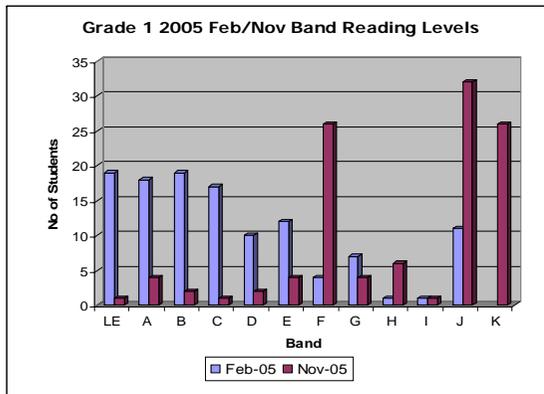


7. Study. November text level testing was very pleasing. It showed a large shift of students from the lower end to the top bands. 7% of students are under level 5 and a further 6% of students are between level 5 and 15. 87% are above level 15.

Further analysis of these students under band F reveal that they all have either severe language disorders, ESL or Intellectual disabilities.



6. Do. A plan was devised for professional development in;

- Phonological Awareness
- Running Record Analysis
- Early Years Literacy strategies

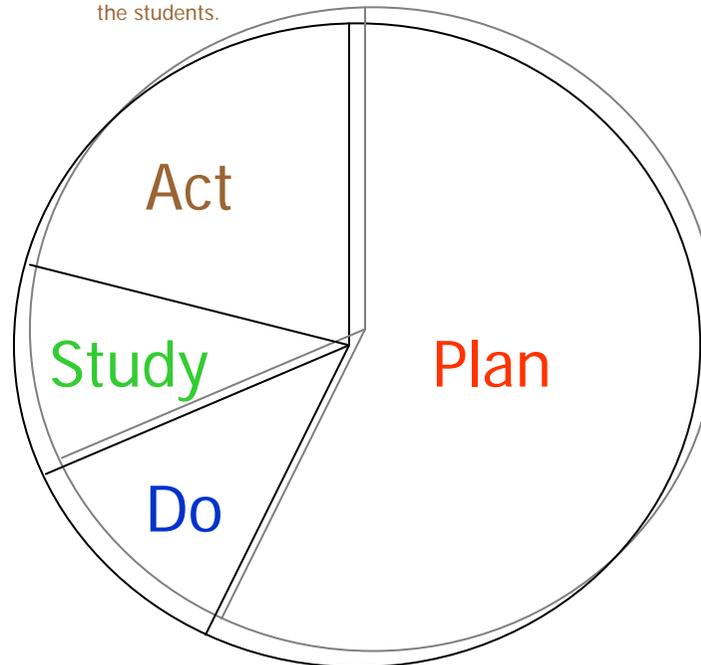
These students would be monitored through Running Record charts and individual learning improvement plans were implemented. This involved meeting with the parents and explaining take home activities that would benefit the students.

As a PLT we met regularly to discuss students' progress.

8 & 9. Act. State benchmarking has confirmed our data with ___% of students reaching level 15.

Our area has identified the students who are at risk and will monitor them next year.

2006 testing will show us if we need to focus on the readability of the students.



5. Plan. From the results of the Interrelationship diagram we decided to perform and analyse the Letter ID results on all students at or under level 5.

Results showed that most students had a poor understanding of letters and sounds.

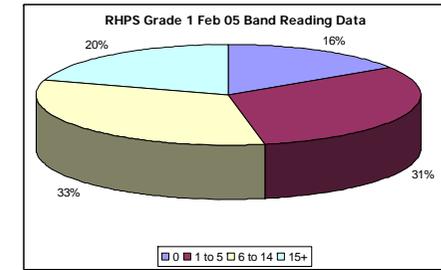
Students with critically low scores were given a Phonological Awareness test. This was analysed by our speech pathologist who had prior knowledge of most of these students from 2004. Results confirmed poor phonological awareness and provided an indication as to how these students were processing language.

1. Plan.

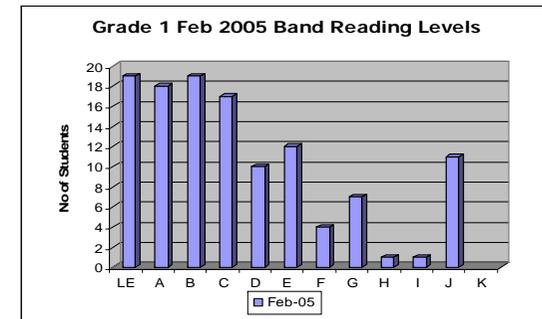
46% of students are under level 5 at the end of Feb 2005.

2. Plan. People involved in the improvement will be the

- Grade 1 PLT
- EYL Coordinator
- Parents and students
- Speech Pathologist



3. Plan. The data collected for text levels showed a large number of students between 0 and 5 or band levels A, B & C.



4. Plan. These students needed the observational survey to be completed. After discussions with our EYL coordinator it was decided to find out which test was going to give us the most information.

An interrelationship diagram was used to discover this.

We found that the Letter ID was the only test that affected the results of the others.

