

“I can’t understand why people are frightened by new ideas. I’m frightened of old ones.” John Cage



Historical Position

Priority Learners, as described by the Ministry of Education, are Maori, Pasifika, those with special needs, or those from lower socio-economic backgrounds. This annual plan focuses only on those requiring additional learning support or are gifted/talented. The Learning Support register shows we have a small ‘tail’ of underachievement that has grown in 2016. The school is generally well-supported, and makes strong provision for target groups, including that of gifted/talented. A new Learning Support Coordinator was appointed at the start of 2016.

Strategic goal 1 states:

‘To provide a high-quality, student centred education where:

- Each student achieves high standards and makes significant personal progress in all areas, especially reading, writing and math;
- There is a focus on accelerating progress for priority learners;
- Giftedness is identified and positively nurtured

(Note: there are several other indicators of this goal that are linked more to general learning and teaching)

Targets or Intended Outcomes

- students that are currently below or well-below standard making accelerated progress. (see targets)
- students clearly identified (as gifted, talented or requiring learning support) and programmes of support implemented to meet their needs.
- individual education plans developed as required, and evaluated.
- differentiated programmes for gifted students.
- a full review of operations completed late in year.

Action	When	Cost/resource	Responsibility
Re-frame the role of Teaching Assistants, to reflect the funding we receive and priorities set.	Nov 16 -Feb	As per budgets –ORS, SEG	Mel (M), D
Analyse attendance data. Look for links with students that are disengaged or not achieving.	Jan		James (J)
Engage staff in the setting of achievement targets for 2017 and then set these. These will reflect the strategic priorities we have for lifting achievement, primarily for ‘priority learners’. Allocate and agree to additional resources (Teaching assistants and programmes). Make adjustments throughout the year. Gifted and Talented Teacher re-appointed for 0.3 leadership in this area.	Jan-Feb	G/T 0.3 Staffing	D
Two students on ‘Communication Support’ programme. Initiate and implement (term by term funding)	Feb	Funded externally -1k	M
Make ‘Assistive Technology’ applications (specific students)	Feb		M
Make disability service applications	Feb		M
Consult over painting of poles for assistance where there might be visual impairment.	Feb		D

ESoL Teacher updates assessments and carries these out for any new students. Programme of support usually equates to 1.5 hours per week of direct (individual and/or small group) time, as funded separately by MOE. Note -ESoL students are often allocated some teacher aide support as well. Funding is for two terms and this process is carried out again prior to mid-year.	Feb-June	ESoL Personnel budget	Sandi (S)
Utilise staffing opportunities to support priority learners (in one-off arrangements). Robin run reading support programme with one student -50 hours (from sabbatical units). Sandi engage extra time with early ESoL Learners (from sabbatical staffing) -16 hours. Also Troy (15 minutes per day for priority student)	Feb -	Covered by opportunity of sabbatical units	D, M
Meet the Parent held (focus on parent informing us with of any relevant background information that might be critical in developing a relationship and therefore accelerate achievement for all learners.	Feb		D, Staff
Continue to work with Sub Committee team to submit High and Complex Needs Allocation	Feb-		M
First Year MST (Maths Support Teacher) - enrol in Post Graduate Certificate - Massey, attend block courses, attend review days, implement programmes for acceleration, form MST supplementary team, lead and share strategies across the school.	Feb-Dec	Separate budget -0.4 funded by RSS	M
Library Team meet with Mel to explore/initiate some form of monitoring/support for students in their more senior years who are not yet habitual readers. (Rebecca spend time with them to assist in selection, share the love of reading and discuss anything read). Evaluate 2016 and discuss improvements if necessary. Second year.	Feb	750	M/Rebecca
Initiate new transition plan for priority learners at the beginning of the year and terms	Feb, May, July, Oct		M, Staff
New teacher training as reading recovery teacher (0.2 Ministry funded and 0.2 school-funded). Attend training fortnightly and implement programme daily for two hours. Complete assessments and update any records required. Connect with parents and ensure student is attending and that reading (and this costly intervention) is valued. Second Year.	Feb-Dec	0.2 staffing plus 0.2 MOE staffing	D/Kerri

Learning Support register monitored (To what degree is the learning of these children being accelerated? What if anything requires adjusting?) Updated to reflect ongoing collection of data and especially mid year and end of year national standards information.	Feb-Dec		M
Schedule IEPs for those students that require it (ORS, plus high needs). Evaluate progress towards goals, set new goals, engage all parties in striving to meet them.	Feb-Dec		M/staff
Teaching staff all identify priority groups for their inquiry, focused on school target of lifting achievement in (esp for those currently below standard). Meet with Team Leader to confirm plan and implement 'teaching as inquiry' cycle. Report to leadership, staff and/or Board of Trustees (Nov).	Feb	School-wide PLD budget	D/Leadership
Teacher and Teacher Aides attend 'Low Vision' workshop for two students in this category	Feb	600	M
Continue x2 term team meetings with Teaching Assistants	Feb-Dec		M
Continue Steps and Toe by Toe Literacy programmes for priority learners - evaluate impact	Feb-Oct	Personnel budget – teaching assistants	M, Staff
Apply for In Class Support and High Learning Needs for students that require it and meet guidelines	Feb-Oct		M
Continue PMP support groups and all Junior classes participation - evaluate, monitor. Staff to visit local schools who run similar programmes.	Feb -Dec	300	M, Staff
Two Teachers of ASD students attend Sue Larky Course	Mar	600	M, Stephen/Nic
Carry out full 'Special Needs' strategy review (previous strategy was 2013-2016). To what degree have we met the intent of this earlier strategy? How do we know? What is required for the future? (What are our emerging priorities? What do we know about success of programmes and support	Apr		D, M

etc)			
Six year net data fully collated and analysed in preparation for deciding whether reading recovery is needed in 2018. Make application.	Sept-Oct		D, Mel
Complete and table the following reports: Reading Recovery Report; National Standards (mid and end of year)	Nov		D, M. Kerri

Note: The nature of leadership and indeed schooling is that we need to be responsive and adapt/modify/respond to the needs as they evolve. Therefore much of our actions will be dictated by our beliefs (as written in our Learning Support Strategy) and involve an inquiry mindset.

Learning Support Coordinator has release to attend to this role.