



<b>School name:</b> Puahue School	<b>School number:</b> 1902
<b>Focus:</b> Reading	
<b>Strategic Aim:</b> All children are able to access the New Zealand Curriculum (NZC) as evidenced by progress and achievement in relation to the Curriculum Expectations .	
<b>Annual Aim:</b> To increase the number of student's school wide who are achieving at or above their expected achievement level from 82% to 88% (119/136)	
<b>Target:</b> <ul style="list-style-type: none"><li>• To increase the school wide result for students who are at or above their expected achievement level from to 88% (119/136)</li><li>• To increase the Maori student result for students who are at or above their expected achievement level from 77% (7/9) to 88% (8/9)</li><li>• To increase the Year 2 student result for students who are at or above their expected achievement level from 62% to 83% (24/29)</li></ul>	
<b>Baseline data:</b> Analysis of school wide reading data in November 2018 identified, groups within the school that we want to increase results for.	

Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?)
<p>Review assessment data with staff and determine the particular learning needs of target students to accelerate progress, determine how teacher aide time will be allocated to students who require additional assistance.</p> <p>Hold monitoring meetings to discuss progress of target students as a whole staff, each term, IEP's to be regularly reviewed and monitored by the SENCO.</p> <p>Use BOT funds to support withdrawal programs based on the ALIIM/ALIL Model. Targeting specific priority learners Review existing</p> <p>Participate in Rural and Roses cluster PLD focused on lifting student achievement in literacy in a culturally responsive way</p> <p>Communicate with families ways of supporting students at home via newsletter and personal contact for target students.</p> <p>Moderate assessment practice across the school to ensure consistency across the staff using OTJ</p> <p>Monitor and evaluate effectiveness of teaching practice and tailor PD throughout the year to meet needs of students in each class.</p>	<p><b>All Students (Whole school) – 94% (146/155) achieved expectation, a 5% increase from the previous year Meeting the target set.</b></p> <p><b>Maori Students – Results showed that 92% (26/28) Maori students who were at school all year achieved expectation, A 15% gain.</b></p> <p><b>Year 2 target – Results showed that 26/28 - 92% of this cohort achieved the expectation, a 30% increase for the year.</b></p> <p><b>Priority learners school wide – there 25 students identified as priority learners just below or below at the beginning of 2019, 25/25 -100% made accelerated progress.</b></p> <p><b>Reading Recovery students the school with the MOE contribution were funded for 6 students, we were able to deliver the program for 8 of which 7/8 - 88% were reading at their chronological age by the end of the programme</b></p>	<p>The schools end of year roll was similar to 2018 so comparing data over the 2 year period provided a good comparison for reporting.</p> <p>When comparing whole school data to curriculum expectations the benefits identified in particular to priority learner groups can be attributed to;</p> <ul style="list-style-type: none"> <li>- Quality teaching practices, moderated across the school</li> <li>- Teacher use of Analysis of needs for each student in their class</li> <li>- Monitoring of support provided for priority students at regular meetings.</li> <li>- Implementation of acceleration programmes to support priority learners.</li> </ul> <p>student achievement across reading has strengthened during 2019 which can be attributed to the close focus on priority learner progress and learning conversation specific to our learners with needs at teacher level, leadership level and regular increased reporting to the board</p>	<p>Continue to provide Reading recovery with a non-classroom committed teacher. Teachers planning specific support for students working with teacher aide during the year.</p> <p>Moderate literacy assessment across the school and across Waipa writing moderation group of schools to ensure consistency of practice.</p> <p>Set new targets for 2020 in relation to priority learners and not whole school or year level cohorts as recommended by ERO.</p> <p>Utilise the new Learning Support Coordinator to support priority learners and staff.</p>
<p><b>Planning for next year:</b></p> <p>The following points will be features of planning for 2020:</p> <ul style="list-style-type: none"> <li>- Teacher reflection as part of ongoing appraisal documentation, including class targets in reading, writing and Maths including specific children who they will monitor and report on. Ensuring there is clear connection of student goals in reading in conjunction to curriculum level progression in each class. (children sharing goals in plain language)</li> <li>- Participate in Rural and Roses cluster PLD focused on lifting student achievement in literacy in a culturally responsive way</li> <li>- BOT funds to support withdrawal programs based on the ALIIM/ALIL Model. Targeting specific priority learners.</li> <li>- Use a trained Reading recovery teacher as a standalone intervention not training any further staff interrupting classroom autonomy</li> </ul>			



MINISTRY OF EDUCATION

Te Kaitiaki Take Kōwhiri  
Māori Kōwhiri

# Tātaritanga raraunga



- Ensure literacy support programs such as Rainbow reading for years 4-6.
- Use the schools LSC to support intervention and acceleration programmes and initiatives



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## Tātaritanga raraunga



<b>Ingoa o te kura me te kura nama:</b>
<b>Arotahi:</b>
<b>Whāinga rautaki:</b>
<b>Wāhanga ā-tau:</b>
<b>Uaratanga:</b>
<b>Raraunga o terā tau:</b>

Tukanga (I aha mātou?)	Ngā hua (He aha ngā hua?)	Ngā take e rereké ana (He aha i pēnei ai?)	Aromātai (He aha ināianei?)
<p><b>Mahere mahi mo te tau heke mai ana:</b></p>			

