

End of Year Data 2019 - Board of Trustees Report

This data is an indication of how students have achieved against the end of year curriculum expectation.

As such the following categories are used;

- Not Yet Met– these students may well have made progress from where they were previously, but have not yet met the end of year expected curriculum level. Most are likely to require considerable support and acceleration in order to progress towards meeting the end of year expectation next year.
- Met – these students have met the end of year expected curriculum level.
- Beyond - these students are already achieving the end of the next year level's expectation (e.g. they are Year 5 and meeting the end of Year 6 expectation).

Things to note

b = beginning

p = proficient

a = advanced

Reading End of Year

School wide Year 2-8

	Whole school
Not Yet Met	16.4%
Met	52.9%
Beyond	30.7%

	Year 2 aiming for 1a	Year 3 aiming for 2b	Year 4 aiming for 2p/a	Year 5 aiming for 3b	Year 6 aiming for 3p/a	Year 7 aiming for 4b	Year 8 aiming for 4p/a
Not Yet Met	11.1%	20.0%	17.9%	24.2%	7.9%	22.2%	4.3%
Met	74.1%	35.0%	42.9%	30.3%	60.5%	44.4%	82.6%
Beyond	14.8%	45.0%	39.3%	45.5%	31.6%	33.3%	13.0%

Celebrations

- 83.6% of all Year 2 – 8 students achieved at or beyond end of year expectation.
- Year 6 and Year 8 students have a very healthy achievement picture.

Areas of concern

- 20% of Year 3 students, 24.2% of Year 5 students and 22.2% of Year 7 students who have not yet met expectation

Schoolwide Year 2-8 as compared to the end of 2018

	Excluding new to THS 2019 students		End of 2018
Not Yet Met	33.0%	Below	14%
Met	50.5%	At	49%
Beyond	16.5%	Above	37%

- This data excludes those who are new to Te Horo School in 2019 and compares the remaining students' current achievement against the end of 2018.
- This picture is not as healthy as 2018, with a higher percentage not yet met and a lower percentage beyond expectation.

Ethnicity

	Māori	Pasifika	Non-Māori
Not Yet Met	12.0%		17.2%
Met	72.0%		50.0%
Beyond	16.0%		32.8%

- There is a disparity in the achievement of Māori and non-Māori achieving met and beyond, with non-Māori having a higher percentage beyond.

	Māori	Pasifika
Not Yet Met	3	0
Met	18	0
Beyond	4	0
Total	25	0

Gender

Gender – Year Level		Year 2 aiming for 1a	Year 3 aiming for 2b	Year 4 aiming for 2p/a	Year 5 aiming for 3b	Year 6 aiming for 3p/a	Year 7 aiming for 4b	Year 8 aiming for 4p/a
Girls	Not Yet Met	13%	42.9%	7.7%	25%	0%	27.8%	0%
Boys	Not Yet Met	0%	7.7%	26.7%	23.5%	17.6%	16.7%	10%
Girls	Met	69.6%	14.3%	46.2%	18.8%	66.7%	27.8%	76.9%
Boys	Met	100%	46.2%	40%	41.2%	52.9%	61.1%	90%
Girls	Beyond	17.4%	42.9%	46.2%	56.3%	33.3%	44.4%	23.1%
Boys	Beyond	0%	46.2%	33.3%	35.3%	29.4%	22.2%	0%

Gender – School wide			
Girls	Not Yet Met	19	15.4%
Boys	Not Yet Met	18	17.6%
Girls	Met	62	50.4%
Boys	Met	57	55.9%
Girls	Beyond	42	34.1%
Boys	Beyond	27	26.5%

- Overall girls are performing better than boys. Of note there are no boys achieving beyond in Years 2 & 8.
- Notable exception to this is in Year 3 where there is a higher percentage of girls not yet met as compared to boys.

Actions taken

- Play based learning to provide real life experiences, contexts and motivations for Reading.
- Reading Recovery and Resource Techer of Learning interventions.
- 'Below' Target Students identified at the beginning of the year and specific teaching strategies identified to try to accelerate students' progress.
- Grouping students for instruction based on a similar reading level.
- Buddy reading mileage support trailed between a Y3/4 class and Year 1 class.
- Purchase of Lucid dyslexia screening tool – training for all teacher aides, SENCO and Principal
- Teachers engaged in Tātaiako Cultural Competences Professional Development
- Reading Recovery students selected carefully.
- Reading mileage support put in for those in Years 1 & 2 with a Teacher Aide.
- Data unpacked with teachers.
- Specific teaching strategies identified for those;
 - Needing support at all Year levels
 - On track and needing support in Years 7 & 8
 - Māori students to be at or above
- Reading Eggs and other resources currently available in the school maximised.
- Use of Lucid tool to screen students of concern and identify strategies to help.

Actions moving forward

Long Term

- Professional development and in class modelling and alongside teaching support for teachers as related to needs.
- Explore the option of mixed levelled grouping on comprehension skill needs rather than solely processing (decoding) for 'fluent' readers (Silver and beyond).
- Review the assessment processes.
- Review the instruction of phonics.
- Review the resourcing – e.g. the type and range of instructional and shared texts available.
- Application of Tātaiako Cultural Competencies professional learning
- Involvement in Universal Design for Learning Professional Development and application of learning

Writing End of Year

School wide Year 2-8

	Whole school
Not Yet Met	32.7%
Met	46.5%
Beyond	20.8%

	Year 2 aiming for 1a	Year 3 aiming for 2b	Year 4 aiming for 2p/a	Year 5 aiming for 3b	Year 6 aiming for 3p/a	Year 7 aiming for 4b	Year 8 aiming for 4p/a
Not Yet Met	25.9%	38.1%	20.7%	36.4%	13.2%	60.0%	34.8%
Met	55.6%	23.8%	65.5%	39.4%	68.4%	28.6%	47.8%
Beyond	18.5%	38.1%	13.8%	24.2%	18.4%	11.4%	17.4%

Celebrations

- Year 6 students have a relatively low percentage of students who have not yet met the end of year expectation.
- Year 3 students have a notably higher percentage of student who are achieving beyond expectation.

Areas of concern

- A significant percentage of students school wide have not yet met end of year expectation.
- The significantly higher percentage of students who have not yet met in Years 7, 3 and 5.

Schoolwide Year 2-8 as compared to the end of 2018

	Excluding new to THS 2019 students		End of 2018
Not Yet Met	32.0%	Below	14%
On track	50.5%	At	49%
Beyond	17.5%	Above	37%

- This data excludes those who are new to Te Horo School in 2019 and compares the remaining students' current achievement against the end of 2018.
- This picture is not as healthy as 2018, with a higher percentage not yet met and a lower percentage beyond expectation.

Ethnicity

	Māori	Pasifika	Non-Māori
Not Yet Met	31.6%		32.9%
Met	57.9%		45.4%
Beyond	10.5%		21.7%

- There is a similar pattern for Māori and non-Māori in the not yet met category, however a large disparity of non-Māori students achieving beyond as compared to Māori.

	Māori	Pasifika
Not Yet Met	6	0
Met	11	0
Beyond	2	0
Total	19	0

Gender

Gender – Year Level		Year 2 aiming for 1a	Year 3 aiming for 2b	Year 4 aiming for 2p/a	Year 5 aiming for 3b	Year 6 aiming for 3p/a	Year 7 aiming for 4b	Year 8 aiming for 4p/a
Girls	Not Yet Met	26.1%	42.9%	14.3%	47.1%	29.4%	75%	40%
Boys	Not Yet Met	25%	35.7%	26.7%	35.5%	11.4%	59.4%	36.4%
Girls	Met	56.5%	14.3%	71.4%	47.1%	58.8%	18.8%	60%
Boys	Met	50%	28.6%	60%	38.7%	68.6%	28.1%	45.5%
Girls	Beyond	17.4%	42.9%	14.3%	5.9%	11.8%	6.3%	0%
Boys	Beyond	25%	35.7%	13.3%	25.8%	20%	12.5%	18.2%

Gender – School wide			
Girls	Not Yet Met	32	25.6%
Boys	Not Yet Met	42	41.2%
Girls	Met	60	48%
Boys	Met	46	45.1%
Girls	Beyond	33	26.4%
Boys	Beyond	14	13.7%

- Overall girls are outperforming boys, with a significantly lower percentage who have not yet met expectation and a higher percentage who achieved beyond.
- However, of notable concern are the Year 3, 5, and 7 girls who have a significant percentage who have not yet met.
- Overall, the students in Year 5 & 7 are of concern with a significantly higher percentage of students that have not yet met and lower percentage beyond than other year levels.

Actions taken

- Play based learning to provide real life experiences, contexts and motivations for Writing.
- Fine motor control programme in Year 1/2.
- Reading Recovery and Resource Teacher of Literacy Interventions.
- Writing support intervention for selected Year 5 & 6 students with the Reading Recovery teacher.
- 'Below' Target Students identified at the beginning of the year and specific teaching strategies identified to try to accelerate students' progress.
- Purchase of Lucid dyslexia screening tool – training for all teacher aides, SENCO and Principal
- Teachers engaged in Tātaiako Cultural Competences Professional Development
- Moderation across the school and in teams prior to parent reporting
- Data unpacked with teachers.
- Specific teaching strategies identified for those;
 - Needing support at all Year levels
 - On track and needing support in Years 5 and 7).
 - Māori students and boys acceleration
- Reading Eggs and other resources currently available in the school maximised.
- Use of Lucid tool to screen students of concern and identify strategies to help.
- Teacher Aides timetabled to support teachers during literacy blocks in relation to the needs that were identified in the Term 2 data, with specific outcomes/objectives identified and targeted use of their skills.
- A weekly STEM Y5&6 boys group run by a teacher and followed up with writing about the experience.
- Moderation in Term 3 and Term 4.

Long Term

- Professional development and in class modelling and alongside teaching support for teachers as related to needs.
- Explore the option of flexible groupings based on common instructional needs versus 'whole class' instruction.
- Increasing students' choice of topics in writing.
- Review the instruction of phonics and use of common visual prompts and scaffolds.
- Review instruction of 'looking and hearing word' strategies – come up with common language and prompts.
- Application of Tātaiako Cultural Competencies professional learning
- Involvement in Universal Design for Learning Professional Development and application of learning

Mathematics End of Year

This data is an indication of how they are tracking towards the end of year curriculum expectation.

School wide Year 2-8

	Whole school
Not Yet Met	33.5%
Met	49.3%
Beyond	17.2%

	Year 2 aiming for 1a	Year 3 aiming for 2b	Year 4 aiming for 2p/a	Year 5 aiming for 3b	Year 6 aiming for 3p/a	Year 7 aiming for 4b	Year 8 aiming for 4p/a
Not Yet Met	37.0%	33.3%	24.1%	45.5%	18.4%	47.2%	47.8%
Met	48.1%	23.8%	48.3%	30.3%	71.1%	47.2%	39.1%
Beyond	14.8%	42.9%	27.6%	24.2%	10.5%	5.6%	13.0%

Celebrations

- Year 6 students have a relatively low percentage of students who have not yet met the end of year expectation.
- Year 3 & 4 & 5 students have a notably higher percentage of student who are achieving beyond expectation.

Areas of concern

- A significant percentage of students school wide have not yet met end of year expectation.
- The significantly higher percentage of students who have not yet met in Years 2, 3, 5, 7, & 8.

Schoolwide Year 2-8 as compared to the end of 2018

	Excluding new to THS 2019 students		End of 2018
Not Yet Met	34.9%	Below	14%
On track	48.8%	At	49%
Beyond	16.3%	Above	37%

- This data excludes those who are new to Te Horo School in 2019 and compares the remaining students' current achievement against the end of 2018.
- This picture is not as healthy as 2018, with a higher percentage not yet met and a lower percentage beyond expectation.

Ethnicity

	Māori	Pasifika	Non-Māori
Not Yet Met	40.0%		31.3%
Met	52.0%		50.2%
Beyond	8.0%		18.4%

- There is a small disparity between non-Māori and Māori in the not yet met category, however a large disparity of non-Māori students achieving beyond as compared to Māori.

	Māori	Pasifika
Not Yet Met	10	0
Met	13	0
Beyond	2	0
Total	25	0

Gender

Gender – Year Level		Year 2 aiming for 1a	Year 3 aiming for 2b	Year 4 aiming for 2p/a	Year 5 aiming for 3b	Year 6 aiming for 3p/a	Year 7 aiming for 4b	Year 8 aiming for 4p/a
Girls	Not Yet Met	43.5%	57.1%	14.3%	43.8%	14.3%	55.6%	53.8%
Boys	Not Yet Met	0%	21.4%	33.3%	47.1%	23.5%	38.9%	40%
Girls	Met	39.1%	14.3%	64.3%	25%	76.2%	38.9%	23.1%
Boys	Met	100%	28.6%	33.3%	35.3%	64.7%	55.6%	60%
Girls	Beyond	17.4%	28.6%	21.4%	31.3%	9.5%	5.6%	23.1%
Boys	Beyond	0%	50%	33.3%	17.6%	11.8%	5.6%	0%

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Gender – School wide			
Girls	Not Yet Met	44	32.5%
Boys	Not Yet Met	32	31.4%
Girls	Met	60	48%
Boys	Met	51	50%
Girls	Beyond	21	16.8%
Boys	Beyond	19	18.6%

Actions taken

- Play based learning to provide real life experiences, contexts and motivations for Maths.
- “Week of Inspirational Maths” at the beginning of each term.
- ‘Below’ Target Students identified at the beginning of the year and specific teaching strategies identified to try to accelerate students’ progress.
- Teachers engaged in Tātaiako Cultural Competences Professional Development
- Moderation across the school and in teams prior to parent reporting
- Data unpacked with teachers.
- Specific teaching strategies identified for those;
 - Needing support at all Year levels
 - On track and needing support in Years 4, 5, & 7.
 - Māori students and girls’ acceleration
- Resources currently available in the school maximised.
- Teacher Aides timetabled to support teachers during maths in relation to the needs that are identified in the Term 2 data, with specific outcomes/objectives identified and targeted use of their skills.
- Use of the “Targeted Maths Programme” to target knowledge building needed for specific students.
- Moderation in Term 3 and Term 4.
- Reintroduced Talk Moves/Stems, Key Mathematical Ideas and introduced the Qualities of a Good Mathematician to teachers.
- Sharing of good reading and resources to support ‘rich maths’ problems.

Long Term

- Review assessment practices.
- Review practice in line with researched and current best practice.
- Professional development and in class modelling and alongside teaching support for teachers as related to needs.
- Application of Tātaiako Cultural Competencies professional learning
- Involvement in Universal Design for Learning Professional Development and application of learning