

Mid Year Assessment Analysis Term 2 2020

Points to Note

- This information is based on the NZC (New Zealand Curriculum Levels) OTJs (overall teacher judgement). This is a progress report and teachers assess OTJ to a point in time (beginning of term 3). An end of year report will be completed in term 4.
- Students who have not been at school for 40 weeks **have not been** included in this report.
- Our 5 ORS funded students **have not been** included in this report.
- There are 5 students who receive ICS (In Class MOE Funded Supported) who are not included in this report. These students are working at least 3 years below their chronological age or working within level 1 of the curriculum.
- 49 students have been identified by staff as either having dyslexic tendencies or have been officially diagnosed as dyslexic.
- ESOL numbers=45
- Maori students=85
- Pasifika students = 32
- All teams have met regularly to discuss targeted students, interventions and next steps.
- A Play based learning programme is being used by all junior classes.
- Outside agencies involved with our underachieving students include: Special Education (SE), Resource Teachers of Learning and Behaviour (RTLB) and Speech Language Therapy (SLT).

2020 Achievement Goals

2020 Achievement Goals/Targets – to be achieved and reported on by mid December 2020

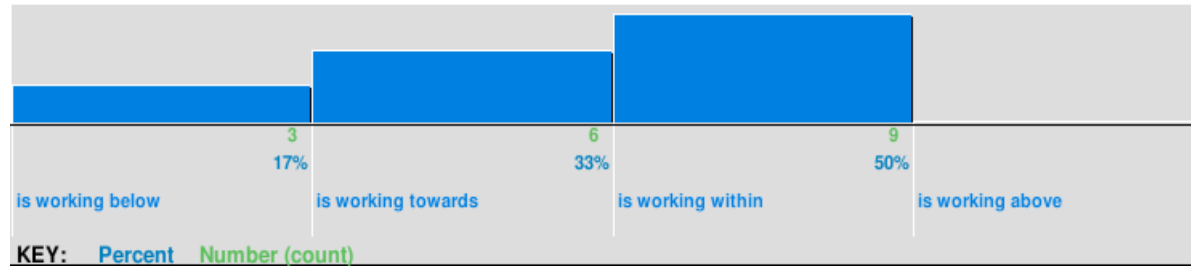
1. To accelerate the reading and writing achievement levels of students in the following groups
 - a. ESOL- **45 Students**
 - b. Dyslexia - **49 Students**
2. To ensure discontinued reading recovery students continue to make expected progress as their peers once they have integrated back into the classroom once they have completed the reading recovery programme. **NB 14 students**
3. To increase the number of students achieving at or above the appropriate Curriculum Level for their year group in all foundation learning areas.
4. To ensure Maori and Pasifika students continue to achieve at a similar level to other cohorts in ALL foundation learning areas. **NB Pasifika =32 students, Maori group =85 students**

Goals

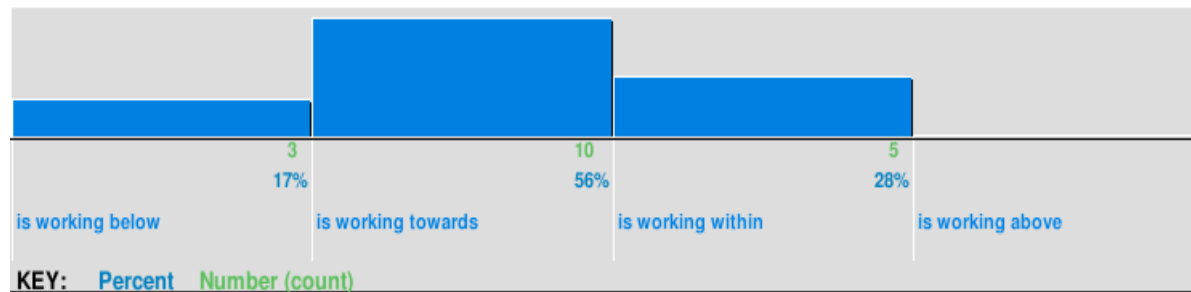
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Baseline Data:

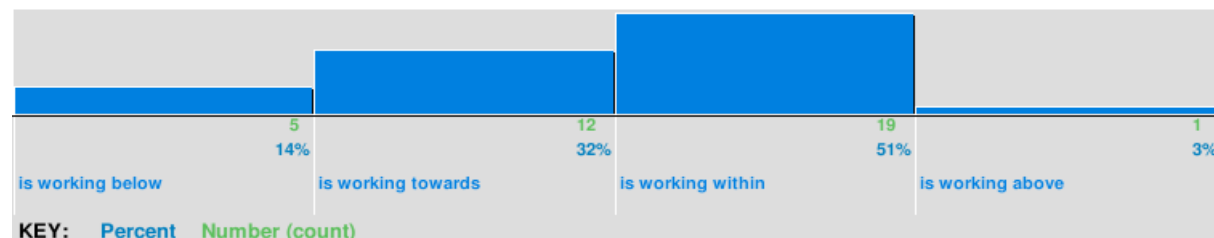
ESOL Reading 2019



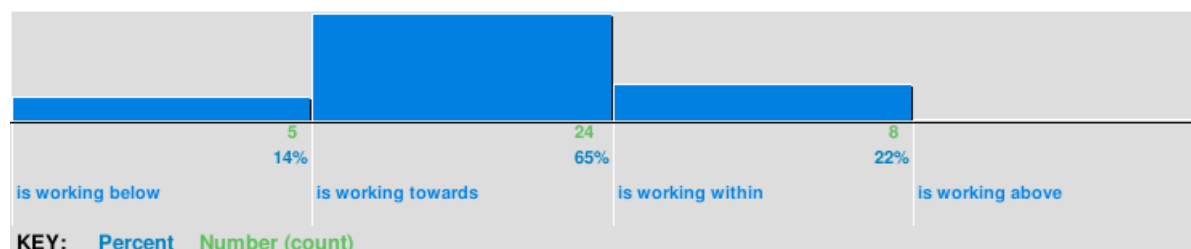
ESOL Writing 2019



Dyslexia Reading 2019



Dyslexia Writing 2019



2. To ensure discontinued reading recovery students continue to make expected progress as their peers once they have integrated back into the classroom once they have completed the reading recovery programme.

Baseline Data:

2019 reading data - 14 students

Well Below=0 students	Working towards=3 students	Within=11 students	Above =0 students
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3. To increase the number of students achieving at or above the appropriate Curriculum Level for their year group in all foundation learning areas.

Baseline Data:

	2018- % of students At or Above NB-based on National Standards information	2019- % of students Within or Above NB-based onNZC Levels
Reading	87.8%	87.3%
Writing	76.9%	76.2%
Maths	80.6%	77.4%

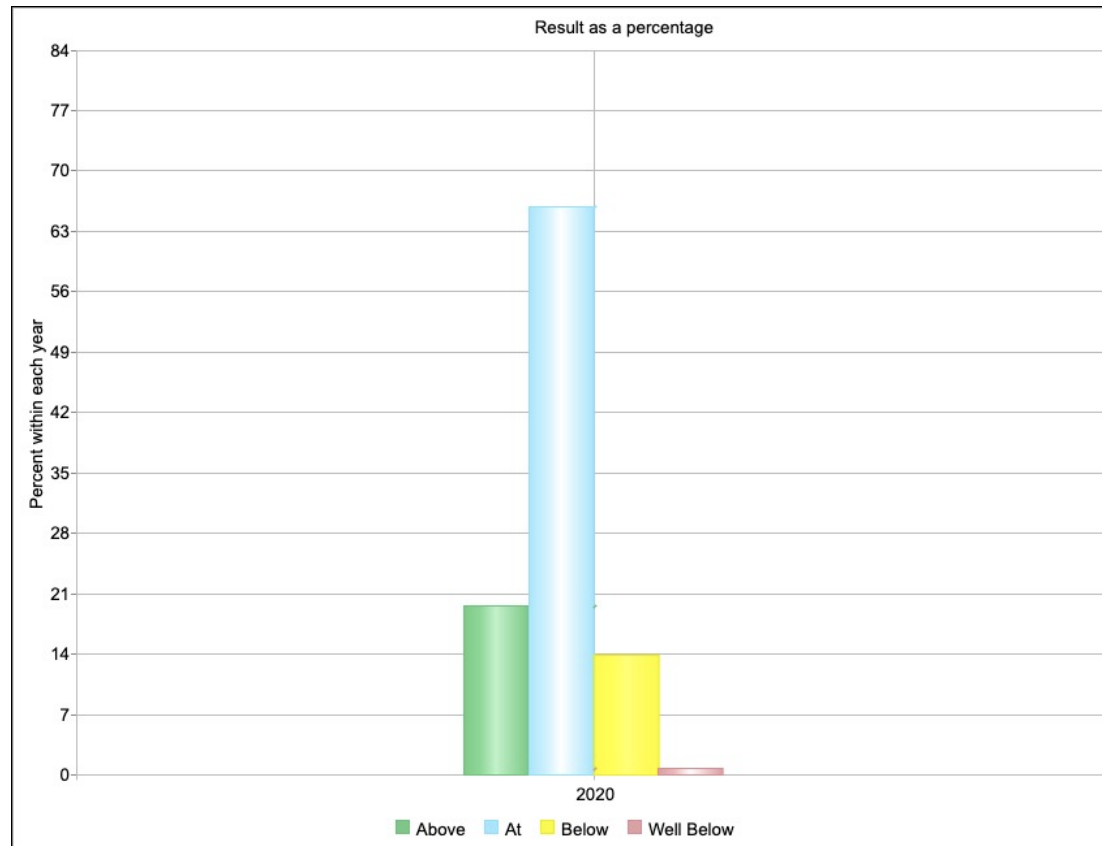
4. To ensure Maori and Pasifika students continue to achieve at a similar level to other cohorts in ALL foundation learning areas.

Baseline Data:

	2018- % of students Maori Students At or Above	2019- % of students Maori Students Within or Above	2018- % of students Pasifika students At or Above	2019- % of students Pasifika students Within or Above	2018-School wide % of students Within or Above	2019-Schoolwide % of students Within or Above
Reading	83.5%	79.2%	79.1%	83.4%	87.8%	87.3%
Writing	70.9%	68.8%	79.2%	68.2%	76.9%	76.2%
Maths	80.6%	71.9%	83.4%	68.1%	80.6%	77.4%

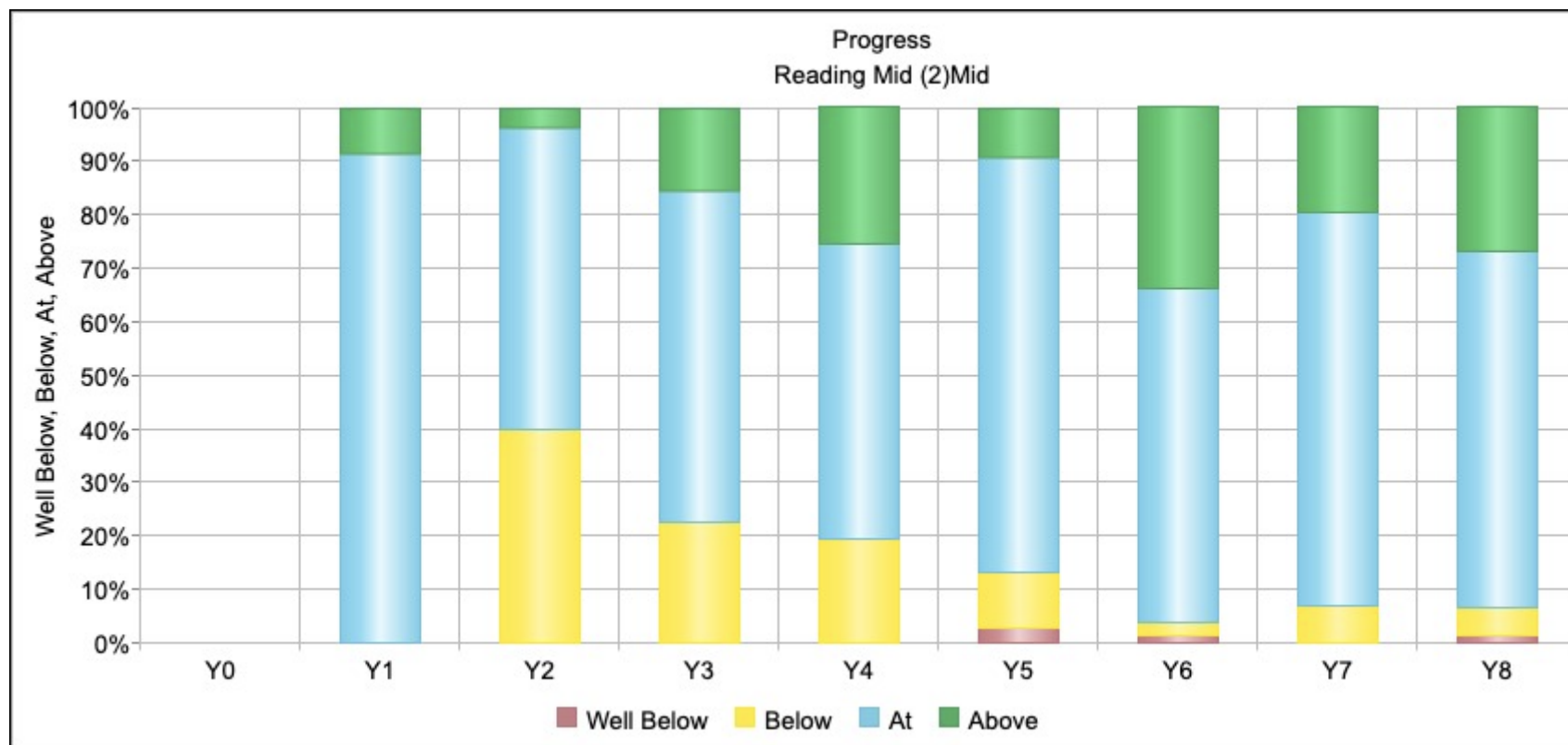
Mid Year Progress Data Analysis and Discussion

READING



- Currently 86% of ALL students are **At or Above** the NZC Level for **Reading**.
- **Mid Year 2020 At or Above** Boys=84.3%, Girls=87%, Maori =81.2%, Pasifika 82.1=%, Asian = 83.4%
- End of Year **reading** data for ALL students 2019 =87.3% and 2018 = 87.8%. (National Standards data in 2018).

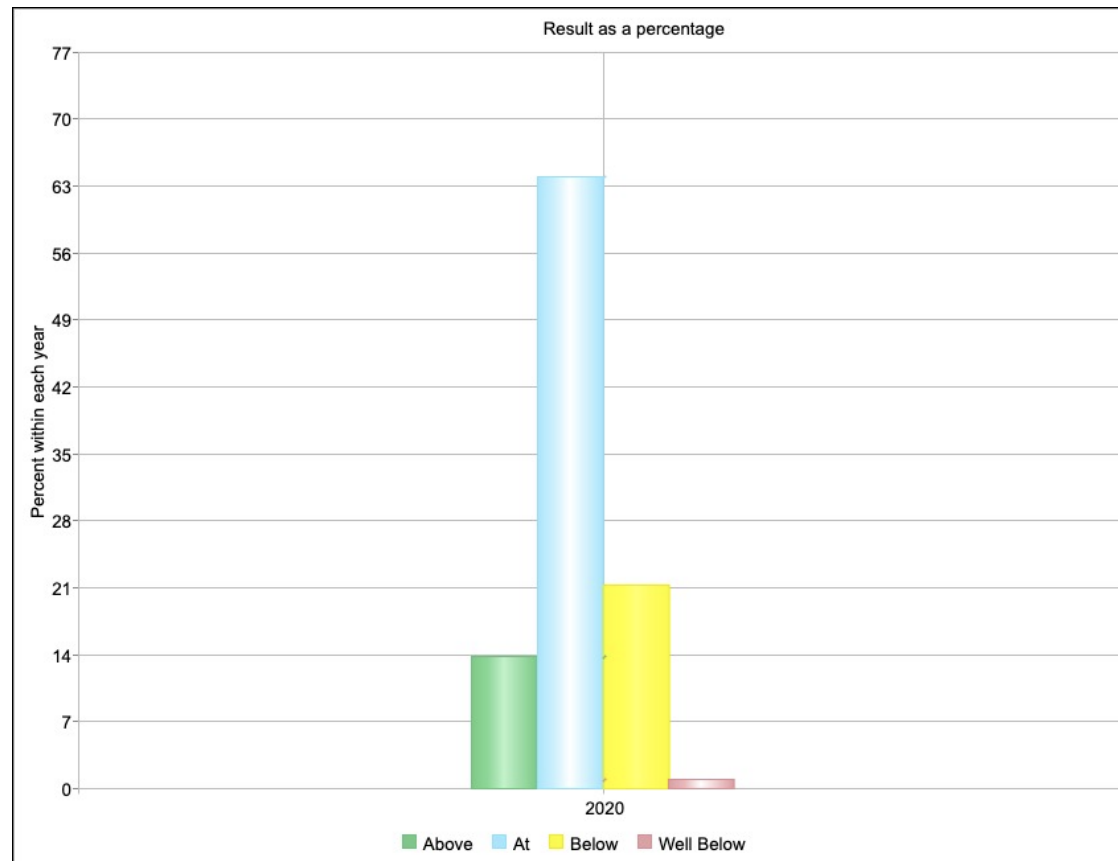
Year Group Breakdown-Reading



Comment:

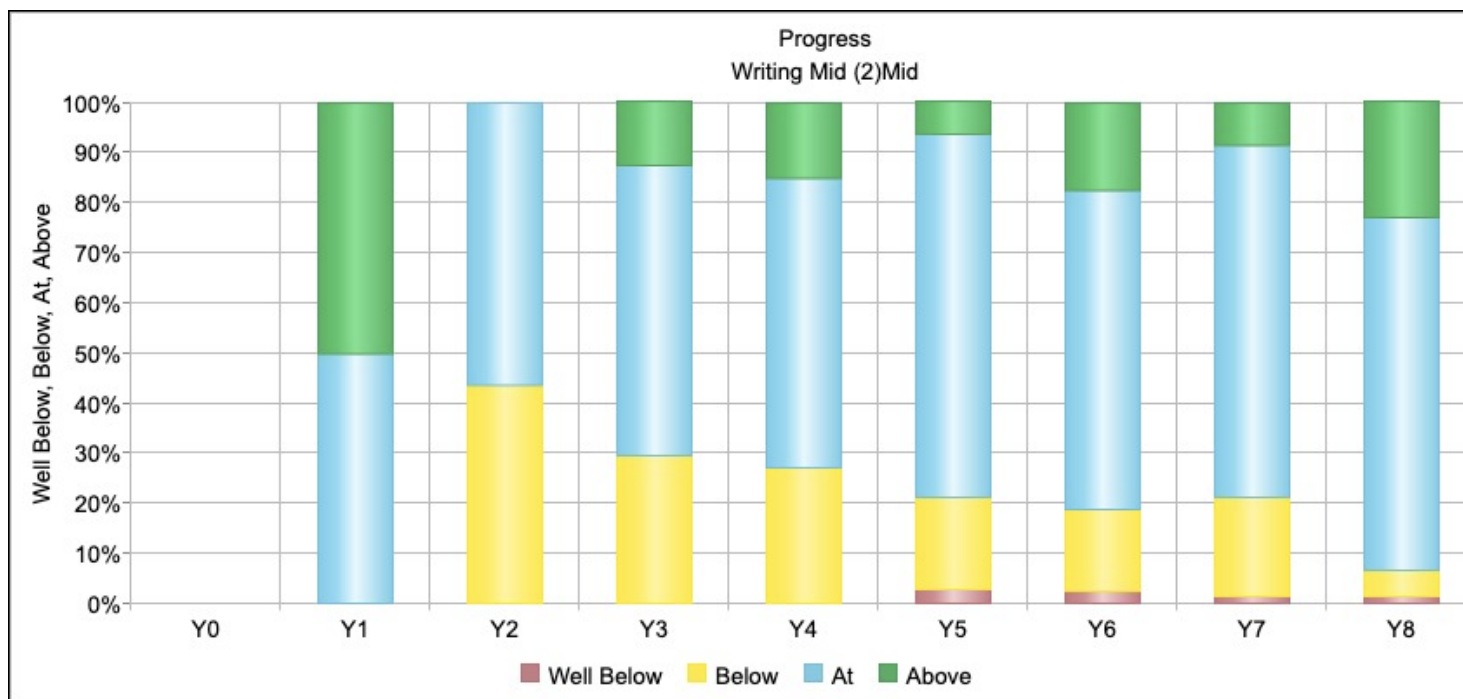
- We are on track to meet our targets school wide and both Maori and Pasifika are tracking well, Pasifika is above the school wide cohort.
- The year group graph is tracking in the right direction ie the numbers of children at below or well below the expectation levels is reducing as they move throughout the school. Boys and girls are achieving similar levels.

WRITING



- Currently 77% of ALL students were **At or Above** the NZC Level for **Writing**.
- **Mid Year 2020 At or Above** Boys=73.2%, Girls=82.4%, Maori=69.4%, Pasifika=84.6%, Asian = 72.4%
- End of Year **Writing** data for 2019 =75.2%, 2018 = 76.9% (National Standards Data in 2018)

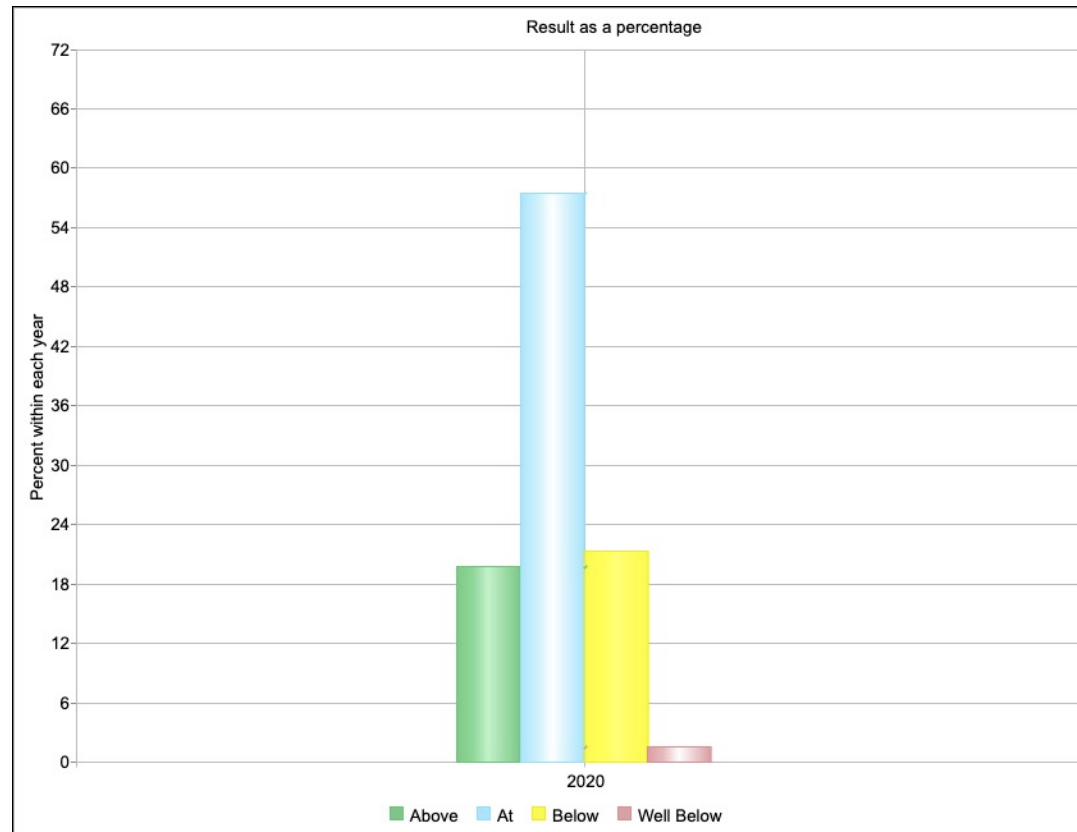
Year Group Breakdown-Writing



Comment

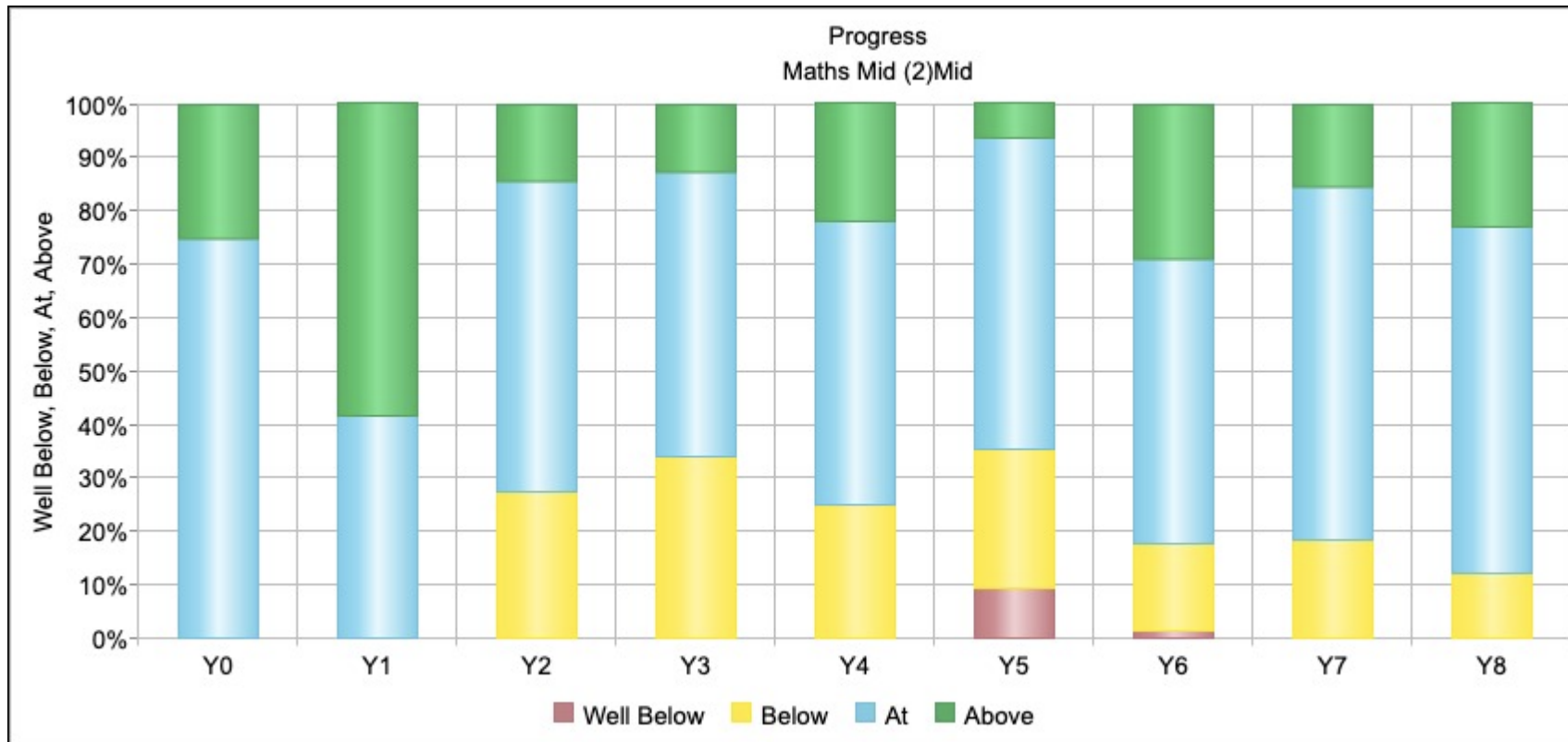
- We are on track to meet our school wide and Pasifika targets by the end of the year. The cohort of Maori students is currently at 68.2% which is lower than the other cohorts however it is at a similar level to boys. There are 9 more Maori males than females and 27 more males than females schoolwide. Both boys and Maori are tracking at a similar level to the end of 2019 data. Pasfika have moved from 69.4% to 84.6% at or above-this is very encouraging.
- The year 8 cohort is achieving positive results at the mid year collection point.

MATHS



- Currently 77% of ALL students were **At or Above** the NZC Level for **Maths**.
- **Mid Year 2020 At or Above** Boys=81.0%, Girls=72.7%, Maori=74.1%, Pasifika=84.6%, Asian=65.5%
- End of Year **Maths** data for 2018 =77.4%, 2018=80.6% (National Standards Data in 2018)

Year Group Breakdown-Maths



Comment

- We are on track to meet our end of year school wide and other cohort targets.
- There is a gap of 9.1% between boys and girls i.e. more boys are achieving at or above than girls.
- Both Maori and Pasifika are achieving well, Pasifika currently 84.6% at or above.
- The year 5 cohort as well as the Asian group has been identified as requiring additional support with maths.

Schoolwide Summary Table Comparing Progress from End of 2018 to Mid Year 2020

	End of Year 2018- % of students At or Above NB-based on National Standards information	End of Year 2019- % of students Within or Above NB-based on NZC Levels	Mid Year 2020- % of students Within or Above NB-based on NZC Level
Reading	87.8%	87.3%	86%
Writing	76.9%	76.2%	77%
Maths	80.6%	77.4%	77%

Comment

- As noted above we are on track to achieve our end of year target and currently tracking at a similar level to previous years. We are continuing to monitor our progress in maths.

Table comparing Maori, Pasifika and Whole School data

	Mid 2020- % of students Maori Students At or Above	End 2019- % of students Maori Students Within or Above	Mid 2020- % of students Pasifika students At or Above	End 2019- % of students Pasifika students Within or Above	Mid Year 2020- School wide % of students Within or Above	End of 2019- Schoolwide % of students Within or Above
Reading	81.2%	79.2%	82.1%	83.4%	86%	87.3%
Writing	69.4%	68.8%	84.6%	68.2%	77%	76.2%
Maths	74.1%	71.9%	84.6%	68.1%	77%	77.4%

Comment-noted above. We will continue to focus on lifting the levels of our Maori boys.

Table comparing ESOL and Dyslexic Students and Whole School data for Reading and Writing

	Mid 2020- % of students ESOL Students At or Above	End 2019- % of students ESOL Students Within or Above	Mid 2020- % of students Dyslexic students At or Above	End 2019- % of students Dyslexic students Within or Above	Mid Year 2020- School wide % of students Within or Above	End of 2019- Schoolwide % of students Within or Above
Reading	64.4%	50%	52%	54%	86%	87.3%
Writing	56%	28%	30%	22%	77%	76.2%

Comment

- Both ESOL and the Dyslexic groups are tracking below the schoolwide cohort however the ESOL group is well above the end of 2019 year achievement levels which is encouraging.
- The Dyslexic group is achieving significantly lower in writing (28.9%) although this is also up on the end of year data from 2019.
- Both of these groups have significant interventions as noted below.

Table comparing Discontinued Reading Students Reading End of 2019 to Mid 2020

End of Year 2019	Well Below=0 students	Working towards=3 students	Within=11 students	Above =0 students
Mid Year 2020	Well Below=2 students	Working towards=6 students	Within=7 students	Above =0 students

Comment

- Currently these students are tracking at lower levels than they were at the end of the year.

- Of the 8 children who are well below or working towards after being discontinued from Reading Recovery 5 have specific learning disabilities.

Analysis and Additional Comments

- Play based learning (PBL) continues in the Year 1-4 classes. In 2019 we held 2 whole School Play Based Learning mornings and we have plans to do this again in 2020. Analysing our data we are confident that play based learning is having a positive impact on our students. This is reflected in our reading and writing data which shows a clear increase in student achievement (the number of at and above students) from Year 3 onwards. We believe that PBL promotes and develops student agency (independence), interpersonal language skills and allows for brain development and a smoother transition from pre school to primary school.
- Our Year 5 cohort is identified as currently having the highest academic needs, particularly in maths, in our school. There are a number of students in this cohort who are dyslexic, ESOL and have a variety of social and emotional challenges. These children are extensively tracked and monitored and interventions are in place as noted below.
- **Specific programmes** we have in place to support learners are;
 - 5 + and 7+ (literacy)
 - Reading recovery (Sue Brown and Michelle Whitaker)
 - ESOL support with 1 dedicated full time teacher aide
 - One TA is being trained by the Reading Literacy Advisor in MSL (Multi Sensory Literacy)
 - Whole school dyslexia professional development (operating in syndicates) by the local RTLBs/ We are developing a dyslexia 'teaching and learning' plan which will sit alongside our dyslexia strategic developed by our [SENCO Lyn-click here](#)
 - Teacher aide programmes (Spelling, Phonics, Number knowledge, Social skills, PMP, Oral Language) implemented after analysing data and trends within syndicates.
 - Later this year two TA's will train in LEGO therapy
- Staff analysed PAT data within syndicates.
- Regular tracking of students in reading, writing and maths by teachers and within syndicates
- Private interventions, funded by parents such as SPELD and Tutoring occur within the school.
- This year the staff have all engaged in Dyslexia PD with the RTLB and we are increasing our use of assistive technology across the school.

Action Points for Remainder of the Year

- We are into our second year of the revised reporting format to parents, digital portfolios (Seesaw and Google Slides) and Student Led Conferences (SLCs). These are 30 minutes long and are empowering students to have more involvement and empowerment with their learning. We also believe that parents are better informed of their child's progress and levels of achievement.

- Our strategic plan has been finalised after extensive consultation during 2019. [Click here](#) We have set up 5 working groups throughout the staff to ensure the action points in this document are fulfilled. Teacher Only Day is planned for this term to spend quality time in the working groups. From this day we are hoping to develop a rich localised curriculum with smooth transitions throughout the school which will engage and motivate students. Underpinning this will be our school values and key competencies and the Kapakapanui Learner Profile.
- We value diversity within our school philosophy, teaching resources, planning, events, and rich tasks. This is an ongoing priority and one of our Strategic goals and working groups.
- Continue to fund Rangi Halbert - Kaiarahi Te Reo to assist with kapa haka, powhiri, te reo and tikanga Maori. Continue to support Maori lead team of teachers. These actions celebrates Māori culture and what it means to be Māori.
- We have revised our work with our ESOL students to ensure more practical experiences are included in their learning art, oral language. Teacher Aide planning alongside Senco to align with needs (from ELLP scores) and syndicate planning.
- Continue to strengthen moderation processes across the school in all curriculum areas.
- Continue with our early intervention programmes such as Kick Start for pre school children, play based learning, 5+, literacy support programmes taught by experienced Teacher Aides, ESOL support, PMP and oral literacy programmes. Year groups above Year 4 are exploring 'passion and interest based' learning programmes.
- Classes will continue to use and explore flexi grouping of children. Research indicates that student achievement is often higher when children are not placed in ability groupings. Dinah Harvey who ran the maths PD several years ago introduced this. This was a discussion point on the Teacher Only Day.
- We have chosen to use the Joy Allcock spelling programme as a schoolwide programme. This will allow for a consistent approach to teaching spelling throughout the school. We will hold a TOD on this in term 4 to upskill staff and ensure we are set up for 2021.
- Continue to develop collaborative/team teaching across the school to build on the teacher only PD day to begin the year titled 'Collaboration'.
- We have continued to use the LUCID dyslexia screening tool. This will allow us to identify children with dyslexic tendencies. We will continue to improve our ability to effectively teach children with learning disabilities eg dyslexia, dyspraxia etc. Our SENCO has compiled a dyslexic register of children who display these traits. Staff are referring to the [dyslexia support](#) website for support and guidance. We are better able to plan appropriate interventions and teaching programmes.
- Classes will continue to promote Growth Mindset and Mindfulness thinking and strategies with all learners.
- Reading Recovery continues with 9 students. Sue Brown is now also regularly supporting the children who have been discontinued from Reading Recovery.
- All of our syndicates will continue to receive some form of teacher aide support during literacy and/or numeracy time to assist with classroom programmes.
- Junior teachers will continue to attend NE/ECE OK Cluster meetings to improve and develop systems for successful transition to school.
- Senior teachers will continue to liaise with our local secondary schools to ensure successful transition for our students.

July 2020