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| School Name: | Mokau School |
| School Number: | 2200 |

Literacy

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| Strategic Aim: | To ensure all students are able to access the New Zealand Curriculum to the very best of their ability. |
| Annual Aim: | To ensure that all our students are making progress and that students, where possible, are working towards making accelerated (more than a year's progress) for their year level. |
| Target: | <p>Reading: At the beginning of 2018 100% of students (3 Māori [2ORS], 1 European) at Mokau School were identified as being below their age level in reading. These students all needed to make accelerated progress during 2018.</p> <p>Writing: At the beginning of 2018, 100% of students (3 Māori [2ORS], 1 European) at Mokau School were identified as being below their age level in writing. These students all needed to make accelerated progress during 2018.</p> |
| Baseline Data: | <p>Baseline data:</p> <p>Reading: As a result of the analysis of beginning of the year testing all students were identified as priority learners as they were not meeting the recommended achievement levels for reading as set in the New Zealand Curriculum.</p> <p>Year 2 : 1 Māori student (ORS very high) Year 3 : 1 Māori student Year 5 : 1 Māori student (ORS high) 1 European student</p> <ul style="list-style-type: none"> One student (ORS very high) is non-verbal and working within Te Whariki ECE curriculum. He cannot be placed on the NZC progressions. The remaining three students spread across year two to five are performing within level one and two of the NZC in Reading. Of these students three were Māori and one European. All of these target students are boys. |

- Decoding, word patterning and comprehension were the particular areas needing improvement for this group, as well as developing broader reading strategies for decoding unknown text.
- All students had barriers to learning (including high to severe behavioural issues at times).

Writing: As a result of the analysis of beginning of the year testing all students were identified as priority learners as they were not meeting the recommended achievement levels for writing as set in the New Zealand Curriculum.

Year 2 - 1 Māori student (ORS very high)

Year 3 - 1 Māori student

Year 5 - 1 Māori student (ORS high)

1 European student

- Analysis of school-wide reading data identified one student (ORS very high) was working within Te Whariki ECE curriculum and could not be placed on the NZC progressions. The remaining three students spread across year two to five performing level one and two of the NZC in writing. Of these students three were Māori and one European. All of these students were boys.
- Phonological knowledge was seen as an area needing addressing for all students.
- All students had barriers to learning (including high to severe behavioural issues at times).

Early in the year one of the priority learners left the school, this was the Year 5 European student who was a target for both Reading and Writing. This student moved to another school in the area.

| 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> |
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| <p>Initial data was reviewed to determine the particular learning needs of the current students and priority students were identified as those students achieving below their chronological age.</p> | <p>Deliberate acts of teaching to address student deficits in learning. Responsive planning and curriculum delivery.</p> | <p>We are finding 'slip back' of learning over holiday periods, especially for over the Christmas break. For these students learning must be repetitive, consistent and constant. Concepts must be cemented with cyclical revision of concepts and plenty of time for processing and independent practice.</p> | <p>Continue to consistently use assessment data to drive learning intentions to address areas of need. Consistently revise concepts covered to ensure learning is retained. Responsive planning and appropriate curriculum delivery is required.</p> |
| <p>Teacher inquiry goals centred on these priority students with adaptation of teaching practice to cater for their learning.</p> <p>All of the PLD mentioned below introduced effective teaching and learning strategies to use in our classroom program.</p> | <p>Actively planning to meet the needs of priority learners including one-on-one and small group learning was effective. Teacher Inquiries were completed and reflect well on the initiatives teachers have used to meet the needs to priority learners</p> | <p>Teacher inquiry focused on strategies for helping individual students and enabled timely reflection of the effectiveness of interventions. Teachers continued to adapt their practice to meet the needs of students</p> | <p>Continue to have priority learners as focus for teacher inquiry for timely reflections and adaptation of teaching practice to suits their needs</p> |
| <p>PLD Autism Spectrum Disorder (Tony Attwood seminar)</p> | <p>Teachers introduced to, and gained, a clearer understanding of the needs of children with autism and the strategies and approaches on interacting with these children more</p> | <p>Students responded well to variety of teaching strategies and approaches. Increased fluency of verbal, written and reading is evident.</p> | <p>Continue to use strategies and approaches recommended for working with children who have ASD, Awareness and adaptation is the key to a more effective classroom programme.</p> |

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| <p>Incredible Years Refresher Training</p> <p>PLD funding of 120 hours was applied for in 2017 and secured. It focused on both ends of the learning spectrum - for our target students, our autistic (ORS) students and our students that needed extension. Due to the unexpected roll change and needs of the students in 2018 it was placed on hold until term 3 2018. See Christine Braid (below)</p> <p>MoE funded Early Literacy support (Christine Braid, Massey University) 120 hours</p> | <p>effectively to enhance their learning.</p> <p>Teachers were supported by the IYT strategies that focused on creating new behaviours and habits for both teachers and students.</p> | <p>Classroom conditions changed and were more adaptable and suitable to the needs of the children in the target group.</p> | <p>Continue to use IYT strategies and approaches in 2019 to support the specific needs of these children.</p> |
| <p>Teachers were not familiar with early literacy teaching methods. With the support of Christine Braid they have incorporated a phonics based reading curriculum and the children have shown progress in their reading and writing because of this.</p> | <p>All students exhibit a high level of anxiety towards their learning and the phonic based approach reduced the stress surrounding reading and writing. It addressed specific gaps that were evident in their literacy knowledge.</p> | <p>Continue to work with Christine Braid into and throughout 2019 for best possible educational outcomes for students.</p> <p>New principal and Christine Braid to set goals for 2019 early in new year.</p> | |

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| <p>Teachers worked with outside agencies to adapt programs for students with barriers to learning.</p> | <p>Our students have made significant progress over the year which is testament to the team of adults involved in their educational and physical needs.</p> | <p>Consistent teacher observations, feedback and reflections. Continual review of adaptive teaching practice</p> | <p>Need for continuing support for target students to increase learning engagement and achievement. Emotional and security issues need to continue to be addressed before engagement into learning can happen - they all often become frustrated and angry.</p> |
| <p>Arahunga Services. Michelle Politakis (0.3) assist staff and students with behaviour management strategies, planning and IEPs for our ORS funded students.</p> | <p>IEP goals have been clear and achievable and weekly reports have captured the progress and achievements of the boys through video, photos & narratives. This gives clear direction for future focus to gain progress. Both students are better able to focus both in the playground and classroom.</p> | <p>Very positive interaction with students, staff and parents. Less barriers to learning are evident which has helped to achieve positive, comfortable relationships between home and school. For the students' siblings there are still some barriers (emotional & behavioural) to their readiness for learning.</p> | <p>The school has signed another agreement with Arahunga services for 2019.</p> |
| <p>Early Words and Super Speed reading programmes have been implemented based on recommendations from Michelle Politakis. These programmes have been used successfully with ASD students and complement the current phonics based reading programme 'Little Learners Love Literacy'</p> | <p>Students are achieving success in their ability to read. This has a positive impact on their self-belief and progress is evident as they work through each level.</p> | <p>Sight word retention is evident and this has impacted on their increasing skill level in both reading and writing.</p> | <p>Continue these programmes and ensure they are embedded into the junior reading programme for all children.</p> |

Michelle Politakis (Arahunga Services) also works closely with family focusing on social skills and communication.

Parents have increased parenting strategies and they have had increased access to agencies for improved living situations
 Students now have increased knowledge of strategies for dealing with their anger and an open forum to talk about any issues they are facing at home or at school

Learning for students has improved through the breakdown of some physical and emotional barriers to learning. Routines at home have improved and attendance has increased.
 Students and parents are empowered with coping strategies, are more comfortable and more confident - this has transferred into gains in the students' learning outcomes.

Clear and open communication with the family is important. Dad now works a few hours a week as the school caretaker. This helps the family but also the school and it gives them the confidence to be a valued and active part of the school community. Mum is keen to be considered for the 2019 BoT election.

MoE Special Education (Fiona McKenzie) assisting to seek specialised help for Whanau.

Regular observations and opportunities to discuss progress and/or difficulties

One more sibling has been accepted for support by MoE Special Needs. One is still undergoing assessment. Transition funding (for student excluded in term 3) has been approved by MoE for remainder of 2018 and term one of 2019.

Teacher aiding topped up by the Board of Trustees (7hours per week) for the target group students.

Better coverage (9-3 5 days per week) for behaviour and learning support allowed teacher to better cater for the high needs of all students.

High ratios of staff to children all day, every day, improved the learning outcomes for all.

An ASD assessment was pursued and support applied for in 2016. This has now been actioned. (December 2018)

Continue to use this service for all students and their parents to have

SWIS (Shane Warren) was addressing the learning and behavioural needs of a priority learner. The student who required this support moved to another school in early February and SWIS services were not required again until term 4 when a child enrolled who had been excluded from another school. Julie Marinovich will be the case worker for this child.

In writing, daily samples have formed the basis of OTJs and next teaching & learning steps. Periodic independent student writing samples have been completed to gauge the progress of students.

Teacher moderation between staff ensured that OTJs in writing were consistent and valid. Analysis against writing matrices informed teaching intentions and highlighted areas of need. Also this form of assessment gave clear indication of where the students 'sat' in terms of the writing progressions.

Some samples evoked interesting discussion between colleagues which strongly reinforces the subjective nature of writing judgements and reinforces the case for collective decision making. Sometimes our judgements are 'clouded' by the 'back story' of the student and the progress they have made - independent writing judgement from colleagues enable true judgement of a sample without bias.

the opportunity to talk to a counsellor confidentially.

Continue to offer this into 2019.

Contact with SWIS needs to be followed up regularly.

Continue to moderate teacher judgements and student progress within and between schools to ensure integrity of results reported for independent writers. Early writers (as most of the 2018 students will be) will need strong scaffolding to enable them to produce an independent writing sample

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| | <p>End of the year data was analysed to determine the progress of target students and summarise learning needs for 2019.</p> <p>There are now 5 students at Mokau School - one new enrolment in March and another in October.</p> <p>Note: ALL students are from the one family.</p> <p>End of 2018</p> <p>Reading: 80% of students are reading well below their chronological age.</p> <p>Year 1 : 1 Maori girl</p> <p>Year 2 : 1 Māori boy - ORS very high needs</p> <p>Year 3 : 1 Maori boy</p> <p>Year 5: 1 Māori boy - ORS high needs 1 European boy</p> <p>Writing: 80% (4 students) are working at level one or early level two of the NZC. Three of these students are target students. 20% (1 student) continues to be below the NZC guidelines and the Te Whariki curriculum is used to help guide his progress.</p> <p>Year 1 : 1 Māori girl</p> <p>Year 2 : 1 Māori boy - ORS very high needs</p> <p>Year 3 : 1 Maori boy</p> |
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Year 5: 1 Māori boy – ORS high needs
1 European boy

(As at December 14 2018) 4 new students will be starting at Mokau School in 2019. This will bring the total number of families at the school to three.

The projected roll from day one 2019 will be NINE students

Year 1: 2 boys

Year 2: 1 girl

Year 3: 1 boy

Year 4: 1 boy

Year 5:

Year 6: 1 girl, 2 boys

Year 7:

Year 8: 1 girl

2018 Learning Outcomes

Whole School

All four students at Mokau School at the beginning of 2018 were remedial and in need of extra assistance to support their learning. One left in mid-February reducing the roll to three. The remaining children are siblings who live in the local village. Two of these children are ORS students with high and very high needs respectively. One of these children is non-verbal. They are both working on IEP programs supported by Teacher Aides and a (0.3) Specialist Teacher. The third child has extreme anxiety and resistance to reading and writing. He has difficulty containing his anger and frustration and a referral was made to MoE for support. This was accepted and actioned in December 2018. Staff have continued to work with outside agencies to address barriers to learning and adapt teaching practice to suit these student's learning and social needs.

Outcomes this year show that all of these students continue to have extreme difficulties in their learning but pleasing progress has been made within curriculum levels.

- Their younger sister joined us in March 2018 and she is progressing well in her learning. At this stage she has no identified learning needs that require extra assistance. However, she has been included in the same programmes that have been established for her siblings. Good progress is evident here.

- Another brother has joined the family and is now living with them in Mokau. He was excluded from his last school and has come to live with his father full time. This has been a positive move and he has settled well. He has high anxiety and resistance to learning. However, his learning needs are similar to those of his brothers and he has responded well to the classroom programme.

Assessments for these children has been made using daily writing samples, standardised assessments, formative assessments, running records where applicable and OTJs. Standardised assessments are not always been suitable for the needs and abilities of these children. Flexibility and a good understanding of the needs of these children is required in order for them to progress to the best of their ability.

Evaluation – What next?

Junior Literacy Learning

An intensive program needs to be developed for these learners to engage them into learning by breaking down emotional and behavioural issues. Teacher Aide support for their learning is vital. Phonics, Super Speed and Early Words should continue as these have all proven to be effective for these students. Routine and structure is important for these boys and although there is huge resistance, there must be some form of writing on a daily basis. They need an exciting, stimulating learning environment to engage them in learning – particularly as a lead in and stimulus for writing.

Planning for next year:

Planning for 2019:

Based on end of year in 2018 testing **the priority learners in literacy 2019 will be:**

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| Year 1 | | | |
| Year 2 | | | |
| Year 3 | 1 boy | Reading & Writing | Māori - ORS very high needs |
| Year 4 | 1 boy | Reading & Writing | Maori |
| Year 6 | 1 boy | Reading & Writing | European |
| Year 6 | 1 boy | Reading & Writing | Māori – ORS high need |
| Year 7 | | | |
| Year 8 | | | |

- The priority learning focus will be to raise the achievement level of these boys particularly our 4 learners from the same family with high learning needs (Year 3, 4 & Year 6). Two of these students have Teacher Aide hours and 0.3 Specialist Teacher support from Arahunga. One has received

verification of MoE support to be actioned and the other has SWIS and STANZ support in place. RTLB could be another agency involved if the new Principal wishes to follow through with the referral process.

- The PLD plan in conjunction with Christine Braid (Massey University) needs to be revisited and adjusted to meet the needs of the students and staff in 2019.
- There needs to be provision for all staff learning around provision for quality learning programs for high needs students and There needs to be strong provision for the remaining students who will be part of the class in 2019.