

**Report to Board of Trustees Waipu Primary School on**  
**Assessment of Year 1 – 6 students End of Year 2024**

**against expectation for Reading**

**December 2024**

**Target:**

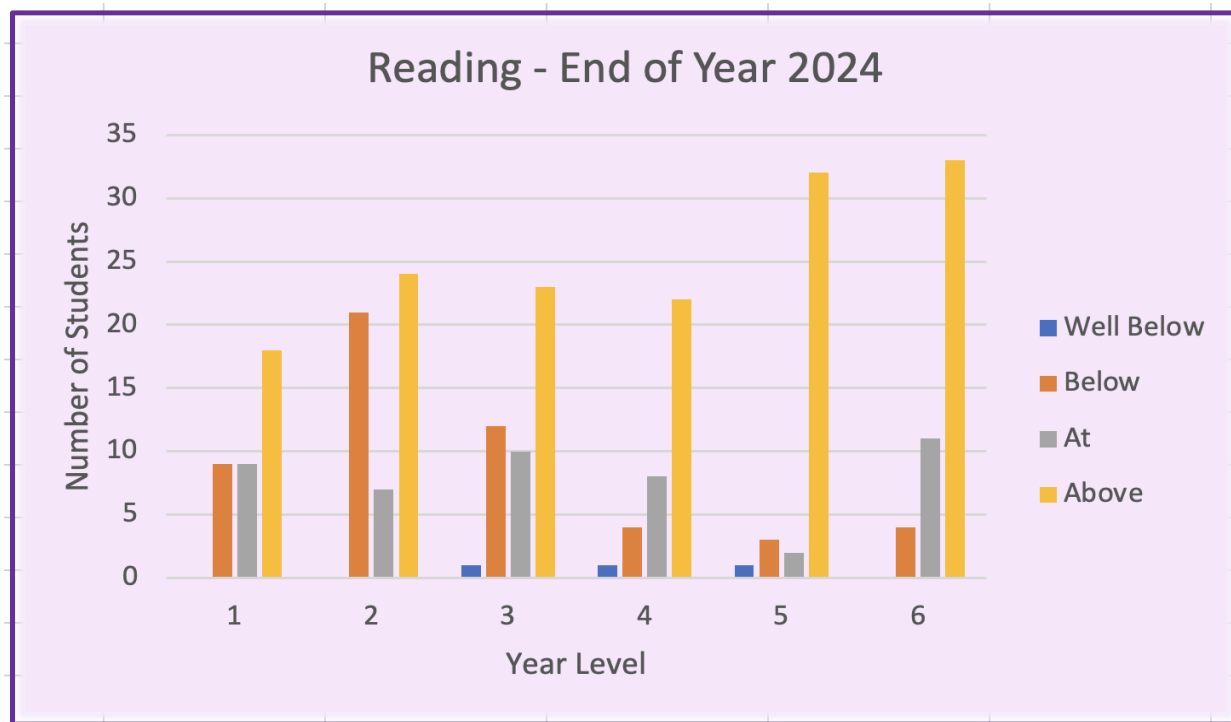
By the end of 2024, those children “below” expectation will accelerate their progress so that they are achieving “at” or “above” their expected level. Those children “well below” their expected level will make accelerated progress so that they are working towards their expected level.

**Tools for assessment:**

Structured Literacy Assessments for Junior School (LLLL and BSLA) and PROBE for Middle and Senior School. These assessments were used as the basis for assessments 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 End of Year Achievement**

OTJs – Overall Teacher Judgments End of Year 2024						
Reading		Well Below	Below	At	Above	Total
	Year 1	0(0%)	9(25%)	9(25%)	18(50%)	36
	Year 2	0(0%)	21(40%)	7(14%)	24(46%)	52
	Year 3	1(2%)	12(26%)	10(22%)	23(50%)	46
	Year 4	1(3%)	4(11%)	8(23%)	22(63%)	35
	Year 5	1(3%)	3(8%)	2(5%)	32(84%)	38
	Year 6	0(0%)	4(8%)	11(23%)	33(69%)	48
		3(2%)	53(21%)	47(18%)	152(59%)	255



### Evaluation:

Total children Year 1-6 End of year = 255. 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.

79% of students are reading at or above expectation (68% juniors – Years 1-3, 89% - seniors – Years 4-6).

Of those 60 children well below or below expectation, 36 are males and 24 are female, and eight (13%) classify as Māori, six (10%) as nationalities other than New Zealand European. The remaining 46 (77%) children are NZ European.

Māori students have a lower percentage of below expectation in relation to their total percentage within the school (i.e. 16%).

Of the 60 children below expectation or well below expectation, four 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). Seven are new to WPS this second half year.

Compared to last year:

At or Above Expectation	End of Year 2023	Mid-year 2024	End – year 2024
Juniors	72%	90%	68%

Seniors	87%	88%	89%
All	85%	89%	79%

- There has been an decrease from mid-year 2024 from 89% to 79% 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.
- Due to a shift to BSLA (Better Start Literacy Approach) from LLLL (Little Learners Love Literacy) Junior students have been assessed in line with BSLA requirements.
- Seniors are continuing to improve with more children reading above expectation and we are now beginning to see how those children who started school and have been in the Structured Literacy programme, are progressing as they come off the programme.

### **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 has worked with six students for a duration of 20 weeks. The children selected are around 6 years of age. Refer attached Reading Recovery report.
- 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) We have taken advantage of the offer of free reading resources through the BSLA programme.

### **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' programmes

We are still awaiting information as to how we will redeploy Donna McG-C (Reading Recovery tutor). The MoE will define what her role will involve and we are awaiting that information. We do know that she will be working with students who have been identified as not achieving at expectation after as little as ten weeks at school in Structured Literacy.

Decide on which aspects of each of the two Structured Literacy programmes (BSLA and LLLL) are worth focusing upon to get the best results for our learners.

Continue to use IDEAL as this reinforces phonetic knowledge which in turn supports decoding in reading. Check progress of children on the programme – analyse writing data (spelling), and ensure consistent delivery across the senior school.

**Report to Board of Trustees Waipu Primary School on**  
**Assessment of Year 1-6 Children End of 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 End of Year, across the school

Writing		Well Below	Below	At	Above	Total
	Year 1	0(0%)	0(0%)	21(62%)	13(38%)	34
	Year 2	0(0%)	8(15%)	30(58%)	14(27%)	52
	Year 3	2(4%)	10(22%)	33(72%)	1(2%)	46
	Year 4	1(3%)	8(23%)	21(60%)	5(14%)	35
	Year 5	2(5%)	6(16%)	20(53%)	10(26%)	38
	Year 6	1(2%)	9(19%)	31(64%)	7(15%)	48
		6(2%)	41(17%)	156(59%)	50(22%)	253



### Evaluation:

Total number of children – Mid Year - 253 children. 28 children are less than six months at school and are not assessed against expectation.

At end-of-year, we had 81% of children achieving at or above expectation. In the seniors (Year 4 – 6) 78% are achieving at or above expectation and in the juniors (Year 1-3) 85% are achieving at or above expectation.

Of those children below (41) or well below (6) – 34 are boys and 13 are girls. Boys are over represented in writing as achieving below or well below expectation.

Of those 47 children who classified as below or well below expectation – 7 are Māori (15%), six are either Asian, Pasifika (Fijian, Samoan), Indian, Filipino - five of whom access English as a Second Language funding (ESOL), and the remainder are all New Zealand European.

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

Seven students in the below / well below group were new to Waipu Primary in the second half of the year (we had eight new enrolments in total, who weren't new entrants). This has impacted negatively on our writing data by 2-3%.

Compared to last year end of year and mid-year 2024:

At or Above expectation – writing :

	End of Year 2023	Mid-year 2024	End of Year 2024
Juniors	90%	86%	85%
Seniors	65%	72%	78%
All	78%	79%	81%

Juniors have shown a slight drop from mid-year this year from 86% to 85%. This is due to a group of eight Year 2 and ten year 3 students who have not reached the expected levels in writing.

Seniors have improved from 65% at end of year 2023 to 72% mid 2024 and are now sitting at 81%

Overall there has been a slight improvement of 3% in writing levels from end of year 2023.

### **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.

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 (prompt for writing / assessment indicators).
- 2) Identifying students in need of support and developing a goal to improve in their writing – working with them in small groups additional to class time writing as in the Accelerated Literacy Learning model.
- 3) Daily writing to develop writing mileage – ensuring the one hour a day is dedicated to writing – inherent in the Writers’ Toolbox programme.
- 4) Identifying authentic purposes for writing – e.g speeches, writing competitions, Grandparents’ Day.
- 5) Teachers planning whole class writing plans to develop specific genre writing.
- 6) Children recording and discussing and reflecting upon their goals with their peers, teacher, and parents/whanau as part of 3-way interview process.

### **Recommendations:**

- To become confident in the use of the online E-asttle assessment– as per the Government requirement, as a tool for assessment heading into 2025. This will require professional development as to how to use to input data, identify trends and needs.
- To continue to find relevant and authentic purposes for writing i.e. Annual writing competition, Writers’ Showcase.
- To continue to moderate writing between teachers – this always proves to be a very useful exercise and over time.
- To continue to moderate across the Kahui Ako. This process is well underway but now there needs to be agreement and consistency upon what levels would classify as at / below / above expectation
- Continue to attend opportunities for professional development.
- 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.
- To address the cohorts of students (eight Year 2 and ten year 3 students) who are struggling with writing. Identify specific needs. Maybe explore extending Writers’ Toolbox into the Junior classes.
- Evaluate data on the IDEAL spelling programme to identify the impact it is having on lifting spelling levels and to see whether seniors are acquiring the phonemic skills that they need.

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

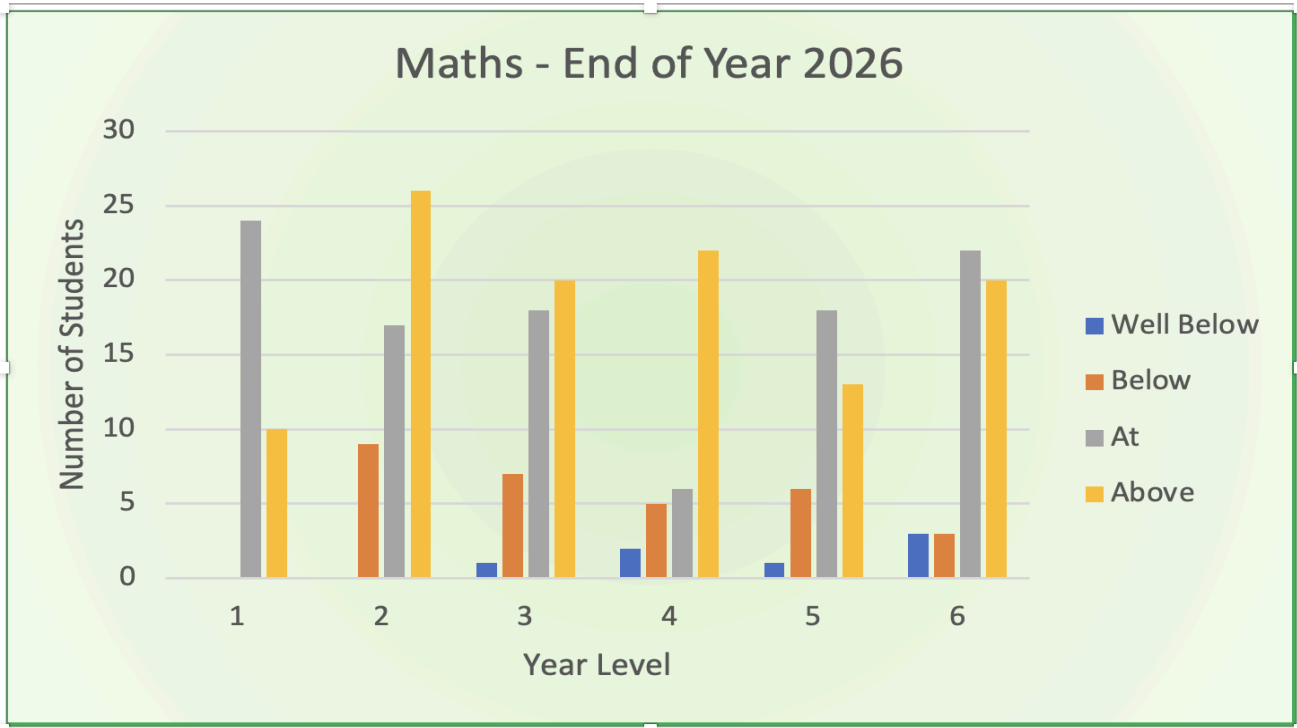
**Results:** The following is the data showing OTJs at End of Year for Mathematics across the school, against the expectation for their age.

**Overall Teacher Judgements for Mathematics 2024.**

**Showing End of Year Achievement**

OTJs – Overall Teacher Judgements End of Year 2024						
Mathematics Add/Sub		Well Below	Below	At	Above	Total
	Year 1	0(0%)	0(%)	24(71%)	10(29%)	34
	Year 2	(0%)	9(17%)	17(33%)	26(50%)	52
	Year 3	1(2%)	7(15%)	18(39%)	20(44%)	46
	Year 4	2(6%)	5(14%)	6(17%)	22(63%)	35
	Year 5	1(3%)	6(16%)	18(47%)	13(34%)	38
	Year 6	3(6%)	3(6%)	22(46%)	20(42%)	48
		7(3%)	30(12%)	105(41%)	111(44%)	253





#### Evaluation:

Total children End of Year (253) – 28 children are less than six months at school and are not assessed against expectation.

There has been a drop in achievement in Mathematics this year, with 86% of children being at or above expectation for their age. Juniors average 87% at or above expectation and seniors average 84% at or above expectation.

Of those 7 well below and 30 below expectation, 19 are male and 18 are female.

Six of those 37 classify as Māori and three as nationalities other than New Zealand European. The remaining 28 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 and mid-year: At or Above expectation - Maths

	End of Year 2023	Mid-year 2024	End of Year 2024
Juniors	91%	91%	87%
Seniors	82%	89%	84%
All	90%	90%	86%

- Results are below where we were at mid-year report in 2024 where the Juniors were at 91% and the seniors were at 89% at or above expectation with overall 90% at or above expectation.
- We have mostly maintained our excellent levels of achievement in maths from mid-year 2024.
- We have added seven of the eight new enrolments (other than New Entrants) who are below or well below expectation in Maths – again this affects our data by around 2-3%
- There is the same group of Year 2 and 3 students (9 – year 2, 7 – Year 3) who have proven difficult to shift and will need to be worked on as a cohort in 2025.

#### **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.
- 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 – as per the Ministry of Education edict.
- Access professional development in the use of e-asttle / PATs as Maths assessment tools. Teachers will need to become familiar with the pedagogies which sit within the new maths curriculum and the resources that are being offered.
- Continue to share information from Professional Development (which will continue into 2025) – order the resources which have been made available free to schools, and implement the progressions for maths learning.

Julie Turner