

Fast ForWord School Results

Onekawa School, Napier – 4mths Data

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Developing effective personalised learning support programmes for students not achieving at the national standard

Student Achievement Review – November 2012

Programme Aim:

- To strive for 85% of our learners achieving 'at or above' the National Standards by 2015. Fast ForWord is a creative and effective way of working on this goal.

I have always been interested in how the brain learns. This approach using computer-assisted learning has been very successful in our school. What has made it successful? Firstly, having the support and value of the principal. Having a 'switched on' and passionate facilitator (Person who directly works alongside the students daily). Having support from LearnFast by way of weekly Skype meetings to discuss data and find solutions to any problems encountered. Having support and 'buy in' from the parents, organising information and data sharing meetings. **Lynley Hyslop – Coordinator**

Fast ForWord Results

Name	Age	Reading Age		Writing National Standard		Phonics Stage		STAR Stanine		Spelling Age Schonell		Maths Stage Knowledge	
		July	Nov	July	Nov	July	Nov	Feb	Nov	Mar	Nov	Mar	Nov
YEAR 4's	Nov												
Male - Student A	8.8	7.0	7.5	1b	1c	Pre-5	6	1	2	6.1	7.0	3 - 70%	4 - 72%
Female - Student B	9.2	7.0	7.5	1c	1c	Pre-5	5	1	2	6.8	7.1	3 - 75%	4 - 76%
Female - Student C	9.0	7.5	8.0-9.0	1c	2a	Pre-5	6	3	4	7.0	7.4	4 - 84%	5 - 56%
Female - Student D	9.0	7.5	8.5-9.5	2a	2b	7	7+	4	4	8.7	8.10	4 - 82%	5 - 54%
Female - Student E	8.9	7.0	8.5-9.5	1c	2a	Pre-5	6	2	4	6.1	7.2	5 - 54%	5 - 60%

Reading – 3 out of the 5 participants progressed to 'at' for National Standards. The other 2 participants progressed six months in their reading.

Writing – 4 out of the 5 participants progressed a level in their writing. One participant is 'at' the National Standard, 2 participants still 'below' and 2 'well below' National Standard.

Phonics – Yolanda Soryl Phonics Stages. 4 participants progressed two stages in phonics, the other participant progressed one stage in phonics.

STAR – National reading test. Administered in February and again in November. One participant progressed two stanines, 3 participants progressed one stanine, and 1 participant stayed the same.

Spelling Schonell Spelling Test – All participants progressed in spelling. From a 3 months progression to a one year progression.

Mathematics – (knowledge tests stages and %) – All participants progressed one stage in maths knowledge except for one.

This is what the participants said:

- “I am getting better at learning”
- “ I can now read the words in my reading”
- “ I am better at focusing on my work”
- They all said they feel positive about learning and will now ‘have a go’ at learning what previously was ‘too hard’ to attempt.
- All participants enjoyed the fact that they had all progressed in reading, writing and maths, so they could see the results from their own efforts.
- The hardest part of the programme was learning to stay focused and using your memory.
- Most of the ‘games’ were fun and the ones they had problems with were the games that worked on the skills of ‘decoding’, ‘passage comprehension’, ‘vocabulary’. These took a lot more effort on the part of the participants, these were the skills that were lacking in these students.



OUR CHILDREN, THEIR FUTURE