

Engage Whakamātau



WILSON SCHOOL
PROGRESS
REPORT
2022 - TERM 4



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, 2022.

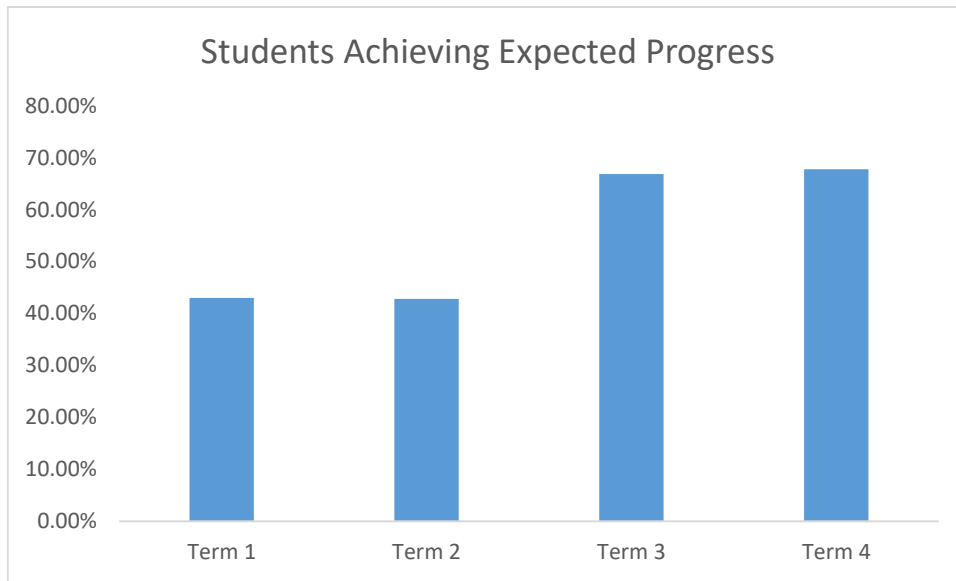
A 'traffic light' approach has been used throughout this report –

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

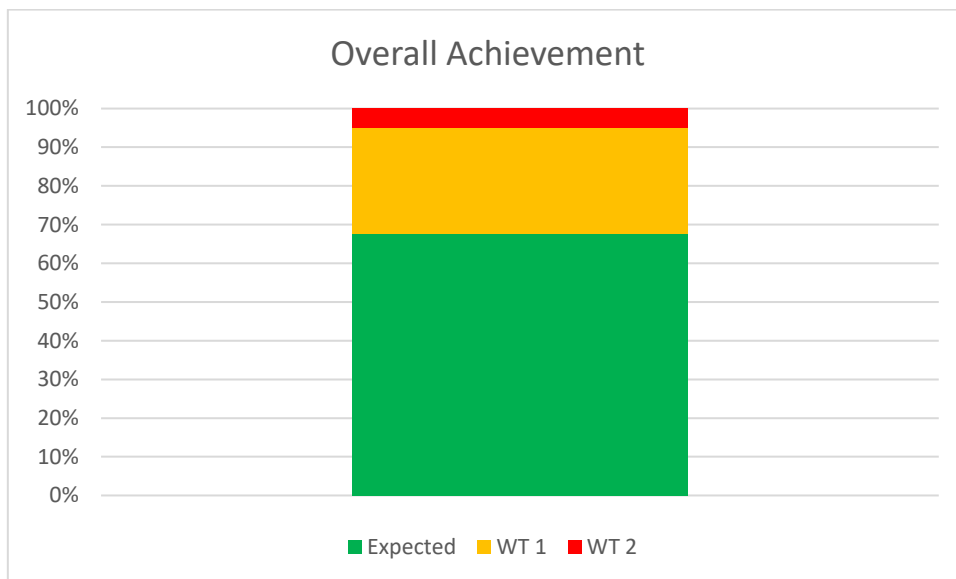
Amber – Working Towards 1 – achieving the SLI 50% - 74% of the time

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

Overall Achievement - All Students

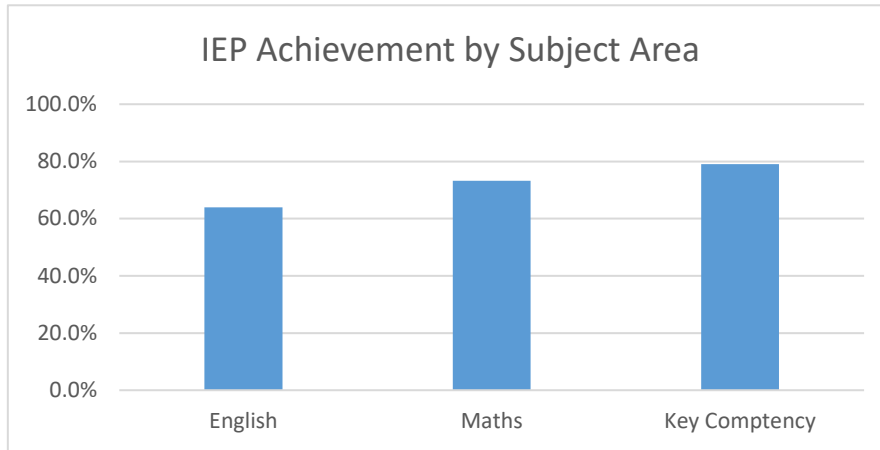


67.80% of students have achieved expected progress.

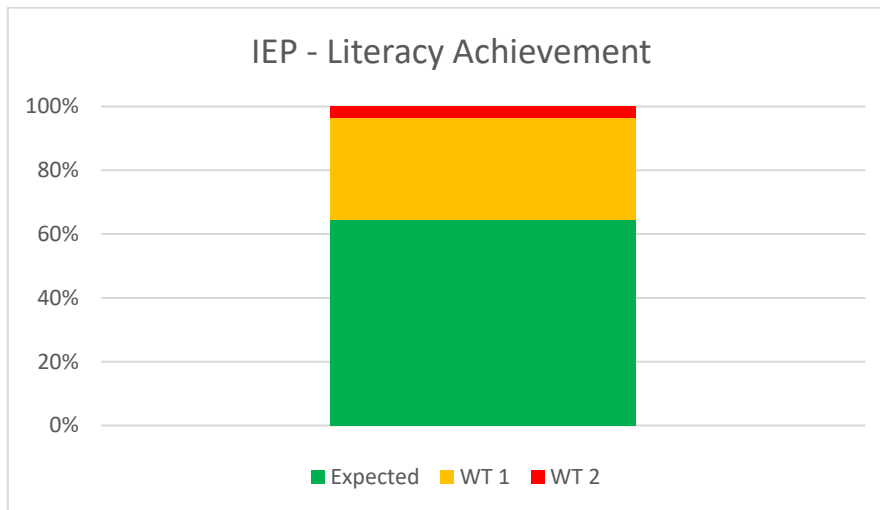


67.80% achieved expected progress (1 SLI), 27.70% partially achieved - Working Towards 1, 4.90% partially achieved - Working Towards 2

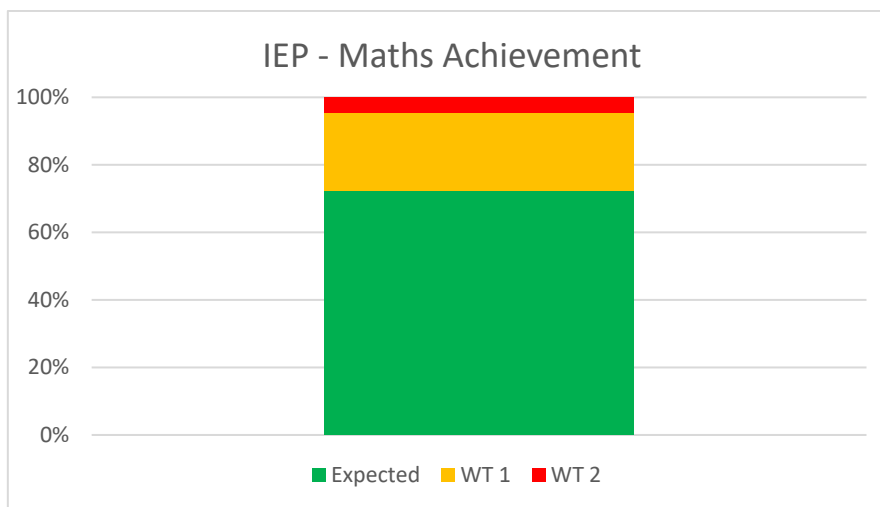
IEP Achievement



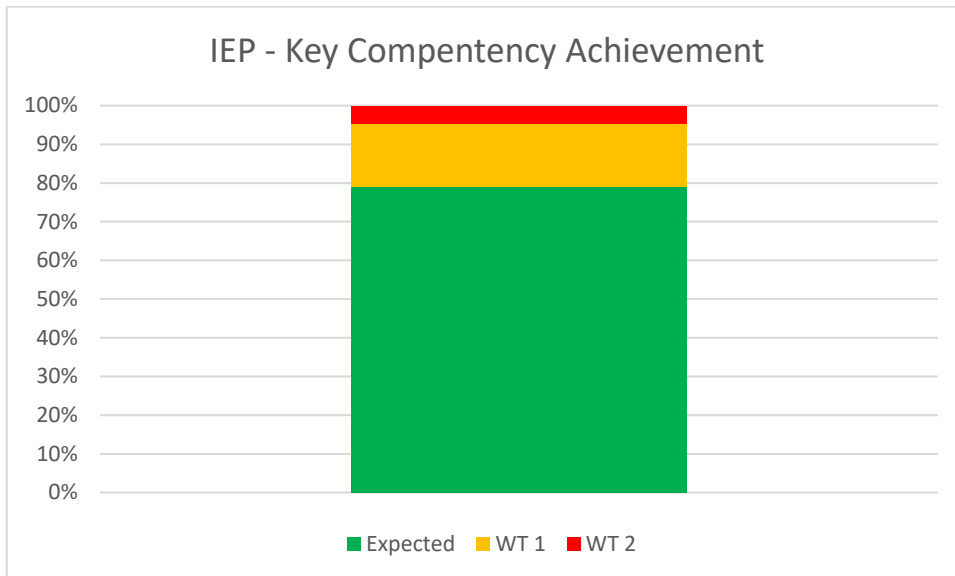
**Expected Progress by Subject Area –
English 63.95%, Maths – 73.26%, Key Competency – 79.07%**



**63.95% achieved expected progress (1 SLI), 31.4% partially achieved - Working Towards 1
3.49% partially achieved - Working Towards 2**

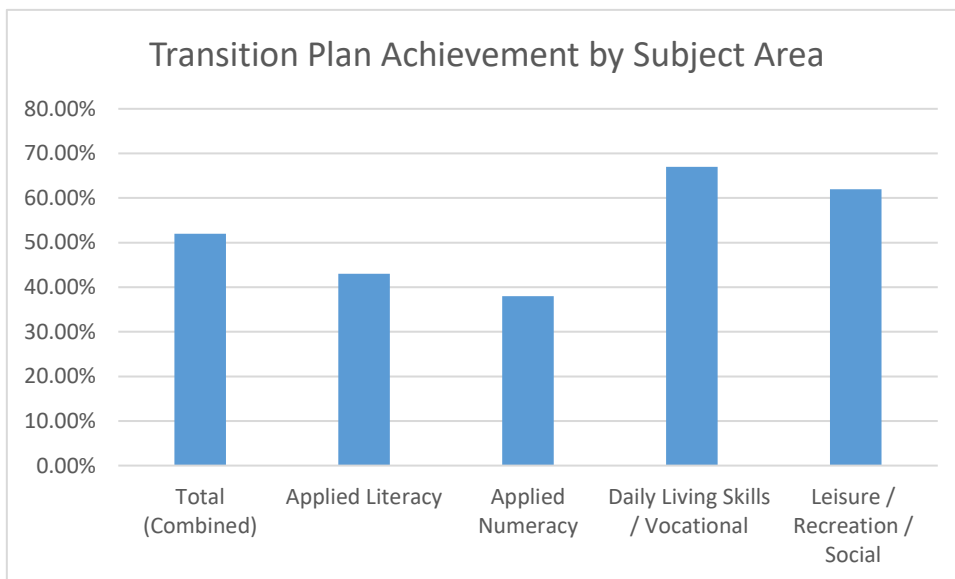


**73.26% achieved expected progress (1 SLI), 23.26% partially achieved - Working Towards 1,
4.65% partially achieved - Working Towards 2**

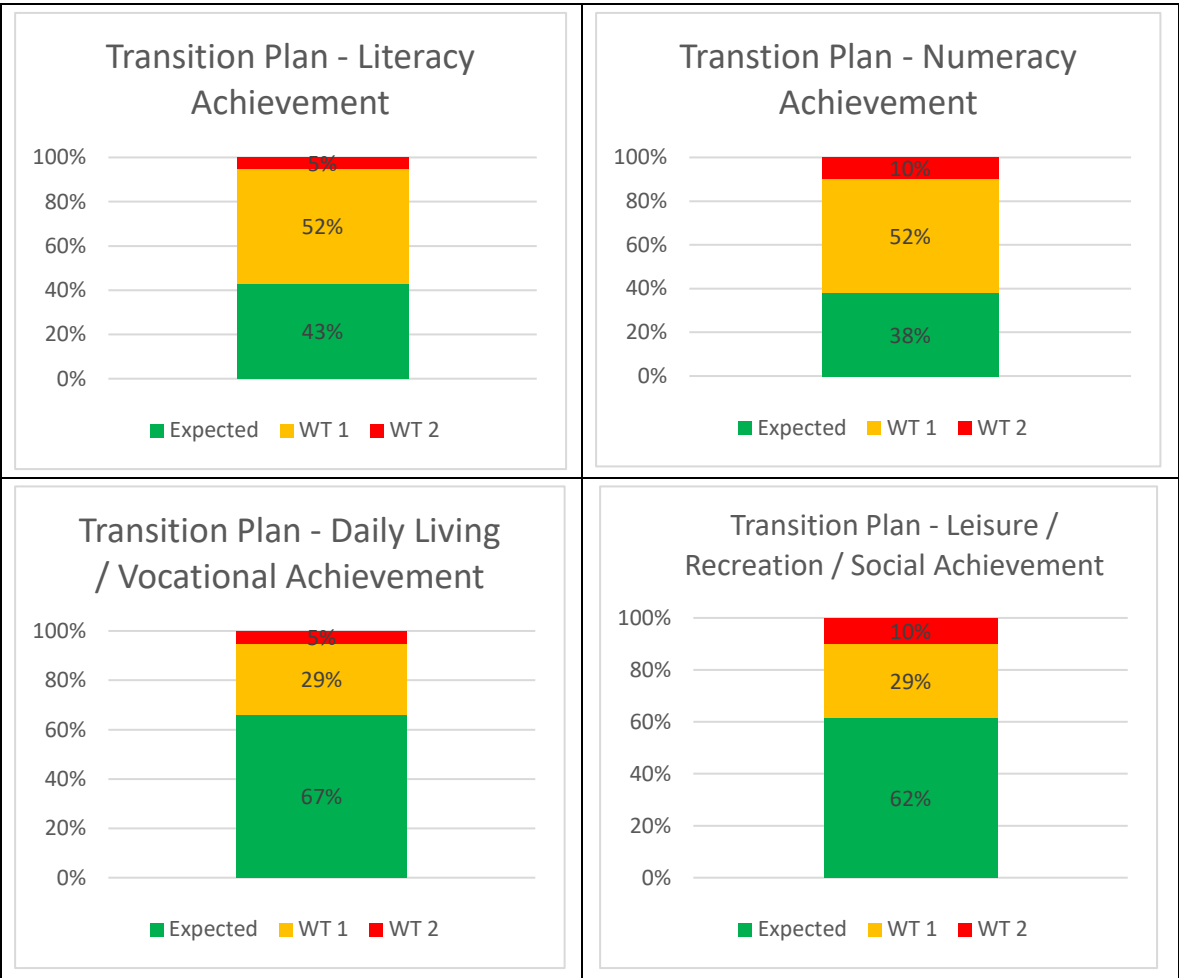


79.07% achieved expected progress (1 SLI), 16.28% partially achieved - Working Towards 1, 4.65% partially achieved - Working Towards 2

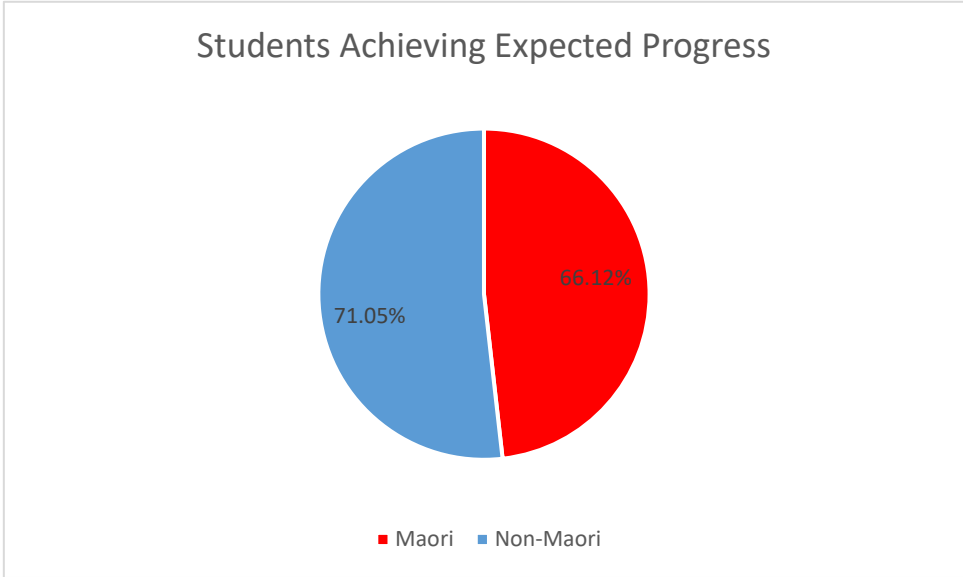
Transition Plan Achievement



**Expected Progress by Subject Area –
Literacy 52%, Numeracy 43%, Daily Living Skills / Vocational 67%,
Leisure / recreation / Social 62%**

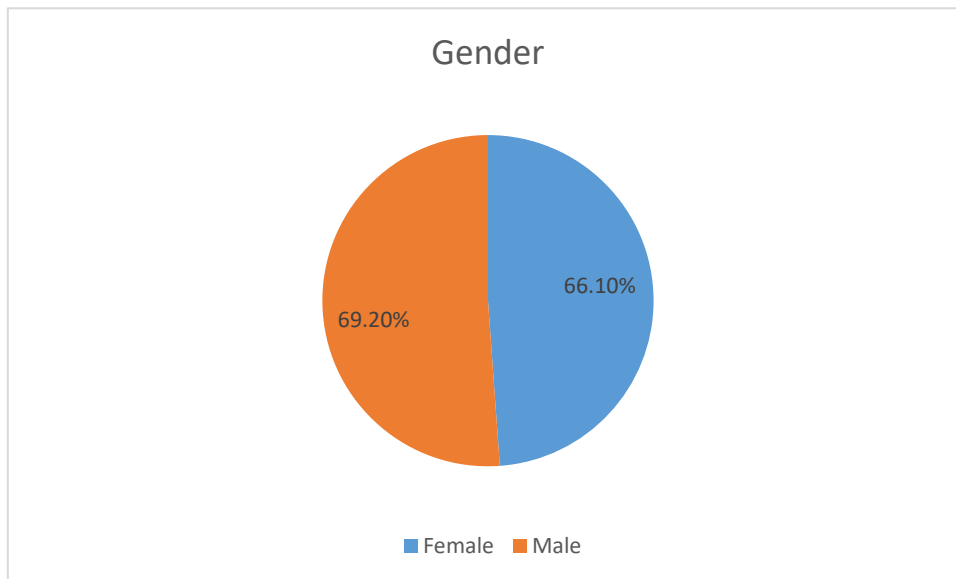


Achievement of Māori & Non-Māori Students



66.12% of Māori student achieved expected progress
71.05% of Non-Māori students achieved expected progress

Achievement by Gender



69.2% of male students achieved expected progress
66.10% of female students achieved expected progress

Thoughts....

- Overall student achievement has remained stable with 67.8% of students on track in Term 4, 2022, compared with 66.9% in term 3.
- The number of students working towards 1 (amber) has decreased slightly by 3.78% on Term 3, 2022. The number of students working toward 2 (red) has also dropped by another 2.5%
- Targeted support was in place for our Māori students who have seen an increase of 5.98% students making expected progress.
- Numeracy will continue to be a targeted learning area for our transition students in 2023 as we are not seeing expected progress levels. The introduction of a Numeracy Lead Teacher from 2023 will help to support this.