

How are we currently catering for our Priority and Targeted Learners at Korakonui School?

**Special Educational Needs Coordinator (SENCO) Update
May 2016**

DEFINING OUR LEARNERS

Priority Learners - Maori, Pasifika and students with special education needs (for our school we are including those students who have an educational report written by an assessor with a rating of Grade C or above).

Targeted Learners - Those achieving below or at risk of not achieving the expected standard for their year level.

SETTING THE SCENE

At the beginning of 2016 we began with a new principal, 3 new staff members, a new SENCO and a deputy principal on extended sick leave.

Our data from 2015 had been analysed by our previous principal and a draft charter and analysis of variance was in place. However no recommendations for targets were identified for our 2016 learners.

UNDERSTANDING OUR STUDENTS AND OUR DATA

In week 2 Term 1 the SENCO and Principal took the staff through the purpose of collecting and analysing assessment data to inform teaching and learning and an assessment plan was introduced.

In week 3 Term 1 the SENCO introduced the 4 tier triangles for teachers to identify where their learners sat for Reading, Writing and Mathematics. These triangles were based on the 2015 results and the data collected to date.

In week 4 Term 1 the SENCO and Principal collated the completed class triangle data to get a visual picture of current needs for the learners at Korakonui School. From this information the draft targets for the school charter were born before being ratified by the Board of Trustees.

OUR 2016 KORAKONU SCHOOL TARGETS

Reading

We have identified 50% of our below and well below students are in their first 3 years of school (10 from 20 in total). This is made up of 7 boys, and 3 girls in Years 0-3, and 100% of our well below are boys. **Therefore one cohort that we have identified will be Year 1-3 boys. The second cohort will be boys reading, with particular tracking of the cohort at Years 5, and 8.** (See variance report). All students in this group will make a gain of eighteen months in their chronological reading ages. This will ensure they make accelerated progress in relation to achieving the National Standard.

Writing

75% of all boys will be writing at the National Standard by December 2016. We have identified two cohorts to target for raising achievement in writing for 2016. **The first being raising boys achievement in writing from Years 4-8. Secondly increasing Maori achievement from 66% to 80%**

Mathematics

85% of our Maori students will be achieving at or above standard within mathematics by the end of 2016. We also aim to **target the transition points - where students are moving between curriculum levels - moving students at years 2-3, 4-5, 6-7.** By strengthening in these areas we are ensuring that students will sustain or build on their achievement in regard to national standards.

TEACHER OWNERSHIP OF OUR STUDENTS AND THEIR DATA

In week 5 Term 1 the SENCO and Principal supported teachers to critically examine their class triangles and reflect on what they are doing for their priority and targeted learners in their classroom teaching and learning programmes and planning.

The school triangles were shared and the target students identified from evidenced based needs were placed into out of class or in class support programmes.

The Learning Assistants timetable was aligned to the Korakonui School Targets and assisting teachers with the greatest needs across the triangles and the target learners.

DELIBERATE STRATEGIES TO SUPPORT AT RISK LEARNERS

Rationale for out of class support with Learning Assistants -

- **STEPS** - The evidence from the data triangles suggested we had a number of students having difficulty in both reading and writing. We opted to use the STEPS Network edition to assist our learners identified as having low phonological and phonemic awareness which was affecting their ability to decode within reading.
- 8 students were targeted as achieving below in reading and writing. These students were assessed using the Joy Allcock PseudoWord test which confirmed they required a phonological and phonemic awareness programme this being STEPS.
- These students began a 10 week intensive programme which will be reviewed in week 5 Term 2 2016 to ensure we are seeing accelerated progress and transference of learning.

DELIBERATE STRATEGIES TO SUPPORT AT RISK LEARNERS

Rationale for out of class support with Learning Assistants -

- **Targeted Maths** - The evidence from the data triangles showed that we had a number of students requiring support with their mathematical knowledge particularly in the transition from Stage 4 to Stage 5.
- These students needed additional support to make accelerated progress in their mathematical knowledge so they could transfer this into their daily mathematics programme.
- Felicity (as Maths Coordinator) took the Learning Assistants through training of the Targeted Math Programme.
- Testing of a large group of students was undertaken from which 8 students were chosen to begin a 10 week training session to be reviewed in Week 5 Term 2.

DELIBERATE STRATEGIES TO SUPPORT AT RISK LEARNERS

Rationale for out of class support with Learning Assistants -

- **Perceptual Motor Programme (PMP)** - Louise and Lynley undertook training for PMP in late 2015 due to a growing concern of the neuroscience link between motor skill development and readiness to learn.
- The Korakonui Junior School Assessment results (from 5, 5.6 and 6 years) are showing themes of basic skills the learners could not undertake, as did the daily fitness programmes.
- A learning assistant trains a group of Senior leaders (who have been identified as needing to grow their motor skill development) one afternoon per week and guides the leaders the next session when they teach the 5 new motor skills activities to the 3 junior classes.
- Observations to date by the Junior teachers include a development in ability to crawl, balance, eye track and crossing of the centreline.

DELIBERATE STRATEGIES TO SUPPORT AT RISK LEARNERS

Rationale for Supporting Students with Executive Function Deficits-

- From week 7 Term 1 teachers identified students they had concern with following instructions and or struggling with remembering basic facts or spelling words after quality learning.
- These students were assessed by the SENCO using the diagnostic tool Lucid Recall, in line with what has occurred previously with the BrainGain programme.
- The SENCO reviewed the report and write detailed notes and recommendations for the learner for the classroom teacher. Those students identified with low to average working memory were offered the Cogmed programme for 2016.
- The Cogmed programme began on Friday Week 1 Term 2. We thank Laura Green for volunteering her time to support the student's as their learning assistance (she has no child involved in the programme) as well as those parents who are assisting.
- The students will be involved for 30 sessions over the term 4 times per week and coached on a Friday by the SENCO (using the Coaching and Mentoring techniques learnt during professional development from Term 4 2015).

DELIBERATE STRATEGIES TO SUPPORT AT RISK LEARNERS

Rationale for in class support with Learning Assistants through Teacher Designed Programmes-

- The data triangles indicate areas of the school with high learner needs in reading, writing and mathematics. Some of these students identify as priority students whilst the majority are targeted students.
- **Equity** - The SENCO and Principal felt the allocation of learning assistant time for teacher designed teaching and learning programmes to accelerate progress was essential. Support was based on learner needs. The teachers agreed!
- Teachers plan for their Learners and Learning Assistant and are responsible for tracking the progress of their learners.

DELIBERATE STRATEGIES TO SUPPORT AT RISK LEARNERS

Rationale for Supporting Priority Special Needs Students -

- **Inclusiveness** - For our priority learners who have an educational report from an assessor of Grade C or above we have had individual Collaborative Action Plan (CAPs) meetings with the learner, parents, classroom teacher and the SENCO in weeks 3-5 of Term 1. The majority of parents wished their child to be in class and this was reiterated by the learner also.
- A theme ran between the reports and the school wide data that a number of our Korakonui School students have low phonological and phonemic awareness.
- To support the teacher designed programmes for raising phonological and phonemic awareness the opportunity was given to have Nessy licenses purchased. 6 full classes are undertaking Nessy with a 7th trailing Nessy and STEPS WEB.
- The two teachers trained in the Orton Gillingham approach in January 2016 are leading their teams in using this approach.
- All staff members have a set of sound cards and are beginning to unpack the WORDLAB resource spelling resource.

DELIBERATE STRATEGIES TO SUPPORT AT RISK LEARNERS

Rationale for Supporting Students through Equity of Learning Opportunities -

- **Concerns Register** - In week 7 Term 1 the teachers were introduced to the Korakonui Concerns Register and requested to revisit their knowledge of their learners.
- The concerns register identifies target and priority learners alongside students with health needs/concerns as well as identifying gifted and talented students. All of these students are identified and catered for with learning opportunities and their progress tracked.
- **Data Wall** - The visual display of the whole school's student achievement data against the expected National Standard for learners' reading, writing and mathematics has been displayed in the Principal's office by teachers.
- This visual representation ensures informed discussion can take place regarding equity of learning opportunities and planning for extension or remediation.

SO WHAT NEXT?

- **Analysis of Learning Assistance programmes and in class support from Week 5 Term 2. Revision of students involved in support programmes to ensure accelerated progress is occurring.**
- **Supporting teacher directed learning programmes and knowledge of staff members.**
- **Analysis of executive function progress gained by student's involved in the Cogmed programme including the transference of learning into the classroom setting.**
- **Inquiry into raising the achievement of students transitioning from Year 3 to Year 4 to avoid the 'drop off' in results.**
- **Neuroscience inquiry into developing processing speed in learners. A number of students assessed with possible Executive Function concerns had poor processing speed results.**
- **Neuroscience inquiry into developing a Korakonui way of teaching and learning for developing executive function . Professional development with Nathan Wallis booked for 2 staff members in July holidays 2016.**

PLEASE NOTE THAT SLIDES SPECIFIC TO INDIVIDUAL STUDENTS
HAVE BEEN REMOVED FOR PRIVACY REASONS BEFORE PUBLISHING
ONTO OUR KORAKONUI SCHOOL WEBSITE.

MARIE BEVAN - SENCO (26 MAY 2016)