



<b>School Name:</b>	<b>Tokomaru School</b>	<b>School Number:</b>	<b>3046</b>
<b>Strategic Aim:</b>	<p><b>Strategic Intention A:</b> Promote continuous improvement in all areas of the curriculum achieving the highest levels of achievement and progress in Reading, Writing and Mathematics.</p>		
<b>Annual Aim:</b>	<p><b>Global Target:</b> to consistently improve the <b>READING</b> progress of all students to the expected Curriculum Level or Above for the length of time they have been at school (Years 1-3) or their end of year level (Years 4-8).</p>		
<b>Target:</b>	<p><b>READING TARGET 2018:</b> All current Year 1/2/3/4 (17 students) who were Below or Well Below the National Standard After 1 Year or After 2 Years in November 2017 will make more than one year’s progress in relation to the Curriculum Expectation for Reading and will be achieving At or Above Expectation at the end of November 2018.</p>		
<b>Baseline Data:</b>	<p><b>Baseline Data Against National Standards Dec 2017:</b></p> <p>Looking at the data, we noticed that there are significantly more children not achieving the Standard in their first three years of school, than at any other level. As the children get older they are more likely to meet the required Standard. There are 17 students who have been at school for two years or less, who are Below or Well Below the Standard in Reading. These children will form the basis of our Reading Target Group.</p>		

<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>
<p>1. Target students were identified early in 2018 and recorded on the Reading Action Plan document and in teacher's own planning.</p> <p>2. Target students were discussed at Staff Meetings monthly (timetabled for- see minutes of recorded discussions) and recorded in Teacher Appraisals. Regular (at least termly) reflections were recorded (via the Action Plan) and shared by teachers.</p> <p>3. Teacher Aide (and parent volunteer) time was allocated to support Target Students on a 'needs basis', and was reviewed termly. The SENCO (Mel Scott) applied for RTLB support as/when needed throughout the year (see SENCO reports to the BOT 2018).</p> <p>4. The DP administered Six Year Nets (for those who cause concern). Data was added to eTap and the Reading Action Plan.</p> <p>5. We followed the newly reviewed Reading Curriculum Document and Running Record expectations sheet, and appropriate data was entered into eTap termly for all students.</p> <p>6. Reading data continued to be added to our SMS system (eTap was introduced in 2017), which will</p>	<p><b>Reading Target Group Summary:</b> In the Reading Focus Group, x2 have left Tokomaru, leaving a group of 15 students. Of that 15, two have speech difficulties and two have a diagnosed learning/health issues. 7 of the group have had/are having intervention from RTLB, SLT or Teacher Aide support. 6/15 are now Within or Above Expectation. 13/15 have made significant progress (with their reading level).</p> <p><b>Females:</b> In Reading, 6/9 students are Within Expectation, x1 of them a Maori student.</p> <p><b>Males:</b> In Reading, 6/14 (x2 left) students are Within/Above Expectation, x3 of them Maori students.</p> <p><b>Maori/Pacifica Students:</b></p> <p>NB: We have no students who identify as Pacifica in our Target Groups this year.</p> <p>In Reading, 4/5 (x1 left) students are Within/Above Expectation.</p> <p><b>Reading Overall:</b> I included the actual numbers of students (in the charts / graphs for the BOT – see red Charter</p>	<ul style="list-style-type: none"> <li>• There has been significant discussion at staff meetings about what a successful reading programme looks like; professional reading and discussion of the recent ERO publication 'Teaching Strategies That Work – Reading'; most teachers attended the National Literacy Conference in October and came back with at least one idea they were going to try in their classrooms.</li> <li>• Emphasis has been put on establishing the habit of daily home reading; students must have a book bag and keep a reading log (styles vary from class-to-class).</li> <li>• Teachers share running record data and celebrate successes with reading progress or improvements in comprehension levels.</li> <li>• All target students are identified on teachers planning, and are therefore known to the teacher.</li> <li>• Because students (at risk) are discussed so regularly at a staff level, we are ALL aware of who they are (and can therefore help / support / make suggestions / have input in to their progress throughout the year.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers will continue to identify 'at risk' students in their planning and assessment next year (even if they are not part of a formal school-wide target group).</li> <li>• Action Plans for all target students in Reading will continue to be reviewed, and reflections written twice a term.</li> <li>• Time will be set aside for Staff Meetings to conduct structure reflection sessions (using reflective questions prepared beforehand; Reflective Log).</li> <li>• Walkthroughs and formal observations but the Principal may be focused on one or more target student.</li> <li>• Target students will be discussed at staff meetings regularly, to enable staff to share their experiences and knowledge with their colleagues.</li> <li>• Maori Student Achievement Data will continue to be recorded and monitored separately (the same way it is currently done for target students).</li> </ul>

<p>therefore provide cumulative data over time for each student. This will help us identify areas of need within our teaching.</p> <p>7. All teaching staff attended the National Literacy Conference (October in PN) with a focus on Reading Professional Development (one teacher presented at this conference).</p> <p>8. We continued to use devices and media in Literacy, as a source of motivation (and to support students with assistive technology requirements).</p> <p>9. We continued involving the students in the decisions around their 'next steps' in Literacy (like we do with the Learner Pathway).</p> <p>10. We continued to develop storage and purchasing systems for Literacy resources; in particular reading material; Mel Scott led a huge 'stocktake' and 'sort' of all lower level reading resources (in order to develop a priority purchasing list).</p> <p>11. We re-launched our temporary Library (ex. Dental Clinic) and made the Library available at selected break times for children to browse. Librarians were trained for this.</p> <p>12. We used The Hub (Bek Galloway) as part of our Literacy Programme, with all students having access to it via iPads or Chromebooks.</p>	<p>folder for EOY data report), as the percentages do not accurately reflect the real situation due to some of our cohorts being such small groups.</p> <ul style="list-style-type: none"> <li>• Overall 78.8% At (Within) or Above (this is above the National Average of 77.8%).</li> <li>• We have x29 students working ABOVE expectation- at Mid-Year we had x13.</li> <li>• Overall 85 students (out of 108) are working at the expected level. This is up from 73 at Mid-Year.</li> <li>• Boys Within or Above Expectation is 72%, Girls 86%, Māori 78%</li> <li>• Six students whose progress is of concern: four of them didn't start their schooling here, and two have significant (diagnosed) needs.</li> <li>• Of our x23 Maori students, almost a third are working Above expectation.</li> <li>• Girls are slightly outperforming boys, and Maori students are experiencing similar success to their pakeha counterparts.</li> </ul>		<ul style="list-style-type: none"> <li>• We will continue with Early Words programme run by teacher aides, training new support staff in 2019.</li> <li>• Reminders (and education) via the newsletter (for parents) about: -the importance of home reading, having a book bag and a reading log/diary.</li> <li>• Continue to have targeted professional learning (discussions, reading, visits) around Reading.</li> <li>• Mel (SENCO) continuing to involve parents, whanau, RTLB service and outside agencies in the ongoing education of our most at risk children.</li> </ul>
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13. Staff spent the day with Nathan Wallis hearing about his Brain Development research, and how we can relate this to the children in our classrooms and schools.

14. Staff unpacked the ERO Document “Keeping Children Engaged and Achieving in Reading” (March 2018). We took a section of this research and reflected on “What didn’t fit for me?” (See T3 Staff Mtg minutes for notes). This also linked into the Principal appraisal to explore and improve the quality of staff reflections.

**Planning for next year:**

Overall 78.8% of our students are At (Within) or Above. This is above the National Average of 77.8%, although it is not 100% of our Target Students.

**Section 3: Progress Over Time**

<b>READING Data Over Time:</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>
<b>At/Above:</b>	94% 53/56	92% 62/67	83% 63/76	74% 73/99	79% 85/108

*NOTE: While our percentages above do not show growth in all areas, our numbers of children meeting or exceeding the expectations do. It is hard, with such small cohorts to accurately represent progress using percentages.*

In addition to the summary below, see the ‘Where to next?’ column (above) for the intentions in 2019.

- Continue to fund Teacher Aide hours, over and above and MOE or RTLB contribution, in order to target those most at risk (train Ronnie in 2019).
- Maintain our commitment to targeting children as soon as any issue arises (ie; in their first three years at school).
- Look at targeting the ‘At’ achievers and accelerating their learning through Teacher Aide support (or similar).
- Regularly review the effectiveness of the Early Words Programme, Assistive Technology (work samples – see Action Plans) and RTDeaf intervention (IEP).
- Continue to use an Action Plan for Target Students in the key areas identified in the Annual Goals.
- Continue to have targeted time at Staff Meetings for professional discussions about specific students, resources, issues etc.
- Look for specific PD that supports ongoing development in Literacy.