

# West Melton School

## Student Achievement Target

### 2008

**Target Area:** Literacy - to raise student achievement in reading in accordance with levels set in the Ministry of Education Literacy Learning Guidelines

**Strategic Goal:** Most students will be reading at the following levels:

- . after six months - level 3
- . after one year - level 12
- . after two years - 17\*
- . after three years - 21

\* this is two levels lower than suggested in the MoE guidelines, but reflects, we believe, a more realistic and appropriate target

**Student Group:** All students in Years 0-3

**Historical Position** Assessment data gathered from the diagnostic survey completed with all students as they turn six years of age indicates that the **average** reading age in the school is close to level 12 - that expected in the Ministry guidelines. There are however a growing number of students who are achieving 2-3 levels below this after one year at school - last year approximately half the total number of students (see data below). Assessment data gathered as children start school as new entrants also indicates an ongoing decline in the early literacy skills children bring to school with them. However, as a decile 10 school it is expected that most of our students should be achieving the literacy milestones, at least.

#### Baseline Data

Reading level after 1 year	Boys	Girls	Maori Boys	Maori Girls	Total
Below level 12	10	7	-	-	17
At or above level 12	8	5	1	1	15

## Action Plan

What will the school do to meet the target?	When will it be done by?	Who is involved/responsible?	What resources will be allocated to meet target?
Baseline data of current reading levels collated	End T1	All YO-3 classroom teachers	Use of previous diagnostic survey results Results of current running records
<p>Class Reading Programmes:</p> <ul style="list-style-type: none"> <li>• Learning Intentions - ensure these are being used consistently across the Junior School and are clear to children and parents</li> <li>• Ensure practice of reading and skills is a key part of independent aspect of class reading sessions</li> </ul>	T1 and ongoing through out the year	YO-3 classroom teachers	<ul style="list-style-type: none"> <li>• Individual and team learning intentions according to the needs</li> <li>• Instructional readers, big books etc</li> </ul>
Teachers to meet, share resources and teaching strategies, identify resources required	End T1	YO-3 classroom teachers	Teacher created and commercial resources
<p>Resources:</p> <ul style="list-style-type: none"> <li>• Stocktake to be completed by Queens Birthday. Purchases to be prioritised</li> <li>• Identify resourcing gaps at all levels</li> <li>• Target available funding</li> <li>• Big books - essential for whole class teaching aspect of our reading sessions - this may need a higher priority for resource buying</li> </ul>	July	YO-3 classroom teachers	<p>Instructional readers</p> <p>All reading material</p> <p>Purchase resources based on need. Prioritise spending according to budget</p>
Identification of students who are making low progress - target these students for extra support	End T1	All YO-3 classroom teachers SENCO and Teacher Aides	Students added to Special Needs register and actioned with SENCO
Professional learning	Ongoing	Classroom teachers SENCO Teacher Aides	UofCanty workshop 11.4.08 on Phonological Awareness Programme Follow-up team meetings Reading Recovery Teacher Aide support Liaison with other Junior School teachers
Provision of specific strategies/support for low progress learning	ongoing	Classroom teachers Special Needs teacher / teacher aide	Phonological Awareness Prog Reading Recovery Teacher Aide support
Provision of increased opportunity for 'reading mileage' at school / home, including further parent education	ongoing	Classroom teachers Parents Buddy readers Community members	READ ON programme Parent meeting Term 2

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