

Mid-year Achievement review July 2022

Overall teacher judgements (OTJ) were made by teachers at the end of term 2, using standardised assessments, moderation and learning pathway goals. Our normal mid-year benchmarks were used to assess whether students are achieving above, at or below year level expectations. Start of the year data (March 2022) referred back to expectations for the end of 2021. As a result of the March review and this one, teachers and team leaders looked deeply into individual student progress and identified specific support interventions that are either already underway or considered for the future.

Reading Achievement

Data Note: comparison (right hand column) is to the start of 2022.

By year group	Well below year level expectation		Below year level expectation		At year level expectation		Above year level expectation		Well Above year level expectation		Total at and above	
	Mid 2022	Start 2022	Mid 2022	Start 2022	Mid 2022	Start 2022	Mid 2022	Start 2022	Mid 2022	Start 2022	Mid 2022	Start 2022
Year 1 (n=37)			16%		84%	93%		7%			84%	100%
Year 2 (n= 49)	4%	45%	33%	13%	22%	32%	33%	8%	8%	2%	63%	42%
Year 3 (n= 47)		9%	13%	23%	79%	25%	8%	43%			88%	68%
Year 4 (n=55)	6%	6%	14%	26%	56%	42%	18%	26%	6%		80%	68%
Year 5 (n=56)	2%	2%		9%	70%	55%	28%	23%		11%	98%	89%
Year 6 (n=52)	2%	4%	4%	2%	44%	77%	31%	13%	19%	4%	94%	94%
Year 7 (n=39)	10%	5%	13%	17%	54%	30%	23%	48%			77%	78%
Year 8 (n=36)	16%	8%		14%	64%	52%	15%	23%	5%	3%	84%	78%

By demographic	Well below	Below	At	Above	Well Above	Total at and above
All school (n=371)	5%	12%	58%	20%	5%	83% (90%)
Boys (n=186)	5%	12%	59%	20%	4%	83%
Girls (n=185)	4%	11%	57%	21%	7%	85%
Māori (n=10)	20%	10%	40%	20%	10%	70%
Pacific (n=25)	4%	24%	60%	12%		72%
NZ European (n=97)	4%	10%	50%	26%	10%	86%

More students are achieving at or above their year level expectation than below. Reading progress by gender shows similar tracking for boys and girls.

24% of learners from Pacific peoples are achieving below expectation. Year group interventions are supporting these learners.

3 Māori students across the school are achieving well below or below expectations. Teacher aides and outside agencies are offering additional support as well as acceleration; one student uses a device provided by MOE.

30% of Māori learners and 12% of Pacific students are working above expectation.

Koru team support for learners*

31 students below or well below expectation

Y1*: WB - 0 students; B 6 students

Y2: WB - 2 students; B - 17 students

Y3: WB - 0 students; B - 6 students

*Data for Year 1 learners is more accurate after several months at school than at start of year.

A number of students new to the school in Koru have limited English and/or learning needs. 2 students were absent for all of term 1.

There are 13 students with suspected learning needs who require follow up; 4 have identified needs. In class and additional learning support is in place.

15 students have made accelerated progress in the Y2 support groups with 8 predicted to reach their expected level by the end of year.

Harakeke team support for learners*

15 students below or well below expectation

Y4: WB - 3 students; B - 8 students

Y5: WB - 1 student; B - 0 students

Y6: WB - 1 student; B - 2 students

6 of these students are Y4 English language learners; there are no ESOL students 'at risk' in year 5 and 6, which is pleasing.

9 have learning needs and are either supported by a TA, RTLB or teacher.

A TA will take a targeted reading group in year 4 going forward.

An acceleration programme supports 4 students.

Pōhutukawa team support for learners *

16 students below or well below expectation

Y7: WB - 4 students; B - 6 students

Y8: WB - 6 students; B - 0 students

8 of these students receive twice weekly English language instruction
3 students attend literacy acceleration twice weekly (recommended for 1 other)
6 have identified learning needs - TA support and MOE devices

*some learners may benefit from more than one support intervention

Writing Achievement

Data Note: comparison (right hand column) is to the start of 2022.

By year group	Well below year level expectation		Below year level expectation		At year level expectation		Above year level expectation		Well Above year level expectation		Total at and above	
	Mid 2022	Start 2022	Mid 2022	Start 2022	Mid 2022	Start 2022	Mid 2022	Start 2022	Mid 2022	Start 2022	Mid 2022	Start 2022
Year 1 (n=36)			14%	3%	86%	97%					86%	97%
Year 2 (n= 49)	4%	45%	37%	15%	55%	40%	4%				59%	40%
Year 3 (n= 48)		9%	43%	30%	57%	61%					57%	61%
Year 4 (n=55)	7%	12%	9%	13%	71%	47%	13%	28%			84%	75%
Year 5 (n=56)	2%	2%	9%	11%	78%	75%	11%	12%			89%	87%
Year 6 (n=52)		4%	10%	18%	71%	51%	11%	27%	8%		90%	78%
Year 7 (n=39)	18%	10%	10%	15%	57%	45%	15%	28%		2%	72%	75%
Year 8 (n=36)	13%	11%	13%	20%	58%	60%	11%	6%	3%	3%	72%	69%

By demographic	Well below	Below	At	Above	Well Above	Total at and above
All school (n=371)	5%	18%	67%	8%	2%	77% (82%)
Boys (n=186)	8%	19%	67%	5%	1%	73%
Girls (n=185)	3%	17%	67%	11%	2%	80%
Māori (n=10)	30%	10%	60%			60%
Pacific (n=25)	8%	28%	64%			64%
NZ European (n=97)	3%	16%	60%	18%	3%	81%
Asian (n=221)	4%	16%	72%	7%	1%	80%

More students are achieving at or above their year level expectation than below. Girls are more likely to write above their year level expectation (which fits with national norms).

28% of learners from Pacific peoples are achieving below expectation. Year group interventions are supporting these learners.

4 Māori students across the school are achieving well below or below expectations. As with reading, teacher aides and outside agencies are offering additional support as well as acceleration and a MOE device for one student.

There are no Māori or Pacific learners who are achieving above year level expectations.

**some learners may benefit from more than one support intervention*

Koru team support for learners*

45 students below or well below expectation

Y1: WB - 0 students; B - 5 students

Y2: WB - 2 students; B - 18 students

Y3: WB - 0 students; B - 20 students

As referred to in the Reading data there are a number of students new to the school since the start of the year who are new learners of English and/or have potential learning needs. There are 14 students in this team who have suspected or identified learning differences. 15 students will be attending ESOL lessons. 14 have a targeted acceleration programme; we anticipate that these students will be achieving at the expected level by the end of the year.

Harakeke team support for learners*

20 students below or well below expectation

Y4: WB - 4 students; B - 5 students

Y5: WB - 1 student; B - 5 students

Y6: WB - 0 students; B - 5 students

7 students are English language learners and receive specialist teaching 7 students have identified or suspected learning needs - TA support in place, one of these people has RTL support too 1 student is learning from home full time 5 students within this group require further investigation and one is well along the pathway for receiving assistive technology.

Pōhutukawa team support for learners*

21 students below or well below expectation

Y7: WB - 8 students; B - 3 students

Y8: WB - 5 students; B - 5 students

9 of these students have targeted English language support twice weekly 5 have identified learning needs and receive additional support - TA support is allocated to 2 students, one other has an individual programme, 2 have an MOE device to support learning. 1 student is engaging in distance learning due to health difficulties. 5 attend an acceleration programme built into the languages rotation.

Maths Achievement

Data Note: comparison (right hand column) is to the start of 2022.

By year group	Well below year level expectation		Below year level expectation		At year level expectation		Above year level expectation		Well Above year level expectation		Total at and above	
	Mid 2022	Start 2022	Mid 2022	Start 2022	Mid 2022	Start 2022	Mid 2022	Start 2022	Mid 2022	Start 2022	Mid 2022	Start 2022
Year 1 (n=37)			16%	6%	84%	94%					84%	94%
Year 2 (n= 49)	2%	2%	10%	38%	68%	60%	16%		4%		88%	60%
Year 3 (n= 47)	6%		10%	11%	55%	56%	27%	33%	2%		84%	89%
Year 4 (n=55)	7%	19%	15%	11%	38%	21%	24%	32%	16%	17%	78%	70%
Year 5 (n=56)	2%		2%	2%	70%	50%	23%	37%	3%	11%	96%	98%
Year 6 (n=52)	2%		6%	8%	52%	43%	23%	49%	17%		92%	92%
Year 7 (n=39)	5%	5%	15%	13%	62%	35%	13%	47%	5%		80%	82%
Year 8 (n=36)	3%	2%		17%	75%	67%	19%	14%	3%		97%	81%

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Girls (n=185)	3%	8%	71%	15%	3%	89%
Māori (n=10)	20%		80%			80%
Pacific (n=25)		16%	76%	8%		84%
NZ European (n=97)	2%	12%	59%	19%	8%	86%
Asian (n=221)	4%	6%	59%	22%	9%	90%

More students are achieving at or above their year level expectation than below. Boys are more likely to achieve above their year level expectation in Maths

The majority of Māori and Pacific learners are achieving at year level expectation; specific supports are in place for those with identified and suspected learning needs. There are no Māori students working above expectation.

*some learners may benefit from more than one support intervention

Koru team support for learners*
20 students below or well below expectation
Y1: WB - 0 students; B 6 students
Y2: WB - 1 students; B - 5 students
Y3: WB - 3 students; B - 5 students

13 of this group have identified or suspected learning needs. As mentioned in the reading and writing review there are a number of new students who have language learning needs which will impact on their mathematical processes at this stage.

4 students are expected to achieve to their expected level by the end of 2022

Harakeke team support for learners*
18 students below or well below expectation
Y4: WB - 4 students; B - 8 students
Y5: WB - 1 student; B - 1 students
Y6: WB - 1 student; B - 3 students

14 of these students have identified or suspected learning needs and are already receiving support through a TA or an acceleration group with Rachel. Three more children will be added to this group; one student has 1:1 TA learning support.

Pōhutukawa team support for learners*
10 students below or well below expectation
Y7: WB - 1 student; B - 7 students
Y8: WB - 1 student; B - 1 student

Five of these intermediate students are in a smaller maths group with additional TA support; plans are in place with two students for targeted home learning and in-school support. Two students have identified needs supported by TA help and one is engaging in distance learning for mental health difficulties.

Commentary

As noted above, the comparative data for the beginning of the year was taken in March but benchmarked to the end of the previous year which may have potentially painted a picture of higher achievement. Our normal end of year data gathering period is in late November, several months earlier, however due to extended lockdowns this was not done. Some of the shifts “backwards” seen at mid-year may be explained by this factor. A number of students have joined the school since the beginning of the year, some of them presenting with learning needs which will also impact the numbers. The overall trends indicate that progress is being made in line with or greater than expectations.

After the literacy review at the start of the year a number of interventions were made to meet the needs of the students who had been identified.

- Reading PLD was initiated at the teacher-only day with a focus on shared reading, a strategy that caters across all levels within whole class groups and increases efficiency in planning and teaching. This was well received and teachers have been implementing the techniques since then. Further literacy PLD sessions are planned for week 3, week 6 (combined with our ACCOS initiative on Flexible Grouping) and week 7.
- Additional support programmes were implemented for a number of weeks. Unfortunately we were unable to deliver as many sessions as planned as staff were used to cover for classes due to teacher absences through Covid-19 isolation (in particular at the beginning of term 2). Despite this there has been a pleasing lift in achievement in the year 2 - 4 year groups.

The number of funded students on our ESOL register is now 117, which is 30% of our roll. 26 new students to the school qualify for ESOL support, 13 of whom are new to New Zealand.

There are notable shifts in maths achievement: note the increase of student numbers achieving at and above as noted in the right hand column. The even spread of achievement levels in year 4 is noticeably wider than in other year groups. Year 7 has a higher number of students working below or at expectations, whereas 40% of students in years 4 and 6 are working above or well above expectations.

Actions and recommendations going forward

- Follow up those students who require further investigation and those who have reached a plateau in their progress.
- Re-allocate support groups and acceleration programmes across the school for reading, writing and maths using teachers and teacher aides, including Rachel, Maria, Catherine and Erynn.
- Continue to encourage strategies such as flexible grouping, shared reading and number talks that cater for and stretch all levels within a class group
- ESOL programmes will target both reading and writing skills for our English Language Learners. Refresh the timetable to allow for streamlined groups and twice weekly sessions for the neediest students.
- An additional 9 students will be added to the STEPS programme taking total of active users to 13
- Continue to use Louise’s expertise in offering extension for high achieving learners in maths
- Continue to build extension for able learners in literacy programmes such as literacy circles, speeches, documentary making
- Apply for assistive technology from MOE for 2 students (in process)
- To recommend an additional TA for ESOL support (Sheryl is working 3 days a week whereas Sarid in 2021 worked 5.) **4 x 2 hours (Mon - Thurs) and 9.00- 12.30 every second Friday; Total budget \$3800**

