



Sir  
Keith  
Park  
SPECIALIST  
SCHOOL

## Section 4:

Targets

AoV



2023

TARGETS




<ul style="list-style-type: none"> <li><input type="checkbox"/> Teaching strategies / goals modified as required</li>   <li><input type="checkbox"/> Formal annual review week 7, term 4.</li>   <li><input type="checkbox"/> ILP Process reviewed in light of student achievement results.</li> </ul>	<p>6.2 Contact with families by Telephone / email / face to face</p> <p>7.1 Staff encouraged to interrogate the data collected and modify plans / teaching if agreed by whanau, Teacher &amp; Syn. Leader</p> <p>8.1 CRT timed for annual review of ILP goals in term 4</p> <p>8.2 School wide data collected and interrogated for increased student achievement.</p> <p>9.1 ILP process monitored &amp; reviewed</p> <p>9.2 Student attendance analysed. Plan developed for individual students to address poor attendance in place for 2024</p>	<p>CRT</p>	<p>Week 7, tm 4</p> <p>Weeks 8 &amp; 9, tm 4</p>	<p>Rabin, Kathy, Teachers, Specialists, TAs, Whanau</p> <p>Rabin, Kathy, LT, BoT</p>
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# Targets For Improving Student Achievement 2023

## HEALTH & PHYSICAL EDUCATION

Background Information		Target – 2023		
13 students have individual MOVE programmes that aim to increase their functional mobility, and promote fuller participation in both school and home activities. With staff changes, there is a need to retrain / train staff and refresh and energise support of these programmes to ensure students are making optimum achievements.		<ul style="list-style-type: none"> <li>All students who cannot sit, stand, or walk independently will make progress against their current skills baseline in the MOVE programme (n= 13) by the end of 2023.</li> </ul>		
Specific Outcomes	Actions Required	Resources	Timeframe	Responsibility
<input type="checkbox"/> All students have a baseline assessment from Tm 4, 2022 or Feb 2023 if new  <input type="checkbox"/> Staff training  <input type="checkbox"/> MOVE Lead Team  <input type="checkbox"/> Review of school procedures  <input type="checkbox"/> Promote whanau involvement	1.1 Team review of Term 4 data to check for any regression over summer break 1.2 Team assessment of new students 1.3 MOVE Goals established with whanau and programmes revised  2.1 Refresher Training for all staff in rooms using MOVE 2.2 2 day Basic Provider Training for new staff, and identified existing staff 2.3 Whole school in-house MOVE training to enable support of programmes  3.1 Appoint Lead Teacher 3.2 Component of PT Job Description 3.3 Formulate Lead Team: Principal, Teacher, PT, TA  4.1 Recap of current situation: SWOT analysis by team 4.2 Formulate a plan 4.3 Create an action plan for 2023  5.1 Invite whanau to Meet MOVE Director 5.2 MOVE Class Visits 5.3 Equipment shared with home during term breaks	Shirley, Girlie ↓  CRT  1MU Lead Teacher  CRT Time for meetings  Kai Van access & Driver	Weeks 1 & 2, Term 1, 2023  Feb -March 2023  May  February 2023  February 2023 March, 2023  March 13, 2023  End of terms 2 & 3	Leadership Team Kathy, BoT  BOT, Kathy BOT, Kathy Kathy, Girlie, Shirley Kathy, Girlie, Shirley  Kathy, Girlie< Shirley  Kathy, BOT MOVE team MOVE Team  MOVE Team  Girlie

<input type="checkbox"/> Maintain MOVE Model Site Status	<p>6.1 Model Site Review by Julie Sues-Delaney, MOVE International Programme Director</p> <p>6.2 School must have in its employ accredited MOVE International Trainers</p> <p>6.3 School will implement MOVE programmes throughout the day</p> <p>6.4 School environment will enable MOVE programmes to take place i.e. uncluttered</p> <p>6.5 School must provide Basic Provider Training to all staff who work with individuals utilizing the programme</p> <p>6.6 School will have MOVE teams composed of families, educators, administrators, therapists and other direct service providers or professionals responsible for implementing MOVE programmes</p> <p>6.7 School will have access to adequate equipment to deliver MOVE programmes</p> <p>6.8 School administrator will participate in four contacts with MOVE programme managers annually</p> <p>6.9 School will pay an accreditation Fee annually to MOVE International</p>	<p>Powhiri Kai</p> <p>See above</p> <p>MOVE timetables, staff Class environment audit on staff only day Staff release</p> <p>Rifton toilet station Hoist Zoom</p> <p>\$750.00 USA</p>	<p>13 March</p> <p>Ongoing</p> 	<p>Kathy, Shirley, Girlie</p> <p>BOT, Kathy</p> <p>Kathy, MOVE Team</p> <p>Kathy, LT, all staff</p> <p>MOVE Team</p> <p>Kathy, Girlie, BOT</p> <p>Kathy, BOT</p> <p>Kathy, BOT</p>
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# Targets For Improving Student Achievement 2023

## Mathematics: Number & Statistics

Background Information		Target – 2023		
<p>Numicon was introduced to staff 18 months ago. Consistent training was affected by COVID=19..Some teachers were using the programme confidently, some were still exploring the equipment and had emergent understanding of how to use it. Students were exposed to and becoming familiar with the equipment.</p>		<ul style="list-style-type: none"> <li>Baseline data will be collected for all students using the Numicon Math Assessment Tool. Students will show progress against their own baseline.</li> </ul>		
Specific Outcomes	Actions Required	Resources	Timeframe	Responsibility
<input type="checkbox"/> Staff supported to understand the Numicon programme	1.1 All staff trained to use Numicon 1.2 Syndicate Leaders to support teachers to implement 1.3 Facilitator to support leaders & Teachers 1.4 Resources supplied to support programme 1.5 Implementation monitored, reviewed throughout year 1.6 New staff trained as part of Induction	External PD & Fees Edushop Consultant Recommended Resources purchased and organised CRT	January 2023 Ongoing Termly By March 31, then ongoing	BOT, Kathy Teeshan / Math Lead Teachers  All staff
<input type="checkbox"/> Lead Teachers to support teaching math using Numicon Resource	2.1 2 x Lead teachers to support staff 2.2 New staff trained as part of Induction 2.3 Conduct staff meetings 2.4 Released to observe Math teaching in class 2.5 Teachers supported to differentiate Math lessons Teachers inquire into own practice / reflect on impact	1MU each Lead Teacher CRT	February 2023 Ongoing	
<input type="checkbox"/> Use Numicon Assessment Profile for all students	3.1 Unpack assessment profile with all teachers 3.2 Make available online	CRT	January 26 Feb – 23 Mar Ongoing February 2023 Ongoing	DP. Lead Teachers
<input type="checkbox"/> Analysis of Achievement Data	4.1 Analysis of achievement data. 4.2 Plan for 2024 created in response to data	CRT		
<input type="checkbox"/> Review Math Curriculum Scheme	5.1 Math curriculum reviewed / revised 5.2 Math assessment reviewed / revised	CRT	Nov – Dec 2023	Teeshan, Kathy, BOT, teachers

# ANALYSIS OF VARIANCE 2022

Āhara taku toa i tē toa takitahi, Āngari hē toa takitini

The result of one's work and achievement is the product of many hands





## Analysis of variance: ILPs 2022

### Note:

Due to the massive disruption to consistent learning that COVID-19 has wrought upon us we have decided the only target we would set and review in 2022 was achievement of Individual Learning Plan goals. This allowed us to focus on getting students back to school and re-establishing routines.

### The target:

The target was for students to achieve a minimum of 80% mastery in each goal across all domains. This year students achieved 66% mastery of all goals set. There was a significant drop in achievement as compared to pre-covid years. This can be directly attributed to the spread of Covid through our school community, the periods of lockdowns and the high absenteeism due to contracting the disease or through close contacts. Although attempts were made to work through the goals by online learning, it was almost impossible to use this method in the teaching of certain skills.

### What did we do?

- Whole staff PD was given on sharing of ideas on how to convene the meeting so that we capture family voice and student voice (talanoa).
- All staff meeting dates were allocated to ILP writing. Teachers could seek the guidance of their team leader or fellow colleagues.
- Relievers were employed to release teachers to attend these meetings.
- Teachers embedded the teaching of the skills in their daily programme.
- The progress of these goals was conducted in June. The achievement of the goals included whanau feedback.
- The goals were evaluated in November/ December. Once again whanau were contacted and their feedback on achievement of the goals was recorded.

### What actually happened?

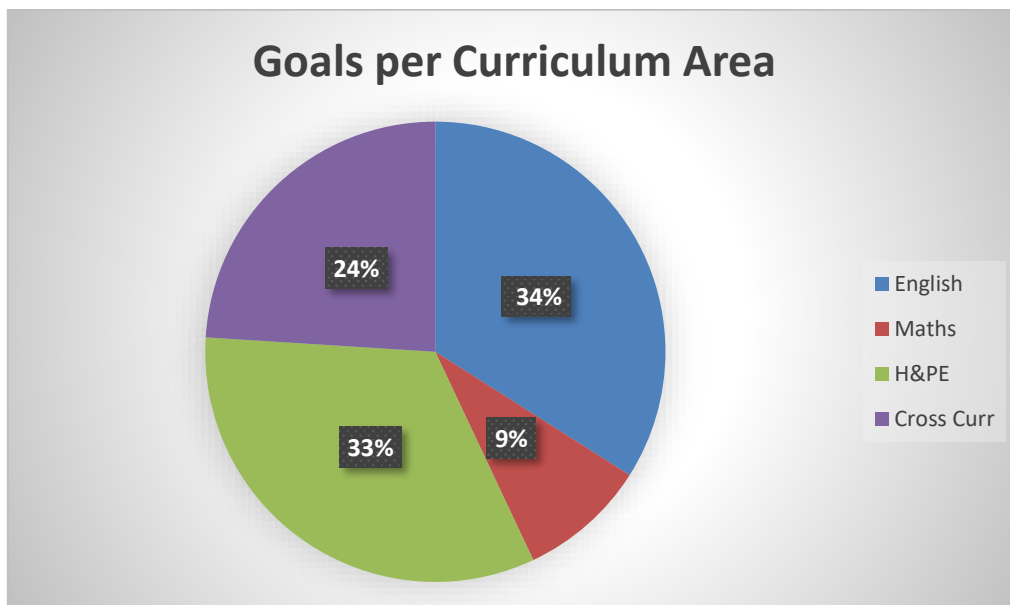
- The ILP meetings were scheduled over a 3 week period. It did spill over into the fourth week for those meetings that needed to be rescheduled.
- There was a far better attendance than previous years with a drop in rescheduled meetings.
- Face to face meetings were done for those students that reached a Checkpoint.
- To discuss and establish new goals for students that are not at a Checkpoint, teachers contacted whanau either by phone/ email/ face to face/ written communication
- Additional mentoring and one to one support was given to teachers experiencing challenges in compiling a Student Learning Plan (SLP) and Reference for Student Learning (RFSL)

### What does the data show?

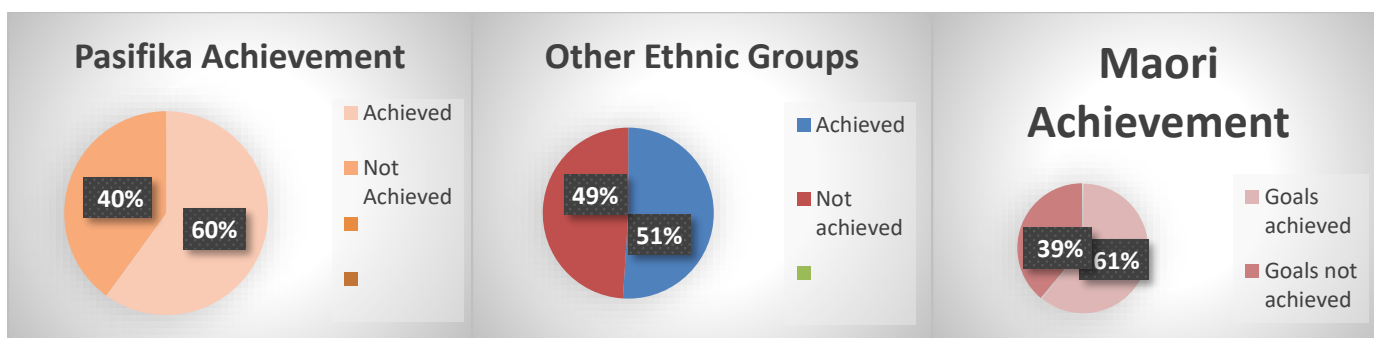
There were 171 students who had ILP goals in 2022. Four students (highlighted in yellow) had not attended school last year therefore did not have an ILP meeting to set goals for the year. Two students (red highlight) had a zero achievement of goals due to their very high absence from school. Four students (green highlight) made little or no progress towards their achievement of the goals due to valid reasons. Two of the students had a prolonged illness and were hospitalised which had an impact on their progress. The other two students were late enrolments and goals were set very late in the year.

The total number of goals set was 488. The number of English goals is 166(34%), Mathematics goals are 44(9%), Health and PE goals are 161 (33%) and Cross-Curricula goals are 117 (24%). Refer to Figure 1. The Maths achievement ranges from 60% to 83%, English from 57% to 67%, Health and PE from 61% to 67% and Cross curricula from 50% to 68%.

Figure 1:



The achievement of the goals for English is 72%, for Mathematics is 59%, for Health and PE is 62% and for Cross Curricula is 65%. The overall achievement for all goals set is 66%. Maori student goal achievement is 61%, Pasifika is 60% and all Other ethnic groups is 51%. Refer to Figure 2 below.



**Next steps:**

- Further in-house PD will be conducted in SLP writing, the aim of which is to study the information from the talanoa and establish goals which will be worked on over the next three years.
- To ensure that meetings is a talanoa by actively listening to whanau
- Minimise 'no shows' by sending out timely reminders
- Mentoring new teachers to our school in the ILP process
- Adhering to timelines
- Team leaders will support teachers at the ILP meetings