

End of Year Data 2020 - 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

Celebrations

- 83.7% of all students have Met or achieved Beyond the end of year expectation.
- A slight decrease in those who have Not Yet Met and have Met end of year expectation from 2019.
- A slight increase in those who have Met the end of year expectation from 2019.
- A reduction in the % of boys who have Not Yet Met from 2019 to 2020.

Areas of concern

- The 21.7% of Year 4 students & 20.7% of Year 6 students who have Not Yet Met end of year expectations (2021 Year 5 & Year 7 cohort).
- A slight increase in girls who have Not Yet Met from 2019 to 2020.
- A higher % of Girls are achieving Beyond the end of year expectation than boys.
- There remains a disparity in achievement for Māori who have Met or achieved Beyond the end of year expectations when compared to non-Māori.

Actions taken

- Play based learning to provide real life experiences, contexts and motivations for Reading.
- Reading Recovery and Resource Teacher of Learning interventions.
- Moderation across the school and in teams two times a year.
- Target Students were identified as part of the Universal Design For Learning coaching process, whereby individual teachers analysed data and student needs and made adaptations to their programme and practice accordingly.
- Grouping students for instruction based on a similar reading level, across classes at some levels of the school.
- Teachers engaged in Tātaiako Cultural Competences & Universal Design for Learning Professional Development.
- Reading Recovery students selected carefully.
- Literacy Hub purchased and explored in Y3-8 classes.
- Use of Lucid tool to screen students of concern for dyslexia traits and identify strategies to help.
- Targeted Learning Groups, additional to the classroom programme, for those needing support in Years 7 & 8.

Actions moving forward

- 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, especially at the senior end of the school.
- Application of Tātaiako Cultural Competencies & Universal Design for Learning Professional Development
- 2021 Y5 & Y7 students who have Not Yet Met, and all Māori students identified and planned for through Universal Design for Learning coaching process as target students.
- Professional development and in class modelling and alongside teaching support for teachers as related to needs.
- Students' to have smart goals which are reflected on at regular intervals during each term. These to be accessible to the student and to be used as focus for them while working and for feedback.

School wide (Year 1-8)

Reading	Whole school 2020	Whole school 2019	Whole school 2018	Whole school 2017 (National Standards)
Not Yet Met	16.4%	16.6%	15.6%	20.7%
Met	53.2%	53.7%	48.9%	44%
Beyond	30.5%	29.7%	35.5%	35.5%

Year Level Cohorts over time

Reading 2020	Year 1 1p	Year 2 1a	Year 3 2b	Year 4 2p/a	Year 5 3b	Year 6 3p/a	Year 7 4b	Year 8 4p/a
Not Yet Met	11.11%	12.5%	12.0%	21.7%	13.3%	20.7%	16.2%	20.6%
Met	55.56%	45.8%	72.0%	43.5%	66.7%	58.6%	40.5%	47.1%
Beyond	33.33%	41.7%	16.0%	34.8%	20.0%	20.7%	43.2%	32.4%

Reading 2019		Year 1 1p	Year 2 1a	Year 3 2b	Year 4 p/a	Year 5 3b	Year 6 3p/a	Year 7 4b	Year 8 4p/a
Not yet met		25.0%	11.1%	20.0%	17.9%	24.2%	7.9%	22.2%	4.3%
Met		60.0%	74.1%	35.0%	42.9%	30.3%	60.5%	44.4%	82.6%
Beyond		15.0%	14.8%	45.0%	39.3%	45.5%	31.6%	33.3%	13.0%

Reading 2018			Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8
Below			15.0%	26.0%	12.0%	23.0%	8.0%	8.0%	19.0%	14.0%
At			75.0%	21.0%	43.0%	42.0%	53.0%	50.0%	58.0%	49.0%
Above			10.0%	53.0%	45.0%	39.0%	39.0%	42.0%	23.0%	37.0%

Ethnicity & Gender

Reading 2020	Māori	Pasifika	Non-Māori	Boys	Girls	Exc New
Not Yet Met	15.4%		16.5%	15.7%	16.9%	17.8%
Met	69.2%		51.0%	57.8%	49.2%	44.9%
Beyond	15.4%		32.5%	26.5%	33.9%	37.4%

Reading 2019	Māori	Pasifika	Non-Māori	Boys	Girls	Exc new
Not yet met	12.00%		17.20%	17.60%	15.40%	33.00%
Met	72.00%		50.00%	55.90%	50.40%	50.50%
Beyond	16.00%		32.80%	26.50%	34.10%	16.50%

Reading 2018	Māori	Pasifika	Non-Māori	Boys	Girls	Exc new
Below	19.00%		14.00%	No data found that is comparable		
At	48.00%		49.00%			
Above	33.00%		37.00%			

Reading 2017	No data found that is comparable
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Year Level Gender - Reading 2020

2020	Year 1		Year 2		Year 3		Year 4	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Not Yet Met	12.5%	10.0%	16.7%	8.3%	0.0%	14.3%	7.1%	44.4%
Met	62.5%	50.0%	58.3%	33.3%	100.0%	66.7%	42.9%	44.4%
Beyond	25.0%	40.0%	25.0%	58.3%	0.0%	19.0%	50.0%	11.1%

2020	Year 5		Year 6		Year 7		Year 8	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Not Yet Met	17.6%	7.7%	25.0%	15.4%	13.3%	18.2%	18.8%	22.2%
Met	58.8%	76.9%	68.8%	46.2%	53.3%	31.8%	50.0%	44.4%
Beyond	23.5%	15.4%	6.3%	38.5%	33.3%	50.0%	31.3%	33.3%

Writing End of Year

Celebrations

- A decrease in those who have Not Yet Met end of year expectation from 2019.
- An increase in those who have Met the end of year expectation from 2019.
- A significant increase in the % of Girls achieving Beyond the end of year expectation from 2019 to 2020.
- Year 4 & Year 8 students have had a significant reduction in the number of students who achieved in the Not Yet Met end of year expectations category.
- The Year 7 cohort has a significantly higher % of students achieving Beyond in 2020 as compared to 2019.

Areas of concern

- A reduction in those who achieved Beyond the end of year expectation when compared to 2019.
- A reduction in the % of Boys achieving Beyond the end of year expectation from 2019 to 2020.
- An inequity in Māori versus non-Maori achievement remains, with no Māori achieving Beyond.
- Year 2, 3, 4, and 6 show a significant reduction in the % of students who achieved Beyond the end of year expectations.

Actions taken

- Reviewed the instruction of phonics and use of common visual prompts and scaffolds.
- Reviewed instruction of 'looking and hearing word' strategies – come up with common language and prompts.
- Increasing students' choice of topics in writing with a focus on purposeful tasks.
- Play based learning to provide real life experiences, contexts and motivations for Writing.
- Reading Recovery and Resource Teacher of Learning interventions.
- Moderation across the school and in teams two times a year, using national exemplars.
- Target Students were identified as part of the Universal Design For Learning coaching process, whereby individual teachers analysed data and student needs and made adaptations to their programme and practice accordingly.
- Grouping students for instruction based on a similar reading level, across classes at some levels of the school.
- Teachers engaged in Tātaiako Cultural Competences & Universal Design for Learning Professional Development.
- Literacy Hub purchased and explored in Y3-8 classes.
- Use of Lucid tool to screen students of concern for dyslexia traits and identify strategies to help.
- Targeted Learning Groups, additional to the classroom programme, for those needing support in Years 7 & 8.

Actions moving forth

- Professional development and in class modelling and alongside teaching support for teachers as related to needs, beginning with the revision of what is best practice for writing instruction and the application of Universal Design thinking to current writing programmes.
- Teachers identify changes in practice to try and reflect upon through the UDL coaching process.
- Explore the option of flexible groupings based on common instructional needs versus 'whole class' instruction.
- Continue to ensure that writing tasks are purposeful, meaningful and authentic.
- Priority in timetabling is given to writing.
- Adapt the assessment processes to allow for a more in-depth monitoring and analysis of the surface and deeper features of writing.
- Continue to focus on implementing a consistent approach in the instruction of phonics and spelling.
- Application of Tātaiako Cultural Competencies & Universal Design for Learning Professional Development.
- Students who have Not Yet Met, and all Māori students identified and planned for through Universal Design for Learning coaching process as target students.
- Students' to have smart goals which are reflected on at regular intervals during each term. These to be accessible to the student and to be used as focus for them while working and for feedback.
- Teachers observe each other and offer and coercive feedback.

School wide (Year 1-8)

Writing	Whole school 2020	Whole school 2019	Whole school 2018	Whole school 2017 (National Standards)
Not Yet Met	28.6%	33.00%	21.90%	19.40%
Met	56.4%	44.90%	62.60%	70.30%
Beyond	15.0%	22.10%	15.50%	10.30%

Year Level Cohorts over time

Writing 2020	Year 1 1p	Year 2 1a	Year 3 2b	Year 4 2p/a	Year 5 3b	Year 6 3p/a	Year 7 4b	Year 8 4p/a
Not Yet Met	27.78%	45.8%	24.0%	26.1%	20.0%	41.4%	21.6%	26.5%
Met	61.11%	45.8%	68.0%	73.9%	70.0%	44.8%	40.5%	55.9%
Beyond	11.11%	8.3%	8.0%	0.0%	10.0%	13.8%	37.8%	17.6%

Writing 2019		Year 1 1p	Year 2 1a	Year 3 2b	Year 4 p/a	Year 5 3b	Year 6 3p/a	Year 7 4b	Year 8 4p/a
Not yet met		35.0%	25.9%	38.1%	20.7%	36.4%	13.2%	60.0%	34.8%
Met		30.0%	55.6%	23.8%	65.5%	39.4%	68.4%	28.6%	47.8%
Beyond		35.0%	18.5%	38.1%	13.8%	24.2%	18.4%	11.4%	17.4%

Writing 2018			Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8
Below			15.0%	21.0%	23.0%	27.0%	17.0%	13.0%	34.0%	25.0%
At			85.0%	47.0%	58.0%	55.0%	72.0%	84.0%	54.0%	46.0%
Above				32.0%	19.0%	18.0%	11.0%	3.0%	12.0%	29.0%

Ethnicity & Gender

Writing 2020	Māori	Pasifika	Non-Māori	Boys	Girls	Exc New
Not Yet Met	34.6%		27.8%	29.9%	24.0%	27.8%
Met	65.4%		55.2%	62.1%	54.8%	51.9%
Beyond	0.0%		17.0%	8.0%	21.2%	20.3%

Writing 2019	Māori	Pasifika	Non-Māori	Boys	Girls	Exc new
Not yet met	31.60%		32.90%	41.60%	34.80%	32.00%
Met	57.90%		45.40%	44.60%	65.20%	50.50%
Beyond	10.50%		21.70%	13.90%	0.00%	17.50%

Writing 2018	Māori	Pasifika	Non-Māori	Boys	Girls	Exc new
Below	33.00%		27.00%	No data found that is comparable		
At	63.00%		61.00%			
Above	4.00%		12.00%			

Writing 2017	No data found that is comparable
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Year Level Gender - Writing 2020

2020	Year 1		Year 2		Year 3		Year 4	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Not Yet Met	37.5%	20.0%	58.3%	33.3%	25.0%	23.8%	21.4%	33.3%
Met	62.5%	60.0%	33.3%	58.3%	75.0%	66.7%	78.6%	66.7%
Beyond	0.0%	20.0%	8.3%	8.3%	0.0%	9.5%	0.0%	0.0%

2020	Year 5		Year 6		Year 7		Year 8	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Not Yet Met	29.4%	7.7%	32.0%	25.6%	20.0%	22.7%	23.5%	29.4%
Met	64.7%	76.9%	59.2%	53.8%	60.0%	27.3%	64.7%	47.1%
Beyond	5.9%	15.4%	8.7%	20.5%			11.8%	23.5%

Mathematics End of Year

Celebrations

- A decrease in those who have Not Yet Met and Met end of year expectation from 2019.
- An increase in those who achieved Beyond the end of year expectation when compared to 2019.
- A reduction in the % of Māori who have Not Yet Met the end of year expectation.
- The Year 8 cohort has a significantly less % of students achieving Not Yet Met, and a corresponding shift from Met to Beyond end of year expectations in 2020 as compared to 2019.
- In Year 7 there are 30% more students achieving Beyond the end of year expectations as compared to 2019, and in Year 2 27% more.
- In Year 6 there are 13.9% less students achieving Not Yet Met than in 2019.

Areas of concern

- An inequity in Māori versus non- Maori achievement remains.
- 27.3% across the school who have Not Yet Met end of year expectations.
- In Year 2 there are 31.7% more students achieving Not Yet Met than in 2019.
- In Year 4 there are 30% less students achieving Beyond than in 2019.

Actions taken

- Implementation of collaborative Maths programme in Y7&8.
- Play based learning to provide real life experiences, contexts and motivations for Maths.
- More frequent use of Rich Maths tasks.
- Teachers engaged in Tātaiako Cultural Competences & Universal Design for Learning Professional Development.
- Moderation across the school and in teams two times a year.
- Maths Hub purchased and explored in Y3-8 classes.
- Use of the "Targeted Maths Programme" to target knowledge building needed for specific students in Year 3/4, 5/6, 7/8.
- Target Students were identified as part of the Universal Design For Learning coaching process, whereby individual teachers analysed data and student needs and made adaptations to their programme and practice accordingly.
- Revisited Talk Moves/Stems.
- Sharing of good reading and resources to support 'rich maths' problems.
- Grouping students for instruction based on a similar level, across classes at some levels of the school.

Actions moving forth

- Review assessment practices.
- Adapt the assessment processes to allow for a more indepth monitoring and analysis of each of the sub areas.
- Review practice in line with researched and current best practice - with a focus Key Mathematical Ideas,Qualities of a Good Mathematician, Rich Maths Tasks and flexible grouping.
- Professional development and in class modelling and alongside teaching support for teachers as related to needs.
- Application of Tātaiako Cultural Competencies & Universal Design for Learning Professional Development.
- Teachers identify changes in practice to try and reflect upon through the UDL coaching process.
- Audit resources, reallocate as needed and identify what else needs to be purchased.
- Students' to have smart goals which are reflected on at regular intervals during each term. These to be accessible to the student and to be used as focus for them while working and for feedback.

School wide (Year 1-8)

Maths	Whole school 2020	Whole school 2019	Whole school 2018	Whole school 2017 (National Standards)
Not Yet Met	27.3%	32.90%	21.20%	19.20%
Met	47.7%	49.10%	58.50%	65.40%
Beyond	25.0%	18.00%	20.30%	15.40%

Year Level Cohorts over time

Maths 2020	Year 1 1p	Year 2 1a	Year 3 2b	Year 4 2p/a	Year 5 3b	Year 6 3p/a	Year 7 4b	Year 8 4p/a
Not Yet Met	5.56%	41.7%	44.0%	34.8%	20.0%	31.0%	24.3%	17.6%
Met	72.22%	29.2%	40.0%	52.2%	56.7%	55.2%	35.1%	50.0%
Beyond	22.22%	29.2%	16.0%	13.0%	23.3%	13.8%	40.5%	32.4%

Maths 2019		Year 1 1p	Year 2 1a	Year 3 2b	Year 4 p/a	Year 5 3b	Year 6 3p/a	Year 7 4b	Year 8 4p/a
Not yet met		10.0%	37.0%	33.3%	24.1%	45.5%	18.4%	47.2%	47.8%
Met		85.0%	48.1%	23.8%	48.3%	30.3%	71.1%	47.2%	39.0%
Beyond		5.0%	14.8%	42.9%	27.6%	24.2%	10.5%	5.6%	13.0%

Maths 2018			Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8
Below			5.0%	26.0%	22.0%	18.0%	22.0%	13.0%	42.0%	22.0%
At			95.0%	37.0%	55.0%	70.0%	56.0%	63.0%	46.0%	46.0%
Above				37.0%	23.0%	12.0%	22.0%	24.0%	12.0%	32.0%

Gender & Ethnicity

Maths 2020	Māori	Pasifika	Non-Māori	Boys	Girls	Exc New
Not Yet Met	30.8%		26.8%	22.3%	31.6%	31.8%
Met	65.4%		45.4%	51.5%	44.4%	41.1%
Beyond	3.8%		27.8%	26.2%	23.9%	27.1%

Maths 2019	Māori	Pasifika	Non-Māori	Boys	Girls	Exc new
Not yet met	40.0%		31.3%	31.4%	35.2%	31.9%
Met	52.0%		50.2%	50.0%	48.0%	50.7%
Beyond	8.0%		18.4%	18.6%	16.8%	17.4%

Maths 2018	Māori	Pasifika	Non-Māori	Boys	Girls	Exc new
Below	22.0%		21.0%	No data found that is comparable		
At	78.0%		56.0%			
Above			23.0%			

Maths 2017	No data found that is comparable
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Gender Year Level Maths 2020

2020	Year 1		Year 2		Year 3		Year 4	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Not Yet Met	12.5%	0.0%	41.7%	41.7%	50.0%	42.9%	21.4%	55.6%
Met	62.5%	80.0%	33.3%	25.0%	50.0%	38.1%	57.1%	44.4%
Beyond	25.0%	20.0%	25.0%	33.3%	0.0%	19.0%	21.4%	0.0%

2020	Year 5		Year 6		Year 7		Year 8	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Not Yet Met	17.6%	23.1%	25.0%	38.5%	13.3%	31.8%	17.6%	17.6%
Met	58.8%	53.8%	68.8%	38.5%	33.3%	36.4%	47.1%	52.9%
Beyond	23.5%	23.1%	6.3%	23.1%	53.3%	31.8%	35.3%	29.4%