

PROGRESS REPORT

Term 4 2023



IEP & Transition Planning Process

Wilson School's IEP and Transition Planning process is designed to provide a personalised learning and development pathway. The process is designed to be collaborative and encourages whānau, teachers, and therapists to work and plan together to support each learner to achieve. The document sets in place the way in which the school intends to help the learner to address their prioritised needs within the educational framework of the school, i.e. the New Zealand Curriculum and Key Competency Pathway or Adult Curriculum.

Each IEP will contain goals for – <ul style="list-style-type: none">• Literacy (English / Communication)• Numeracy• Key Competency	Each Transition Plan will contain goals linked to the Adult Curriculum – <ul style="list-style-type: none">• Applied Literacy• Applied Numeracy• Daily Living Skills / Vocational• Leisure / Recreational / Social
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Broken down into the simplest form –

- Literacy is about communication: whether this be written, verbal, signed or symbolic.
- Mathematics is 'the language of life' e.g. helping students to understand space and distance is as important to someone who has limited reach or cognitive functioning as budgeting skills are to a more able student.
- Key Competencies are capabilities people have and need to develop, to live and learn today and in the future. These can link to Thinking, Relating to others, Using language symbols and text, Managing self and Participating and contributing.

An IEP or Transition Plan identifies **the most important areas of educational** need for each learner. Initially, longer term aspirations are decided on before being crafted into more specific learning intentions. Each smaller learning intention should be challenging but achievable within 1 term. Goals are incorporated into every learner's daily programme. They do not sit alone, out of context or isolation. Full access to the curriculum is still provided, however this plan identifies important areas to focus on.

Each student is provided with four Specific Learning Intentions (SLIs) for these core areas to focus on throughout the academic year. The expected rate of progress for each student is to achieve one SLI per term, or four across the year.

This report focuses on the expected rate of progress for Term 4, 2023.

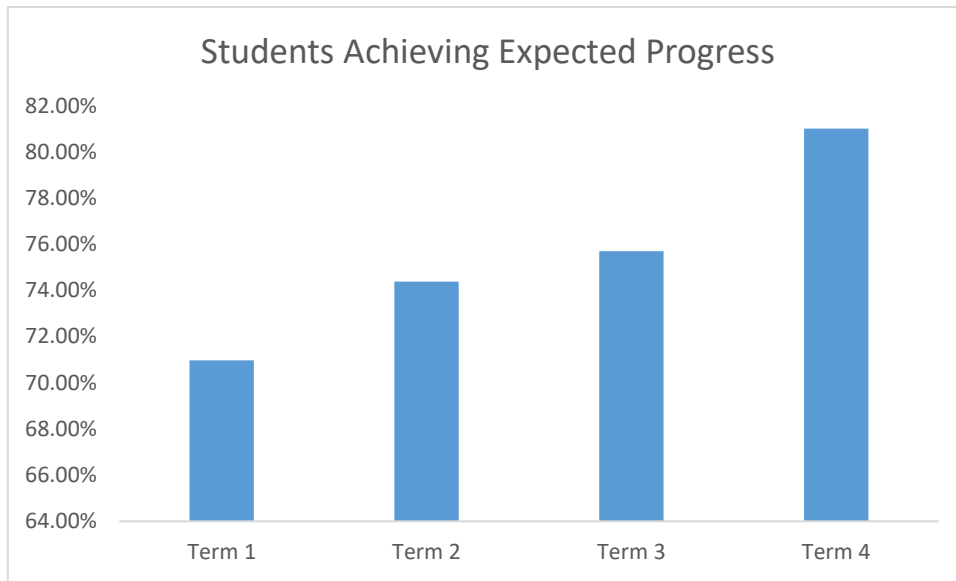
A 'traffic light' approach has been used throughout this report –

Green – Expected Progress / On-track – achieving the SLI 75%+ of the time

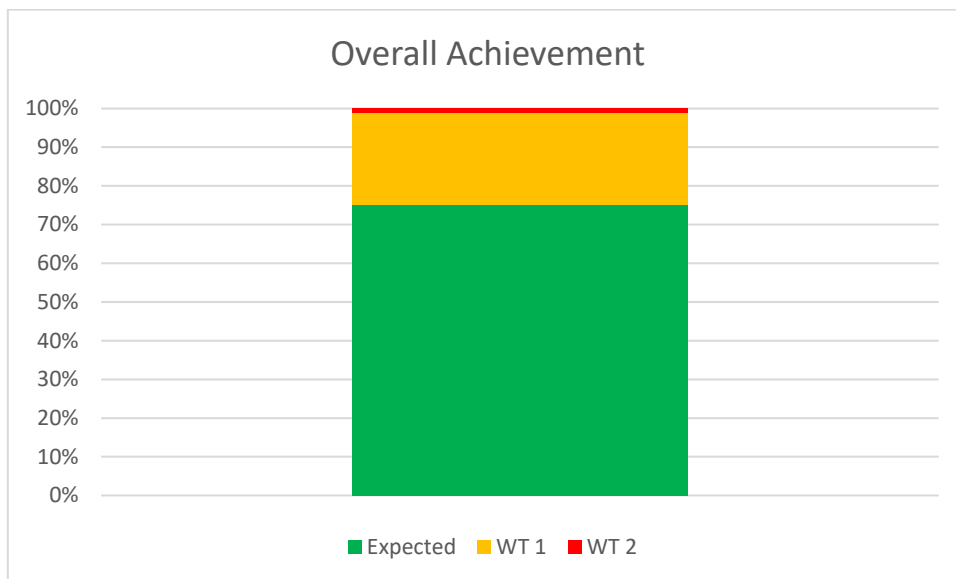
Amber – Working Towards 1 – achieving the SLI 50% - 74% of the time

Red – Working Towards 2 – achieving the SLI less than 50% of the time

Overall Achievement - All Students

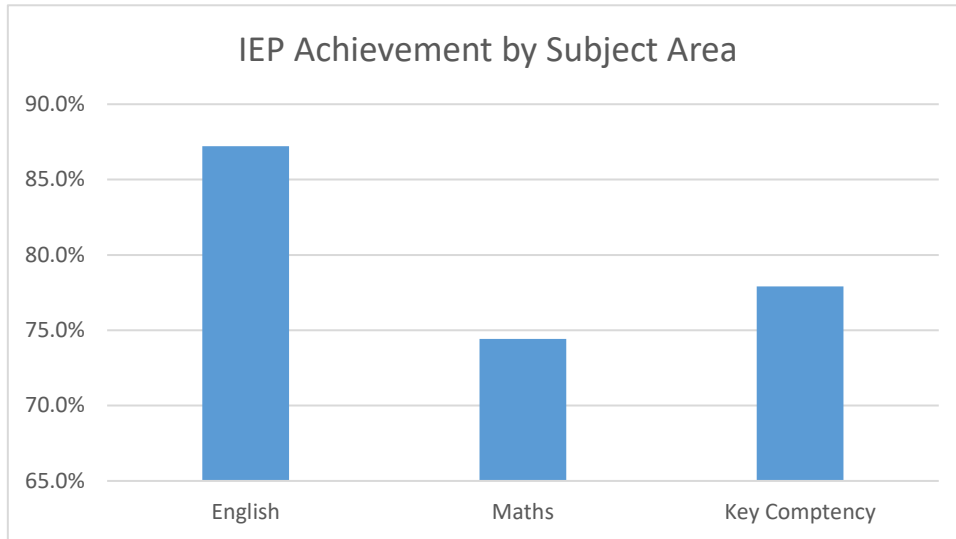


81.02% of students have achieved expected progress.

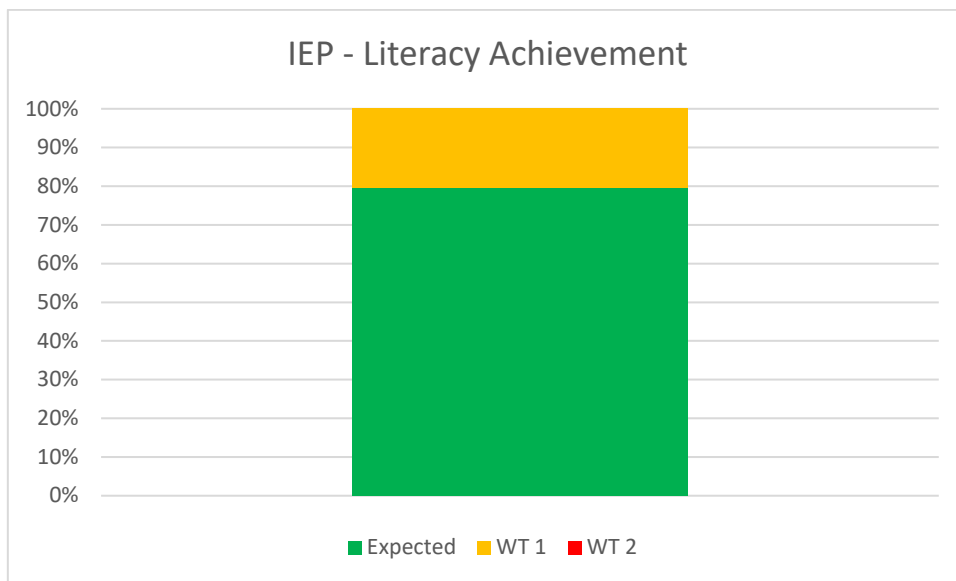


81.02% achieved expected progress (1 SLI), 18.76% partially achieved - Working Towards 1, 1.44% partially achieved - Working Towards 2

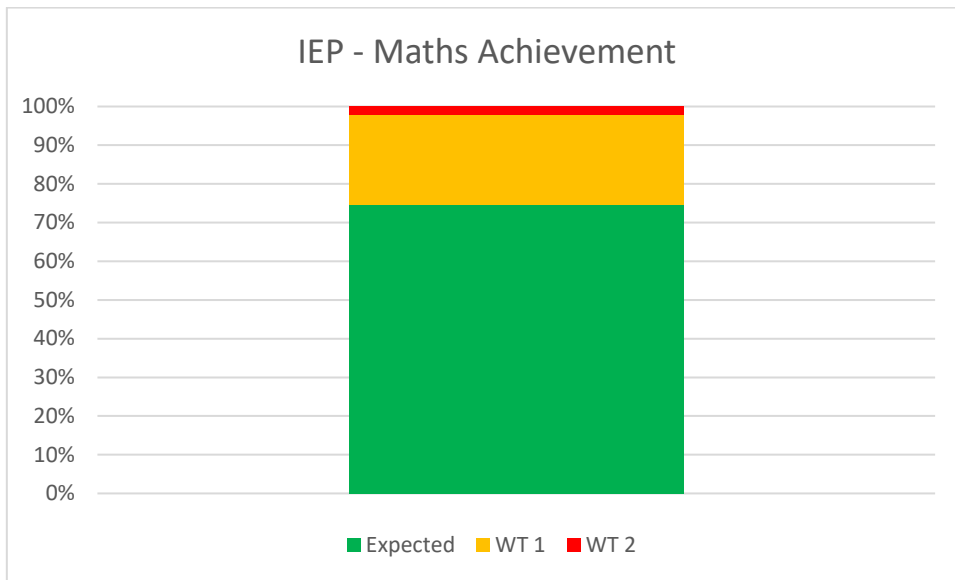
IEP Achievement



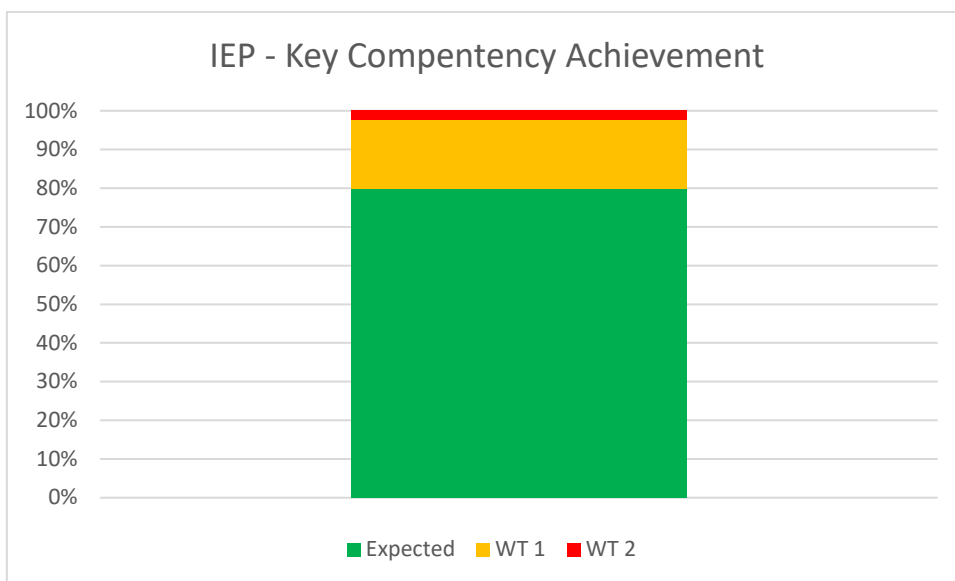
**Expected Progress by Subject Area –
English 87.21%, Maths – 74.42%, Key Competency – 77.91%**



**87.21% achieved expected progress, 12.64% partially achieved - Working Towards 1
0% partially achieved - Working Towards 2**

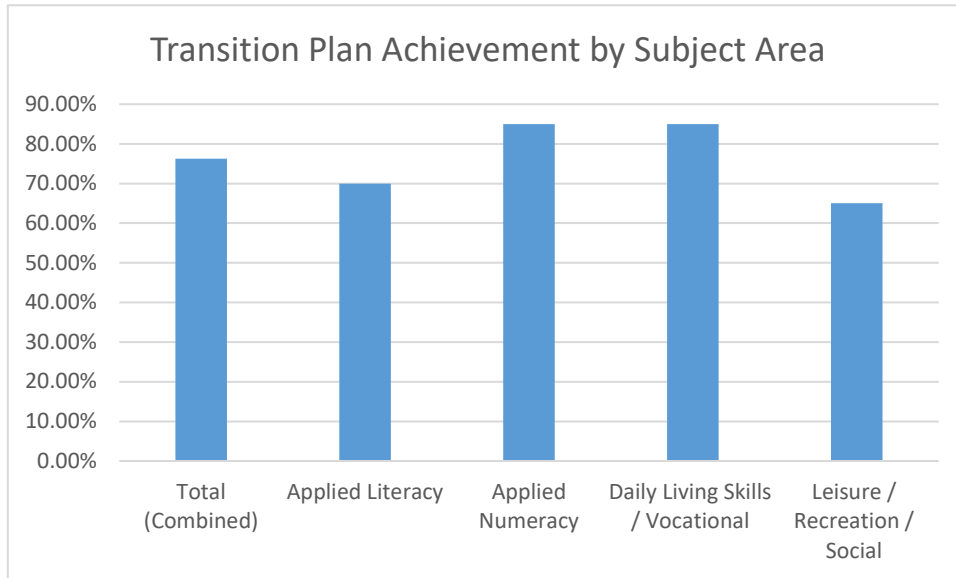


74.42% achieved expected progress, 22.99% partially achieved - Working Towards 1, 2.30% partially achieved - Working Towards 2



77.91% achieved expected progress, 17.24% partially achieved - Working Towards 1, 2.30% partially achieved - Working Towards 2

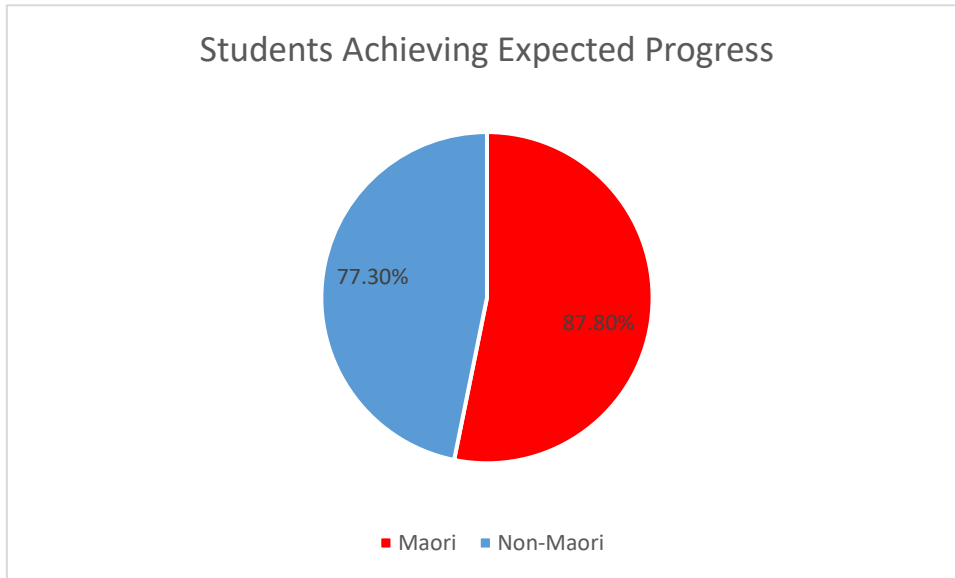
Transition Plan Achievement



**Expected Progress by Subject Area –
Literacy 70%, Numeracy 85%, Daily Living Skills / Vocational 85%,
Leisure / Recreation / Social 65%**

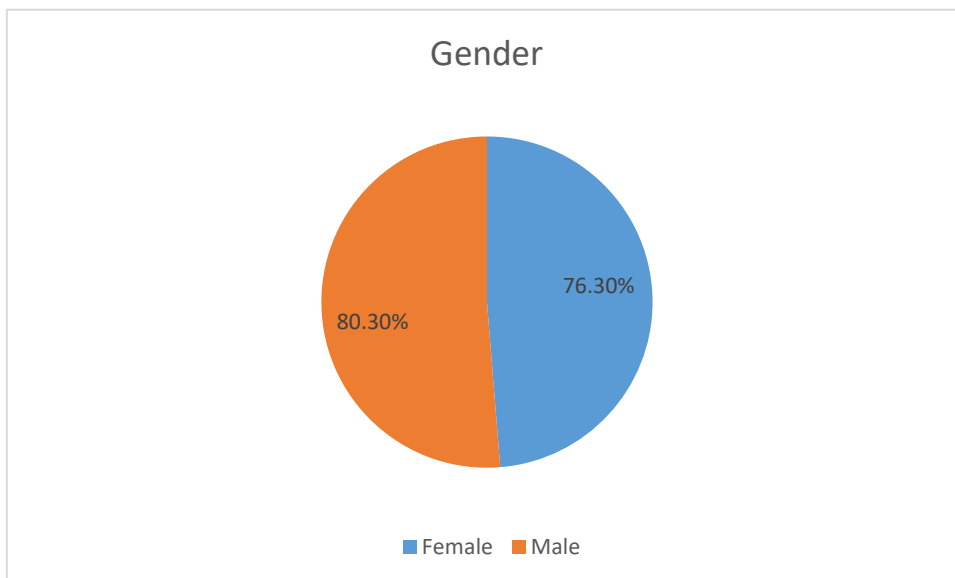


Achievement of Māori & Non-Māori Students



87.80% of Māori student achieved expected progress
77.30% of Non-Māori students achieved expected progress

Achievement by Gender



80.30% of male students achieved expected progress
76.30% of female students achieved expected progress

Thoughts....

- Overall student achievement has increased to 81.02% - a 6% increase from Term 3 2023, and an almost 15% increase from Term 4 2022
- The number of students working towards 1 (amber) has decreased by 5% from Term 3 2023, whilst the number of students working toward 2 (red) has remained low at 1.4%
- We continue to see the number of Māori students making expected progress remain high with 87.80% making expected progress.
- Overall progress for transition students increased significantly from Term 4 2022, from 52% to 76.25% in Term 4 2023. However, this is down 5% from Term 3 2023.
- Applied numeracy has been a focus area for transition classes throughout 2023. The number of students making expected progress has increased from 43% in Term 4 2022 to 85% in Term 4 2023

Support provided in Term 4...

- 2 class groups were identified via Term 3 data and support was provided by the wider leadership team and therapists. Intervention plans were produced and regularly checked on, and we have seen increased progress in 3 classes. We are aware that Class D includes students with a range of complex physical and medical needs, meaning some prolonged absences from school. The wider leadership team will continue to work alongside the teacher to support progress over term 4.

Class	Term 3 (on track)	Term 4 (on track)
A	52%	81%
B	50%	83%