* **Report to Board of Trustees On Priority Learners Progress and Achievement Actions – February to July 2017**

Actions to date –

* Priority learners were identified from the analysis of the National Standards data for the Ministry of Education and the Board of Trustees at the end of the 2016 school year.
* A priority learner’s shared document was established in February 2017 and achievement targets set for their next National Standard timeframe, in relation to their identified areas of need.
* These priority learners are all students who were identified as ‘Well Below’ and ‘Below’ in relation to National Standards in the 2016 year end data. This document differentiates the students by year level, class, ethnicity, gender, E.S.O.L. and any contributing medical conditions e.g. Autism.
* A priority learner’s role in the school was created to oversee and support teachers and teacher aides to accelerate achievement. Resourcing extended in this area with Michele Gordon, a very experienced teacher fulfilling this role, working closely with teachers and teacher aides. Main learning focus area for first half year interventions was Reading.
* 2017 Budgets for Literacy $30,000, Mathematics $15,000 and an additional new budget area of Priority Learners $5000.
* All teaching staff have a **professional development goal for 2017** with a focus on **Priority Learners**, which is to facilitate accelerated achievement with these learners. The following specific actions are achievement requirements for all teachers:
* Acknowledge priority learners in their room (Maori, Pasifika, special needs, and those who are achieving ‘below’ or ‘well below’ in relation to their appropriate National Standard.)
* Read the Priority Learners 2017 google document where the achievement target is set for these students in their Curriculum area.
* Differentiate planning to target these students, with individual needs and targets in mind.
* Teach a high quality differentiated programme in their learning area.
* Run a ‘culturally responsive’ programme, ensuring close communication is established and maintained between home and school.
* Meet with family/whanau of priority learners within the first month of the 2017 school year to discuss their learning needs, goals and how they can assist.
* Record ongoing conversations with family/ whanau on the Priority Learners 2017 google document.
* Continue to regularly monitor and update actions on Priority Learners 2017 google document.
* Discuss these learners at each team meeting, draw on the expertise of the team, brainstorm ideas which may meet the needs of these learners more effectively and

 share ideas to support the learners in the team.

* Regularly make contact with Michele Gordon, Jennie Brook- Watt and Anne Fraser regarding these student’s programmes and progress.
* Work collaboratively with any other support personnel or agencies that are in place in their learning area.
* Regular Teaching and Learning professional development sessions (6 per teacher over the two terms) have ensured that the above actions have occurred and regular entries have been made onto the shared document. This document now reflects a comprehensive teacher inquiry on how to support these learners to achieve enhanced success.
* Contact with family/whanau occurred during the first month of the school year and a record kept on the priority learners document of all discussions.
* The Learning Plan interviews in March and the written Learning Plan contained co-constructed goals between teacher, student and parents of our Priority Learners.
* Parent expo sessions occurred in June where parents of priority learners received personal invitations to attend. These sessions outlined school programmes and the learning focus in Literacy and Mathematics and included visits to classes to see our programmes in action.

**Specialist Reading Interventions:**

**Reading Recovery Programme (school based with one of our staff)**

Intervention programme for students after their first year at school who are ‘Well Below’ or ‘Below’ in Relation to their first National Standard. Generally 6 year old students.

This is one-to-one interventions of ½ hour daily intensive instruction every day of the school week.

Overview of Progress.

Intervention Time: February-July 2017

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Student**  | **National Standard** | **Start Level** | **Weeks In the Programme** | **Discontinuation Level** | **National Standard** |
| Student A |  Below | Level 7 | 20 weeks |  Level 19  |  At |
| Student B  | Well Below | Level 5 | 21 weeks |  Level 18  |  At |
| Student C | Well Below | Level 5 | 20 weeks |  Level 18  |  At |
| Student D | Well Below | Level 5 | 20 weeks |  Level 18  |  At |
| Student E | Well Below | Level 4 | 20 weeks |  Level 18 |  At |

**Resource Teacher of Literacy (external specialist teacher works across Hamilton City)**

Overview of Progress.

Intake Time: February-July 2017

Students who are in the Year 3-6 area of the school.

|  |  |
| --- | --- |
| **Number of Students**  | **Progress made in equivalence of months** |
|  2 |  24 months |
|  5 |  18 months |
|  7 |  12 month |
|  4 |  4 months |
|  1 |  2 book levels |
|  1 |  Left Te Totara School |
|  Total: 20 |  |

Worked with 20 students, 5 classroom teachers, 1 Principal, 1 Deputy Principal, 1 Assistant Principal and 1 ‘Priority Learners’ leader.

Main focus areas are strategies for students, training students to use support materials, professional development and sustainable teacher practise for teachers of these students.

**Reading – Priority Students Mid Year O.T.J. Analysis and Prediction of Progress**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Reading** |  **Well Below** |  **Below** |  **At** |  **Above** |
|  | **Number of Students** | **Number of Students** | **Number of Students** | **Number of Students** |
|  | **End 2016** | **Mid 2017** | **End 2016** | **Mid 2017** | **End 2016** | **Mid 2017** | **End 2016** | **Mid 2017** |
| All |  22 |  9 |  69 |  26 |  n/a |  44 |  |  |
| Maori |  3 |  1 |  8 |  4 |  n/a |  6 |  |  |
| Pasifika |  0 |  1 |  3 |  2 |  n/a |  0 |  |  |
| Asian |  2 |  1 |  15 |  6 |  n/a |  10 |  |  |
| European |  12 |  6 |  29 |  10 |  n/a |  25 |  |  |
| Other |  5 |  0 |  14 |  4 |  n/a |  3 |  |  |
| Male |  15 |  7 |  36 |  13 |  n/a |  26 |  |  |
| Female |  7 |  2 |  33 |  13 |  n/a |  18 |  |  |
| **Reading** | **End 2016** | **Mid 2017** | **End 2016** | **Mid 2017** | **End 2016** | **Mid 2017** | **End 2016** | **Mid 2017** |
| After 2 years |  12 |  1 |  25 |  10 |  n/a |  23 |  |  |
| After 3 years |  7 |  5 |  20 |  6 |  n/a  |  12 |  |  |
| End of Year 4 |  1 |  1 |  7 |  1 |  n/a |  5 |  |  |
| End of Year 5 |  0 |  1 |  8 |  4 |  n/a |  1 |  |  |
| End of Year 6 |  2 |  1 |  9 |  5 |  n/a |  3 |  |  |

Left Students – Yr 2 - 3 students, Yr 3 - 4 students, Yr 4 - 1 student, Yr 5 - 2 students, Yr 6 - 2 students

**READING SUPPORT /INTERVENTION FOR YEAR 2 FEBRUARY TO JULY 2017**

* Reading Recovery for selected students who meet the criteria (see attached sheet)
* Daily 40 minutes Teacher Aide assistance to support teachers reading programmes for all 6 classrooms. Training for Teacher Aides by Priority Learners Mentor Teacher. Emphasis on:
	1. Reading strategies.
	2. Alphabet/sound/blend work.
	3. Fluency discussions.
	4. Follow up activities.
	5. Teacher Aide help with students who need reading mileage.
* ESOL assistance in reading programme 2x weekly
* Reading Programme discussion with each teacher with Priority Learners mentor teacher (new trends, what works best)
* New teaching planning resource purchased - Reading Rockets.
* New reading games purchased.
* Training for after school care tutors to help assist them when listening to home reading.

**Where to from here?**

1. Encourage the use of the Reading Rockets programme to ensure all basic words and blends are being taught and maintained
2. Build up reading games at each level
3. Build up fluency reading material. This is to be separate from guided reading material, and to be housed in pod offices.
4. Have available in the pod offices read aloud books that school librarian has selected

**READING SUPPORT /INTERVENTION FOR YEAR 3/4 FEBRUARY TO JULY 2017**

* Reading Recovery for selected students who meet the criteria (see attached sheet)
* Resource Teacher of Literacy for students that met the criteria (see attached sheet). This involved individual work with students three times weekly in three classrooms. Support was given for word recognition, blends work, blends games, reading strategies and fluency. Resource Teacher of Literacy had two extensive sessions with teachers to communicate programmes and where to from here.
* Daily 40 minute Teacher Aide assistance to support teachers reading programmes for 7 out of 9 classrooms. Training for Teacher Aides by Priority Learners Mentor Teacher. Emphasis on:
	1. Reading strategies.
	2. Alphabet/sound/blend work.
	3. Fluency discussions.
	4. Follow up activities.
	5. Teacher Aide support for students who need reading mileage.
* One term of teacher assistance four times weekly in one classroom.
* ESOL assistance in reading programme 2x weekly.
* Reading Programme discussion with each teacher with Priority Learners mentor teacher (new trends, what works best)
* New teaching planning resource purchased - Reading Rockets.
* New reading games purchased.
* A specific session with school Librarian for three teachers. Students were surveyed on book usage, and output was discussed with teachers. Strategies were developed with teachers to help students to develop a passion for reading.

**Where to from here?**

* Encourage the use of the Reading Rockets programme to ensure all basic words and blends are being taught and maintained
* Build up reading games at each level
* Build up fluency reading material. This is to be separate from guided reading material, and to be housed in pod offices.
* Have available in the pod offices read aloud books that school librarian has selected
* Introduce Impress Reading. Teachers to be released by Priority Learners Leader to view this in action in Room 38

**READING SUPPORT /INTERVENTION FOR YEAR 5/6 FEBRUARY TO JULY 2017**

* Resource Teacher of Literacy for students that met the criteria (see attached sheet). This involved individual work with students three times weekly in two classrooms. Support was given for word recognition, blends work, blends games, reading strategies and fluency. Resource Teacher of Literacy had two extensive sessions with teachers to communicate programmes and where to from here.
* Daily 40 minute Teacher Aide assistance to support teachers reading programmes for 7 out of 8 classrooms. Training for Teacher Aides by Priority Learners Mentor Teacher. Emphasis on:
	1. Reading strategies.
	2. Alphabet/sound/blend work.
	3. Fluency discussions.
	4. Follow up activities.
	5. Teacher Aide support for students who need reading mileage.
	6. Comprehension strategies.
* ESOL assistance in reading programme 2x weekly
* Reading Programme discussion with each teacher with Priority Learners mentor teacher (new trends, what works best)
* New teaching planning resource purchased - Reading Rockets.
* New reading games purchased.
* A specific session with school Librarian for two teachers. Students were surveyed on book usage, and output was discussed with teachers. Strategies were developed with teachers to help students to develop a passion for reading.
* ‘Steps for Literacy’ iPad programme in two classrooms, for students who met the criteria introduced and supported by a Teacher Aide.
* Introduction of ‘Impress Reading’ to build fluency in all year 5/6 classrooms

**Where to from here?**

1. Encourage the use of the Reading Rockets programme to ensure all basic words and blends are being taught and maintained
2. Build up reading games at each level
3. Build up fluency reading material. This is to be separate from guided reading material, and to be housed in pod offices.
4. Have available in the pod offices read aloud books that school librarian has selected.
5. Encourage the daily four reading system, where students take more ownership of their reading.
6. Look at specific ways to build comprehension using Partner Repeated Reading and Reciprocal Reading

**Writing – Priority Students Mid Year Analysis and Prediction of Progress**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Writing** |  **Well Below** |  **Below** |  **At** |  **Above** |
|  | **Number of Students** | **Number of Students** | **Number of Students** | **Number of Students** |
|  | **End 2016** | **Mid 2017** | **End 2016** | **Mid 2017** | **End 2016** | **Mid 2017** | **End 2016** | **Mid 2017** |
| All |  5 |  3 |  46 |  37 |  n/a |  6 |  |  |
| Maori |  0 |  0 |  9 |  9 |  n/a |  0 |  |  |
| Pasifika |  0 |  0 |  3 |  3 |  n/a |  0 |  |  |
| Asian |  0 |  0 |  9 |  7 |  n/a |  0 |  |  |
| European |  3 |  2 |  23 |  17 |  n/a |  5 |  |  |
| Other |  2 |  1 |  2 |  1 |  n/a |  1 |  |  |
| Male |  4 |  2 |  32 |  26 |  n/a |  5 |  |  |
| Female |  1 |  1 |  14 |  11 |  n/a |  1 |  |  |
| **Writing** | **End 2016** | **Mid 2017** | **End 2016** | **Mid 2017** | **End 2016** | **Mid 2017** | **End 2016** | **Mid 2017** |
| After 2 years |  0 |  0 |  1 |  1 |  n/a |  0 |  |  |
| After 3 years |  2 |  1 |  6 |  4  |  n/a |  1 |  |  |
| End of Year 4 |  0  |  0 |  8 |  5 |  n/a |  3 |  |  |
| End of Year 5 |  1 |  0 |  17 |  16 |  n/a |  1 |  |  |
| End of Year 6 |  2 |  2 |  14 |  11 |  n/a |  1 |  |  |

Left Students : Yr 3 - 2 students, Yr 4 - 1 student, Yr 5 - 2 students.

**WRITING SUPPORT /INTERVENTION FROM FEBRUARY TO JULY 2017**

* Deputy Principal has lead a full staff meeting each term in the area of Writing.
* School practises are being consistently applied through all learning areas. Team leaders as leaders of learning are ensuring their areas have excellent quality assurance practises. Senior leaders have facilitated and supported this.
* New resources “Toitoi magazine’ a writing/visual arts magazine has been subscribed to for each learning area in Years 3-6. 4 issues of these for 2017 have been used as motivational resources.
* Teachers working with differentiated group needs to create and deliberate acts of focussed teaching.
* Greater awareness of specific needs and barriers for achievement of priority learners by teachers and teams.
* Discussion of progress and difficulties of these learners contained in the minutes of each weekly team meeting. Priority Learners shared document updated as part of the regular team meeting.

**Where to from here?**

1. Term 3 writing exemplar completed school-wide. This will give an up-to-date indication on all students writing achievement, particularly in terms of priority learners.
2. Continue teacher moderation of student writing to ensure consistency of teacher pedagogy.
3. Preparation for the Writing goal in the Community of Learning ‘roll out’ Term 4 2017 – 2018.

**Mathematics – Priority Students Mid Year Analysis and Prediction of Progress**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Maths** |  **Well Below** |  **Below** |  **At** |  **Above** |
|  | **Number of Students** | **Number of Students** | **Number of Students** | **Number of Students** |
|  | **End 2016** | **Mid 2017** | **End 2016** | **Mid 2017** | **End 2016** | **Mid 2017** | **End 2016** | **Mid 2017** |
| All |  4 |  3 |  37 |  21 |  n/a |  13 |  |  |
| Maori |  0 |  0 |  5 |  3 |  n/a |  2 |  |  |
| Pasifika |  1 |  1 |  2 |  1 |  n/a |  1 |  |  |
| Asian |  1 |  0 |  3 |  1 |  n/a |  1 |  |  |
| European |  0 |  0 |  23 |  14 |  n/a |  8 |  |  |
| Other |  2 |  2 |  4 |  2 |  n/a |  1 |  |  |
| Male |  3 |  2 |  23 |  15 |  n/a |  5 |  |  |
| Female |  1 |  1 |  14 |  6 |  n/a |  8 |  |  |
| **Maths** | **End 2016** | **Mid 2017** | **End 2016** | **Mid 2017** | **End 2016** | **Mid 2017** | **End 2016** | **Mid 2017** |
| After 2 years |  0 |  0 |  2 |  2 |  n/a |  0 |  |  |
| After 3 years |  0 |  0 |  7 |  6 |  n/a |  1 |  |  |
| End of Year 4 |  0 |  0 |  10 |  3 |  n/a |  5 |  |  |
| End of Year 5 |  3 |  2 |  7 |  4 |  n/a |  2 |  |  |
| End of Year 6 |  1 |  1 |  11 |  6 |  n/a |  5 |  |  |

Left Students : Yr 4 - 2 students, Yr 5 - 2 students.

**MATHEMATICS SUPPORT /INTERVENTION FROM FEBRUARY TO JULY 2017**

* Bruce Moody Professional Development for the past 3 years consolidated into daily classroom practise.
* Maths evidence gathering for achievement levels strengthened into consistent practise school-wide.
* Teachers working with differentiated group needs.
* Greater awareness of specific needs and barriers for achievement of priority learners by teachers and teams
* Discussion of progress and difficulties of these learners contained in the minutes of each weekly team meeting. Priority Learners shared document updated as part of the regular team meeting.
* Performance Management processes ensured that teachers have Mathematics as a priority in their programmes, and plan, teach, assess and differentiate in their programmes to cater for needs of students, following the outlines in school handbook.
* Team leader written feedback of Quality Assurance observations in May/June has been shared with Senior Leadership. Actions were followed up and this information is linked to the Appraisal process.

**Where to from here?**

1. Bruce Moody Professional facilitator is back in school from 7-8 August 2017 working with new teachers to our school and teacher aides who will be supporting intervention programmes priority learners.
2. Establish Maths support interventions in Terms 3 and 4 from Year 3-4 who are still at Maths Curriculum Level 1 Stage 4 Numeracy progressions. This is a key transition area in the Curriculum.
3. Individual assessments by our priority learner facilitator will clarify the specific learning needs of these learners.
4. Continue to monitor consistency of Maths evidence gathering processes schoolwide.
5. Continue moderation of Overall Teacher judgements in this area.

**Measuring Progress over time**

The data used in this document is relates to students from February-June 2017.

In addition, the school is measuring student’s acceleration over time for key groups of students who have had at least two judgments in relation to National Standards during their time at Te Totara. The data is current as at 15 June 2017

Maori Students who have had at least two judgments in relation to National Standards

|  |  |  |
| --- | --- | --- |
| **Number** | **Accelerated progress i.e. Below to At** | **%** |
| 61 | 16 | 25% |

Pasifika Students who have had at least two judgments in relation to National Standards

|  |  |  |
| --- | --- | --- |
| **Number** | **Accelerated progress i.e. Below to At** | **%** |
| 7 | 3 | 43% |

Priority Students (2017) who have had at least two judgments in relation to National Standards

|  |  |  |
| --- | --- | --- |
| **Number** | **Accelerated progress i.e. Below to At** | **%** |
| 161 | 41 | 25% |

**This document on Priority Students Progress and Achievement Actions (first half year 2017) was** **reported to the Board of Trustees Meeting on 31 August 2017.**

**School direction and implementation reflects planning and analysis by the Senior Leadership team and the Priority Learners leader.**

**The valuable input and work of all staff is acknowledged in the preparation of this report.**

**Anne Fraser Michele Gordon**

**Deputy Principal/ Curriculum Leader Priority Learners Mentor Teacher**