

Analysis of Variance Reporting 2021

IEP-ICP Priority Key Competencies

School Name:	Ruru Specialist School	School Number:	4011
Strategic Aim:	Each student will be supported through the IEP/ICP process to reach their potential.		
Annual Aim:	<ul style="list-style-type: none"> • Students, Family/Whānau and Teachers will identify Key Competencies that will become individualised priority learning goals through the IEP/ICP programme. • Individual, Class and Whole School results are reported to the Board of Trustees and school community. 		
Target:	<ul style="list-style-type: none"> • Progress and achievement of IEP/ICP goals will be reported to students, families & whānau through meetings, home-school communication, school celebrations, student profiles of Achievement and digital platforms. • Each student, including Māori and Pasifika students, will achieve 30 phases of the Ruru Specialist School Expanded Level 1 Curriculum in their identified priority Key Competencies 		
Baseline Data:	<p>In 2020 students from Y1-15 worked towards achieving 30 phases within the expanded level 1 Curriculum.</p> <p>48 of 92 students achieved the target of completing 30 phases (52%)</p> <p>78 of 92 students achieved 20 phases (85%)</p> <p>13 of 24 students who identify as Māori achieved the target of completing 30 phases (54%)</p> <p>22 of 24 students who identified as Māori achieved 20 phases (92%)</p> <p>2 students who identified as Pasifika achieved the target of completing 30 phases.</p>		

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>																										
<p>From students IEP/ICP or Transition meetings, the students, family/ whānau and teacher identified Key Competencies as priority learning for each student in areas of needs. They were developed from the Ruru Specialist School Expanded Level 1 Curriculum.</p> <p>Students Years 1-8 worked to achieve five IEPs at any one time. Students Years 9-15 worked to achieve four ICP's including a Work & Study ICP at any one time.</p> <p>A deficit of goals to fully meet needs of many of our sensory students was identified throughout the year.</p> <p>Staff in the Senior School developed phases for Level 1 extension in all Key Competencies which were added to our SharePoint App.</p> <p>All students IEP/ICP goals and Key Competency goals identified in priority for each student. Students were tracked and analysed each term.</p> <p>After consultation in Term 3 following analysis of tracking each student's achievement of identified priority</p>	<p>The total Phases achieved by all classes had a clear indication of identified deficit Key Competency areas. Most priority learning need/phases were achieved in Key Competencies, Using Language, Symbols & Texts and Managing Self. Key Competency Phases targeted IEP/ICP results below.</p> <table border="1" data-bbox="589 523 1261 1294"> <thead> <tr> <th data-bbox="589 523 1037 707"></th> <th data-bbox="1037 523 1261 707">Key Competency Priority Targeted IEP-ICPs</th> </tr> </thead> <tbody> <tr> <td data-bbox="589 707 1037 754">Salford Satellite</td> <td data-bbox="1037 707 1261 754">100%</td> </tr> <tr> <td data-bbox="589 754 1037 802">Donovan Satellite</td> <td data-bbox="1037 754 1261 802">100%</td> </tr> <tr> <td data-bbox="589 802 1037 850">Verdon Junior</td> <td data-bbox="1037 802 1261 850">100%</td> </tr> <tr> <td data-bbox="589 850 1037 898">Verdon Senior</td> <td data-bbox="1037 850 1261 898">100%</td> </tr> <tr> <td data-bbox="589 898 1037 946">Poutama Hine</td> <td data-bbox="1037 898 1261 946">55%</td> </tr> <tr> <td data-bbox="589 946 1037 994">Poutama Rangatahi</td> <td data-bbox="1037 946 1261 994">100%</td> </tr> <tr> <td data-bbox="589 994 1037 1042">Poutama Tane</td> <td data-bbox="1037 994 1261 1042">100%</td> </tr> <tr> <td data-bbox="589 1042 1037 1090">Te Matatini Tahī</td> <td data-bbox="1037 1042 1261 1090">100%</td> </tr> <tr> <td data-bbox="589 1090 1037 1137">Te Matatini Rua</td> <td data-bbox="1037 1090 1261 1137">100%</td> </tr> <tr> <td data-bbox="589 1137 1037 1185">Waikiwi Vocational Programme 1</td> <td data-bbox="1037 1137 1261 1185">100%</td> </tr> <tr> <td data-bbox="589 1185 1037 1233">Waikiwi Vocational Programme 2</td> <td data-bbox="1037 1185 1261 1233">100%</td> </tr> <tr> <td data-bbox="589 1233 1037 1294">SIT TEC</td> <td data-bbox="1037 1233 1261 1294">100%</td> </tr> </tbody> </table> <p>Total IEP/ICP Phases achieved by individual student's class, school wide, and ethnic groups are recorded in attached graph.</p>		Key Competency Priority Targeted IEP-ICPs	Salford Satellite	100%	Donovan Satellite	100%	Verdon Junior	100%	Verdon Senior	100%	Poutama Hine	55%	Poutama Rangatahi	100%	Poutama Tane	100%	Te Matatini Tahī	100%	Te Matatini Rua	100%	Waikiwi Vocational Programme 1	100%	Waikiwi Vocational Programme 2	100%	SIT TEC	100%	<p>The Key Competency priority learning areas identified by students, family/ whānau enabled teachers to meet their priority needs through IEPs/ICPs.</p> <p>Priority targets on SharePoint allowed teachers to keep track of completed IEP's/ICPs during the time and the targeted number. (Kept the target in the forefront for teachers.)</p> <p>For some students extended disruption to school operations due to Covid 19 resulted in protracted absences from school and reduced opportunities for students to complete their IEP/ICP learning task.</p> <p>An updated- SharePoint IEP/ICP App allows teachers to access, track, and add new IEP's/ICP's and allows content to be easily updated. Revolving phases</p>	<p>The IEP/ICP process was reviewed during 2021 by all stakeholders.</p> <p>Changes were made; accordingly, these included all students having.</p> <ul style="list-style-type: none"> - Communication identified and highlighted as a Priority Area, as well as other Key Competency areas identified and highlighted during each students IEP/ICP/Transition Meeting. - Level 1 Extension phases were developed in all Key Competency which were added to our SharePoint app. - Therapists introduced new phases based on The Key Competency-Relating to Others. - A deficit of phases for students with high sensory needs was identified. - Our SharePoint app was updated. - A trial will be carried out by SIT using a slightly altered SIT Individual Career Plan. - Through collaboration, consultation, and analysis of school wide data- individual students, class, whole school, and ethnic achievement goals were set for the following year.
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<p>areas, our values of Respect and Integrity were added as first priority on our Meeting Record.</p> <p>Identified priority Kew Competencies were highlighted during each IEP/ICP/Transition Meeting using student voice (as appropriate) and in collaboration with family, whānau, therapist & specialist.</p> <p>At the beginning of Term 4 therapist introduced new phases based Key Competency- Relating to Others (emotions)</p> <p>CAP IEP/ICP were celebrated and uploaded onto Seesaw for our family/ whānau and included in each student's portfolio which were presented at Class Prizegiving and Graduations.</p>		<p>Our draft 2022-2024 Strategic Plan and Charter, which is presently out for consultation, includes the Annual Target.</p> <ul style="list-style-type: none"> - Individual students Progress and Development priorities 2022. - All targeted communication (Using Language, Symbols, & text) goals will be successfully completed through the IEP/ICP process. - Raise achievement of male Maori students (years 0 to 9) in the Key Competency-Relating to Others.
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Planning for next year:

<p>Our draft 2022-2024 Strategic Plan and Charter, which is presently out for consultation, includes the Annual Target.</p> <ul style="list-style-type: none"> - Individual students Progress and Development priorities 2022. - All targeted communication (Using Language, Symbols, & text) goals will be successfully completed through the IEP/ICP process. - Raise achievement of male Maori students (years 0 to 9) in the Key Competency-Relating to Others. <p>Marina Marie Date of Report 13/12/2021</p>
