

## St Joseph's School Reading Achievement Target 2017

### Strategic Annual Plan Goal

To ensure every child is fully engaged and empowered in learning for success:

### End Year Analysis

| End 2016                                 | Target                                     | End 2017                                                                                                    | Progress                                                                                       | Percentage at the standard                              |
|------------------------------------------|--------------------------------------------|-------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|---------------------------------------------------------|
| 12 below year 7 & 8 readers              | Raise 5 to be at the standard              | 5 raised to be at the standard                                                                              | 9 made accelerated progress                                                                    | 83% (up from 79.6% in 2016)<br>Year 7 96% (up from 80%) |
| 2 Year 1 & 2 Pasifika readers well below |                                            | 1 raised to below<br>1 still well below                                                                     | Both accelerating                                                                              |                                                         |
| 10 Year 1 & 2 Pasifika readers below     | Raise 8 of the 12 Pasifika to the standard | 3 raised to the standard<br>= 4 raised                                                                      | 7 accelerated<br>(Continue working with ELL, and overseas holidays)                            | 61.5% (up from 47.5% in 2016)                           |
| 18 year 1 & 2 readers below              | Raise 14                                   | 2 raised from well below to below<br>1 raised from below to at<br>10 raised from below to at<br>= 14 raised | 1 has been overseas since August and not back.<br>All the others are either at or accelerating | 55.4% (up from 19.4% in 2016)                           |

### Baseline Data:

An area of strength for reading is the year 5 students with 61% above in reading. This has been moderated and is reflected in formal testing and we believe it is an accurate figure. We will need to be careful to sustain this through into the year 6+ area where reading across the curriculum and reading using a variety of media are necessary to reach the standards. Overall 24% of our girls are above in reading.

Our year 3 area is strong in reading with 90% of students at the standard. This has been a long-term specific goal within our school. It is part of our reasoning for looking at our junior school as a year 1-3 package, and reflects the intense focus on ELL and monitoring practices within the junior school to raise achievement and remove barriers to learning.

Pasifika 41% below the standard and Asian 30% below the standard. Most of our students identified as Pasifika or Asian have English as a second language. We wish to also formalise reporting of progress of these learners against the English Language Learning Progressions.

30.4% of our year 7 readers are below the standard compared with an average of 15% over the past few years. 17.9% of year 6 (compared to average of 11%), and 17.6 year 8 (compared to average 11%) .

Year 1: 72% below and year 2: 32% below. Our junior school has an increasing number of ELL students and we are noticing more English speaking students entering with poor oral language skills.

**Targets:** *(NB: in response to Ministry feedback have made a specific goal for each target, in italics. More information was added to our SMS at the end of 2016 after the analysis for targets for children receiving their first anniversary or interim judgement, this has changed our initial figures for the year 1-2 target)*

Year 7 & 8 – 12 year 7 & 8 readers below the standard at the end of 2016 - this group is a mix of genders and ethnicities. *Raise at least 5 of these readers to the standard in order to have 85% at or above the standard for reading, in line with previous St Joseph's achievement levels as a baseline for further improvement.*

Year 1-2 and Pasifika and Asian Students - 2 year 1 & 2 readers are well below and 10 below the standard for reading (up from 5 below and 5 at risk due to more data added at the end of 2016). *A further 18 year 1-2 readers are also below at the end of 2016 - , focusing on actions to bring up these readers will help all readers. Target = 6 of the Pasifika and Asian Students will reach the National Standard for Reading by the end of year 2. 14 of the remaining Year 1 & 2 students below will reach the standard for Reading by the end of year 2.*

### **Mid Year Analysis**

Year 7 & 8: 3 of the identified year 7 & 8s are now at the standard according to their interim teacher judgement. 8 of the whole group are making accelerated progress according to E-Astle tracking.

Year 1-2 Pasifika and Asian Students: - One of the Pasifika students has moved from well below to below, one Pasifika student moved from below to at and one Asian student moved to at. 16 students in the year 2 group are making accelerated progress according to ongoing running record analysis. 10 of the remaining year readers are now at the standard.

| Actions to achieve targets                                                                                                                                                                                                                                                                                                                                                                           | Progress end Term 2                                                                                                                                                                                                                                                             | Next Steps Terms 3-4                                                                                                                                                                                                                                                                                          | Led by                                          | Budget                                         | Timeframe            |
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| <b>YEAR 7 &amp; 8</b> (embedding these practices will also enable the high functioning year 6 readers to effectively transition and further develop their skills when they reach this level).                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                               |                                                 |                                                |                      |
| Return to Literacy Learning Progressions and our school reading progressions and unpack what successful reading looks like at level 4, how devices can specifically support this and the place of devices/Google as one of a range of reading resources. Return to targeted teaching of specific reading strategies necessary for success at this level and teach these in a guided reading context. | <p>Children are making good progress, a lot more guided and specific teaching of reading strategies and reading for research strategies</p> <p>Have used Asttle and Probe to help children set own goals.</p> <p>Using specific teaching of Probe comprehension strategies.</p> | Use "one off" teacher funding provided by NZEI for raising achievement for teachers to work together to review and take steps for further ownership of St Joseph's reading progressions and plans for embedding these more deeply into reading practice, and using for making OTJS and student self-tracking. | Intermediate leader, principal                  | One off NZEI teacher fund to raise achievement | Term 1-2<br>Term 3-4 |
| Further develop accessible documentation and guidelines for teaching at this level.                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                 | Refine the reading progressions a bit more<br>Develop intermediate curriculum more                                                                                                                                                                                                                            | Intermediate leader, senior staff and principal |                                                | Term 3<br>Term 4     |
| Year 7 & 8s to work as single cell classes with no streaming component in order to effectively monitor students and provide management boundaries in the classroom.                                                                                                                                                                                                                                  | This is working well children are closely monitored and clear expectations are set                                                                                                                                                                                              | Continue this in term 3 & 4                                                                                                                                                                                                                                                                                   | Intermediate teachers                           |                                                | Tm1-4                |

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| <p>Teacher capacity to be raised through specific pd in 21 century learning with a view to redeveloping more sustainable modern learning practices.</p> <p>Year 7 teacher employed who has done Post Grad Cert applied digital and collaborative learning</p> <p>Year 8 teacher doing this in 2017</p> | <p>Yr 8 teacher completed the first 16 weeks of mindlab</p> <p>Some processes have been implemented in inquiry</p>                                                                                                    | <p>Yr 8 teacher to complete the second 16 weeks of mindlab</p> <p>Implement some more of the modern learning practices, especially through inquiry</p> | <p>Year 8 teacher</p>                      |  | <p>Tm1-4</p>    |
| <p>Development of formative assessment systems in reading owned by teacher and student with student ownership of next-step learning and of providing evidence of learning and progress.</p>                                                                                                            | <p>Use of e-asttle has been working well and children enjoy seeing their progress and setting goals</p> <p>Evidencing is being used for the children to know what they are learning and what their next steps are</p> | <p>Continue into terms 3 &amp; 4, including refined reading progressions.</p>                                                                          | <p>Principal, intermediate leader</p>      |  | <p>Term 1</p>   |
| <p>Reading at this level to be tied to a curriculum purpose with a high interest, and a diverse curriculum being further developed.</p>                                                                                                                                                                | <p>This is happening through the science boxes and through inquiry</p>                                                                                                                                                | <p>Continue to do this as much as possible next term</p>                                                                                               | <p>Year 7 &amp; 8 teachers</p>             |  | <p>Term 1-4</p> |
| <p>An "intermediate leader" to lead curriculum development and pedagogy in the intermediate area.</p>                                                                                                                                                                                                  | <p>Intermediate leader appointed at the start of 2017. Has been effective in defining the intermediate focus and modelling pedagogy.</p>                                                                              | <p>Continue - start to document some intermediate processes for future-proofing.</p>                                                                   | <p>Principal &amp; intermediate leader</p> |  | <p>Term 1-4</p> |

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| <b>Year 1 &amp; 2 Pasifika and Asian Readers</b>                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                          |                                                                    |                                                                                      |  |
| <p>More hours for ELL coordinator in order to:</p> <p>Embed English Language Learning Progressions in our assessment and reporting systems</p> <p>Develop ELL support practices and train/support teacher aides in these practices.</p> <p>Attend pd and purchase resources in oral language development</p> | <p>PLD for teaching staff ELLP progressions<br/>All funded ELLS assessed using ELLP</p> <p>Teacher Aide has had PLD in underlying ELL principles/support practices<br/>Other teacher aides previously trained in ELL support practices</p>         | <p>Break down of ELLP progressions to fit our assessment and reporting systems. Written in English which is clear and explicit so that parents understand their children's progress</p> <p>PLD regarding underlying ELL principles/support principles</p> <p>ELL coordinator to work with junior staff individually regarding raising ELL capability</p> | ELL Coordinator                                                    | <p>4 days for ELL Coordinator per term</p> <p>Release from NZEI achievement fund</p> |  |
| <p>Institution of an overall school SENCO position and continuation of junior SENCO role in order to increase the focus on good practice which is already raising standards in the junior area and to accelerate it even further.</p>                                                                        | <p>A lot of work done this year in this area. Review and improvement of learning monitoring systems. Ongoing staff development in setting goals for acceleration.</p> <p>Acting junior syndicate leader appointed in term 2 to assist process.</p> | <p>Raise teacher capacity to make goals for acceleration and to share successful accelerative practice.</p> <p>Systems set up for this in term 2.</p> <p>Term 3 - principal work with SLT to raise practice. SLT to work in groups both at syndicate level and focused target groups to support accelerated student progress.</p>                        | Principal, SENCO, Junior syndicate leader, DP, intermediate leader |                                                                                      |  |
| <p>Learning sessions for parents to support new entrant transitions into school.</p>                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                          | NE/Yr1 teacher                                                     |                                                                                      |  |

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| Continuation of Pasifika homework group and Filipino class and use these wherever possible to further learning goals. | Up and running- once a week- every Tuesday<br>-Building strong competency in a child's home language leads to strengthening the child's ability to speak English.<br>-Shared Reading- Dual Language Books both Tongan and English | Consistency/Continuation<br>-preparation for Pasifika Cluster Fiefia Night.<br>-Tongan Language Week/ Mass | Pasifika teacher, ELL coordinator |  |  |
|                                                                                                                       |                                                                                                                                                                                                                                   |                                                                                                            |                                   |  |  |