



West Road School: Annual Plan 2004

This is an example of good annual planning covering two years. It shows how the previous example was further developed by the school into a plan to address a specific student achievement target for 2004 and provided the basis for an Analysis of Variance and planning for 2005.
It meets criteria for good planning and targets.

Curriculum Achievement Targets

Curriculum Area: Reading
Budget: \$XXX

Strategic Goal: To develop and improve school-wide literacy
Objective for 2004: To raise reading competency levels of all Year 3 – 6 Students

Base Data: At the start of 2004 there were concerns that only 56% of Year 3 – 6 students were reading at or above their chronological age, with a particular concern for those in Year 4. The specific year level breakdown is:
 Year 3 – 54%; Year 4 – 41%; Year 5 – 69%, Year 6 – 61%

Target: By the end of 2004 90% of Years 3, 4, 5 and 6 students will be working at or above their chronological age in Reading measured by the PROBE Reading test..

• A common and recognised assessment tool was used to establish the baseline and will be used to measure the target.

• Baseline data has been established.

• It addresses a specific target to improve achievement.

• The achievement target is clearly stated and measurable.

Action	Who	Costs/ Resources	Target Date	Expected Outcomes
Provide additional teacher support in Years 3 – 6 – Learning support and Learning Assistants.	Principal / DP	\$xxx	Terms 1 - 4	Improved achievement levels across Years 3 - 6.
Implement monitoring of student reading	Principal, DP, Teachers		Ongoing	Data available to monitor progress towards target.
Implement and maintain daily recreational reading in all classes.	Principal/ DP, Teachers		Ongoing from Term 1	Increased student reading 'mileage'. Improved student motivation – leading to improved achievement.
Professional Development in teaching reading for all Year 3 – 6 teachers.	DP & Reading Committee	\$xxx for professional fees	Term 1 & Term 3	Concentrated teaching of reading skills and more effective teaching of reading.
Targeted small group reading instruction for lowest achievers in each year level	DP/ Learning support teacher	\$xxx Dedicated reading resources	Terms 1 - 4	Improved achievement levels for lowest achievers.

• It is focused on actions intended to improve student learning and also addresses the school's capacity to achieve the target (additional staffing & professional development).

• The plan is formatted to clearly answer the "what", "who", "when" and "expected outcomes" questions.



West Road School: Analysis of Variance 2004

The Analysis of Variance addresses and evaluates actual outcomes.
 This meets criteria for a good report.

Actual Outcomes	Analysis - reasons for variance	Evaluation - further development
<p>At the end of 2004 81% of all Year 3 – 6 students were assessed using the PROBE test as reading at or above their chronological age.</p> <p>Year level breakdown: Year 3 – 71%, Year 4 – 88%, Year 5 – 83%, Year 6 – 82%</p>	<p>This was the first comparative data collected using the PROBE Reading Test. Although the target of 90% was not achieved, it had been deliberately set at a high level and the improvement from 56% to 81% reading at or above chronological age represents significant progress.</p> <p>While reading ages improved, comprehension was not at the same level in many cases.</p> <p>Many Maori and Pacific Island students in Years 3 - 5 were identified as making less progress than others. An average of 50% of Maori students and 62% of Pacific Island Students achieved the target.</p>	<p>The targeted intervention for the lower achievers, Learning Support and Learning Assistants in reading classes for all Year 3 – 6 provided enabling more instructional Provision of Learning Assistants for all classes will continue in 2005.</p> <p>Identified Maori and Pacific Island students in Years 4 & 5 to receive in class support as well as targeted small group instruction.</p> <p>Continue use of PROBE to gather consistent data for monitoring: evaluation of other assessment tools.</p> <p>Teaching comprehension skills will need to be a focus next year.</p> <p>Ongoing professional development in 2005 for all staff in developing comprehension skills and planning to meet needs of lower achieving readers.</p>

Actual outcomes were clearly measured against the target using the same assessment tool.

- The analysis discusses outcomes achieved in comparison with outcomes planned.
- Reasons for variance are identified and discussed.

An Evaluation discusses outcomes in terms of future goals and action.



West Road School: Annual Plan 2005

This example shows how the Analysis of Variance of the 2004 plan and target has provided information for the school to plan for 2005 based on evidence, and has led to the formation of two new targets.

Provision is made for an Analysis of Variance to measure and analyse achievement against the three targets and evaluate results for future planning.
See the next page.

Curriculum Achievement Targets 2005

Curriculum Area: Reading

Budget: \$xxx

Strategic Goal: To develop and improve school wide literacy

Objective for 2004: To raise reading competency levels of Year 4 – 5 Maori and Year 4 – 6 Pacific Island Students

Base Data: In 2004 analysis the average number of students reading at or above their chronological ages across Years 3 – 6 was 81%. Results for Maori Students were 60% in Year 3 and 40% in Year 4. Results for Pacific Island students were 73% in Year 3, 50% in Year 4, 62% in Year 5.

Target 1: By the end of 2005 90% of Years 3,4,5,6 students will be working at or above their chronological ages

Target 2: By the end of 2005 80% of Year 4 and 60% of Year 5 Maori students will be reading at or above their chronological ages.

Target 3: By the end of 2005 90% of Year 4, 70% of Year 5 and 80% of Year 6 Pacific Island students will be reading at or above their Chronological age.

There are two new targets as a result of analysis of the previous year's results as well as continuation of the original target which was not achieved.

It is formatted to clearly answer the "what", "who", "when" and "expected outcomes" questions and is focussed on actions to improve learning outcomes for all students as well as addressing needs of groups of students identified from analysis of the previous year's results.

Action	Who	Costs/ Resources	Target Date	Expected Outcomes
Provide additional teacher support in Years 4, 5 & 6 – Learning support and Learning Assistants – focus on identified lower achieving students.	Principal/ DP	\$xxx (staff) + \$xxx Dedicated reading resources	Terms 1-4	Improved achievement levels across Years 3 – 6.
Targeted small group reading instruction for lowest achievers in each year level.	DP/LS teacher			Improved achievement levels for lowest achievers.
Regular monitoring of all student reading levels, set up a register to monitor Maori & Pacific student reading levels.	Principal, DP, teachers		Ongoing – results collated	
Implement and maintain daily recreational reading in all classes.	Principal, DP, teachers			Increased student reading 'mileage'.
Ongoing Professional Development in teaching reading for all teachers (Focus on comprehension skills and strategies to improve reading for underachieving students).	DP and Reading Committee	\$xxx for professional fees		Increased student motivation – leading to improved achievement.
				Concentrated teaching of reading skills to ensure more effective teaching of reading.

It addresses development of the school's capacity to achieve strategic goals and specific targets by continuing to allocate resources as well as ongoing provision of professional development for staff focussed on priorities identified through analysis of the results from 2004.



West Road School: Analysis of Variance 2005

Actual Outcomes	Analysis - reasons for variance	Evaluation - further development
Target 1: Target 2: Target 3:		