

ANALYSIS OF VARIANCES - ONLY MAG 1 (Curriculum) from ANNUAL PLAN 2015

<p>OBJECTIVE 1</p> <p>(From 2016 Annual Plan)</p>	
<p>LINK TO STRATEGIC GOAL:</p>	<p>GOAL 2: "Curriculum programmes are innovative and meet the needs of the children"</p>
<p>ANNUAL OBJECTIVE:</p>	<p>LITERACY - Reading. Closely monitor student achievement, classroom programmes and planning.</p>
<p>TARGET FOR STUDENT ACHIEVEMENT:</p>	<p>To increase the number of students achieving 'at' or 'above' the National Standards in reading with an emphasis on Maori students</p>
<p>BASELINE DATA:</p>	<p>At the end of 2015 we had 'Well Below' and 'Below'</p> <p>After 1 Years 31%</p> <p>After 2 Years 25%</p> <p>After 3 Years 25%</p> <p>After 4 Years 13%</p> <p>After 5 Years 15%</p> <p>After 6 Years 14%</p>
<p>ACTIONS (What we did?)</p>	<p>At the end of 2015 we had the following data 'At and 'Above'</p> <p>After 1 Years 69%</p> <p>After 2 Years 75%</p> <p>After 3 Years 75%</p> <p>After 4 Years 87%</p> <p>After 5 Years 81%</p> <p>After 6 Years 85%</p>
<p>Our Reading curic leader did classroom observations in the senior classrooms providing feedback on the teachers programmes to them.</p> <p>Shared staff meetings and junior syndicate meetings where we have shared reading ideas, reading programmes and reviewed the 'Reading the VS way' document.</p> <p>Attending Raising Achievement PD, the whole staff including Teacher Associates for reading and phonological awareness.</p> <p>In addition, SENCO on-line course. Visual processing course and phonological processing course attended by teachers,</p>	<p>OUTCOMES (What happened?)</p> <p>At the end of 2016 we had the following data 'At or Above'</p> <p>After 1 Year 64%</p> <p>After 2 Years 77%</p> <p>an increase of 8%</p> <p>After 3 Years 73%</p> <p>After 4 Years 84%</p> <p>an increase of 5%</p> <p>After 5 Years 93%</p> <p>After 6 Years 76%</p> <p>At the end of 2016 we had 'Well Below' and 'Below'</p> <p>After 1 Year 30%</p> <p>After 2 Years 23%</p> <p>After 3 Years 27%</p> <p>After 4 Years 16%</p> <p>After 5 Years 7%</p> <p>After 6 Years 25%</p>
<p>REASONS FOR VARIANCES (Why did it happen?)</p>	<p>The younger children who are reading 'At' are too young to be accepted by SMS. The variance of 6% is in fact 5 children.</p> <p>The starting roll in February 206 In March 304, July 332 and December 1, 364.</p> <p>This is a growth of 68 students since February - 18% of our roll. Some of these students have attended more than one school and were not assessed in 2015.</p>
<p>EVALUATION (Where to next?)</p>	<p>2017 Jo will complete observations in the middle and junior classrooms.</p> <p>In 2017 we will be continuing with school-wide sharp reading programme-will continue with PD and implement the strategies in our classroom guided reading sessions.</p> <p>Continue to monitor our junior school children and provide extra small group teaching for students who are not reading at their expected level.</p> <p>In 2017 years 2-4 inclusive, will be our target group.</p>

SENCO and Teacher Associates. Specific kits bought to assist with visual screening and further specialist intervention. Eyesight problems have been picked up for some learners and confirmed by optician appointments.

All staff, including TA's have trained in the Yolanda story phonics training. Junior syndicate has implemented a phonics cross grouping programme that runs throughout the year.

The senior and middle syndicates (8 teachers) went to '7+' reading approach PLD.

Junior children have been supported in small TA reading groups.

Dana ran sessions with the TAs to introduce them to the sharp guided reading lesson structure so that they could implement this in their reading groups.

We continued to monitor our junior school children and provided a reading recovery alternative in the form of a teacher working with small groups of targeted children who were not reading at their expected level. Following this intervention every student on this programme showed progress and moved on average 5.4 levels.

Group 1 who started at the beginning of the year moved up 7 reading levels.

Group 2 who started in May moved 8.4 reading levels.

The Middle Syndicate continued

the second year of the ALL group intervention (20 minutes). This was an in-class intervention through all 4 classes. There were 7 students on the programme. These students	Four teachers released. Focus on vowel sounds, CVC, 2 & 3 letter blends. High level vocabulary and acceleration texts used in small groups. 77% of the students on the ALL intervention had a rise in their OTJ.	Each student responded well to the small group work. Follow-up between school and home was positive.	ALL continues in the third year, Sharp Reading techniques interwoven in with the 20 minute slot. Senior Syndicate plan to pick up the ALL intervention in 2016.
<p>PLANNING FOR 2017:</p> <ul style="list-style-type: none"> • Target the Year 2 - 4 year group in 2017 (Year 1 - 3 at the end of 2016) • Continue Targeted Learner Meetings - monitor the Priority levels for these students. • Continue to incorporate syndicates and individual teacher inquiry as part of the annual plan and to form syndicate 'RAPs' in 2017 • ALL will continue in our 3rd year with the MOE. (Term 1 week 7) • Continued use of data boards discussed every term as part of syndicate meetings - these will also be transferred digitally • Continue to use the 'Vogelhorn LIP' to 'prioritise' our targeted students in maths across the school • A school wide 'shared one document' on google sheets for our 'targeted learners' meetings. This will be updated each meeting and minuted on. • Continue class observations with VS reading curric team 			

OBJECTIVE 2	(From 2015 Annual Plan)		
LINK TO STRATEGIC GOAL:	GOAL 2: 'Curriculum programmes are innovative and meet the needs of the children'		
ANNUAL OBJECTIVE:	LITERACY - Writing. Closely monitor student achievement, classroom programmes and planning.		
TARGET FOR STUDENT ACHIEVEMENT:	To increase the number of students achieving 'at' or 'above' the National Standards in writing with an emphasis on Maori		
BASELINE DATA:	At the end of 2015 we had the following data 'At and 'Above'.	At the end of 2015 we had 'Well Below' and 'Below'	

ACTIONS (What we did?)	OUTCOMES (What happened?)	REASONS FOR VARIANCES (Why did it happen?)	EVALUATION (Where to next?)
<p>Writing phonological knowledge built up by an emphasis on phonological awareness and knowledge.</p> <p>Cross grouping for phonics in the Junior syndicate to build up phonemic awareness.</p> <p>TA's working with small groups of children in the Junior syndicate needing a boost with writing.</p> <p>Moderated writing samples in syndicates in term 1 and term 3.</p> <p>Junior inquiry for the year focussed on building up children's 'Vocabulary knowledge. This has transferred into their writing.</p> <p>Celebrating great words, sentences and genres in writing time. Shared in assemblies and displayed openly on class walls.</p> <p>Some writing has been shared with the community via the weekly school newsletter.</p> <p>Linking writing skills at topic time.</p>	<p>After 1 Year 78%</p> <p>After 2 Years 73%</p> <p>After 3 Years 73%</p> <p>After 4 Years 84%</p> <p>After 5 Years 77%</p> <p>After 6 Years 62%</p> <p>At the end of 2016 we had the following data 'At and 'Above'.</p> <p>After 1 Year 77%</p> <p>After 2 Years 77%</p> <p>After 3 Years 73%</p> <p>After 4 Years 60%</p> <p>After 5 Years 68%</p> <p>After 6 Years 64%</p> <p>At the end of 2016 we had 'Well Below' and 'Below'</p> <p>After 1 Year 23%</p> <p>After 2 Years 23%</p> <p>After 3 Years 27%</p> <p>After 4 Years 20%</p> <p>After 5 Years 32%</p> <p>After 6 Years 36%</p>	<p>After 1 Year 22%</p> <p>After 2 Years 27%</p> <p>After 3 Years 27%</p> <p>After 4 Years 16%</p> <p>After 5 Years 23%</p> <p>After 6 Years 31%</p> <p>2015 Year 4 84% At or Above.</p> <p>2016 Year 5 68% At or Above.</p> <p>Drop of 16%</p> <p>2015 Year 5 77% At or Above.</p> <p>2016 Year 6 64% At or Above.</p> <p>Drop of 13%</p> <p>The senior team, as part of their syndicate inquiry, targeted writing across the senior team in 2016. They used E-Astle to moderate their writing this year, and this was more scrupulous in its moderating. The writing sample moderated in Term 3 was a moment in time 'piece' which the children had not tried before. This threw some of the children as the E-Astle marking tool looks at 7 parts of the writing. The results at the end of 2016 reflect this.</p>	<p>This year the Senior Syndicate's main goal was to improve writing in the Senior School. Their inquiry segued into looking at the achievement of Boys writing with Highlands Intermediates and NPBHS. They wanted to find out what kinds of writing children were doing at Intermediate and High School and how they moderated writing at these higher schools. This inquiry is continuing in 2017 with a timetable formulated for PD and visits to other schools.</p>

PLANNING FOR 2017:

- The senior team will continue to use E-Article as a moderating tool for writing
- The senior team to continue to be part of the 'Writing group' combined with local Primary & Secondary schools.
- Continue the use of high motivational tools for writing, such as youtube clips - school wide.
- Continue with a phonics focus across the school.
- Investigate Word Lab as a trial in the Years 3 & 4 purchase for all teachers to access.
- Continued use of data boards discussed every term as part of syndicate meetings.
- Continue to use the 'Vogelton LIP to 'prioritise' our targeted students in writing across the school
- A school wide 'shared one document' on google sheets for our 'targeted learners' meetings. This will be updated each meeting and minuted on.

OBJECTIVE 3	(From 2016 Annual Plan)	
LINK TO STRATEGIC GOAL:	GOAL 2: 'Curriculum programmes are innovative and meet the needs of the children'	
ANNUAL OBJECTIVE:	MATHEMATICS - Closely monitor student achievement, classroom programmes and planning.	
TARGET FOR STUDENT ACHIEVEMENT:	To increase the number of students achieving 'at' or 'above' the National Standards in mathematics with an emphasis on Maos. After Year 1 78% After 2 years 76% Yr 3 85% Yr 4 85% Yr 5 80% Yr 6 80%	
BASELINE DATA:	At the end of 2015 we had the following data 'At and 'Above'. After 1 Year 76% After 2 Years 75% After 3 Years 90% After 4 Years 84% After 5 Years 78% After 6 Years 77%	At the end of 2015 we had 'Well Below' and 'Below' After 1 Year 24% After 2 Years 25% After 3 Years 10% After 4 Years 16% After 5 Years 22% After 6 Years 23%
ACTIONS (What we did?)	OUTCOMES (What happened?)	REASONS FOR VARIANCES (Why did it happen?)
In the Junior syndicate we ran the	At the end of 2016 we had the	The Junior school, as part of their
		EVALUATION (Where to next?) Let the local Intermediate know

ALM2 programme targeting 2 groups of year 2 children-who were identified as achieving just below in strategy and number knowledge. These chn worked in a small group for 8 weeks.
Group 1 were at strategy stage 3 with the target to get them to stage 4.

Group 2 children were at stage 2 with the target to be to get them at stage 4.
All but 1 child progressed to stage 4. Their number knowledge significantly improved.

In the middle syndicate there was a conscious decision to change the timetable so that Maths was not compromised during the swimming season. Maths was taken each day.

A heightened awareness on the use of and teaching the language of maths across the school.

Middle and Senior school wide teaching focus.
Monday: Place Value, Tuesday: Strategies, Wednesday: Number Knowledge and Place Value focus, Thursday: Contextual Problem solving, Friday: Place Value and games

Cross grouping the year 2 and year 1 children for maths in the junior syndicate.

following data 'At and 'Above'.
After 1 Year 80%
After 2 Years 76%
After 3 Years 81%
After 4 Years 93%
After 5 Years 93%
After 6 Years 65%

At the end of 2016 we had 'Well Below' and 'Below'

After 1 Year 20%
After 2 Years 24%
After 3 Years 19%
After 4 Years 7%
After 5 Years 7%
After 6 Years 32%

review of the junior maths programme, decided to try 'cross grouping' for maths teaching. This was a success in terms of differentiating across the junior school and achievement of the students maths ability.

that our Yr 6 students were our lowest year group in maths OT.Js.
Continue with the year 2 cross grouping for maths using the TSB numeracy grant we receive (see TSB report from end of 2016).
Continue with the small ALM group teaching in the junior syndicate.

PLANNING FOR 2017:

- Junior classes will continue to 'cross group' for maths teaching, however this may not be required for the Yr 1 classes
- ALIM will continue in Yr 3 - 6 at the senior school. This will be the 3rd year we have run this, however we will fund this ourselves.
- ALIM2 will continue in the junior school with targeted Y2 students as part of a 16 week intervention.
- Continued use of data boards discussed every term as part of syndicate meetings.
- Continue to use the 'Vegetown LIP' to 'prioritise' our targeted students in maths across the school
- A school wide 'shared one document' on google sheets for our 'targeted learners' meetings. This will be updated each meeting and minuted on.

OBJECTIVE 4		(From 2016 Annual Plan)
LINK TO STRATEGIC GOAL:	GOAL 2: 'Curriculum programmes are innovative and meet the needs of the children'	
ANNUAL OBJECTIVE:	NATIONAL STANDARDS - COMPLIANCE	
TARGET FOR STUDENT ACHIEVEMENT:	To get all National Standards data, commentary and charter requirements to the MCE by March 1 each year. To really look, analyse the data and use it as a staff.	
BASELINE DATA:	See National Standards data end of 2015 and end of 2016	See National Standards NAG2A(b) Commentary end of 2015 and end of 2016. See Analysis of variances end of 2015. Currently working on the analysis of variances for 2016.
ACTIONS (What we did?)	OUTCOMES (What happened?)	EVALUATION (Where to next?)
<ol style="list-style-type: none"> 1) All National Standards data entered from end of 2015 2) All NAG2A(b) commentary entered and completed end of 2015 and end of 2016. 3) Analysis of variances completed end of 2015 and this report end of 2016 	<p>Shared with leadership team, staff and BoT - impacts we are making at school for our learners.</p> <p>Syndicates looked at the data and the commentary could see where there syndicate and year levels and how they were developing.</p> <p>BoT had an understanding of the data and could see how we are tracking as a school in relation to previous years data, across the</p>	<p>Cut back on the number of targets in our annual plan</p> <p>Continue to share data and be transparent in our findings.</p> <p>Give more ownership to cunic teams - analyse and make findings from the summative results and OTJ's.</p> <p>Continue to develop the leadership team so we all can 'lead into' the</p>
	<p>We need one space to collate data. Our new SMS does this well but not in a cumulative way for an entire class.</p> <p>Transparency with school National standards results. Analysing the results and determining where best to place resources. All of the VS whanau own this - BoT, Leadership team, staff.</p> <p>Not just making sure we are</p>	

	<p>Tairānaki region and across NZ.</p> <p>A lot more understanding of the National Standards data - this leads to more ownership of the OTJ's and making sure that the data we use to make the OTJ's is quality, up to date and 'best fit' for the student.</p> <p>Use of cumulative cards, which will continue in 2017, as a tracking system that is up to date and holds all summative assessment on a child.</p> <p>We did not, as an IT team, look at the use of PCMD or VLN. There has been quite an increase in the use of a teacher facebook page for sharing resources, ideas and developing strategies.</p>	<p>compliant with the data, commentary, variances but looking at this information - what is really telling us?</p>	<p>data and information that goes to the MDE, BOT and staff.</p>
<p>PLANNING FOR 2017:</p>			
<ul style="list-style-type: none"> • A new google sheet for our targeted students (this has gone through many prototypes). This will be shared with RTLB, leadership team and all teachers. • Another google sheet that we add to each year which denotes the interventions a student has had over their time at VS. There name will never come off this sheet, only the year level will change each year. 			

<p>OBJECTIVE #</p>	<p>(From 2016 Annual Plan)</p>		
<p>LINK TO STRATEGIC GOAL:</p>	<p>GOAL 2: "Curriculum programmes are innovative and meet the needs of the children"</p>		
<p>ANNUAL OBJECTIVE:</p>	<p>TEACHER PD</p>		
<p>TARGET FOR STUDENT ACHIEVEMENT:</p>	<p>To upskill Teaching staff in curriculum areas pertinent to their syndicate inquiries, whole school reading focus and targeted learners in their class.</p>		
<p>ACTIONS (What we did?)</p>	<p>OUTCOMES (What happened?)</p>	<p>REASONS FOR VARIANCES</p>	<p>EVALUATION (Where to next?)</p>

<p>JUNIORS: (see PTC's) Yolanda Sonyl Sheena Cameron (Oral language) Jenny Tebbutt (TOD) Jenny Tebbutt - visual processing Sharp reading Play based learning (Lee & Adri) Brain Gym Hockey Skills4Life Stuart Hales iPad</p> <p>MIDDLES: Yolanda Sonyl Sheena Cameron, Jenny Tebbutt (TOD) Sharp Reading Hockey Skills4Life Stuart Hales iPad iY course</p> <p>SENIORS: Sheena Cameron, Jenny Tebbutt (TOD) Sharp Reading Hockey Skills4Life E-AsTTle Stuart Hales iPad iY course</p> <p>LEADERSHIP TEAM: Middle leaders PG (DP's) Sue Lerkey (ASD) Tony Athwood (ASD) Jenny Tebbutt - visual processing iY course</p> <p>ECE transition-evening meetings TEACHER ASSOCIATES: Yolanda Sonyl TSS maths expo Jenny Tebbutt (TOD) Visual processing</p>	<p>We began to run a phonics programme across the junior school every morning. This was a cross grouped structure and entirely based on the Yolanda Sonyl stages and teachings.</p> <p>After the Sheena Cameron PLD the Middles looked at the motivation for writing and developing oral language.</p> <p>The activities from Sheena Cameron and her book are incorporated into the junior oral language programme.</p> <p>After the Jenny Tebbutt visual processing PLD, we purchased the visual screening kit. We have begun to screen students who are not achieving.</p> <p>Sharp reading PLD has resulted in the use of the sharp reading lesson format for guided reading in the junior classrooms.</p> <p>Play based learning PLD has resulted in early changes of junior pedagogy. This will continue in 2017 for NE and Yr 1 classes.</p> <p>Brain gym has been integrated into daily programmes. Some of the ideas have been shared with the staff.</p>	<p>(Why did it happen?) Reading was a whole school focus in 2016 and 2017, we wanted to provide as much PLD as we could to strengthen our learning programmes.</p> <p>Robust and collegial conversations with staff and other schools around reading programmes and student achievement.</p> <p>Responding to the needs of our current and projected students such as ASD courses in Auckland.</p> <p>The use of specialists aligned to the school such as RTLI and RTLB, has provided expertise and strategies to enhance student achievement. Professional guidance for staff has been on-going throughout the year.</p> <p>The use of Google Docs has impacted positively on all staff. This is an inclusive tool and allows each person to have a voice/input.</p>	<p>More reading PLD as required in line with our school reading focus and syndicate, individual inquiries.</p> <p>We also looked at PD to deal with children's issues or weaknesses or where a need is identified.</p> <p>Continue to incorporate oral language activities from the Sheena Cameron resource book.</p> <p>To use the visual processing test kit to identify 3rd wave learners.</p> <p>To use the sharp reading lesson programme during our guided reading lessons.</p> <p>To incorporate play based learning into our classroom programmes.</p> <p>Developing a school-wide Physical Education plan. Purchasing resources to support initiatives.</p>
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IV course		
PLANNING FOR 2017:		
<ul style="list-style-type: none"> • Juniors/Middles to be involved in more Sharp Reading PLD (Being held at Vogelstown) • Ongoing PLD and use of play based learning as a structure and improved pedagogy for junior learning. • Ongoing use of Google Docs for interactive planning. • School-wide Sports and Phys. Ed. plan with all classes locked in. 		

Objective 1		
(From 2016 Annual Plan)		
LINK TO STRATEGIC GOAL:		
GOAL 2: "Curriculum programmes are innovative and meet the needs of the children"		
ANNUAL OBJECTIVE:		
Effective use of assessment data		
TARGET FOR STUDENT ACHIEVEMENT:		
See OTJ's and other assessments from individual teachers/classes.		
ACTIONS (What we did?)	OUTCOMES (What happened?)	REASONS FOR VARIANCES (Why did it happen?)
<p>Middles and Seniors used the following assessments in T1/T3</p> <p>Writing Samples, Essential spelling lists, Running Records/Probe, Basic Facts, Gloss, Maths PAT, Listening PAT, Reading Vocab, Reading Comprehension, STAR, OTJ's</p> <p>Junior syndicate assessments in T1/T3 -</p> <p>Writing samples, Jam, Essential spelling lists, basic facts, Running records, 6 yr nets (when chn turn 6) OTJ's</p>	<p>Testing was time consuming and some may have duplicated results.</p> <p>There was a wide range of results - how do we use these results best to fit into our planning and class programmes?</p> <p>Each curriculum team to take more ownership with the results - analyse the results and feedback to the syndicates and staff as to what the results are 'actually' telling us - how do we change practice? Why do we need to change practice?</p>	<p>For the Year 3 students, the tests that were completed in booklets were easier. Confusion reigned when answer sheets were separate and required colouring in a circle. This required close supervision and assistance.</p> <p>Students who have poor reading are compromised when completing tests that require reading prior to answering. These students achieve better when the testing is delivered and completed orally.</p>
EVALUATION (Where to next?)		
<p>Look closely at the Assessment schedule for 2017 - do we need all the assessments we use?</p> <p>Contact NZCER (Cathie Johnson) and ask her to talk to the leadership team about our assessment schedule - planning for 2018.</p> <p>Adapting assessments for the students we know will struggle or stress under testing conditions.</p>		
PLANNING FOR 2017:		
<ul style="list-style-type: none"> • Curric teams to do 'data mining' from their curric assessments - curric leaders 		

- Use of Ready to Reads for running records in 2017 - instead of PROBE. PROBE for Lurg and above.
- Use of assessment folders (analysis folders) and our school eTap (SMS) in 2017 for collation of results and for ease of access.

OBJECTIVE 1			
(From 2016 Annual Plan)			
LINK TO STRATEGIC GOAL:			
GOAL 2: 'Curriculum programmes are innovative and meet the needs of the children'			
ANNUAL OBJECTIVE:			
LEADERSHIP			
TARGET FOR STUDENT ACHIEVEMENT:			
ACTIONS (What we did?)			
Class Representatives initiative adopted in the Year 5 & 6 classrooms. Started term 3. Two children per senior room.	OUTCOMES (What happened?)	REASONS FOR VARIANCES (Why did it happen?)	EVALUATION (Where to next?)
	Class Reps have led classroom discussions, organised events, made end of year speeches, reported to Principal.	There is a need for student voice in the school - this is the genesis of the class reps programme.	Election of Class Representatives twice yearly. This will mean 16 children per year. More involvement with assemblies, whanau events, 'lets go' projects and wet lunches (especially at the junior school) to help develop their leadership skills further.
PLANNING FOR 2017:			
<ul style="list-style-type: none"> • Leaf Conference 2017 • Extend into buddy rooms - reporting and gathering other the voice of other children. • Young Leaders conference in Palmerston North or Wellington in 2017 - taken by one of the staff (does not need to be one of the leadership team) 			

OBJECTIVE 2	
(From 2016 Annual Plan)	
LINK TO STRATEGIC GOAL:	
GOAL 2: 'Curriculum programmes are innovative and meet the needs of the children'	
ANNUAL OBJECTIVE:	
TRANSITION TO SCHOOL(S)	

TARGET FOR STUDENT ACHIEVEMENT.	Consultation with whānau about our transition policy (new in 2016)		
ACTIONS (What we did?)	OUTCOMES (What happened?)	REASONS FOR VARIANCES (Why did it happen?)	EVALUATION (Where to next?)
<p>4 Year Old Fridays</p>	<p>Gets children and parents into V8. We had 3 sessions a term. Children know where they will be coming to discover what it is like at school, form good connections between home and school to help promote successful transitioning.</p>	<p>Minimise anxiety</p> <p>The recent readings from the MCE in regards to transition from ECE to Primary (see MCE document 'Continuity of learning: transitions from early childhood to school'</p>	<p>To allow our 4 year old Friday programme to incorporate a parent information session at the first 4 year old Friday each term</p>
<p>Kindy Tryathlons, Cross Country, Visits</p>	<p>Visits from early childhood centres- Manu kindy visited room 1 with a group of children Brooklands kindy-visited with 2 separate groups- had a tour of the school and visited the new entrant classroom. Children see the 'other side of school' EOTC.</p>	<p>The 2nd reading from the EOTC around 'Educationally powerful connections with parents and whānau' resulted in 3 'Four year old Fridays' every term, meet the teacher night at the beginning of the year.</p>	<p>Tweak systems as required. Continue with the kindy triathlon</p>
<p>Transition from Junior to Senior School</p>	<p>Year 2 children visit Senior School for lunch in Term 4 to get used to the playground and more/older children. Meet the new teacher in their new room after assembly at the end of the term.</p>		<p>Continue as needed and for as long as needed. TA support as needed. Follow-up visits/links with previous staff/SENCO and whānau.</p>
<p>Whānau groups and buddy classes - getting to know students who are younger/older within our school. Whānau Buddy room activities.</p>	<p>Wider friendships/support base. Reduce anxiety when in another room or school site.</p>		

Transitions for targeted students-
inter-class and into VS.

VS to Highlands, Devon, FDMC,
SHGC

Visit the class for the following year
or new class.
Shared information via IEP/Collegial
conversations/Speed dating, RTLB
interventions

Year 6 students' orientation days.
Extra visits to Highlands to support
anxious students. Highlands class
lists to be posted before the first day
of school.

PLANNING FOR 2017:

- Develop the link with the ECE's more strongly - more visits and getting to know the ECE's around us
- Continue to develop the transitions we have with Yr 2 - 3, coming across the road for visits
- Continue visits to Highlands in 2017 - leadership team can develop this.

