



Annual Plan 2020: Analysis of Variance in RED

Strategic Goals	Annual Goal	What will we do?	What we did	What next?
<p>All students are able to access the New Zealand Curriculum - equity and excellence for all</p>	<p>To be confirmed from:</p> <ul style="list-style-type: none"> • End of year data • New enrolments • Beginning of the year assessments <p>Assessment and Reporting Schedule: 2020</p>	<p>Provide a wide variety of curriculum learning opportunities</p> <p>Develop appropriate expectations of progress and interventions</p> <p>Analyse end of 2019 data to determine target learners.</p> <p>Specific focus on writers progress with PLD linked to 'writer profiles' developed by teachers.</p>	<p>Target learners were identified from our PAT information in the first instance.</p> <p>We looked at reading (STAR) and mathematics (PAT) and identified those who had not made expected progress or who had 'gone backwards'</p> <p>This information was shared with teachers and discussed at team meetings.</p> <p>The information also prompted school wide screening for dyslexia as some of those who had made little progress had been in the target group year in year out despite other interventions (literacy intensive/ RR).</p> <p>The information from this was fascinating and highlighted that 15 of our students had a high probability of dyslexia and many others (as detailed in the dyslexia plan) needed different approaches to teaching.</p> <p>This was then addressed in PLD sessions with our LSC and the purchase of Steps web.</p> <p>A form of monitoring was also established to determine the effectiveness of steps web.</p> <p>Some teachers have needed several</p>	<p>Continue with steps web and monitor usage and progress of children...</p> <p>Screen any new children to arrive at our school if we are at all concerned (we now know what to look for)</p> <p>Embed the use of HERO writing and work towards children selecting and annotating samples. (4 samples per year - as per the HERO development plan) and parents commenting- 2 way communication about progress</p>

			<p>reminders of how to make best use of this.</p> <p>Developing our criteria in HERO was pivotal in our development. The process while requiring relievers (cost) was that a lead team developed criteria and then workshopped and trialled them with the staff. At the end of the year we used the writing section to report to parents.</p> <p>The benefits were that:</p> <p>Every teacher understand the same language around writing</p> <p>We now have a longitudinal record (samples) of the development of each child and therefore consistency throughout the year and from year to year.</p>	
	To further develop our knowledge of the PACT tool in mathematics.	Undertake PLD in the use of the PACT tool - mathematics. (separate plan prepared)	The maths team started their work later in the year - Covid was a major disruption to this work	Progress with maths in HERO as per the plan Developing criteria Streamlining pedagogy Assessing and reporting
	To improve the literacy capability of targeted at risk students.	<p>MMcK will take Reading Recovery for the second year. This will mean that most of our junior school teachers are RR trained.</p> <p>PB will be employed for terms 2 and 3 to offer literacy support for students who are too old for RR and who are not making the progress that we would expect.</p> <p>She will also continue to work with classroom teachers to help them to further develop their skills in teaching literacy.</p>	<p>M McK completed her training and we now have 3 of our 5 junior teachers understanding the process of accessing reading and language and using this information in their teaching.</p> <p>PB was to start this work but Covid took over. Our experiences of Covid highlighted that the cost of the approach we were using with her (salary) was diverted to steps web and other ways of developing writers.</p>	Train another member of the team in 2021
	To develop clear			

	expectations and guidelines of teaching in literacy across the school	<p>RD will take literacy enrichment as per the Responsive Writing programme in 2018 and 2019.</p> <p>PLD staff meetings in terms 1 and 2 will focus on consistency of approaches. Assessing the impact of this will include teacher observations, analysis of videos (self) and progress of target learners.</p>	<p>This did not happen as planned but RD instead led the PL development of the writing criteria in HERO.</p> <p>This was very successful however the videoing process fell by the wayside a bit as we frantically developed and honed our new approach to online learning.</p>	Lots of cross staff discussions which have incrementally meant that teachers are on the same wave length
Students are increasingly engaged and taking ownership of their learning.	<p>To work towards:</p> <ul style="list-style-type: none"> Putting the key competencies at the forefront of learning experiences. Effective use of our NEW LMS - Hero- Linc Ed. Ensuring teachers consistent understanding of a self managing learner 	<p>Use the LN key competencies matrix to ensure coordinated development of the KCs in our school Copy of P&H Triangle MASTER Doc 27.2.18 (Levin North School with C21 Learning LTD)</p> <p>Teachers will have 'HERO' PLD in 2019, 2020. Students will increasingly upload learning examples as they and their teachers become more familiar with HERO.</p> <p>PLD and Professional reading re 'self managing' learners(staff and team meetings)</p>	<p>Student ownership of learning is developing slowly - probably in age appropriate ways.</p> <p>It is our intention to have our year 6 students (and possibly year 5's) to upload their one samples and annotate them. This is part of the teaching.</p> <p>Other progress towards self managing learners included students setting their own timetables and attending workshops but this was hugely supported by the investment from the BOT to purchase devices so that each child from year 3 upwards had access. (all labeled and individualised)</p>	<p>What will self managing look like at various ages - review the P&H triangle Copy of P&H Triangle MASTER Doc 27.2.18 (Levin North School with C21 Learning LTD)</p>
	<p>Assessment and reporting review to ensure that:</p> <p>Reporting is:</p>	<p>Review current assessment practices LINC-ED HERO</p>	<p>This started through writing and will progress in other areas as per the HERO roll out plan. This plan will encourage parent comment and will require some parent hui to help them to understand.</p>	

	<ul style="list-style-type: none"> • more reflective of the development of the key competencies and academic progress • Available on line regularly through the HERO parent portal and moving away from paper based twice yearly • Inclusive of student voice 	Continue with PLD to address each point	See above	
Teachers are learners who critique, reflect and adapt their practice and take collective responsibility to meet the needs of their students.	Teachers will participate in collaborative partnerships with colleagues within and across schools (Kahui Ako) to explore and discuss research based ways of enhancing teaching and learning	Coaching PLD - meetings scheduled as part of the regular meeting cycle. Teacher portfolios will include evidence of changing practice to meet the needs of learners.	Teachers have continued to use video and work with coaching partners to improve their practice. This year however we have had other things to deal with. Portfolios are no longer required but appraisal meetings will happen in term 1 to review what teacher have learned about themselves and their practice. We have taken an active part in the KA and attended all functions. Our teachers have been keen to trial some of the things they have seen happening in other schools e.g pause breathe smile which fits with our focus on restorative practice.	Focus on professional growth cycles - which is actually what we have always done but with a different name! PLD in Pause breathe smile starting in April... how will we monitor the impact?
	To provide: <ul style="list-style-type: none"> • structured opportunities for 	Continue with our professional learning schedule to develop skills in this area.	Coaching meetings were scheduled as part of the meeting schedule for part of the year and this meant that they actually happened.	Coaching meetings as part of the regular cycle

	<p>videoing and video analysis</p> <ul style="list-style-type: none"> • Clear expectation in the appraisal cycle of 'self managing teachers'. 	<p>Provide scaffolding for those who need it and regular meeting times to validate and give time for the process.</p> <p>Appraisal meetings once per term to discuss focus.</p>	<p>Appraisal meetings didn't happen each term either... just too much 2x per year is more manageable.</p>	<p>Once per term is not possible but twice yearly is...</p>
<p>Educationally powerful connections with whanau and parents and other educators are continually being developed to support children's learning.</p>	<p>To appoint a member of staff to a WST role.</p> <p>To ensure that regular opportunities are provided for feedback to and with staff.</p> <p>All teachers will have the opportunity to visit other schools and liaise with teachers in our community.</p>	<p>Within School Teachers Inquiry will address the LN school strategic direction and that of the KA.</p> <p>The WST will regularly share progress with other teachers in our own school and with teachers in other schools</p> <p>To repeat Magpie day as per 2019. Teachers can visit other schools during their CRT time and share their learning.</p>	<p>New AST appointed who , after consulting with staff, focussed on developing more educationally powerful relationships through the use of See Saw.</p> <p>She shared her work regularly and has made great progress with the junior and middle teams.</p> <p>Magpie day didn't happen as we felt to have another teacher only day, in light of the time away from school for Covid, wouldn't have been a good look!</p>	<p>WST to continue her work so that implement See Saw school wide.</p> <p>Magpie day in 2021 teachers learning from other educators in Horowhenua</p>
	<p>Use of HERO as a direct focus for:</p> <ul style="list-style-type: none"> • sharing learning in a digital form. • Communication with whanau <p>Continue to use our website, facebook page and school app. Our newly employed LSC will take a proactive role in developing relationships with families.</p> <p>Breakfast club for tamariki at our school will</p>	<p>PLD</p> <p>Review our school website to better reflect the school we now are. Develop a clear role description for the work of the LSC.</p> <p>Breakfast will continue to be offered at our school for any child that wants to come. This will also be an</p>	<p>HERO usage continues to develop as per the plan.</p> <p>The review of the school website did not eventuate this year... too many other things happening!</p> <p>Breakfast has been a HUGE hit- it is regularly attended by about 30 kids but also has given some of parents a sense of purpose and our</p>	<p>Continue with the plan(updated termly)</p> <p>Breakfast to continue</p>

	continue	opportunity for children to learn tikanga related to kai and to socialise with each other. It will also be an opportunity to build relationships with families. Lunch is also offered twice a week.	school a sense of community. We also found ourselves providing lunches 2 days per week... and some days we were feeding 60 kids.... Free school lunches will be provided by the MoE in 2021.	MOE funded lunches...
	Reading Together	This will again be offered in Terms one and two.	This was offered during the year but not to the extent it was - Covid again.	To be offered again
	To offer a Rebel Writers programme again which connects our students to our community in an authentic manner.	This programme will be an extension opportunity for some of our able writers. These students will be identified from 'end of 2019' and 'beginning of 2020' data and teacher knowledge of the child.	This didn't happen as RD was heavily involved with the writing PLD and developing the criteria.	This won't be happening in 2021 - teachers now have a much clearer pathway to providing extension for able writers in their classroom programmes.
	To review our strategic plan and curriculum values	To hold Community Hui re: Use of HERO as a parent portal Explore our strategic direction and values	This wasn't done at the end of 2020, as we ran out of steam and energy. Our end of year learning summary was shared through this portal - it included the writing levin north section with annotated samples for parents and summaries in reading and mathematics with a general Key Competency based comment. It is through the sharing of work examples that we are hoping to slowly bring parents in. This is also the rationale behind using seesaw.	To offer these evenings this year...and send our survey that was prepared late in 2020.
An environment will be created that supports and encourages quality	See above use of HERO	See above use of HERO	See comments in other areas.	
	PLD and professional reading for teaching staff	PLD focii		
	Support staff working in	Professional Learning which will	This has continued throughout the year with	PLD for TAs to continue in

teaching and learning.	classrooms with the teachers rather than being allocated to one child	focus on developing more effective working relationships between the Teacher Aides and their teachers.	PLD taken by Senco and our LSC . The learning was related to the needs of our school and the way we approach things. All TAs were paid the hour to attend which is a cost but means that we are all on the same page. Support staff continue to be allocated to classrooms as opposed to children.	areas that are relevant for their work in our school (Senco and LSC.)
	<p>ILE upgrade in block 1 (4 classrooms)</p> <p>Continue to ensure reliable devices are available for classroom teachers and students</p>	<p>More money has been added to the FYA funds by the government. Lee Ashby (Ashby property services is overseeing this work)</p> <p>Purchase of new chromebooks and TVs to replace damaged and supplement equipment.</p>	<p>This has been an absolute nightmare! There has been so much (to- ing and fro-ing) - asbestos found, roofing that leaked.... All of which we have had to argue about 'who pays' with the MoE. The finish line is in sight but.....</p> <p>Post Covid we learned lots about how our kids liked to learn (and some things that they didn't like) and the BOT agreed to make a bulk purchase of chromebooks. This has transformed learning and teaching in our school and now every child from year 3 upwards has a device. These devices at this stage however stay at school.</p>	<p>Not much one can do here to improve anything!</p> <p>Devices will need to be upgraded but a bulk purchase such as this is no longer relevant.</p> <p>We could explore BYOD....but there are insurance implications.</p>
Self reviews in:	Target learners will be identified and their progress monitored regularly.	Target learners will be determined from the beginning of the year academic information. The needs of these learners will impact resourcing.	<p>Target learners were identified from our PAT assessments and teacher feedback. Those selected were children who had either not made expected progress or had 'slipped back'.</p> <p>Analysis of the comparative results (maths) were that in:</p> <p>Year 3- 44 out of 45</p> <p>Year 4 - 26 out of 32</p> <p>Year 5 - 32 out of 38</p> <p>Year 6- 24 out of 27</p> <p>either stayed where they were or made accelerated progress,</p> <p>Our self review in assessing and reporting is</p>	Determine target learners again in 2021 - maths to align with our work in HERO -

	Assessment and Reporting		linked to our development in the use of HERO	
	Support staff (see above)	Support staff - see above		
	HERO- Linc-ED		This is a three year rollout... we are in year 2 this year.	Continue with the roll out