

Report to Board of Trustees Waipu Primary School on

Assessment of Year 1 – 6 students End-of-Year 2023

against expectation for Reading

December 2023

Target:

By the end of 2023, those children “below” expectation will accelerate their progress so that they are achieving “at” or “above” their expected level. Those children “well below” their expected level will make accelerated progress so that they are working towards their expected level.

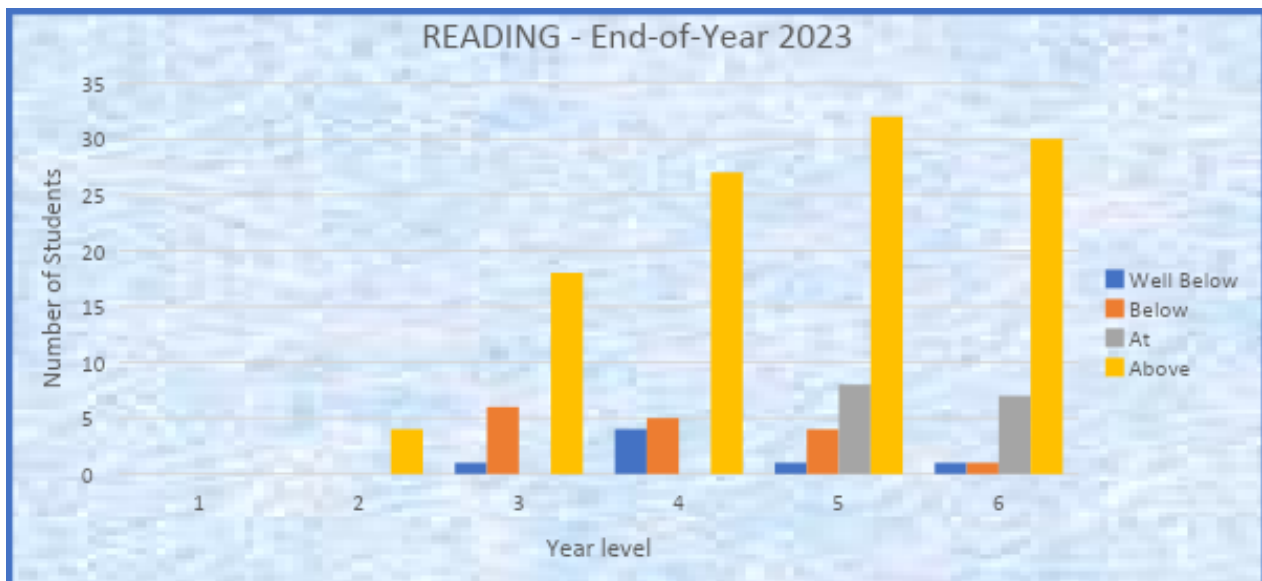
Tools for assessment:

PM Running Records for Junior and Middle School and PROBE for Senior School. These assessments were used as the basis for formative assessment in conjunction with teacher observations of class work and individual and group work to make OTJs (Overall Teacher Judgements), to assess against expectation.

OTJs - Overall Teacher Judgements for Reading 2023 Showing End-of-Year Achievement

OTJs – Overall Teacher Judgments End-of-Year 2023						
		Well Below	Below	At	Above	Total
Reading	Year 1	0%	0%	0%	0%	0
	Year 2	0%	0%	0% (0)	100% (4)	4
	Year 3	4% (1)	24% (6)	0% (0)	72% (18)	25
	Year 4	11% (4)	14% (5)	0% (0)	75% (27)	36
	Year 5	2%(1)	9% (4)	18% (8)	71% (32)	45
	Year 6	3% (1)	3% (1)	18% (7)	76% (30)	39
		5%(7)	11%(16)	10%(15)	74%(111)	149

Structured Literacy - End-of-Year 2023						
		Well Below	Below	At	Above	Total
Structured Literacy	Year 0			58%(11)	42%(8)	19
	Year 1	9%(4)	23%(10)	45%(20)	23%(10)	44
	Year 2	6%(2)	22%(8)	41% (15)	31% (11)	36
	Year 3	0% (0)	100% (7)	0% (0)	0% (0)	7
		7%(6)	24%(25)	42%(46)	27%(29)	106



Non-Structured Literacy students:

Total children Year 1-6 End-of-Year 149. 87% of seniors are reading at or above expectation.

85% of students are reading at or above expectation.

Of those 23 children well below or below expectation, 14 are males and 9 are female, and 4 (17%) classify as Māori, 5 (22%) as nationalities other than New Zealand European. The remaining 14 (61%) children are NZ European.

Māori students have a lower percentage of below expectation in relation to their total percentage within the school (i.e. 20%).

Four of the students who are below or well below expectation have English as a second language and are funded for support by the Ministry of Education and are classified as ESOL students (English as a second language). One child has access to IWS (Intensive Wrap-Around Service) funding.

Structured Literacy:

Total number Year 0-3 End of Year 106

This year we have assessed those children who are accessing Structured Literacy – assessing progress against expectation. We introduced Structured Literacy (SL) into the Junior classrooms in mid-2021 so those children who have been at school for up to two years are now being assessed within the SL framework.

Evaluation:

Compared to last /mid year:

- There has been a slight decrease from end-of-year 2022 from 87% to 85% of those students reading at or above expectation.
- There has been a substantial shift by students in Years 2,3 and 4 from last year moving from 'at' expectation to 'above' expectation at end-of-year, 2023.
- There has been a slight increase from mid-year 2023 from 81% to 85% of those students reading at or above expectation.
- Of those students reading at or above their expected level, 88% are reading 'above' expectation.
- With approximately half the school now using Structured Literacy – these results are mostly indicative of senior school reading.
- Six children in the below or well below category are new to Waipu Primary School this year.
- Compared to End of Year data - 2022, the cohort of Year 4s identified as having more students below/well below expectation, seems to have improved, although now this year's group of Year 4 students have nine students who are below or well below expectation and will need extra support.
- Ten of the 23 students in the below or well below group were also there last year so we need to explore additional strategies to lift their achievement.

Interventions:

We continue to use the following interventions as they show evidence of being successful ways in which to support reading. Strategies used include:

- 1) Teachers being very explicit about learning intentions (what we are learning to do) and success criteria (how will we know when we have achieved this?) based around the Literacy Learning Progressions.
- 2) Reading Angels taking individual children who struggle with reading.
- 3) Daily group work with the targeted groups where the teacher focuses on group and individual goals. Teacher aides are also given specific children who need additional support to work with.
- 4) Individual and small group programmes with identified children like 'Steps Web' run daily by Learning Support Staff. Again, this year, our SENCO ran a competition to encourage participation and engagement – which was hugely successful and resulted in very good overall progress being made.
- 5) The Reading Recovery teacher works with six students for a duration of 20 weeks. The children selected are around 6 years of age.
- 6) Refer attached report on Reading Recovery.
- 7) Given that there is a growing number of students achieving above expectation, we will need to ensure that they continue to be extended within classroom programmes.
- 8) ESOL (English for Speakers of Other Languages) funding is used to support the children who qualify. Learning Support staff work with identified ESOL students.

Recommendations:

To continue with the strategies listed above.

- 1) We will continue to build our resources for Structured Literacy – and begin working this into the Senior classes as a support programme for those children who continue to struggle with reading.
- 2) Learning Support Staff to continue to take individual/small group reading for phonics instruction and ‘Steps Web’.
- 3) To continue to implement the ‘Structured Literacy’ programme – we will need to explore additional opportunities for professional development to support teachers and teacher aides.
- 4) To continue Reading Recovery – .6. We have been allocated .4 funding (two days a week) from the Ministry of Education and the school will supplement this by .2 so that our Reading Recovery teacher can work with six students again next year.

Report to Board of Trustees Waipu Primary School on
Assessment of Year 1-6 Children End of Year 2023
against the expectation for Writing

Target:

By the end of 2023, those children “below” expectation will accelerate their progress so that they are achieving “at” or “above” their expected level. Those children “well below” their expected level will make accelerated progress so that they are working towards their expected level.

Tools for assessment:

The writing assessment tool – E-asttle writing was used as well as MoE exemplars were used across the school to provide formative assessment data, this was then used in conjunction with teacher observations of class work and individual and group work to make OTJs, (Overall Teacher Judgments) to assess against expectation.

Results: The following is the data showing achievement at End of Year, across the school

OTJs – Overall Teacher Judgments End Year 2023						
		Well Below	Below	At	Above	Total
Writing	Year 1	0%	0%	80%(47)	20%(12)	59
	Year 2	0%	13%(5)	69%(27)	18%(7)	39
	Year 3	3%(1)	21% (7)	52% (17)	24% (8)	33

	Year 4	3% (1)	19% (7)	50% (18)	28% (10)	36
	Year 5	4% (2)	29% (13)	51% (23)	16% (7)	45
	Year 6	8% (3)	41% (16)	41% (16)	10% (4)	39
		3%(7)	19% (48)	59% (148)	19%(48)	251



Evaluation:

Total number of children – End of Year - 251 children. Ten children are less than six months at school and are not assessed against expectation.

At end of year, we had 78% of children achieving at or above expectation. In the seniors (Year 4 – 6) 65% are achieving at or above expectation and in the juniors (Year 1-3) 90% are achieving at or above expectation.

Of those 55 children below (48) or well below (7) – 31 are boys and 17 are girls. Boys are again, well over represented in writing as achieving below or well below expectation.

Of those 55 children who classified as below or well below expectation – 7 (13%) are Māori, 7 (13%) are from nationalities other than New Zealand European and 5 of those 7, have English as a second language. The remainder are all New Zealand European.

Māori students have a lower percentage of below expectation in relation to their total percentage within the school (i.e. 18%).

Compared to last year, mid-year:

- There has been little change to the achievement data compared to the same time last year when we were at 79% at or above expectation. Two years prior we were at 80% and 78%. There has been a slight drop in senior school achievement from end-of-year 2022, but an increase from mid-year data.
- Both juniors and seniors have increased their achievement compared to mid-year data but junior's move from 75% to 90% at or above expectation has been a more marked improvement.
- Data from the two classes who have been trialling the 'Writers' Toolbox' indicate improvements in excess of the shifts across the whole school.
- Data for gender and ethnicity is generally the same as mid-year and end-of-year, 2022.

Interventions:

There has been a concerted effort to improve writing levels and we have been working with Kerry Upson on the Accelerated Literacy Learning contract since the beginning of 2020. We have received funding to support this.

(Please also refer to the Accelerated Literacy report included in these Board reports)

The strategies used include:

- 1) Ensuring assessment consistency across the school by all using the E-asttle assessment tool.
- 2) Identifying students of need in support and developing a goal to improve in their writing within target writing groups (ALL).
- 3) Introducing the IDEAL programme in senior classes, which specifically targets the surface features of spelling and punctuation. It is a bit early to see any impact of this programme yet as we really have only implemented it fully in Term 2.
- 4) Daily writing to develop writing mileage.
- 5) Introduction of the 'Writing and Art Showcase' to celebrate children's writing and to give an authentic audience for writers.
- 6) Participating in the Writing Competition run by the Waipu Library in conjunction with Barbara Bronlund – again to provide an incentive for writing.
- 7) Continued support from facilitator Kerry Upson – ALL - to identify with teachers the components of a successful writing programme and then working with teachers to focus on ways to improve teaching of those components.
- 8) Children knowing exactly what it is that they need to improve on in their writing – to have their own individual writing goals.
- 9) Teachers planning whole class writing plans to develop specific genre writing.
- 10) Teachers selecting goals which relate to writing – spelling in particular.
- 11) Children recording and discussing and reflecting upon their goals with their peers, teacher, and parents/whanau as part of 3-way interview process.
- 12) Moderation between teachers to ensure that there is consistency of assessment

Recommendations:

- To moderate across schools within the Kahui Ako.
- To continue to moderate writing between teachers – this always proves to be a very useful exercise and over time, we are finding that we are much more aligned in our thinking.
- To explore the possibilities of funding 'The Writers' Toolbox' and determine the extent to which we can involve more classes. Initial indications are that this resource is successful in lifting writing levels.
- To discontinue our involvement with ALL, as we have been involved with the programme over many years and can now maintain the practices and learning we have had over that time.
- Continue to implement the IDEAL spelling throughout the senior school and Heggarty and Structured Literacy through the junior school, which directly support writing programmes.
- Attend other opportunities for professional development as they arise.
- Greater use of modelling books and exemplars to show children what 'good' writing looks like and what they should be striving for in their own writing.

Report to Board of Trustees Waipu School on End-of-Year Assessment 2023 of Year 1-6 Children against expectations for Mathematics

Target:

By the end of 2023, those children "below" expectation will accelerate their progress so that they are achieving "at" or "above" their expected level for their age. Those children "well below" their expected level will make accelerated progress so that they are working towards their expected level.

Tools for assessment:

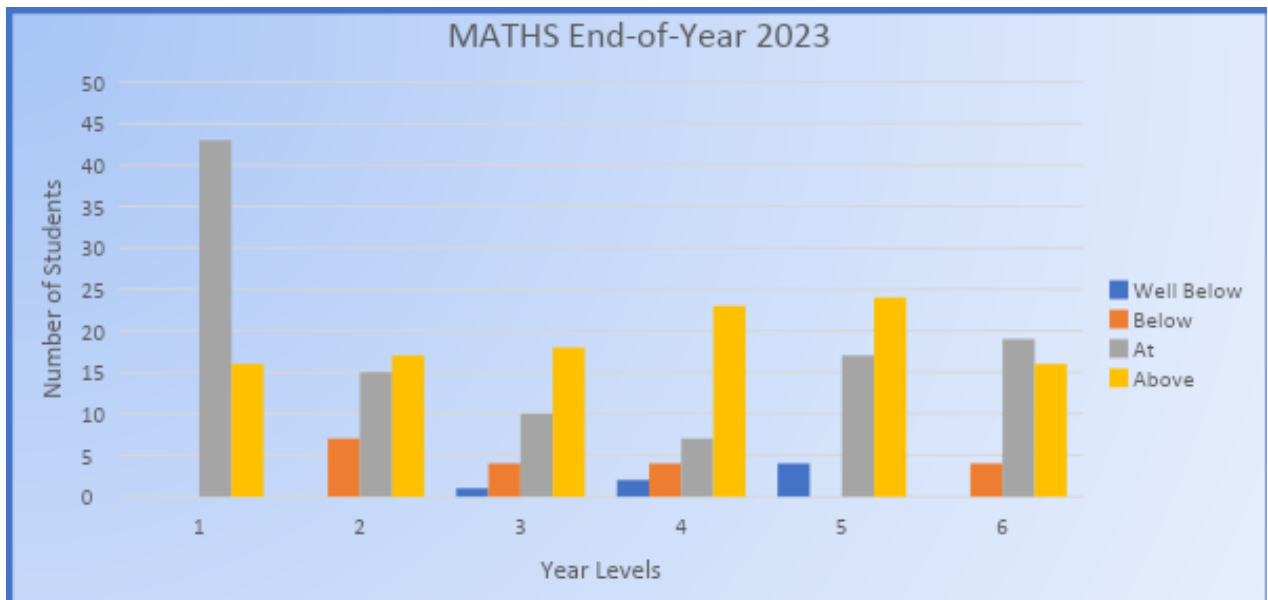
Standardised Assessments - Gloss Numeracy assessments were used in the senior school. JAM – Junior Maths Assessment was used in the junior school as well as a tracking sheet for individual students. These assessments were used to formulate Overall Teacher Judgements (OTJs) in line with expectations.

Results: The following is the data showing OTJs at End-of-Year for Mathematics across the school, against the expectation for their age.

Overall Teacher Judgements for Mathematics 2023.

Showing End-of-Year Achievement

OTJs – Overall Teacher Judgements End-of-Year 2023						
		Well Below	Below	At	Above	Total
Mathematics Add/Sub	Year 1	0%(0)	0%(0)	73% (43)	27%(16)	59
	Year 2	0%(0)	18%(7)	39% (15)	43% (17)	39
	Year 3	3% (1)	12% (4)	30% (10)	55% (18)	33
	Year 4	6%(2)	11% (4)	19% (7)	64% (23)	36
	Year 5	9% (4)	0% (0)	38% (17)	53% (24)	45
	Year 6	0% (0)	10% (4)	49% (19)	41% (16)	39
			3%(7)	8%(19)	44%(111)	45%(114)



Evaluation:

Total children end-of-year (251) – 10 children are less than six months at school and are not assessed against expectation.

There has been great progress in Mathematics this year, with 90% of children being at or above expectation for their age. Juniors average 91% at or above expectation and seniors average 82% at or above expectation.

Of those 26 below expectation, 11 are male and 15 are female.

Eight of those 26 classify as Māori and six as nationalities other than New Zealand European. The remaining twelve are New Zealand European.

There is a higher percentage of Māori students (30%) who are below or well below expectation in relation to the total percentage of Māori within the school (e.g 20%). Combined this with the six students who are from other nationalities the total percentage combined with Māori students is 54% below or well below expectation in Maths.

Compared to last and mid-year:

- Results over all year levels have improved from 80% at the end of 2022 to 90% end-of-year 2023.
- Compared to end-of year 2022, Juniors have remained at 91% at or above expectation and seniors have moved from 72% to 82% at or above expectation.
- Compared to mid-year results - 2023, there has been a 5% improvement in overall student's maths achievement who are at or above expectation. Seniors have moved from 75% to 82%, Juniors have dropped from 98% to 91% at or above expectation.
- There is a higher percentage of Māori and other nationality students who are achieving below or well below expectation.
- The group of Year 5s identified in the mid-year report as needing additional support to progress, have now made accelerated progress to move from 16 below or well below expectation to 4.

● **Recommendations:**

- A continued focus on acquiring basic fact knowledge and regular practising. All classes use a basic facts programme to reinforce this learning.
- Continue to use the Maths programmes – Problem Solving approach – and continue to access the Professional Development opportunities offered through the Kahui Ako with Rob Profitt-White and Jo Knox.
- Increase the involvement of all staff in professional development in maths. At present, we have two lead teachers who attend Maths PD sessions then share new learnings back with staff but we find that this is not always filtering through into planning.
- Consider how we might better support Māori / other nationality students in the teaching of Maths.
- Learning support staff to work with identified students during class time.
- Given that there is a growing number of students achieving above expectation, we will need to ensure that they continue to be extended within classroom programmes.
- Next year, we will embed the use of the new Maths progressions when planning. We are hopeful that there will be some more guidance on how to assess using these new progressions as we made the decision at the beginning of the year, to continue to use GLoSS and JAM as assessment tools but we are aware that they no longer match the new Maths progressions.

Julie Turner