**Report to Board of Trustees Waipu Primary School on**

**Assessment of Year 1 – 6 students Mid-Year 2024**

**against expectation for Reading**

**July 2024**

**Target:**

By the end of 2024, 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:**

Structured Literacy Assessments for Junior School and PROBE for Middle and 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 2024**

**Showing Mid Year Achievement**

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| --- |
| OTJs – Overall Teacher Judgments Mid-Year 2024 |
| Reading |  | Well Below | Below | At  | Above | Total |
| Year 1 | 0(0%) | 0(0%) | 30(94%) | 2(6%) | 32 |
| Year 2 | 2(4%) | 7(15%) | 37(77%) | 2(4%) | 48 |
| Year 3 | 1(2%) | 3(7%) | 31(69%) | 10(22%) | 45 |
| Year 4 | 2(6%) | 1(3%) | 20(63%) | 9(28%) | 32 |
| Year 5 | 2(5%) | 4(11%) | 19(52%) | 12(32%) | 37 |
| Year 6 | 0(0%) | 5(11%) | 26(56%) | 15(33%) | 46 |
|  | 7(3%) | 20(8%) | 163(68%) | 50(21%) | 240 |

**Evaluation:**

Total children Year 1-6 Mid-Year (240). The children who are accessing Structured Literacy have been included in the overall numbers. We are now able to determine the degree to which these children are progressing against expectation for Structured Literacy.

89% of students are reading at or above expectation (90% juniors – Years 1-3, 88% - seniors – Years 4-6).

Of those 27 children well below or below expectation, 19 are males and 8 are female, and two (7%) classify as Māori, six (22%) as nationalities other than New Zealand European. The remaining 19 (71%) 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%).

Of the 27 children below expectation or well below expectation, two 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). Two are under Ministry support services for learning, one is new to WPS this year.

Compared to last year:

|  |  |  |  |
| --- | --- | --- | --- |
| At or Above Expectation | Mid-year 2023 | End of Year 2023 | Mid-year 2024 |
| Juniors | 68% | 72% | 90% |
| Seniors | 85% | 87% | 88% |
| All | 81% | 85% | 89% |

* There has been an increase from mid-year 2023 from 81% to 89% of those reading at or above expectation.
* All Juniors up to Year 3 and some Year 4 students are now being assessed using the Structured Literacy assessment.
* There are less students at ‘above expectation’ across all year groups, – compared to end-of-year 2023.
* Almost all of those children who are in below or well below expectation range, were the same children who were below or well below expectation at mid and end of year 2023, although there has been a shift for 50% from well below to below expectation.

**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. Withdrawal groups being taken daily on the online reading programme ‘Steps Web’ All senior classes have students on ‘Steps Web’. This is being taken by our Learning Support staff.
2. Teacher focus on individual children’s goals which were set at the beginning of the year and revisited at the 3 Way Learning Conferences in July. Teachers are working with children on achieving those goals in 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. Reading Angels also come into class to support struggling readers.
4. The Reading Recovery teacher works with six students for a duration of 20 weeks. The children selected are around 6 years of age.
5. ESOL (English for Speakers of Other Languages) funding is used to support the children who qualify. Learning Support staff work with identified ESOL students.
6. Use of the Learning Support Co-ordinator (Anna Green) and Bruce Ashton RTLB (Resource Teacher of Learning and Behaviour) to identify and support children identified as dyslexic or who have specific learning needs.
7. As early adopters of the Structured Literacy approach, we are seeing a steady increase in reading achievement in the Junior School. We are now at the stage where our Year 4s are coming off the Structured Literacy Programme and moving onto authentic texts or PM readers / Journals.
8. Thanks to the PTA, we are now fully resourced with Structured Literacy resources. With the new Government initiative to support Structured Literacy, we are hopeful we will not need to purchase any more resources or resources needed will be fully funded.
9. The Junior School teachers have enrolled in the ‘Better Start Literacy Approach’ which is funded through the Ministry of Education. This Professional Development will complement and enhance the work done with the ‘Little Learners Love Literacy’ programme we have been using over the past three years.

**Recommendations:**

To continue with the strategies listed above.

Learning Support Staff to continue to take individual/small group reading for phonics instruction and ‘Steps Web’.

To continue to implement the ‘Structured Literacy’ programme

To find an alternative to Reading Recovery which will cease to be funded next year. We will need to consider how to deploy our Reading Recovery teacher – next year.

Continue to embed IDEAL as this reinforces phonetic knowledge which in turn supports decoding in reading.

**Report to Board of Trustees Waipu Primary School on**

**Assessment of Year 1-6 Children Mid-Year 2024**

**against the expectation for Writing**

**Target:**

By the end of 2024, 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, as well as Writers’ Toolbox feedback data was used across the school to provide formative and summative 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 Mid Year, across the school

|  |
| --- |
| OTJs – Overall Teacher Judgments Mid Year 2024 |
| Writing |  | Well Below | Below | At | Above | Total |
| Year 1 | 0(0%) | 0(0%) | 24(100%) | 0(0%) | 24 |
| Year 2 | 0(0%) | 0(0%) | 33(69%) | 15(31%) | 48 |
| Year 3 | 0(0%) | 16(36%) | 25(55%) | 4(9%) | 45 |
| Year 4 | 0(0%) | 6(19%) | 24(75%) | 2(6%) | 32 |
| Year 5 | 5(14%) | 6(16%) | 15(40%) | 11(30%) | 37 |
| Year 6 | 4(9%) | 11(24%) | 30(65%) | 1(2%) | 46 |
|  | 9(4%) | 39(17%) | 151(65%) | 33(14%) | 232 |

 **Evaluation:**

Total number of children – Mid Year - 232 children. 18 children are less than six months at school and are not assessed against expectation. Another four children have arrived at Waipu Primary School since assessments were completed.

At mid-year, we had 79% of children achieving at or above expectation. In the seniors (Year 4 – 6) 72% are achieving at or above expectation and in the juniors (Year 1-3) 86% are achieving at or above expectation.

Of those children below (39) or well below (9) – 27 are boys and 21 are girls. Boys are slightly over represented in writing as achieving below or well below expectation.

Of those 48 children who classified as below or well below expectation – 5 are Māori (10%), eight are either Asian, Pasifika, Indian, Filopino or from other English-speaking countries and the remaining 35 are all New Zealand European.

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

Three of the below / well below expectation children have English as a second language. Two have recently returned to us after having been home-schooled and four have been with us at Waipu Primary for less than a year.

10 of the 15 Year 6s at the below or well below expectation level, ended Year 5 at the same level. The departure of a group of lower achieving Year 6 students has impacted positively on the number of children achieving at or above expectation.

Compared to last year, mid-year:

At or Above expectation:

|  |  |  |  |
| --- | --- | --- | --- |
|  | Mid-year 2023 | End of Year 2023 | Mid-year 2024 |
| Juniors | 75% | 90% | 86% |
| Seniors | 58% | 65% | 72% |
| All | 65% | 78% | 79% |

Juniors have shown an improvement from mid-year last year from 75% to 86%

Seniors have improved from 58% at mid-year 2023 to 72%

Overall there has been a 14% improvement in writing levels from mid-year 2023, .

We are aware of the group of Year 3 students who are needing additional support with writing.

**Interventions:**

This year our main focus has been on implementing the Writers’ Toolbox. We have engaged in professional development and purchased resources to support the programme.

These resources have included:

* Professional development – registration / travel / accommodation
* Material resources to be used in class
* Whiteboards – to be used to display magnetic resources (funded by a successful grant application)
* Registration for the product – each teacher / class needs to be registered which comes at a cost of initial join up + annual licences.

Initial observations from teachers are that there is a greatly increased level of engagement in writing. This was supported by parent comments from the recent three- way interviews.

Junior classes have continued to implement the Structured Literacy approach in their classes

IDEAL is also being used to support the surface features of writing – i.e. spelling and punctuation.

Additional strategies used include:

1. Ensuring assessment consistency across the school by all using the E-asttle assessment tool.
2. Identifying students in need of support and developing a goal to improve in their writing
3. Daily writing to develop writing mileage – ensuring the one hour a day is dedicated to writing.
4. Children knowing exactly what it is that they need to improve on in their writing – to have their own individual writing goals.
5. Identifying authentic purposes for writing – e.g speeches, writing competitions, Grandparents’ Day.
6. Teachers planning whole class writing plans to develop specific genre writing.
7. Children recording and discussing and reflecting upon their goals with their peers, teacher, and parents/whanau as part of 3-way interview process.
8. Moderation between teachers to ensure that there is consistency of assessment

**Recommendations:**

* To become confident and independent in the use of the Literacy Progressions Framework within the school.
* To continue to find relevant and authentic purposes for writing i.e. Annual writing competition
* To continue to moderate writing between teachers – this always proves to be a very useful exercise and over time, to extend this throughout the Kahui Ako so that we ensure we have consistent expectations and make consistent judgements across the Kahui Ako.
* Attend other opportunities for professional development – eight senior and middle teachers have just attended a two day course in Auckland on the Writers’ Toolbox in July.
* To continue to find ways to increase student agency in writing both in our classrooms and across the school e.g. by sharing the students’ assessment with them and co-constructing learning intentions and success criteria.
* To reflect on Junior writing to make decisions as to when – in the Structured Literacy process - is the best time to start teaching writing stories.
* By giving students the list of writing expectations, having them show evidence of which of those they have achieved and identifying their next steps in writing.

**Report to Board of Trustees Waipu School on**

**Mid-Year Assessment 2024 of Year 1-6 Children**

**against expectations for Mathematics**

**Target:**

By the end of 2024, 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. This year, PACT (Progress and Consistency Tool) was also used to support decisions on achievement levels. These assessments were used to formulate Overall Teacher Judgements (OTJs) in line with expectations.

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

**Overall Teacher Judgements for Mathematics 2024**.

**Showing Mid Year Achievement**

|  |
| --- |
| OTJs – Overall Teacher Judgements Mid -Year 2024 |
| MathematicsAdd/Sub |  | Well Below | Below | At  | Above | Total |
| Year 1 | 0(0%) | 5(16%) | 23(72%) | 4(12%) | 32 |
| Year 2 | 1(2%) | 2(4%) | 33(69%) | 12(25%) | 48 |
| Year 3 | 0(0%) | 3(7%) | 37(82%) | 5(11%) | 45 |
| Year 4 | 1(3%) | 0(0%) | 23(72%) | 8(25%) | 32 |
| Year 5 | 2(5%) | 8(22%) | 18(49%) | 9(24%) | 37 |
| Year 6 | 1(2%) | 1(2%) | 30(66%) | 14(30%) | 46 |
|  | 5(2%) | 19(8%) | 164(68%) | 52(22%) | 240 |

**Evaluation:**

Total children Mid-Year (240) – 14 children are less than six months at school and are not assessed against expectation.

There has again been great progress and achievement 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 89% at or above expectation.

Of those 24 below expectation, 15 are male and 9 are female.

Four of those 24 classify as Māori and three as nationalities other than New Zealand European. The remaining 17 are New Zealand European.

Māori students sit at a lesser percentage of below expectation (12%) in relation to their total percentage within the school (e.g 20%).

Compared to last year: At or Above expectation

|  |  |  |  |
| --- | --- | --- | --- |
|  | Mid-year 2023 | End of Year 2023 | Mid-year 2024 |
| Juniors | 98% | 91% | 91% |
| Seniors | 75% | 82% | 89% |
| All | 85% | 90% | 90% |

* Results are generally above where we were at mid-year report in 2023 where the Juniors were at 98% and the seniors were at 75% at or above expectation with overall 85% at or above expectation.
* We have maintained our excellent levels of achievement in maths from end of year 2023 to mid-year 2024 both sitting at 90% at or above expectation.
* Again, there is a small group of Year 5 students who are below expectation.

**Interventions:**

* Weekly focus on maintaining the hour of Maths teaching per day.
* Use of the components of a maths lesson which include ‘Rapid Routines’ – these are mostly related to the strand topics of measurement (length, area, volume, time, etc) geometry, statistics and probability. These are daily refreshers of these strand topics as well as problem solving knowledge and strategy teaching.
* Times Table – a routine daily focus on the learning of times tables and basic facts / foundation facts.

**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.
* Learning support staff to work with identified students during class time.
* As a recommendation last year, we have explored ways in which to extend those students who are achieving above expectation. We are able to teach to their level in class by having differentiated Maths groupings, but with an added extension of requiring that they use more than one or two strategies to solve problems, to expand the parameters of the problem to be solved and to do so independently.
* Introduce / reinforce ‘Low floor / high ceiling’ thinking. The 'low floor' means that new users should find it easy to get started, and 'high ceiling' means the maths language shouldn't be limiting for advanced users. This effectively means that **everyone can get started**, and **everyone can get stuck.**
* We decided to continue to use our existing assessment tools this year – i.e. GloSS for seniors and JAM for juniors (Junior Assessment Maths) believing that PACT (Progress and Consistency Tool) would be the assessment tool of choice in the future. This has turned out not to be the case and e-asttle and PAT (Progress and Achievement Tests have now been chosen as the assessment tools we will be using.
* We will be reviewing our Scope and Sequence of what we teach in Maths this term to ensure there is consistency between Junior and Senior school and that there is consistency about what to teach and when.
* PACT – we will continue to use PACT as an assessment tool to help reinforce our overall teacher judgements about student’s progress and achievement.

Julie Turner