

OMARUMUTU SCHOOL

STEPS READING PROGRAMME 8 WEEK DATA COLLECTION (Term 2, Weeks 1 – 8)

STUDENT DATA				AGE		READING LEVEL		WRITING		SPELLING		PROGRESS
Name	Gender	Ethnicity	Year	T1	T2	Term 1	Term 2	Term 1	Term 2	Week 1	Week 8	
*A	Male	Maori	3	9.5	9.7	17		1ii Well Below	1iii Below	6.0	6.7	7 months
*B	Male	Maori	3	9.3	9.5	7	8	1i Well Below	1i Well Below	5.0	6.1	13 months
*C	Female	Maori	4	10.0	10.2	17	21	Pre Well Below	1ii At	7.0	7.6	6 months
D	Female	Maori	5	10.9	10.11	20	23	1ii Below	1iii Well Below	7.0	7.4	4 months
E	Male	Maori	5	9.10	10	17	24	1ii Below	1iii Below	7.0	7.6	6 months
F	Male	Maori	5	9.4	9.6	25	26	2i Below	2iii At	7.0	7.5	5 months
G	Female	Maori	6	11.7	11.9	18	10yrs	2ii Below		9.0	9.8	8 months
*H	Female	Maori	7	12.7	12.9	23	10yrs	3ii Below	3iii At	6.0	6.5	5 months
I	Male	Maori	8	13.2	13.5	21	10yrs	2ii Well Below	2ii Well Below	6.0	7.1	13 months
*J	Female	Maori	8	13.7	13.9	18	2a?	2ii Well Below	2i Well Below	8.0	8.2	2 months
*K	Male	Maori	7	12.2	12.4	26	3? 11yrs	?	2ii Well Below	8.0	8.7	7 months

SPECIFIC RTLFB FUNDED STUDENTS FOR TRACKING
OMARUMUTU SCHOOL - STEPS READING PROGRAMME 8 WEEK DATA COLLECTION (Term 2, Weeks 1 - 8)

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SUMMARY STATEMENT

The Learning Staircase has now been operating at Omarumutu School for two months. We implemented Steps for the first time in Term 2 of 2014.

We are grateful for the dedicated work of the Teacher Aide Carol Wilson implementing the programme. Carol's highly professional attitude has ensured the programme has operated despite the initial hardware issues we have faced.

We are operating Steps 5 days a week with one teacher aide and we have a target group of 12 children in our school.

Our target children are the children who have a spelling age of 2 years or more below their chronological age. These are the children who have consistently struggled to make progress with their literacy as they have moved through school.

Two students from this target group have been identified with dyslexia.

With The Learning Staircase programme, our results show great progress with our Middle School Year Three, Four and Five students.

The programme has run like clockwork thanks to the dedication of Carol Wilson. Having the program as a regular timetabled activity has been paramount to the successful implementation. Recognition must also be given the teachers who have supported the students transitioning into the remedial program. Year Three Four and Five students were managing themselves withdrawing from class to attend Steps. However, our senior students were irregular with their attendance and tardiness. In Term 3, we will be looking for more of a buy-in from the student and whanau with a contract going home re-iterating the purpose, opportunity and responsibility.

Success - 100% of the students on the program have progressed at least two months with their spelling age.

Success - 91% of the students on the program have progressed at four months with their spelling age from their baseline data.

Success - 75% of the students on the program have progressed at least five months with their spelling age from their baseline data.

Success - 20% of the students on the program have progressed 1 year and 1 month with their spelling age from their baseline data.

Outstanding result – over the 8 weeks, two students 'identified at risk' have progressed 1 year and 1 month with their spelling ages and have transferred this knowledge through to the same improvement in reading and writing.

SUMMARY OF IMPLEMENTATION

Term 1, 2014

- RTLB Bill Woollett presented Professional Development to SENCO Leader Courtney Andrews and Teacher Aide Carol Wilson on STEPS PROGRAM.
- Purchased STEPS Software.
- 31st March 2014 Stage 1 Training Course Training, delivered by Ros Lugg. SENCO Leader Courtney Andrews and Teacher Aide Carol Wilson - The course covers the effective use of the Steps software programme and associated workbook courses and how to incorporate it into your existing literacy programme.
- Students were selected for the program based on 2013 end of year literacy data performing below or well below in Reading or Writing.
- An overview of STEPS was presented at our Teacher Only Day.

Term 2, 2014

- Schonell Assessments on identified 12 students.
- Base-line data collected across literacy: Reading and Writing.
- 15th April 2014 RTLB Referral 'Collaborative Action Plan' established for identified six students who are performing 'well below' expected national standard in literacy, writing.
- RTLB funding received.
- Ear phones purchased.
- Workbooks and STEPS games were purchased.
- Contact with Ros
- Proposal from Ros to share our results –create a case study which can go onto The Learning Stair Case website

Term 2, 2014 Organisation

- Children were placed into groups.
- Teacher Aide and teacher timetables completed.

- Overview of STEPS presented to Teachers at a Staff hui.
- Workbooks and games ordered from the Learning Staircase.
- Computers setup, Children's information loaded onto them.
- Letters to parents sent out.

Summary of Term 2

- Setting up computers
- Teacher Aid Carol Wilson becoming familiar with the use of the program on the computers
- Ongoing training for teacher aide Carol Wilson via The Learning Staircase online tutorials.
- Allocated Computers to STEPS program permanently located in Room One.
- Supporting other schools within and outside the district establish their STEPS Programmes. Four schools have attended professional development 'watching Steps in action' at Omarumutu school. Facilitated by Carol Wilson.
- Post week 8 Schonell Assessments of all 18 students.
- Summary Statement presented to B.O.T 2rd June 2014.
- Reflection with Staff at Staff Hui T2 week 9
- 9th June 2014 Contact made with Opotiki News, REAP, Ros Lugg, sharing our success.
- 11th June 2014 Acknowledgement from Ros - Thanking Omarumutu for offering to show other schools how you're using Steps and for making ourselves available put schools onto you, if they'd like to see the programme in action.

In the Pipe Line

- Contact made with REAP as to if they would look at supporting further STEPS training – Stage 2.
- Contact with Ros re proposal for further training.
- Further Professional Development.
- Maintaining the same core group. Possibly with the addition of two more students.