

End of Year Assessment Analysis Term 4 2021

Points to Note

- This information is based on the NZC (New Zealand Curriculum Levels) OTJs (overall teacher judgement). This is an end of year report.
- 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.
- 67 students have been identified by staff as either having dyslexic tendencies or have been officially diagnosed as dyslexic.
- ESOL numbers=51
- Maori students=84
- Pasifika students = 30
- 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).

2021 Achievement Goals/Targets – to be achieved and reported on by mid December 2021

1. To accelerate the reading and writing achievement levels of students in the following groups
 - a. ESOL- **51 Students**
 - b. Dyslexia/Identified Learning Difficulties (ILD) - **67 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 20 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 =30 students, Maori group =74 students**
5. To increase the number of students in Year 2 and above achieving at or above the appropriate Spelling age band using the South Australian Spelling Test (SAST).

Goals

1. To accelerate the reading and writing achievement levels of students in the following groups
 - a. ESOL- **51 Students**

- b. Dyslexia/Identified Learning Difficulties (ILD) - **67 Students**

Targets-Baseline Data

1. To accelerate the reading and writing achievement levels of students in the following groups
 - a. **ESOL-51 Students**
 - b. **Dyslexia/Identified Learning Difficulties (ILD) -67 Students**

Baseline Data:

	End 2020- % of students ESOL Students At or Above	End 2019- % of students ESOL Students Within or Above	End 2020- % of students Dyslexic/ILD students At or Above	End 2019- % of students Dyslexic/ILD students Within or Above
Reading	63%	50%	52.2%	54%
Writing	28.9%	28%	21.7%	22%

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:

End of Year 2019	Well Below=0 students	Working towards=3 students	Within=11 students	Above =0 students
End of Year 2020	Well Below=1 students	Working towards=5 students	Within=7 students	Above =1 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.

Baseline Data:

	End of Year 2019- % of students Within or Above	End of Year 2020- % of students Within or Above
Reading	87.3%	87.6%
Writing	76.2%	73%
Maths	77.4%	75.5%

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

Baseline Data:

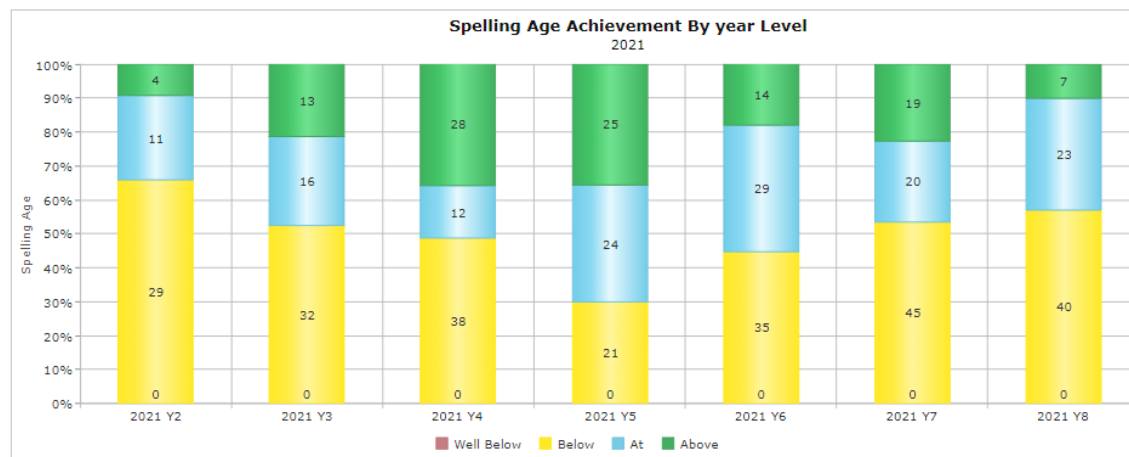
	End 2020- % of students Maori Students Within or Above	End 2019- % of students Maori Students Within or Above	End 2020- % of students Pasifika students Within or Above	End 2019- % of students Pasifika students Within or Above
Reading	82.8%	79.2%	84.6%	83.4%
Writing	60.9%	68.8%	69.2%	68.2%
Maths	73.6%	71.9%	73.1%	68.1%

5. Using the South Australian Spelling Test (SAST) we will compare school wide data from the beginning to the end of the year to give an indication of the progress in spelling development made.

NB The main purpose of SAST is to provide a quick screening instrument, enabling teachers to determine the spread of spelling ability in their classes and to identify students who may require additional help over time.

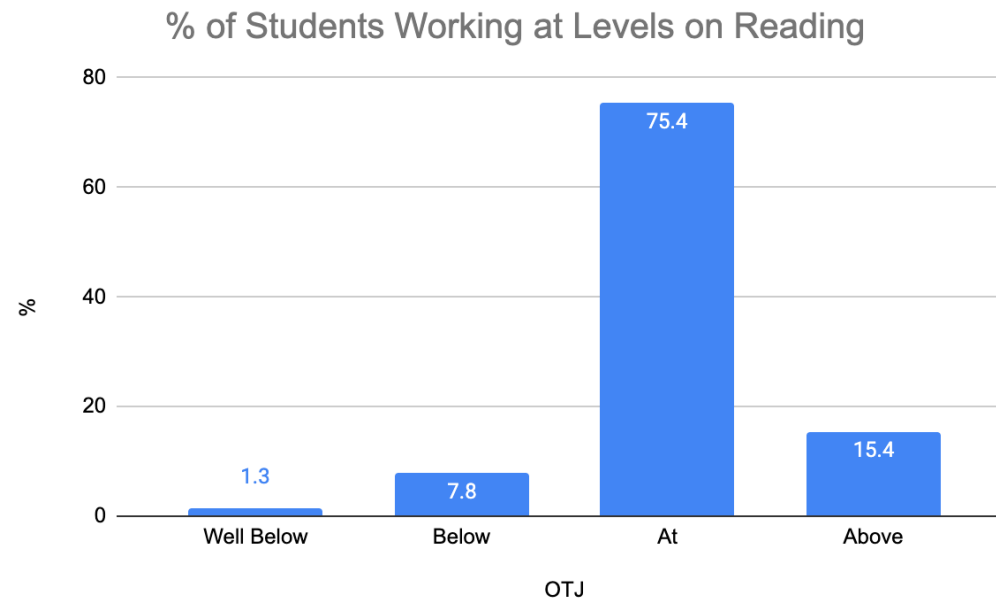
Baseline Data:

Term 1 2021 -51% of the students in Year 2 and above are working at or above the appropriate Spelling age band using the South Australian Spelling Test (SAST).



End Year Progress Data Analysis and Discussion

READING

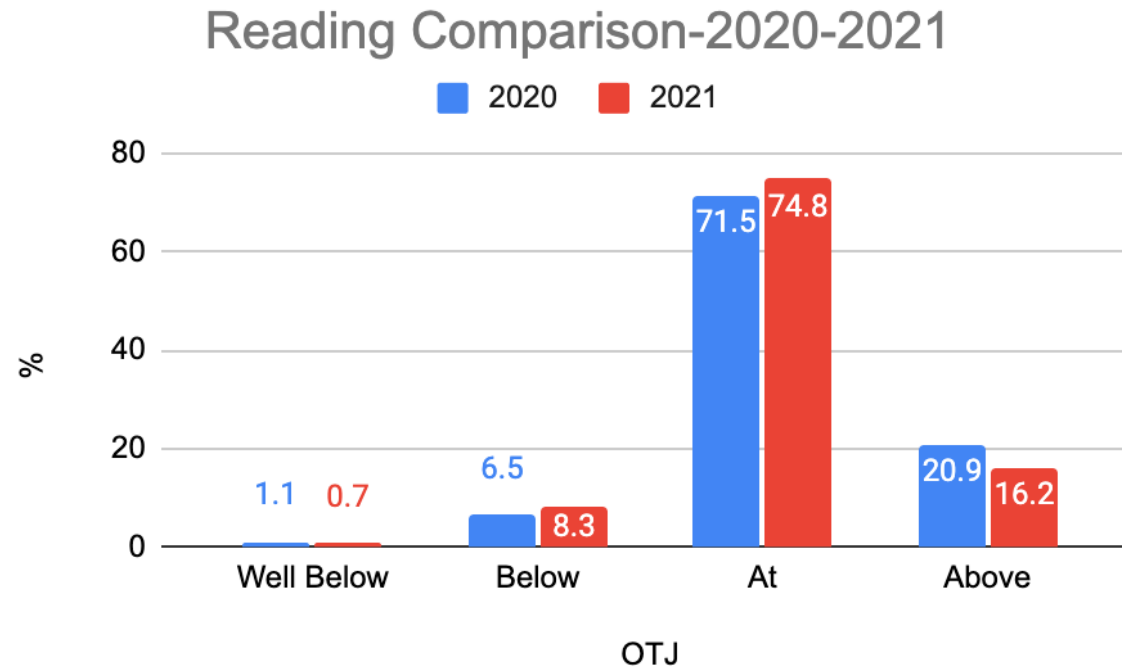


- 90.8% of ALL students are **At or Above** the NZC Level for their year level in **Reading**.
- Boys=90.3%, Girls=91.5%, Maori =85.2%, Pasifika= 86.6%, Asian = 86.5%
- Baseline data-2019=87.3%, 2020=87.6%

Comment:

- This data represents all students who are currently in our school who have been here for 40 weeks or more at the End of 2021.

Comparison End of 2020 to End of 2021

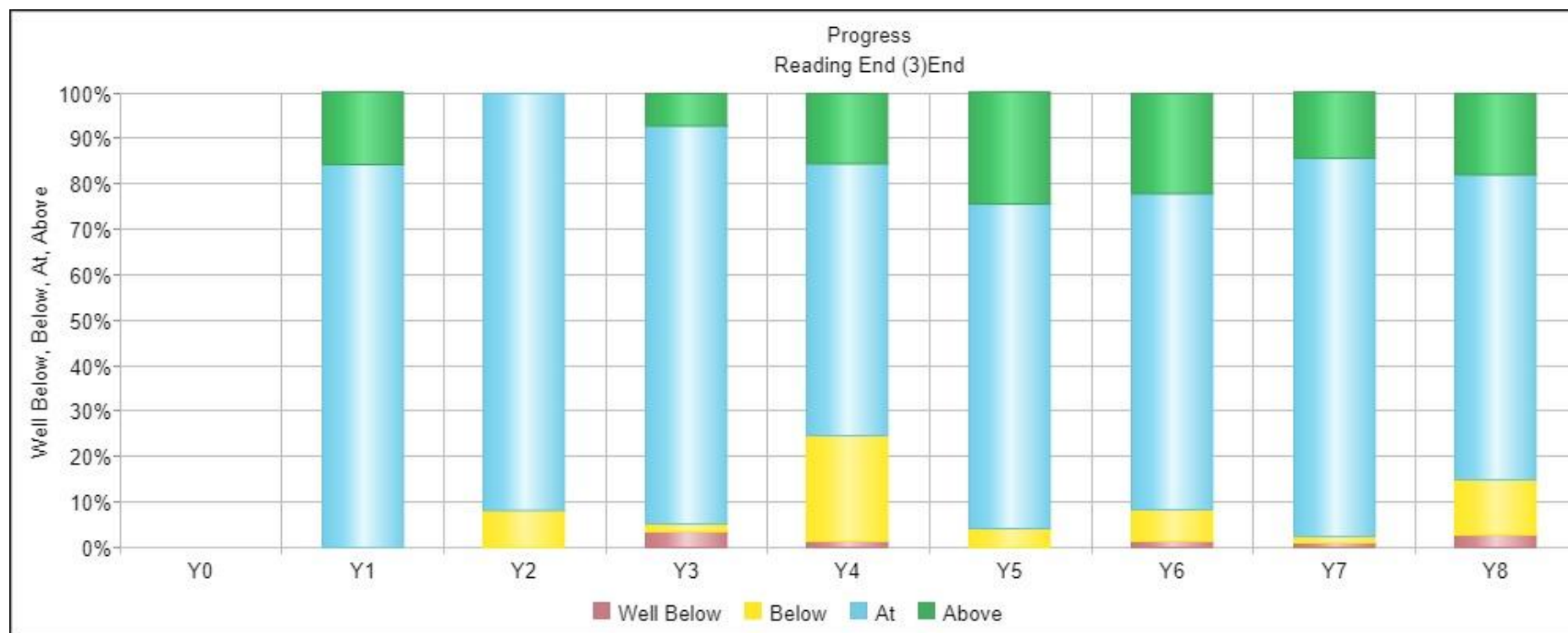


Comment

- This data represents all students who are currently in our school who have been here for 40 weeks or more and is the same cohort of students from the End of 2020 to the End of 2021.
- Our data from 2020 to 2021 has remained consistent with this same group (tracking cohort) of students i.e. the percentage of students achieving at/above in **2020=92.3% and 2021 = 91.1%.**
- The number of students above the curriculum level for their year group has decreased slightly by 4.7% (21 students), these students are likely to be now achieving at the expected level for their year.
- The number of students at the curriculum level for their year group has increased by 3% (15 students).

- The number of students below the curriculum level for their year groups has increased by nearly 2%. This is mainly reflected in the Year 4 cohort (see below in year group breakdown).

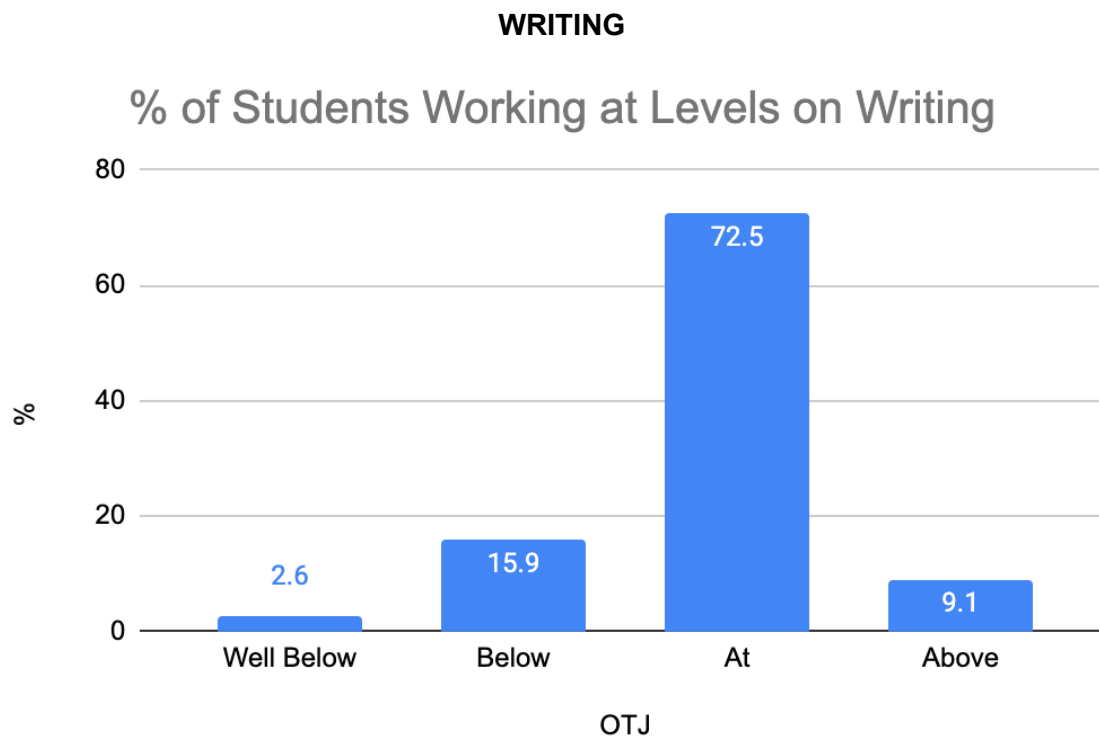
Year Group Breakdown-Reading 2021



Comment

- Overall pleasing data for reading throughout the school.
- The Year 8 cohort is at a similar level to where they were at the end of 2020 as Year 7s. This group has a group of identified Dyslexic students within it.
- The year 7 cohort has made accelerated learning. Interventions we have used to support children have been 7+ and MSL with one of our Teacher Aides

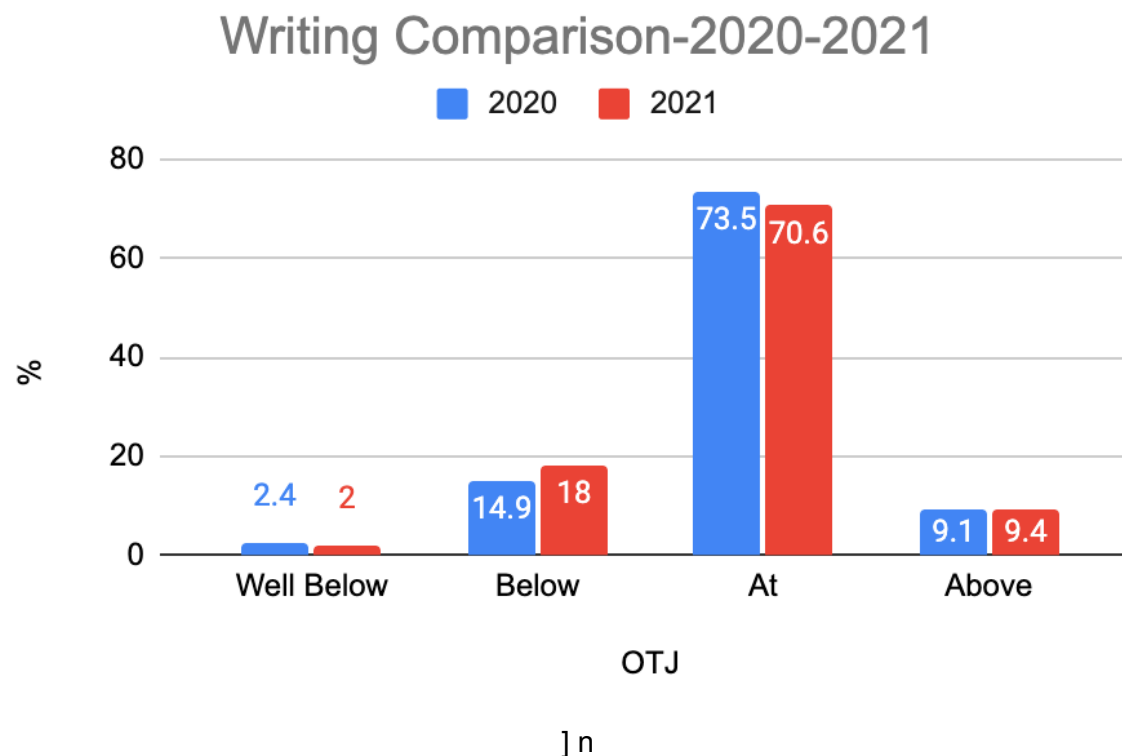
- 37% of students have made accelerated progress (more than a step progress in curriculum levels) from the End of 2020 to the End of 2021.
- The Year 4 cohort will need additional support for 2022, there are more children below in this cohort than at the end of 2020. There are several students with behavioural concerns and diagnosed conditions which can impact on their learning.



- Currently 81.6% of ALL students were **At or Above** the NZC Level for **Writing** for their year group.
- Boys=74.7%, Girls=87.9%, Maori=75.7%, Pasifika=73.3%, Asian= 83.8%
- Baseline data-2019=76.2%, 2020=73%

Comment:

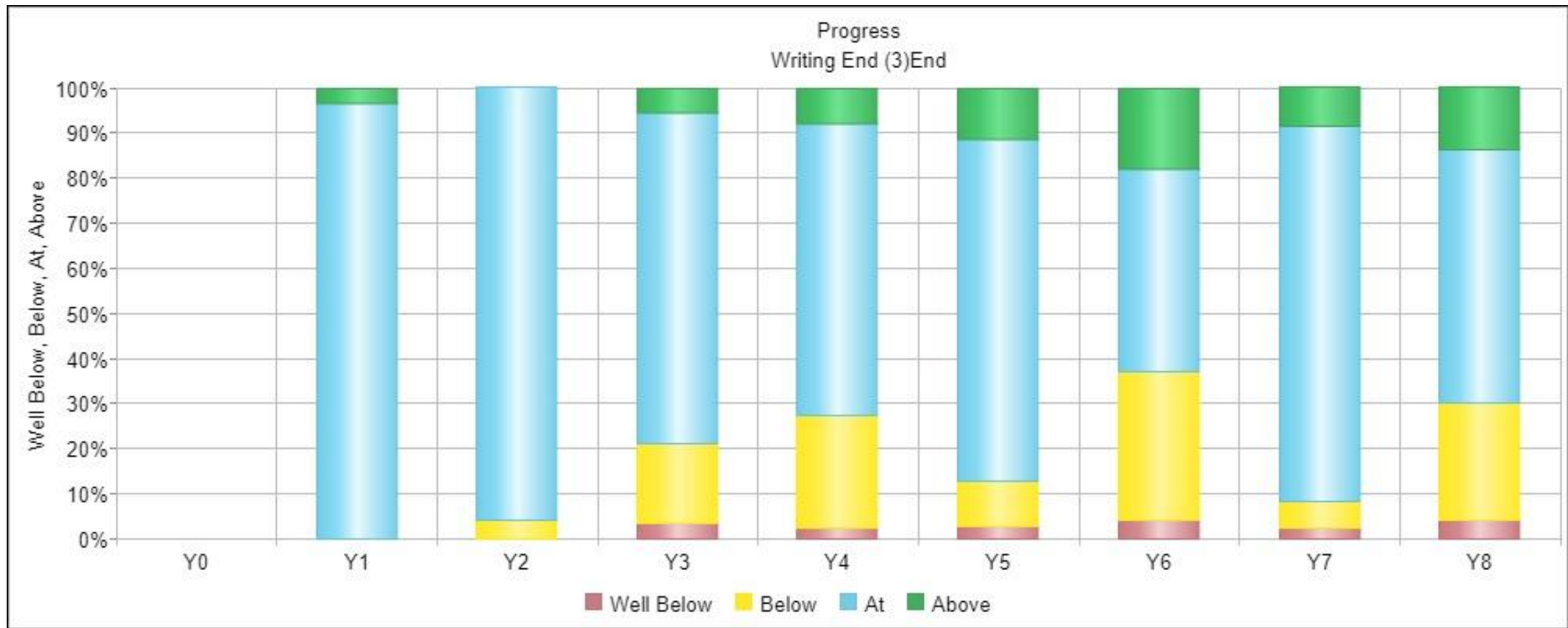
- This data represents all students who are currently in our school who have been here for 40 weeks or more at the End of 2021



Comment:

- This data represents all students who are currently in our school who have been here for 40 weeks or more and is the same cohort of students from the End of 2020 to the End of 2021.
- Our data from 2020 to 2021 has remained very similar with this same group (tracking cohort) of students i.e. the percentage of students achieving at/above in **2020=82.6% and 2021 = 80%.**
- There has been a slight drop in the number of students achieving 'At' the expected curriculum level for their year group and a slight increase in the number of children now working 'Below', this equates to 13 students.

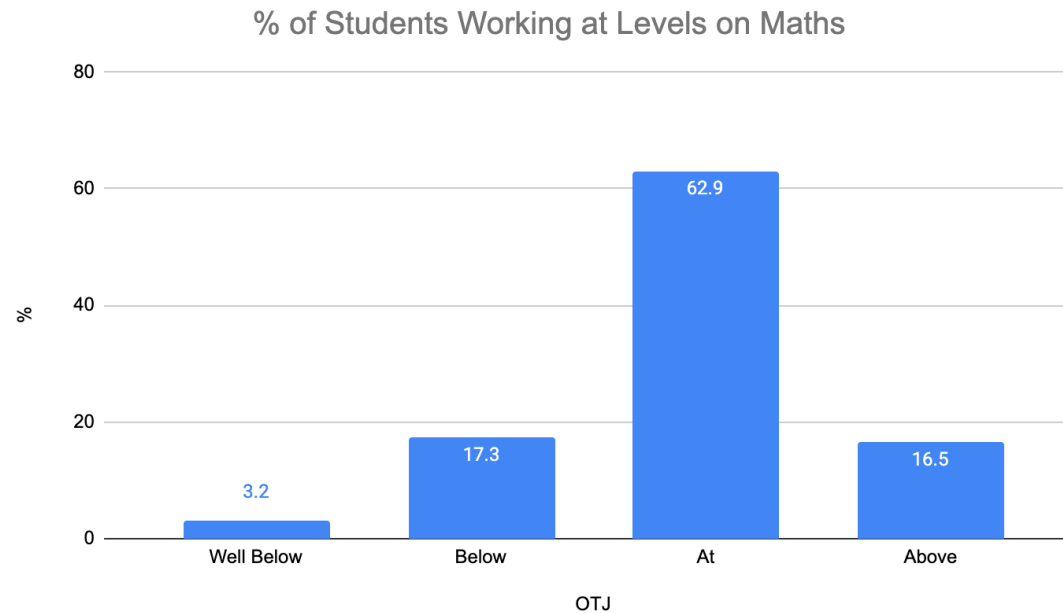
Year Group Breakdown-Writing



Comment

- The Year 6 group has continued to track at a similar level to 2020. This is the group with a large number of dyslexic students.
- The Year 7 cohort, similar to reading, has made excellent gains from Year 6 to Year 7 from 33% below to 9%. This is partly due to the MLS intervention.
- The Year 2 and 5 cohorts have improved significantly from 2020. Year 3 has improved by 12% and the Year 5s by 16% .
- 40% of students have made accelerated progress (more than a step progress in curriculum levels) from the End of 2020 to the End of 2021

MATHS

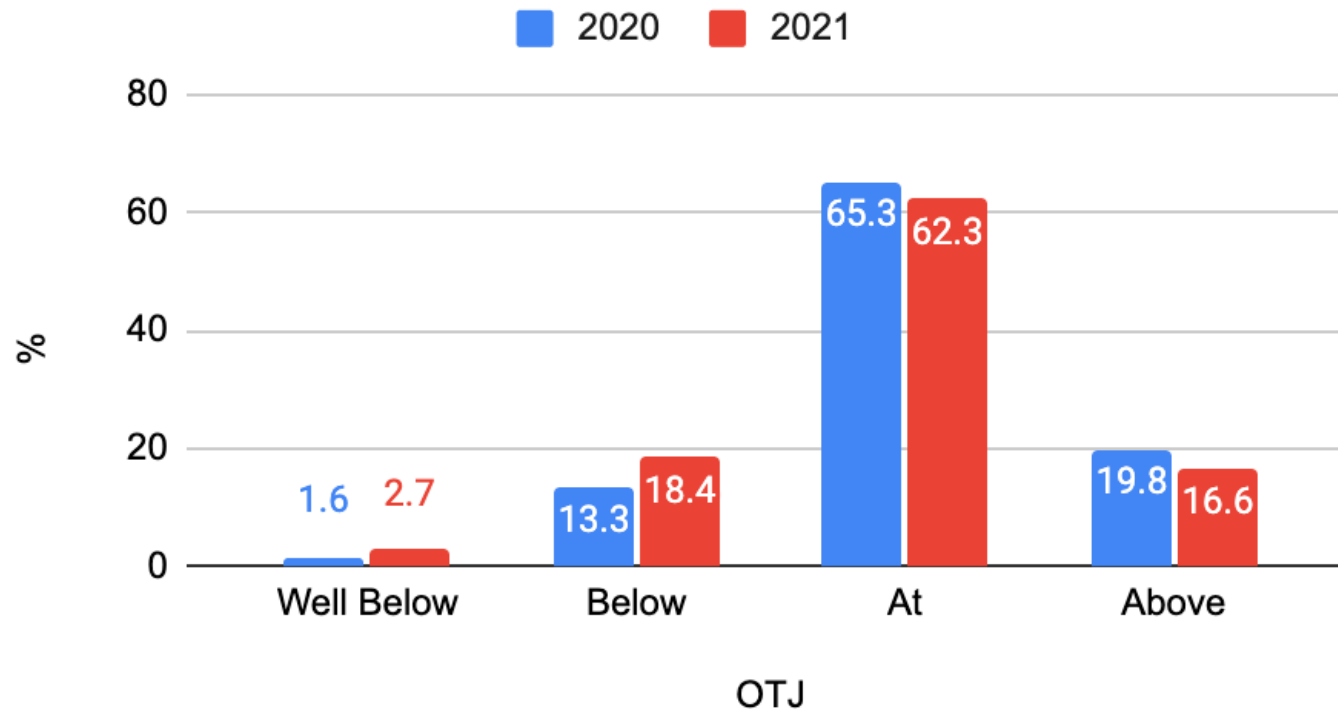


- Currently 79.4% of ALL students were **At or Above** the NZC Level for **Maths** for their year level.
- **End of Year 2021 At or Above** Boys=74.7%, Girls=87.9%, Maori=73%, Pasifika=70%, Asian=83.8%
- Baseline data-2019=77.4%, 2020=75.5%

Comment:

- This data represents all students who are currently in our school who have been here for 40 weeks or more at the End of 2021

Maths Comparison-2020-2021

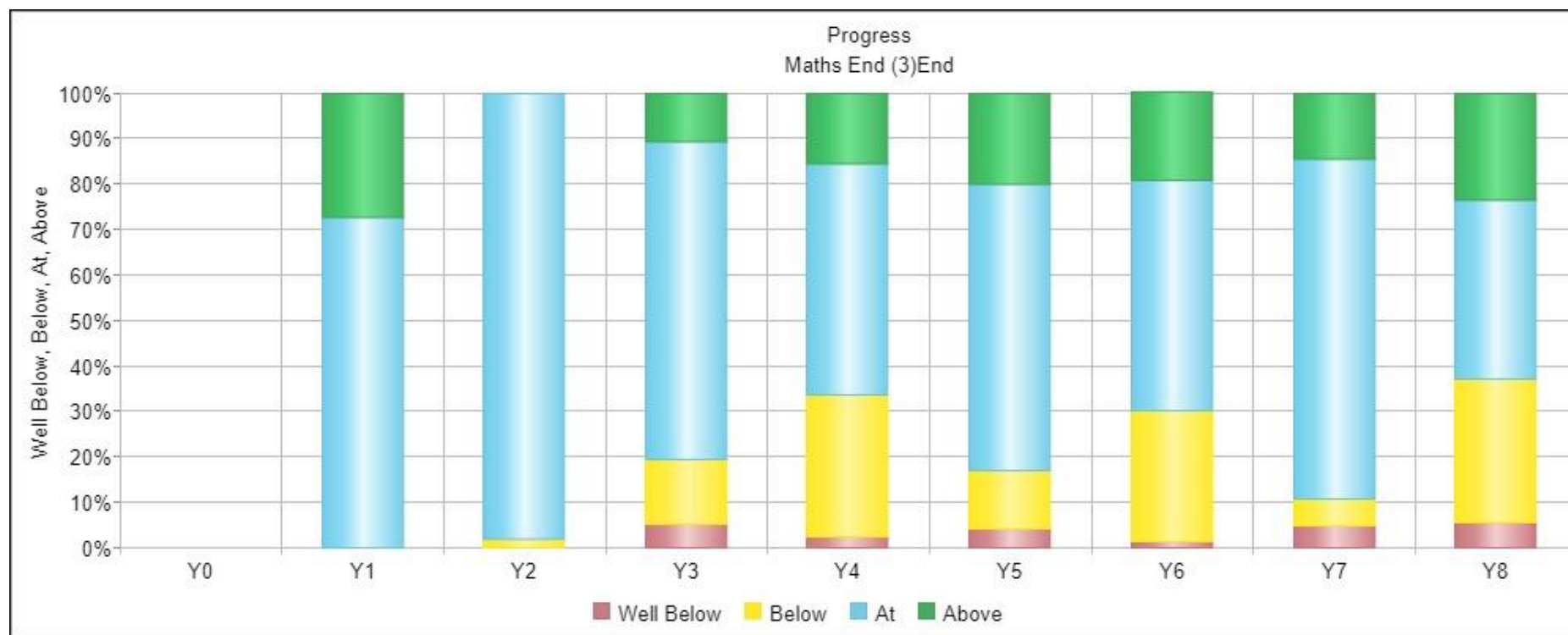


Comment

- This data represents all students who are currently in our school who have been here for 40 weeks or more and is the same cohort of students from the End of 2020 to the End of 2021.
- Our maths data is less than 2020 with this same group (tracking cohort) of students i.e. the percentage of students achieving at/above in **2020= 84.7% and 2021 78.5=.**

- There has been a decrease of 14 students from 'Above' to potentially 'At' the curriculum level for their year group'. The Well below and 'Below' cohort combined has increased by 21 students. The number of students "At" the curriculum level for their year group is also decreasing.

Year Group Breakdown-Maths



Comment

- Year 4s, 6s and 8s are cohorts of concerns. These cohorts were identified last year and have continued to not make significant gains.
- The Year 3 and 5 students were a cohort of concerns earlier in the year and have made improvement over the later part of this year, possibly down to settling into the new curriculum levels from the previous year.

- There are 37% of year 8 (27/73) students working at well below or below which is similar to 2020 (37%). There are a high number of students in this cohort with identified learning needs.
- 34% of students have made accelerated progress (more than a step progress in curriculum levels) from the End of 2020 to the End of 2021.

Schoolwide Summary Table Comparing Progress from End of 2020 to Mid/End 2021

	End Year 2020- % of students Within or Above	Mid Year 2021- % of students Within or Above	End Year 2021- % of students Within or Above
Reading	87.6	86%	90.8%
Writing	73%	72%	81.6%
Maths	75.5%	71%	79.4%

Table comparing Maori (74), Pasifika (30), Asian (37) and Whole School data

	End Year 2021- % of <u>ALL</u> students Within or Above	End 2020- % of students Maori Students At or Above	End 2021- % of students Maori Students At or Above	End 2020- % of students Pasifika Students At or Above	End 2021- % of students Pasifika Students At or Above	End 2020- % of students Asian Students At or Above	End 2021- % of students Asian Students At or Above
Reading	90.8%	82.8%	85.2%	84.6%	86.6%	81.2%	86.5%
Writing	81.6%	60.9%	75.7	69.2%	73.3%	82.7%	83.8%
Maths	89.4%	73.6%	73%	73.1%	70%	65.5%	83.8%

Comment

Maori

- The number of Maori students achieving at the expected curriculum level for their year has increased in **reading** since the End of 2020. 44% (31 students) have made consistent progress (more than a step progress in curriculum levels) from End of Year 2020 to End of Year 2021.
- The number of Maori students achieving at the expected curriculum level for their year has increased in **writing** since the End of 2020. 31% (44 students) have made consistent or accelerated progress (more than a step progress in curriculum levels) from End of Year 2020 to End of Year 2021.
- Maori students have remained at a similar level in achievement in **maths**. 33% (21 students) made consistent progress (more than a step progress in curriculum levels) from End of Year 2020 to End of Year 2021.

Pasifika

- Pasifika students have continued to achieve at a similar level to previous years in **reading**. A majority of these students are reading at their curriculum level for their year group. This group tracks at a consistent rate throughout the year but will need to make accelerated progress to see more shifts of students working above.
- Pasifika students have continued to achieve at a similar level in **writing** compared to the End of 2020. This group tracks at a consistent rate throughout the year but will need to make accelerated progress to see more shifts of students working above or moving from below.
- Pasifika students have made a slight decrease in achievement in **maths** compared to the End of 2020. This group tracks at a consistent rate throughout the year but will need to make accelerated progress to see more shifts of students working above or moving from below.

Asian

- Asian students' achievement in **reading** is slightly below that of the school- wide cohort. Asian students have made a slight increase in **writing** and it continues to be above the level of achievement of the school-wide cohort. They have also made accelerated progress in **maths** since the End of 2020 and it has exceeded the school-wide cohort. Our Asian cohort, despite achieving well, has a high number of ESOL students.

Table comparing ESOL (51) and Dyslexic (67) Students and Whole School data for Reading and Writing

	End Year 2021- % of ALL students At or Above	End 2020- % of students ESOL Students At or Above	End 2021- % of students ESOL Students At or Above	End 2020- % of students Dyslexic students At or Above	End 2021- % of students Dyslexic students At or Above
Reading	90.8%	63%	81.4%	52.2%	69.8%
Writing	81.6%	28.9%	67.5%	21.7%	42.9%

Comments

- Overall our **Dyslexic** and **ESOL** students continue to achieve below the school-wide cohort in reading and writing, however the gap between is slowly decreasing.
- Both of these groups have significant interventions as noted below.

Dyslexia

- **Please note..** The data above represents our target group of Dyslexia students as at the End of 2021. This has altered over the years with some students leaving the school and new students that have been identified as Dyslexic being added. Overall our Dyslexic group has increased in size from 49 to 67 students over this time period. This needs to be taken into consideration when looking at this data from the End of 2020 to the End of 2021. Our Dyslexic group has therefore made significant progress when comparing to levels of achievement at the end of 2020.
- When comparing the same cohort of Dyslexic students from the End of 2020 to the End of 2021 they have made a slight decrease in levels of achievement in **reading**, 2020- 77.1% 2021-70.5%.
- When comparing the same cohort of Dyslexic students from the End of 2020 to the End of 2021 they have made a slight decrease in levels of achievement in **writing**, 2020- 49.2.1% 2021-42.6%

ESOL

- **Please note..** The data above represents our target group of ESOL students as at the End of 2021. This has altered over the year with some students leaving the school and new students that have arrived have been added. Overall our ESOL group has increased in size from 45 to 51 students over this time period. This needs to be taken into consideration when looking at this data from the End of 2020

to the End of 2021. Our Dyslexic group has therefore made significant progress when comparing to levels of achievement at the end of 2020.

- When comparing the same cohort of ESOL students from the End of 2020 to the End of 2021 they have made a positive increase in levels of achievement in **reading**, 2020- 67.5% 2021-80%.
- When comparing the same cohort of Dyslexic students from the End of 2020 to the End of 2021 they have made a slight increase in achievement in **writing**, 2020- 62.5.1% 2021-67.5%

Table comparing Discontinued Reading Recovery Students Reading End of 2020 to Mid & End 2021

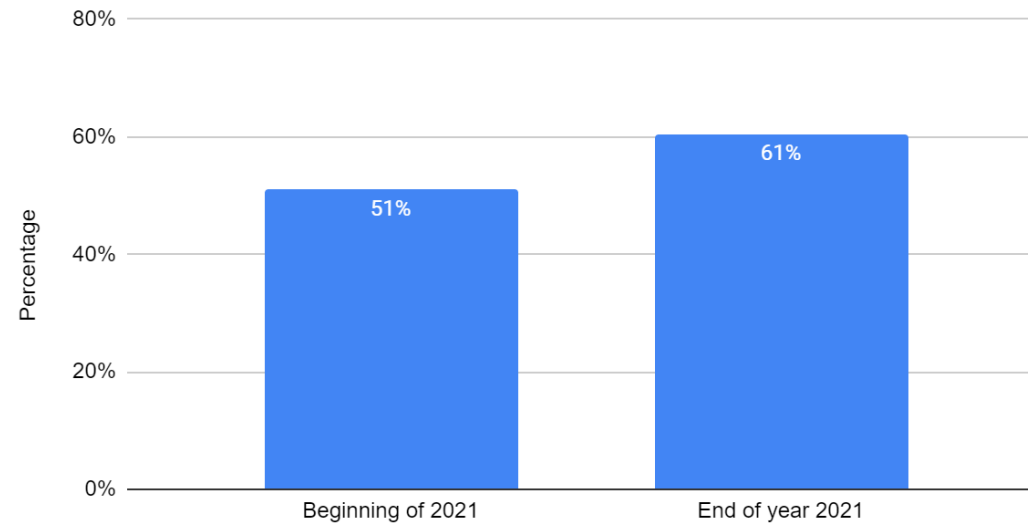
End of Year 2021	Well Below=0 students	Working towards=5 students	Within=14 students	Above =0 students
End of Year 2020	Well Below=1 students	Working towards=5 students	Within=7 students	Above =1 students
Mid Year 2021	Well Below=0 students	Working towards=5 students	Within=15 students	Above =0 students

Comment

- The number of students improving from 'Below' to 'At' from 2020 to 2021 has improved from 57.1% (2020) to 73.6% (2021).
- No one is currently 'well below' as an ex reading recovery student.
- NB-this group is comparing data from year to year but not all students i.e. some students have left.

Spelling

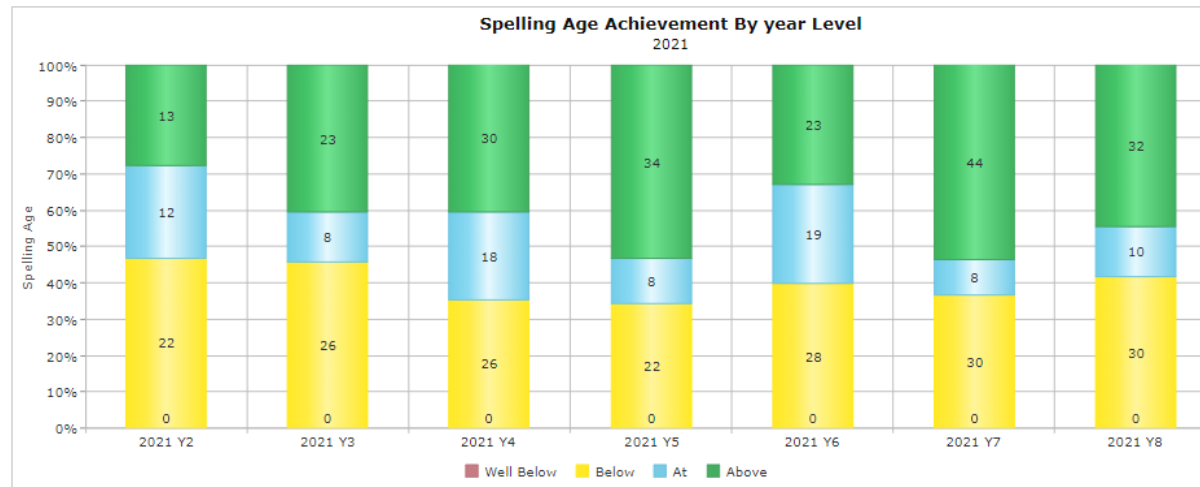
Students with a spelling age within or above their chronological age band



Comment

- The number of students with a spelling age **within or above** their chronological age band has increased by 10% (40 students) from the beginning of the year. 20% of these students have also shifted from being within to above since the beginning of the year.
- Please note: the spelling age bands relevant to each year level increased as the year progresses to keep in line with the chronological ages of students at a particular year level.

Year Group Breakdown- Spelling



Comment

- The Year 4, 7 and 8 cohorts have had the largest increase in students spelling at or above their chronological age band since the beginning of the year.
- The number of students with a spelling age above their chronological age band has increased in all year groups since the beginning of the year. This has meant that the number achieving at has narrowed in most year groups.
- The number of students with a spelling age below their chronological age band decreases from Years 3 to 5. This increases in Year 6-8. Please note: Years 6-8 has the highest number of students identified as Dyslexic, this being 29 out of 39 students within our Dyslexic tracking group.

Table comparing ESOL (51) and Dyslexic (67) Students and Whole School data for Spelling

	Beginning of Year 2021- % of ALL students At or Above	End Year 2021- % of ALL students At or Above	Beginning 2021- % of students ESOL Students At or Above	End 2021- % of students ESOL Students At or Above	Beginning 2021- % of students Dyslexic students At or Above	End 2021- % of students Dyslexic students At or Above
Students with a spelling age within or above their chronological age band	51%	61%	41.2%	54.7%	16.7%	15%

Comment

- **Please note..** The data above represents our target group of Dyslexia and ESOL students as at the End of 2021. This has altered over the year with some students leaving the school and new students that have been identified.
- The ESOL students made really positive progress over the year. The number of students spelling within or above their chronological age band increased 3.5% more than the baseline data of ALL students.
- 34% of ESOL (23 students) made the expected progress of increasing their spelling age by 1 or more months from the beginning to the end of the year. More accelerated achievement would be required for these students to reach the spelling age equivalent to their chronological age band.
- 40% of Dyslexic (27 students) made the expected progress of increasing their spelling age by 1 or more months from the beginning to the end of the year. More accelerated achievement would be required for these students to reach the spelling age equivalent to their chronological age band. Spelling, and in particular spelling tests, is challenging for dyslexic students.

Analysis and Additional Comments

- Attendance-
 - Overall our attendance rates are still lower than past years 2018=84.4%, 2019=82.6% ,2020=76.9% and **74% for 2021**. We note that a number of our of concern students have higher levels of absences which is impacting on their achievement and also with some, their interactions with others i.e. the more they are away the harder it is for them to form relationships and connections, they miss vital learning time etc.
- There are 525 students in this data group. There are increasing numbers of students who have identified learning needs (dyslexia etc) up from 49 to 67 students and also increasing numbers of ESOL students up from 45 to 51 students. This is 119 students, which is 23% of our school population included in this data group.
- **Specific programmes** we have in place to support learners are;
 - 5 + and 7+ (literacy)
 - Reading recovery (Sue Brown and Michelle Whitaker) 7 students who work 1-1 plus Sue and Michelle work in classes taking small groups as part of a trial (ELS)reading recovery programme-there are 13 students involved in this programme.
 - ESOL support with 1 dedicated full time teacher aide has continued this year. We believe that we are seeing positive impacts of this programme in our results.
 - One TA has been trained by the Reading Literacy Advisor in MSL (Multi Sensory Literacy). Unfortunately this staff member has left and the trainer has retired. We'll look into this next year as it was a positive intervention.
 - Teacher aide programmes (Spelling, Phonics, Number knowledge, Social skills, PMP, Oral Language, Cooking) implemented after analysing data and trends within syndicates.
 - We are continuing with LEGO therapy for autistic students to develop their communication skills.
- We have continued to fund Rangi Halbert, our kaiahi, Kapahaka tutor for one day per week. Teachers have been developing their te reo confidence, particularly around knowing and saying their pepeha and then teaching this to their students. We have developed a school wide progression and [Te Ao Māori staff folder](#) of resources for powhiri, waiata, whakatauki and teaching progressions. We also held Kapa Haka for teachers weekly on a Thursday morning before school. We held a successful noho marae in term 2 for our pōwhiri group.
- A school-wide Assessment tracking system was implemented this year for all staff to use in tracking students of concern in reading, writing and maths. This includes teachers tracking progress and next steps for individual students at risk using Tracking Journals [Tracking Journal](#). This has also included more use of our assessment information in e tap and developing tracking groups within this. We are continuing to develop our staff's use of these and they are discussed in team meetings regularly.
- Private interventions, funded by parents such as SPELD and Tutoring occur within the school. We have continued to provide Art therapy counselling for 15 students this year. The MOE have provided Covid funding for these sessions.
- Our schoolwide spelling programmes are being implemented this year into all classes [Kapakapanui School Spelling progressions](#).

- This year we have implemented our [Te Ara \(our pathway\)](#), a pathway for students designed on our school values, students progress through a coherent pathway building on the attributes and competencies we believe are important for student success and development. This includes a school-wide value focus each term. New large Te Ara signs are being made to be displayed on the outside back of the library wall and we have also added it to our End of year reporting to parents.
- This year we have implemented our [Kapakapanui Localised Curriculum 2021](#) which integrates the core subjects into the broader, values based curriculum. This has included a school wide theme each term that has been planned into classroom programmes as well into whānau time. We have had a greater emphasis on whānau this year including whānau trips in term 2, follow up work and presentations. This is helping to strengthen relationships and connections across the school (with both kids and staff), further develop leadership skills for older students and broaden our local curriculum. We held a staff meeting in early Term 4, reviewed our 2021 localised curriculum and then team leaders developed our [Local curriculum 2022](#) based on feedback from this.
- We have continued with collaborative teaching throughout the school and have received PD with this. We held 2 teachers only day and have had 2 days with our facilitators in Terms 1 and 4 working with our teams and observing collaborative practice in classrooms. We received 100 MOE funded hours for this professional development from the beginning of term 3 and will carry into 2022. Our collaborative practices are becoming more embedded and it has been a positive year.

Action Points

- Continuing implementation of our strategic document [Kapakapanui Strategic plan](#)
- We plan to form a tracking group in E tap in 2022 of students who have a high rate of absence/lateness and are achieving below across the school. We can then track these students and identify their impact this is having on their achievement and put a plan in place with Whanau to move ahead.
- The Maths review team completed a review of Maths at Kapakapanui School [Maths review 2021](#). As a result of this we have since contacted Audrey Tan of Mathmo consulting and held two online meetings with her to plan for some professional development with her for 2022. This includes our first Teacher only day in February of 2022.
- We have implemented our school wide spelling progression and all classes are doing at least 15 mins daily of spelling using our [Kapakapanui School Spelling progressions](#). Teachers are also working on developing their knowledge of spelling in team meetings in areas of need. We will continue to monitor our progress using a South Australian Spelling Programme. The spelling programme was reviewed at the end of this year and we will use this review to help plan for 2022-[click here](#).
- Through focussed team meetings around analysis of data we are better able analyse this information at teacher level i.e. using Etap curriculum levels to delve into student progress, inquire into our practice and look at what changes can be made in our programmes as a result of this data and professional conversations. We are able to do this better now as we have 2 years of curriculum tracking on groups and individual students which shows stages/steps and progression we haven't been able to do in the past.
- Senior management will analyse tracking data of curriculum levels over the past two years and identify students who have made limited movement over the time and put plans into place working with Team leaders and Senco to address the needs of these students.

- We will continue with the full version of SeeSaw next year. This allows us to better connect and engage with our families, share learning and support students. We can now analyse usage of Seesaw throughout the school to ensure parents are connecting with their child. We will also be looking into using Seesaw for reporting to parents in 2022.
- Continue to have Student Led Conferences (SLCs). These have become embedded into our home and school reporting partnership. These are 30 minutes long in Terms 2 and 4 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.
- Continue to fund a Kaiarahi Te Reo tutor to assist with kapa haka, powhiri, te reo and tikanga Maori. Continue to support Maori lead team of teachers. These actions celebrate Māori culture and what it means to be Māori. I am confident that we will have a replacement tutor for Rangi Halbert.
- Continue to strengthen moderation processes across the school in all curriculum areas.
- Continue to strengthen our collaborative teaching throughout the school so teachers are able to work alongside colleagues to develop collaborative programmes and use strengths and strategies to support students requiring extra support.
- We will continue to support our ESOL students with one dedicated full time teacher aide. Our SENCO works closely with the TA.
- 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.
- Continue to develop the use of the 7+ reading programme further up the school as well as strategies to support students with comprehension needs eg Key into Inference programme.
- 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.
- 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 e.g. 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, Zones of regulation and Mindfulness thinking and strategies with all learners.
- Reading Recovery will continue with both Michelle and Sue working individually 1-1 with students and also working in classes. This is a new MOE pilot programme and involves modelling reading teaching to the class teacher or being observed teaching. A national Zoom meeting was held this week on this programme and results nationally are proving very positive.
- 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. We will monitor the effectiveness of any support to ensure that we are prioritising needs and seeing progress in achievement for these students.
- Junior teachers will continue to attend NE/ECE OK Cluster meetings to improve and develop systems for successful transition to school.
- To work on the transitioning between syndicates both academically and socially.
- Transition and support a new SENCO in this role.

December 2021