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2021 STUDENT ACHIEVEMENT REPORT

INTRODUCTION

Teachers assess their students based on a variety of evidence they collect, such as the students' work, everyday classroom observation, and assessment activities throughout the year. Teachers apply the evidence gathered up to a particular point in time in order to make an Overall Teacher Judgment (OTJ) about a student's progress and achievement in relation to the 'End-of-Year Expectations'.

In order to ensure the OTJ is reliable, teachers use moderation. Moderation is the process of teachers sharing their expectations and understanding of standards with each other in order to improve the consistency of their decisions about student learning.

READING

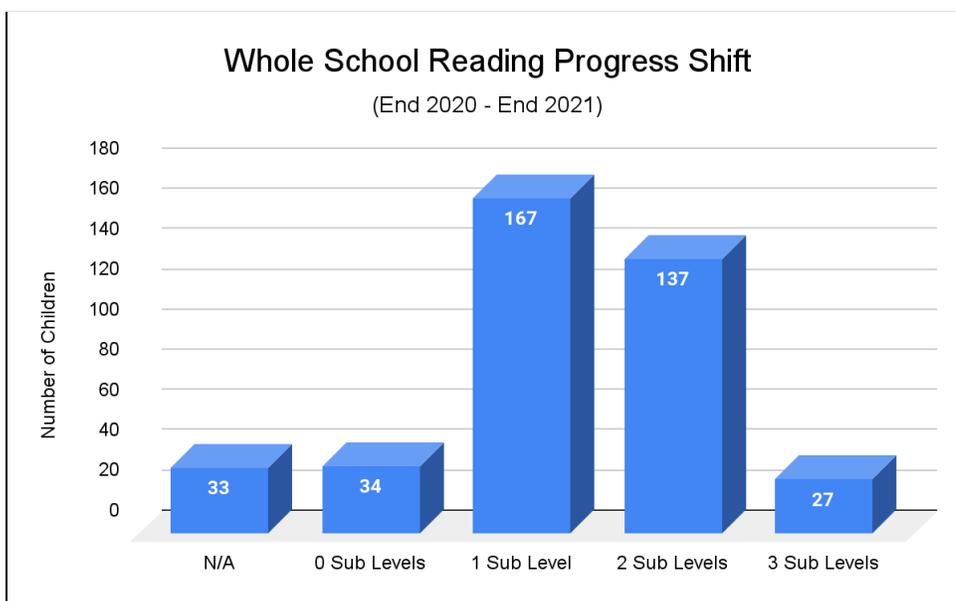
Learning to read is a complex, cumulative process. There are three main aspects of Reading; learning the code of written language, making meaning of texts and thinking critically about the text. Children need to demonstrate all three in order to be considered a successful reader. At the beginning of their schooling, children read 'Ready to Read' texts which are relatively short and use mostly familiar vocabulary and simple sentence structure. As children progress through the 'colour wheel' and then the curriculum levels, the three main aspects of Reading increase in complexity.

2021 Overall Achievement in Reading

	Below	%	At	%	Above	%	Total # in Year Group
Year 1	21	38	20	36	14	25	55
Year 2	10	18	26	46	20	36	56
Year 3	10	16	40	65	12	19	62
Year 4	12	19	38	59	14	22	64
Year 5	10	13	39	52	26	35	75
Year 6	17	21	36	44	28	35	81
Total	80	20	199	51	114	29	393

2018-2021 End-of Year Expectations in Reading Data

	Year	% Below Expectations	% At & Above Expectations
All Year Group	2021	20%	80%
All Year Groups	2020	25%	75%
All Year Groups	2019	30%	70%
All Year Groups	2018	24%	76%



To Note:

Reading was our 2021 professional learning focus. The impact of this was made evident by the number of students working at or above curriculum expectation for Reading increasing by 5% - from 75% to 80%.

WRITING

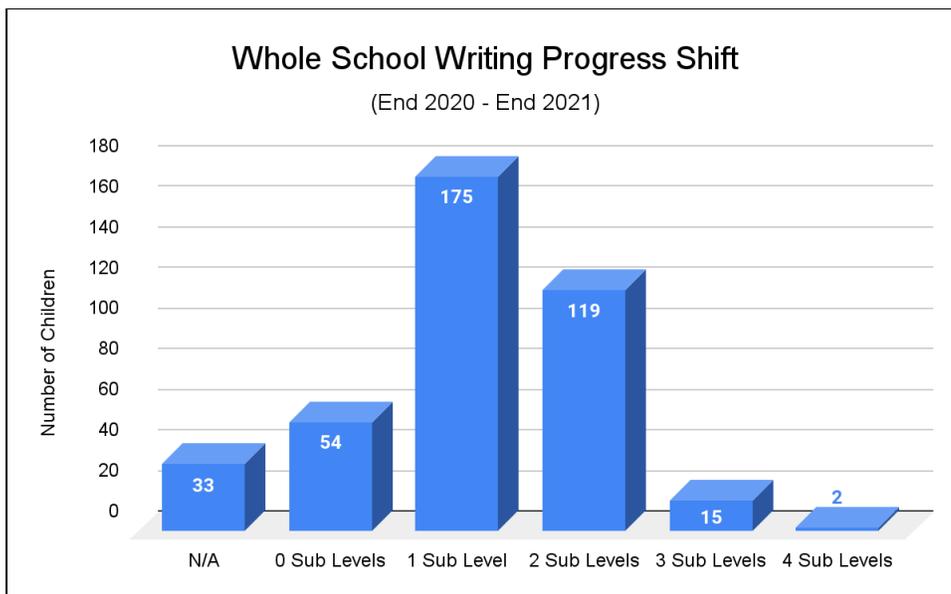
Like Reading, Writing is also a complex, cumulative process. As children progress through the school the aim is to build their accuracy, fluency and their ability to create meaningful texts.

2021 Overall Achievement in Writing

	Below	%	At	%	Above	%	Total # in Year Group
Year 1	23	42	24	44	8	15	55
Year 2	1	2	55	98	0	0	56
Year 3	9	15	51	82	2	3	62
Year 4	12	19	43	67	9	14	64
Year 5	8	11	58	77	9	12	75
Year 6	27	33	41	51	13	16	81
Total	80	20	272	69	41	10	393

2018-2021 End-of Year Expectations in Writing Data

	Year	% Below Expectations	% At & Above Expectations
All Year Groups	2021	20%	80%
All Year Groups	2020	25%	75%
All Year Groups	2019	21%	79%
All Year Groups	2018	20%	80%



To Note:

The number of students working at or above curriculum expectation for Writing increased by 5% - from 75% to 80%. There is room for further investigation into this to see if the positive shift can be attributed to the Reading professional development focus and the links between Reading and Writing achievement.

MATHEMATICS

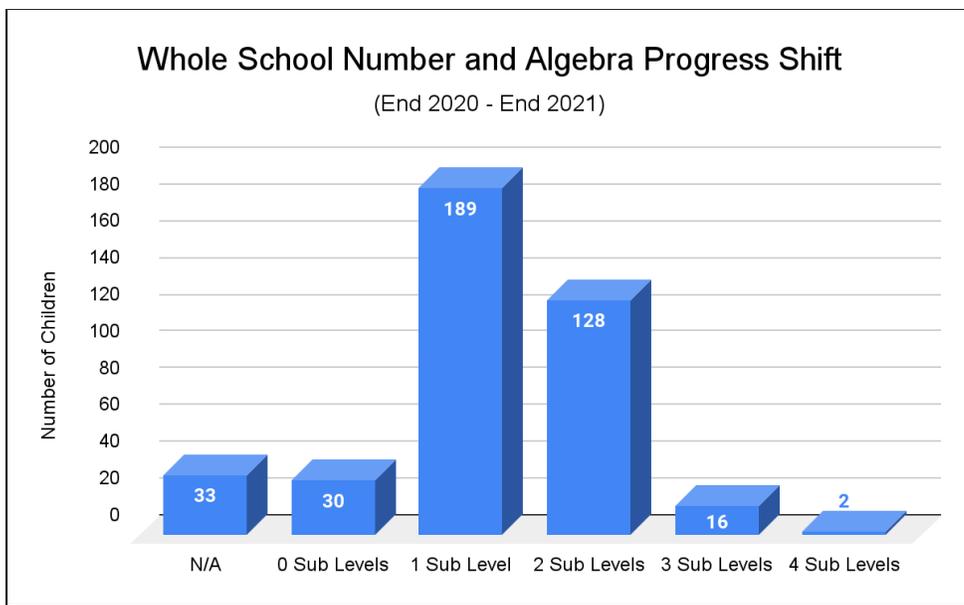
Number & Algebra - The Maths curriculum is broken into three strands; while Number & Algebra is one of these, it is the major focus of Maths teaching, with around 80% of a Year 1 Maths programme and 50 - 70% of a Year 5/6 Maths programme being devoted to this strand. Achievement levels for this report are based on children's achievement in Number & Algebra. The school, with advice from an outside consultant, decided not to have any transition areas at Year 3 and Year 5 as it did for Reading and Writing.

2021 Overall Achievement in Number and Algebra

	Below	%	At	%	Above	%	Total # in Year Group
Year 1	18	33	28	51	9	16	55
Year 2	17	30	33	59	6	11	56
Year 3	21	34	34	55	7	11	62
Year 4	8	13	39	61	17	27	64
Year 5	15	20	50	67	10	13	75
Year 6	23	28	40	49	18	22	81
Total	102	26	224	57	67	17	393

2018-2022 End of Year Expectations in Maths Data

	Year	% Below Expectations	% At & Above Expectations
All Year Groups	2021	26%	74%
All Year Groups	2020	19%	81%
All Year Groups	2019	20%	80%
All Year Groups	2018	29%	71%



To Note:

The number of students working at or above curriculum expectations for Number and Algebra decreased by 7% - from 81% to 74%. Mathematics and Statistics is our whole school professional learning focus for 2022.



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2021 ANALYSIS OF VARIANCE

2021 Student Achievement Targets

Our Student Achievement Targets for 2020 were based on the student achievement data collated in November 2020. In total 3 targets were set for 2021. These targets were focused on the core areas of Reading, Writing and Maths.

As per the Ministry of Education Guidelines which state, *'Targets should focus on accelerating the achievement of students who are not achieving or reaching their potential,'* all of the student achievement targets focused on accelerating the progress of students who were not meeting curriculum expectations.

Each teaching team carries out an analysis of variance on the children in the year group they taught that year. Teams look at both the data of the group as a whole as well as the individuals that make up this year group, particularly those who are not achieving at expected levels. These individuals are commented on and this information is passed on to the following year's teaching teams, individual teachers as well as the school's leadership team.

STUDENT ACHIEVEMENT TARGET ONE
Year 2 Student Achievement in Reading

STUDENT GROUP Gender: Male & Female Ethnicity: All Group/Year: Year 2

TARGET: By the end of 2021, 33 out of our 58 students will move from below our school's end-of-year expectations to achieving at the expected end-of-year achievement level. That is Turquoise on the PM Colour wheel.

Why we chose this as our Target:

- 50% of our year group are reading below achievement level.
- Five out of the 33 children have been affected by the 'summer slide'.
- 11 out of the 33 children have increased their achievement in reading over the summer break. 7 out of the 11 have reached the 'Green' target when returning back to school.

Actions Taken:

Learner's voice was gathered to assess attitudes towards reading

Changes made to Year Two Reading Programme in response to 2021 reading professional development:

- Shorter, more focussed reading time
- Faster pace - teaching specific skills of reading using the book and other targeted reading activities as conduits
- During instructional reading, all activities had an emphasis firstly on reading, rather than other literacy areas such as writing
- More reading materials on the bookshelves written by children
- Bigger and wider variety of reading materials for example; personal poetry books, big books, browsing boxes, class library, large poetry cards
- Specifically teaching conversation at guided reading time. Much less teacher voice.

Analysis of Variance:

Of the 33 students in the target group:

- Twelve students have achieved the expected level of Turquoise
- Twelve students in the group moved between two and three colours to be reading at Orange, one below expectation.

The 12 children that successfully met this target did so due to factors such as:

- Shorter, more focussed reading time.
- Faster pace - teaching specific skills of reading using the book and other targeted reading activities as conduits.
- During instructional reading, all activities had an emphasis firstly on reading, rather than other literacy areas such as writing.
- More reading materials on the bookshelves written by children.
- Bigger and wider variety of reading materials for example; personal poetry books, big books, browsing boxes, class library, large poetry cards.
- Specifically teaching conversation at guided reading time. Much less teacher voice.

Positive progress was made by all learners however for the nine students who did not reach the target:

- Five made progress of one sub-level
- Three have learning difficulties which impact their learning
- Three received language support as English is not their first language
- One student didn't make any progress and investigation into their specific learning needs is ongoing

STUDENT ACHIEVEMENT TARGET TWO
Year 3 Student Achievement in Mathematics

STUDENT GROUP Gender: Male & Female Ethnicity: All Group/Year: Year 3

TARGET: By the end of 2021 we are going to accelerate the progress (move at least two sub-levels) of 35 students in the Number and Algebra Strand of the Mathematics and Statistics Curriculum.

Why we chose this as our Target:

In December 2020 when looking at our end-of-year 2020 data, 35 (53%) students were below the Ilam End of Year Expectations in the Number and Algebra Strand of the Mathematics and Statistics Curriculum. We wanted to look closer at these students and investigate why they were achieving below expectation.

Actions Taken:

- Children completed a survey to gather information about how they felt about math.
- Number and Algebra assessments were carried out to identify specific gaps. Leading to programmes being tailored to meet the more specific needs, for example, the teaching of fractions before addition in some cases and a larger focus on the teaching of mathematics knowledge
- Numicon withdrawal programmes we used for some students
- Emphasis on building classroom practice which builds strong mathematical mindsets
- Different methods of grouping were used (some ability based group work and some rich problem-solving opportunities)

Analysis of Variance:

Of the 35 students who were targeted in Maths, two left Ilam during the year. Of the remaining 33 students, 16 reached the accelerated target of two sublevels with one student moving 5 sub levels.

The 16 children that successfully met this target did so due to factors such as:

- Working as a Year 3-4 team of 6 teachers to refine our deliberate acts of teaching, for example, repetition, more explicit teaching in areas identified as gaps and using a range of learning tasks
- Adjustment to our mathematics programmes, for example, bringing in more authentic learning opportunities, the use of warm-up activities, shorter blocks of each mathematical domain with more revisiting and developing learners' number sense
- Regular reflections as a teaching team which encouraged sharing of resources and conversations which help the development of teacher knowledge
- Working with our learners on the development of positive mathematical mindsets, using more games to build basic fact knowledge, excitement and motivation

While not classed as accelerated progress in terms of the target, 17 students made positive progress of one curriculum sub-level. Some reasons for this were:

- Three students have specific learning needs which impacted their accelerated progress
- While every effort was made to improve the consistent attendance of three students, two were still times when absences impacted upon their progress
- Six students are beginning English Language Learners and are still developing the deeper language of mathematics, including pulling out the mathematical equations from word problems.
- Learning across the curriculum is at a low level for 9 children who began Year 3 at the end of 1B and early 1M. The gap has become more evident as they have reached the end of Year 3. Future investigation is needed to identify their growing needs and what adaptations are needed to support them with their future learning. These children have taken time to learn new concepts and spent time learning number knowledge.

STUDENT ACHIEVEMENT TARGET THREE
Year 6 Student Achievement in Number and Algebra

STUDENT GROUP Gender: Female & Male Ethnicity: All Group/Year: Year 6

TARGET: By the end of 2021 we are going to accelerate the progress (move at least two curriculum sub-levels) 27 Year 6 students in the Number and Algebra strand of the Mathematics and Statistics curriculum.

Why we chose this as our Target:

This was the area in the Senior Team that had the largest number of students below curriculum expectation at the end of 2020. It was also the same area that we had our target set at the beginning of 2020, therefore we wanted to go deeper and have a more thorough look into what was going on for our Year 5 and 6 Mathematics learners.

Actions Taken:

- At the beginning of the year, children completed a survey to gather information about how they felt about themselves as math's learners and the way they felt about being in different mathematical situations
- Using assessment tools to closely identify gaps in mathematical knowledge and skills
- Long term planning was based on these specific gaps and misunderstanding
- Weekly and daily planning based on targeted learner needs
- Adapting a Universal for-Learning Design (UDL) that will help everyone - start from deliberately meeting the needs of targeted learners and extending for others (rich-task low floor, high ceiling)
- Numicon - pull-out programmes
 - Use of Numicon equipment in some classrooms
- Developing routine and expectations around the use of 'Talk Moves.' These emphasise developing a classroom environment where mathematical ideas are consistently discussed with peers. Students learn to respectfully agree/disagree, ask for explanations and proof emphasis and reach a consensus
- Emphasis on building classroom practice which builds strong mathematical mindsets. By:
 - Making mistakes is part of the learning process, not something to feel upset about.
 - Being a strong mathematician doesn't mean being the quickest
 - Using materials (making the standard approach that using materials is expected, as is using fingers - rather than the idea that better mathematicians don't need materials)
 - Emphasis on trying things different ways - and thinking/analysing 'why' we do what we do (reflecting)
 - Focusing on understanding and using different strategies - and why this is valuable as a mathematician - why and how (to transfer it to new learning or make connections)

Analysis of Variance:

Of the 27 target students, 17 (63%) made accelerated progress of at least two curriculum sub levels in the Number and Algebra strand of the Mathematics and Statistics Curriculum.

The 17 children that successfully met this target did so due to factors such as

- Gathering 'student voice' on how they felt about mathematics and planning specifically to address differing attitudes
- Fortnightly reflections as a teaching team (6 members), discussing our successes, and areas for improvements - sharing ideas and strategies
- Continued close gap analysis of assessment data and adjustments to our programmes accordingly - Targeted and timely teaching of specific strategies and skills
- Pull out Numicon groups on top of classroom teaching
- Improved attendance of some of the targeted students'

While not classed as accelerated progress in terms of the target, 10 students made positive progress of one curriculum sub-level. Some reasons for this were:

- After further investigation of one student's low progress they were placed on an IEP
- Developing social and emotional needs for three students impacted upon learning progress in all areas of the curriculum
- While every effort was made to improve the consistent attendance of three students, there were still times when absences impacted upon their progress
- Three students while making great gains in their general attitude towards mathematics, still continued to question their ability which impacted their progress



2022 ANNUAL STUDENT ACHIEVEMENT TARGETS

STUDENT ACHIEVEMENT TARGET ONE Year 1 Student Achievement in Reading
<p>KEY STRATEGIC GOALS:</p> <ul style="list-style-type: none"> Strategic Goal #1 - Mahi Tahi: Growing our Effectiveness Strategic Goal #2 - Whanaungatanga: Growing our Relationships Strategic Goal #3 - Kaitiakitanga Growing our Place
<p>STUDENT GROUP Gender: 6 Females & 9 Males Ethnicity: Various Group/Year: 1</p>
<p>TARGET: By the end of 2022 we will accelerate the progress of 15 of our year 1 students currently reading at level 1B to level 1E (2 sub-levels of the curriculum) in reading.</p>
<p>CURRENT POSITION</p> <ul style="list-style-type: none"> 15 year 1 children are currently reading at level 1B despite being at school for 1 to 3 terms 3 of these students are definitely identified as English language learners (more may be identified in this area throughout the year) Several of these students have a number of absences from school which has affected their continued progress A number of these students were affected by the 2021 lockdown school closure

ACTION PLAN	PERSONNEL	SUCCESS INDICATORS
Reading as the Team Collaborative Inquiry focus for 2022 using ERO's Learner-focused Evaluation Process and Reasoning model	Year 1 Teachers	Regular sharing of practice, analysis of data and research accordingly
Survey learner voice to gauge how children feel about reading already and how they feel about learning to read in 2022	Year 1 Teachers	Children will be able to tell us what they enjoy about reading, how they like to read, as well as what they are worried about or find difficult in their reading
Survey parents to find out how they feel about helping their children at home learn to read	DP	Parents will be able to pinpoint anything they need support with. Teachers will find out what they can help parents with, and how they can encourage reading at home
Presentation to parents to link classroom and home learning	DP Year 1 Teachers	Key points will be taken from the survey and will be addressed in the presentation so that parents understand how reading is taught at school and the best ways for them to support reading at home

Baseline and tracking on The Red Reading Book	Year 1 Teachers	Teachers will keep an updated visual monthly record that allows us to pinpoint any students that are not making the expected progress and to put into place any support systems that are needed
Explicit alphabet and sound knowledge taught 5 days /week (Phonological awareness teaching)	Learning Assistant (managed by DP), Year 1 Teachers	Children will have a strong knowledge and confidence in using their sounds in reading and writing
Specific targeted learning intentions for groups	Year 1 Teachers	Children will know and understand what they are learning to do in reading
Targeted vocabulary teaching	Year 1 Teachers	Children will be exposed to, understand and use an extended range of vocabulary in oral language, reading and written language
Strong literacy based classroom. Integrating literacy with Inquiry (literacy throughout the curriculum)	Year 1 Teachers	Work is Integrated and children make connections across the curriculum
Teacher feedback to enhance self-belief and knowledge that they are 'a reader', and the modelling of how we read for enjoyment	Year 1 Teachers	Happy, confident readers with an understanding of the how and why reading is important with an emphasis for reading for pleasure

STUDENT ACHIEVEMENT TARGET TWO
Year 2 Student Achievement in Writing

KEY STRATEGIC GOALS:

- Strategic Goal #1 - Mahi Tahī: Growing our Effectiveness
- Strategic Goal #2 - Whanaungatanga: Growing our Relationships
- Strategic Goal #3 - Kaitiakitanga Growing our Place

STUDENT GROUP Gender: 9 Males & 13 Females Ethnicity: Various Group/Year: Year 2

TARGET: By the end of 2022 we will accelerate the progress of 22 of our year 2 students currently working at level 1B to level 1E (2 sub-levels of the curriculum) in writing.

CURRENT POSITION. (What do we already know):

- Only two students made the 2 sub-level progress in Writing in 2021
- There are no absence concerns
- Nine students are English Language Learners and currently receiving Language Support
- Three students speak their native language at home but do not qualify to receive Language Support this year
- Eight students in the group are beginning with very low alphabet and sound skills

ACTION PLAN	PERSONNEL	SUCCESS INDICATORS
Writing as the Team Collaborative Inquiry focus for 2022 using ERO's learner-focused Evaluation Process and Reasoning model	Year 2 Teachers	Regular sharing of practice, analysis of data and research accordingly
Student Attitude Survey	Year 2 Teachers Students	Students will be able to tell us what they like and don't like about writing. Also, what they find difficult
Meet with the Year 1 team and create some of our own exemplars for the Junior School	Year 2 Teachers and DP	More consistency in marking and assessment
Connect with other schools in our area and see if they would be willing to share writing samples at each level.	Year 2 Team Leader Principal and DP - to reach out to 2 other schools in our area	Teachers will gain confidence in their decision making. Students will be fairly assessed
Create strong literacy-based programmes throughout the curriculum.	Year 2 Teachers	Students will be more aware of the purpose and audience for writing making the learning more authentic
Consult the Literacy Framework and create clear next steps and learning intentions for students.	Year 2 Teachers	Students will understand what they are learning to do.
Regularly reflecting on our writing programmes at meetings. Sharing successes.	Year 2 Teachers	Teachers will gain confidence in using an idea in their own practice. Students will achieve.
Sharing models of writing that have been used in the classroom.	Year 2 Teachers	Teachers will have a bank of models to use with students. Students will know what is expected and where they are going.
Regular moderation of writing within the team and across teams	Year 2 Teachers	Moderation will be consistent A shared understanding of writing will

		develop
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STUDENT ACHIEVEMENT TARGET THREE Year 4 Student Achievement in Writing

KEY STRATEGIC GOALS:

- Strategic Goal #1 - Mahi Tahī: Growing our Effectiveness
- Strategic Goal #2 - Whanaungatanga: Growing our Relationships
- Strategic Goal #3 - Kaitiakitanga Growing our Place

STUDENT GROUP Gender: 13 Males & 18 Females Ethnicity: Various Group/Year: Year 4

TARGET: By the end of 2022, we will accelerate the progress of 31 children in writing, of whom 8 are working at 1M which is below the expected level and 23 are working at low at which is 1E.

CURRENT POSITION. (What do we already know):

- In 2021, 19 students made no sub-level shift
- In 2021, 12 students made one sub-level shift
- 2 student have IEPs
- 2 students are ELLs and receiving support

ACTION PLAN	PERSONNEL	SUCCESS INDICATORS
Writing as the Team Collaborative Inquiry focus for 2022 using ERO's Learner-focused Evaluation Process and Reasoning model	Year 3-4 Teachers	Regular sharing of practice, analysis of data and research accordingly
Writing Survey to gather student voice	Year 3-4 Teachers	Student will have shared how they feel about writing and areas that can be supported
Targeted teaching of vocabulary	Year 3-4 Teachers	Students will use this in their writing and understand what the words mean
Regular moderation of writing within team and across teams	Year 3-4 Teachers	Moderation will be consistent A shared understanding of writing will develop
Clear learning intention and success criteria	Year 3-4 Teachers	Children will be aware of what they need to do to be successful
Motivate children to write using a variety of sources	Year 3-4 Teachers	A shift in attitude towards Writing

STUDENT ACHIEVEMENT TARGET FOUR
Year 6 Student Achievement in Writing

KEY STRATEGIC GOALS:

- Strategic Goal #1 - Mahi Tahī: Growing our Effectiveness
- Strategic Goal #2 - Whanaungatanga: Growing our Relationships
- Strategic Goal #3 - Kaitiakitanga Growing our Place

STUDENT GROUP Gender: 15 Females & 19 Males Ethnicity: Various Group/Year: 6

TARGET: By the end of 2022 we are going to accelerate the progress (move at least two curriculum sub levels) 34 Year 6 students in Writing are of the English Curriculum

CURRENT POSITION - (End of 2021)

At the end of 2021:

- 8 Year 5 students were working below the llam school expectation for Writing
- 26 Year 5 students were working at a 'Low At' meaning that in order to meet the Year 6 expectation for writing by the end of 2022 they would need to make accelerated progress of two sub levels

ACTION PLAN	PERSONNEL	SUCCESS INDICATORS
Writing as the Team Collaborative Inquiry focus for 2022 using ERO's Learner-focused Evaluation Process and Reasoning model	Year 5-6 Teachers	Regular sharing of practice, analysis of data and research accordingly
Gather Student Voice	Year 5-6 Teachers	Writing plans and deliberate acts of teaching which take into consideration the outcomes of the learner voice survey
Gap analysis of writing samples e-asTTle Writing	Year 5-6 Teachers	Accelerated movement in scales scores of areas deemed a priority form gap analysis
Using principles of the Team Approach to Language Learners (TALL) Programme	Year 5-6 Teachers	Accelerated progress of our English Language Learners
Research into boys writing including motivation for writing	Year 5-6 Teachers	A shift in attitude towards and motivation for Writing
Regular moderation of writing within team and across teams	Year 5-6 Teachers	Moderation will be consistent A shared understanding of writing will develop