

Mid Year Target Student Report 2019

Use your [syndicate meeting target information](#). Some of this for the seniors has to be followed up as an OTJ not given. Check on Edge to get the OTJ.

This report is target children so ONLY include target children here

Reading Target:

To raise reading achievement at or above the expected level in year 6 (year 5 2018) from 56% to 80% moving 2 Well Below girls to Below, 5 girls and 3 boys below to at.

To raise reading achievement at or above the expected level in year 8 (year 7 2018) from 73% to 80%. Moving 1 girl from Well Below to Below and 3 girls and 4 boys from below to at.

To raise Pasifika achievement in reading from 63% at or above the expected level to 80% at or above the expected level.

Reading	Start of Year Number of target children below	Mid Year Number of target children below	Number making accelerated progress	Number making acceptable progress
Pasifika Junior School	8	6	1	2
Pasifika Seniors	3	2	0	1
Year	Data unreliable			
Year 8	8	6	2	3

Maths Target

We aim to raise the achievement of the year 5, 6 and 8 mathematicians to 80% at or above the expected curriculum level.

Maths	Start of Year Number of children below	Mid Year Number of children below	Number of children who have made accelerated progress	Adequate progress
Year 5	7	6	1	6
Year 6	6	5	1	5

Year 8	11	10	3	7
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Junior Syndicate - things that have helped progress

- A focus on Oral Language in Junior Hub 1 with an opportunity for growing confidence and making meaning of the world using language to communicate - a six week programme for low literacy New entrants transitioning - focusing on Nursery Rhymes/ Rhythm/ Repetition/Sequence/Meaning - Basic phonics use and discrimination
- Consistent Yolanda Sorly phonics delivery across the Junior School as a result of retraining/training all teachers
- Cross grouping for phonics delivery and close monitoring/assessing
- Consistent Early words delivery by TA and teacher monitoring supported by SENCO
- Vocabulary Etymology - unpacking vocabulary using Wordlab structure in JH2
- Assessment of Oral Language ability using the normed Jost assessment for target students as Baseline Data
- Consistent Shared reading delivery in classes
- PD for all teachers - Sheena Cameron/Louise Dempsey Oral Language and reading for comprehension course including a Resource Book each.
- ELL instructional readers resource purchased and used
- ELL front loading of vocabulary and context by ELL TA
- 2 Target students have begun Reading recovery
- Teachers create their personal PD spirals around the target students and closely monitor them
- 2 Teachers attended the Literacy Symposium in the Term 1 holidays and attended PD options based around Oral Language, Reading and Writing
- JH1 teachers involved with CoL transitioning to school
- An application for 3 students was made to RTlit for support. - The application was turned down due to the young age of the students but some awesome feedback and Teacher PD was offered
- 2 students included in Reading Recovery - 1 making acceptable progress and 1 not making acceptable progress due to absence.
- Oral Language Celebration - students learning and presenting - nursery rhymes/whakatauki/poems/scripture

Junior Syndicate - next step

- Continue all above interventions and as Teachers continue to closely assess and monitor and record
- RTlit support and intervention for teachers in T3. Support for sound to letter shape intervention as well as letter/sound/shape model
- Purchase of PM texts

- Continued Reading Recovery intervention with accelerated progress expected T3/4 for up to 6 of the students including 2 already on programme.
- Purchase big Books

Senior Syndicate - things that have helped progress

Maths Target

Teachers are specifically planning for authentic maths opportunities across the curriculum

We are introducing a hierarchy of maths -

- Authentic context
- Authentic problem
- Strand maths to apply to problem/context- Year 4&5 and Year 5&6 are focusing on this in teacher spirals.
- Morgan shared during a staff meeting ways that Numeracy strategies can support strand maths in term 2.
- Moving away from the numeracy program particularly at stage 6+
- Ensuring all seniors have one algorithm that really works for them for each function.
- Promote communities of mathematicians using multi-level groupings and open-ended problem-solving. (Our Year 8 teacher spiral is focusing in on open- ended problem-solving).
- Promoting oral language around maths.
- Having fun with maths.

Reading Target

ORAL LANGUAGE

Teachers are:-

- using word walls and charts to unpack curriculum vocabulary
- Specifically unpacking vocabulary around curriculum contexts and in addition ELL students are being supported with a Teacher aide in a session each week.
- Using oral language in various ways in authentic contexts . Senior classes are using conversation starters and different ways to group students. Students are preparing to deliver speeches. Students also give personal reflections particularly in RE.
- Teachers attended Sheena Cameron and Louise Dempsey oral language for reading comprehension course.
- Each class have copies of Sheena Cameron oral language book for classes.

ENCOURAGE A LOVE OF READING

Teachers are:-

- building in literacy practices in years 4-8 e.g. book reviews, character descriptions, “sell a book”
- Teachers are observing personal reading practices and use as formative assessment, including children in reflecting and making steps for further progress.- This was also

evident when students reflected on learning and included next steps when writing their own mid term report comments.

UNDERSTAND WORDS

- Teachers are working on etymology and using Wordlab processes to unpack words in the curriculum.

Peer Writing - 2 classrooms from Year 4-6 - not on an action specified on target but is an added intervention to help lift literacy achievements by students being able to give effective feedback and act on any feedback given.

Senior Syndicate- next steps

Maths

- Syndicate meetings to unpack opportunities for authentic math contexts.
- Continue to:-
- Plan for authentic math opportunities inclusive of the
 - Authentic context
 - Authentic problem
 - Strand maths to apply to problem/context
 - Numeracy strategies to support strand maths
- Promote communities of mathematicians using multi-level groupings and open-ended problem-solving across the syndicate classrooms.
- Promote oral language around maths.
- Have fun with Maths

Literacy

- Engage with the town library- Term 3 library visits.
- Engage year 8 leaders to lead library activities including lunchtime reading and author promotions.- Planned in Term 3 with a newly appointed leader and will coincide with Library visits and planned Literacy Circles with novels.
- Teachers will continue the above interventions around oral language, understanding of words and love of reading.
- Sort out novels in resource rooms
- Rent intermediate novels
- Intermediate teachers - To have discussions with St Kevin's regarding year 9 literacy expectations
- Purchase dictionaries

MID YEAR SUMMARY - TARGET STUDENTS

Mid Year at or above expectation means on track to be at expected level by the end of the year. Some of these children are not at the expected level now, but are not below the start of year level and therefore on track to be at the expected level by the end of the year. Curriculum levels are broad and overlapping and mid year data will look more favourable, some who are working their way towards being at the expected level by the end of the year will not make it.

Goal	Mid Year
To raise reading achievement at or above the expected level in year 6 from 56% to 80%	86%
To raise reading achievement at or above the expected level in year 8 from 73% to 80%	82%
To raise Pasifika achievement in reading from 63% at or above the expected level to 80%	57%
To raise year 5, 6 and 8 maths achievement to 80% at or above the expected level Start year: Year 5 = 65% Year 6 = 71% Year 8 = 59%	Year 5 - 95% Year 6 - 81% Year 8 - 68%