

<p style="text-align: center;">ACTIONS</p> <ul style="list-style-type: none"> All teaching staff to participate in school wide PLD focussing on implementing a structured approach to literacy learning. Use specified vocabulary and practices within the structured literacy programme in both classrooms so that continuity across the school is maintained. Specific Learning Intentions made clear to all groups – children encouraged to set goals and regularly reflect upon these. Use of a learning journal to reflect and set goals for learning – both within curriculum and key competencies. Opportunities to practise Tuakana/Teina - particularly to use opportunities when the target children can be Tuakana. Engage Learning Matters as our structured literacy consultancy. Purchase adequate resources to run our structured literacy programme across the school. Prioritise literacy curriculum time so that children are engaged and practising every day. Reading Recovery will continue to be run firstly with one identified child and then within Teina room, working in conjunction with the classroom teacher. Run a whānau workshop to introduce parents and caregivers to structured literacy and our changed practices within the school. ‘Reading Together’ programme will be run. ‘Reading Eggs’ subscriptions will be purchased for all children. 	<p style="text-align: center;">Karitāne School Analysis of Variance Board Achievement Target 2022</p> <p style="text-align: center;"><u>Target for Improving Student Achievement</u></p> <p>To raise Student Achievement, so that all children are achieving at or above the expected level in literacy.</p> <p>In doing so, the children identified as at risk of underachieving will make accelerated/sufficient progress towards meeting this target through a focus on developing spelling literacy skills.</p> <p style="text-align: center;">Links to Strategic Planning</p> <p>NELP 1 – Learners at the Centre NELP 2 – Barrier Free Access NELP 3 – Quality Teaching and Leadership</p> <p style="text-align: center;">Baseline Data</p> <p>Analysed data from the end of 2021 indicates that 46.2% (12/26) of all students were achieving ‘below’ or ‘well below’ the expected benchmark in writing. Our assessment data has identified that for the majority of the children within this cohort phonological awareness and a lack of knowledge of spelling ‘rules’ appears to be a major barrier to progress. In addition to this, difficulty with handwriting appears to be a barrier to engagement and success for many.</p> <p>In reading, 26.9% of all students were achieving ‘below’ or well-below’ the expected benchmark and again, our assessment data has identified that for the majority of our struggling readers, phonological awareness is a major barrier to success.</p> <p style="text-align: center;">Where to next?</p> <ul style="list-style-type: none"> Continue to strengthen and embed consistent, school wide structured literacy practices through our consultancy with Learning Matters. Reading and Writing will be the focus of professional development over the course of 2023. Use EDI funding to continue to fund participation with Learning Matters and to purchase recommended reading and writing resources. Continue to use daily/weekly goal setting and learning journals to reflect on effort and achievement. 	<p style="text-align: center;">Outcomes</p> <p>Using school assessment data to date, we have noted positive gains for many of our identified students in one or more literacy area over the course of the year. Seven out of nine children within our target group have made accelerated progress and are now achieving at an appropriate level for their time at school or have shifted from the ‘well below’ to ‘below’ cohort in one or more literacy area. Two out of nine children have made ‘sufficient’ progress across the course of the year in both reading and writing.</p> <p>Whole school data indicates that 72% of all students have met or are above the expected benchmark in reading and 68% are at or above the expected benchmark in writing. Our assessment data across the school has identified that all of the children achieving within the ‘below’ or ‘well below’ cohort in both reading and writing have made significant progress over the course of the year and we expect this to be maintained as we continue to strengthen and embed our structured literacy practices across the school.</p> <p style="text-align: center;">Reasons for Variance</p> <ul style="list-style-type: none"> One child within the target group continues to have health needs which lead to significant and prolonged periods of absence. This negatively affects progress and achievement. One child shows worrying attention deficit/tiredness during instruction and has been referred to RTLB for further investigation. Although Covid-19 has not been a problem during 2022, the school experienced long periods where many children were absent due to sickness. Term three was particularly bad with almost every child in the school being absent for 2-3 weeks of instruction. This, coupled with teacher absences has affected progress and achievement. Difficulties with handwriting negatively affected progress and achievement in writing for more than one child.
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