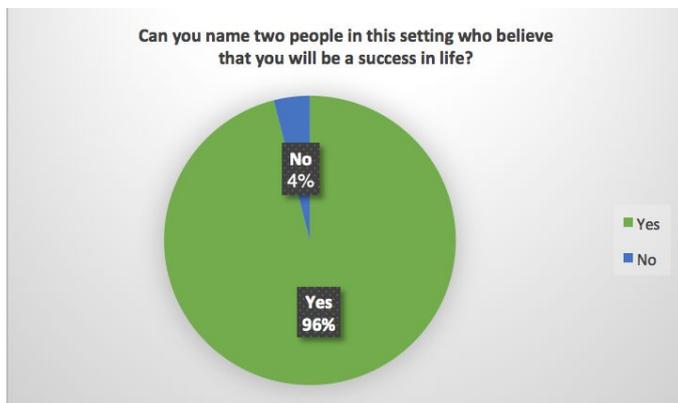
We asked the students – What would make these environments better?
127 students responded

Trends of 2 more more were:

Point raised:	Total No of responses	Point raised:	Total No of responses
Air conditioning for cooling (We did survey them on and after the hottest day we had experienced.)	34	Benches/furniture outside to work on, shade and planting	3
Quieter spaces	8	A class pet	2
Individual classes	8	Less talking	3
Less students in hubs	4	More breakout spaces	3
Lockers spaced out to make access easier	5	The two hubs to do more together and bond	2
More devices	4	Home bases have a separate section each	2
More tables and hard surfaces	10		

We asked the students - How do you feel your learning is going? Why?

98 students responded

· 90 stated good – great

· 8 stated challenging

Great	←	Good	→	Challenging

A sample of statements from students that support this...

Great because we have very supportive staff/teachers and great spaces to work in.

I feel as if my learning is going well because of the support I am getting from the teachers and students.

I feel I am getting better at maths and inquiry because the teachers always help me if I am stuck

I feel that my learning is getting better everyday of the year because I'm believing in myself more.

I feel I am on top of my learning and it is going well, I feel confident for Heaton.

Amazing because there are lots of teachers to help you.

Good because every day I'm working as hard as I possibly can and every day I push harder.

Good because I like the standard and difficulty of the work.

I feel that my learning is going really well and I always try and understand and master the different things we have been learning.

I can notice how my learning is improving by my confidence and understanding.

I feel my learning is continuously growing in all aspects.

Good - I have been tracking well in what I have done and doing because I am focusing well and learning with others.

I believe I am improving because of the space because we aren't in a squashed classroom and also I can work with other teachers and students.

A sample of statements from students that support this...

Okay, because I get distracted lots and I find it pretty hard to concentrate.

Good but it's always too noisy.

Not good because it is loud and there is so many people so you get distracted.

My learning is going worse than I expected because I was away for 4 days and missed time to work.

Not good because it is loud and there is so money people so you get distracted.

We also asked students:

· What have you been learning and why is it important?

· What are your next learning steps?

This information will be shared with hub personnel.

Data and trends will act as our baseline data. We will survey the students at the end of 2018.

GLOSSARY OF TERMS

TTRR – (Te Tikanga Rua Reo)
Tauira/students in the bilingual unit.

KŌRERO, PĀNUI, TUHITUHI, AND PĀNGARAU
Oral language, reading, writing, mathematics.

COHORT
Group of students with a common statistical characteristic, e.g., gender.

CWSN - (Students with Special Needs)
Students with specific learning needs who are not funded or partially funded by MOE, e.g., students with dyslexia, autism spectrum disorder, dyspraxia, specific learning delay, global learning delay etc. All have formal diagnoses and often require a modified curriculum and additional support.

/ESOL - (English for Speakers of Other Languages)
Support for these students is partially funded for a short time by the Ministry of Education. They receive extra assistance from a trained teacher and/or teacher aide.

ELLP (English Language Learning Progressions)
Students receiving funding for language support can have their progress measured against these progressions and the national standards.

TLC - (Targeted Learning Centre)
Team of teachers and teachers' aides who support students with specific learning needs.

TAs - (Teacher Aides)
Personnel trained to support students with special needs.

SENCO - (Special Education Needs Co-ordinator)
Teacher in charge of coordinating programmes and multi agency support for students with special needs.

LLI - (Literacy & Language Initiative)
Led by speech language therapists for students accepted onto their role.

SLT – (Speech & Language Therapist)
Speech and language therapists support teachers to implement programmes that support language acquisition.

RRR Risk Resiliency Radar
for those students who have significant factors impacting their progress as a learner, e.g., poor attendance, environmental issues.

Learning Radar
For those students who have significant factors impacting their progress as a learner, we will track them closely and identify the need for a diagnostic assessment.

ORS - (Ongoing Resourcing Scheme)
Provides support to students with high special education needs. There are strict criteria in which to apply for this.
Students require a significantly modified curriculum programme and additional support.

GATE – (Gifted and Talented Education)
Led by one of the Deputy Principals. Extension and enrichment for targeted students.

RTLB - (Resource Teacher of Learning & Behaviour)
Provide advice and guidance to teachers of students who are at risk of low achievement due to learning and/or behaviour difficulties. This may include direct teaching, demonstrating practice, and providing teaching strategies so that students receive appropriate learning programmes and behaviour management.

RT:Lit - (Resource Teacher of Literacy)
Specially trained teachers who support and work in schools, assisting staff to meet the needs of students with reading and writing difficulties.

RTD: - (Resource Teacher of the Deaf)
Specially trained teacher who support and work in schools, assisting staff to meet the needs of students with hearing difficulties.

IEP - (Individual Education Plan/Programme for Students with Special Needs – especially ORS students)
Outlines the student's goals, and the teaching strategies, resources, monitoring, support, and the evaluation needed to enable the student to meet those goals.

ALP - (Advanced Learning Plan/Programme for Students with Special Abilities)
Outlines the student's extension/enrichment goals, and the teaching strategies, resources, monitoring, support, and the evaluation needed to enable the student to meet those goals.

MLP – (Māori Language Programme)
This money is generated by students working within Te Tikanga Rua Reo and is used to raise achievement.

TLIF – (Teacher Led Innovation Fund)
Contestable external funding to support innovative learning.