



CAMPBELLS BAY SCHOOL

Not self, but service.
Ko te ratonga te tuatahi, ko koe te tuarua
Est. 1925

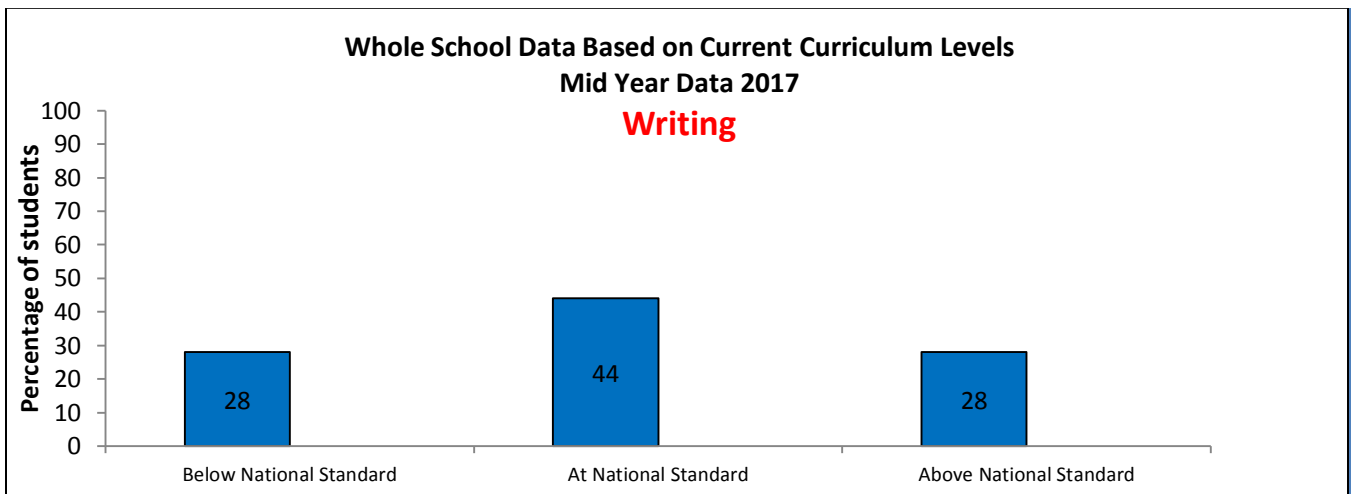
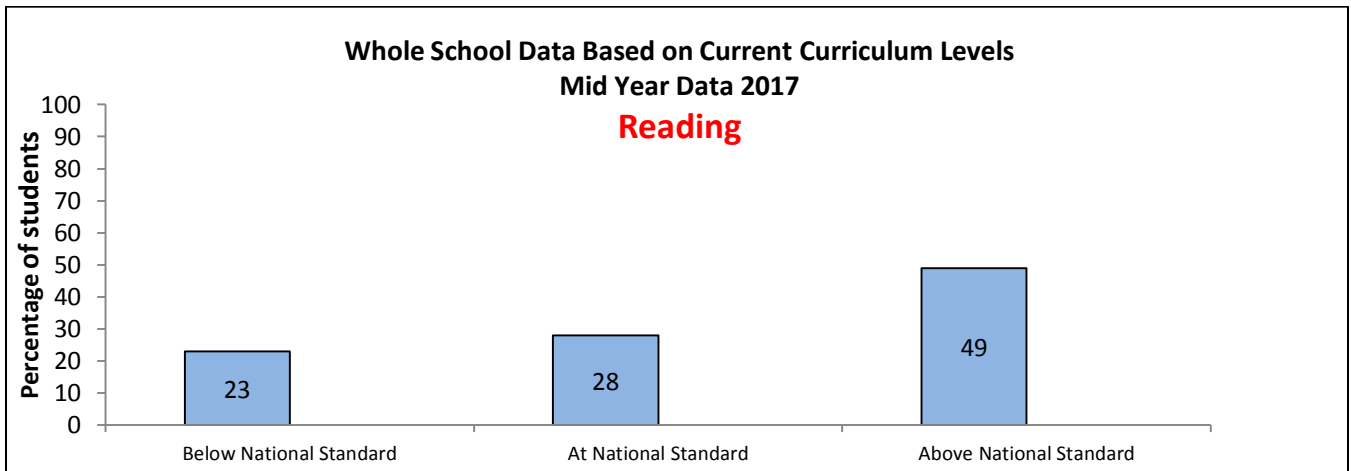
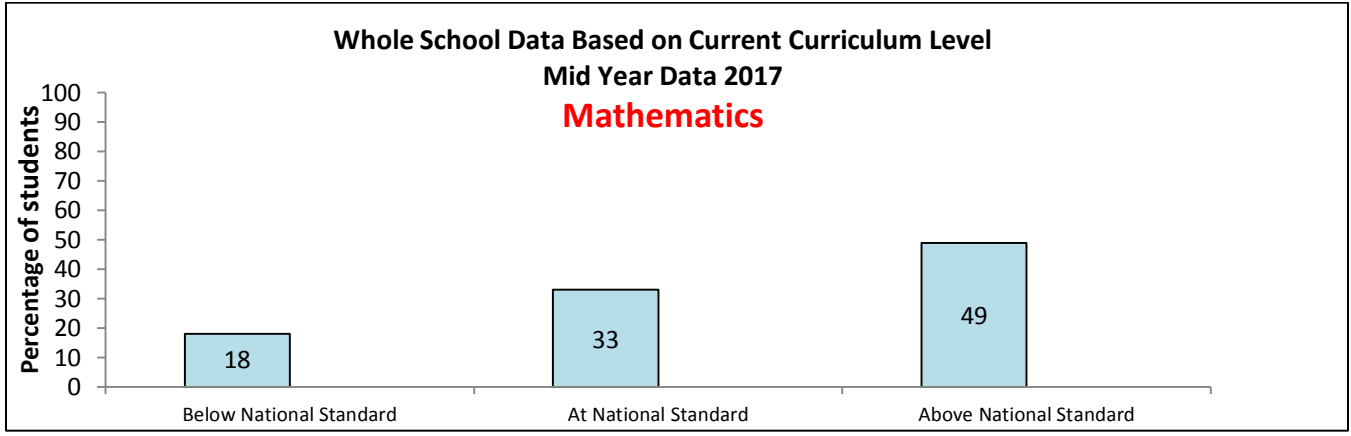
Reporting on Student Achievement

Mid-Year 2017

- ✓ Each cohort of students has been reported on for their mid-year achievement. With the addition on the second page, an overview of where the whole school sits in relation to the national standards at this time. Noting that Year 4-6 achievement benchmarks are not required to be met until the END of the year.
 - First year anniversary
 - Second year anniversaries
 - Third year anniversaries
 - Year 4
 - Year 5
 - Year 6
- ✓ The graph shows the latest 2017 national standard data in blue, shown as percentages against the achievement of those students this time last year. The red bar represents the achievement of those students one year ago, with the exception of our one year anniversary data where we have used the 6 month anniversary data to compare it to.
- ✓ In response to feedback from the Board of Trustees last year, rather than comparing cohorts we have reported on the progress of one cohort between this time last year and their achievement thus far. Keeping in mind that in Year 4-6 the standard is benchmarked for the end of the academic year.
- ✓ The table below this is the data broken down into curriculum areas, and represents the number of children. The red column shows the achievement of those children for mid-year 2016.
- ✓ Finally, there is an analysis of this data with regards to the target set for this cohort at the beginning of the year, including any recommendations.
- ✓ *Caution: All students reach their anniversaries at different times throughout the year, making the synthesis of achievement data and tracking of students in a cohort for the purpose of these graphs more complex!*

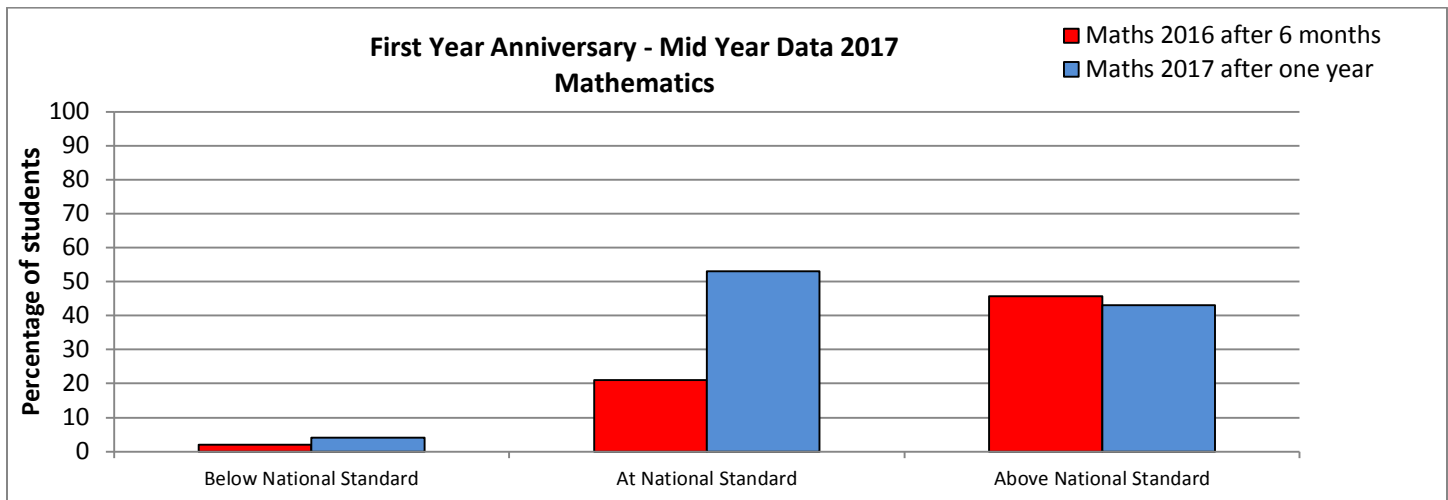
Whole School Data at a Glance as of July 2017

Keeping in mind that Year 4-6 achievement benchmarks are not required to be met until the END of the year.

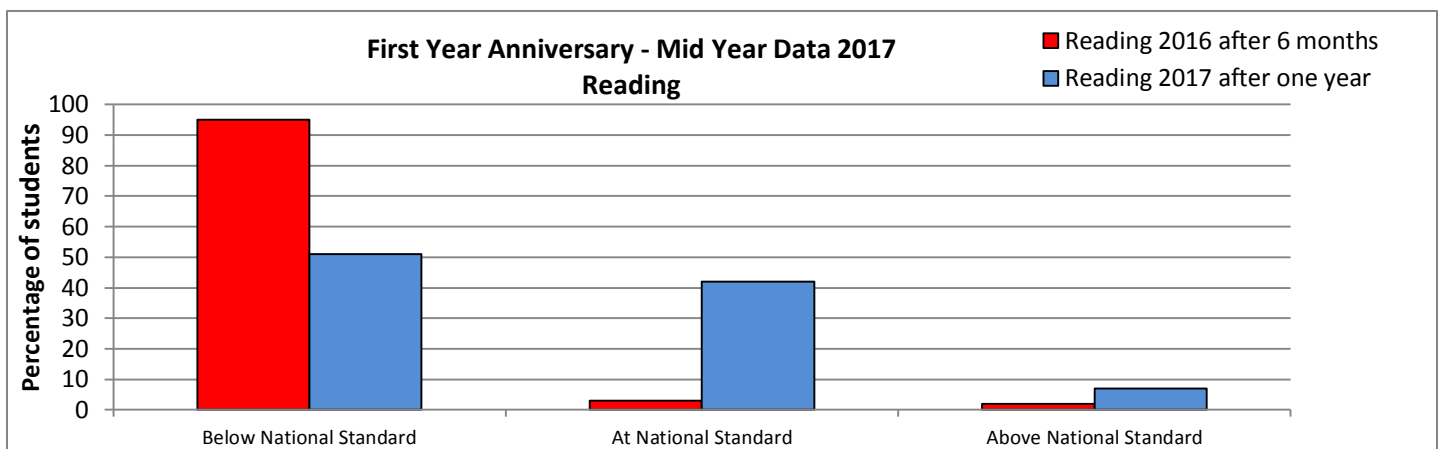


2017 target for this cohort: *The number of students below the national standard of after one year and after two years at reading is 30% or less.*

For this data we have taken all students who achieved a 6 month anniversary in 2016 and compared it with all of those who have reached a one year anniversary already in 2017. There is no national standard benchmark for 6 month anniversaries but we can see how the cohort is tracking along toward their one year anniversary.



Mathematics still reflects as the strength in the first year, with 43% of students after one year achieving above the National Standard. There are many more students achieving at or above the standard than those who are below.



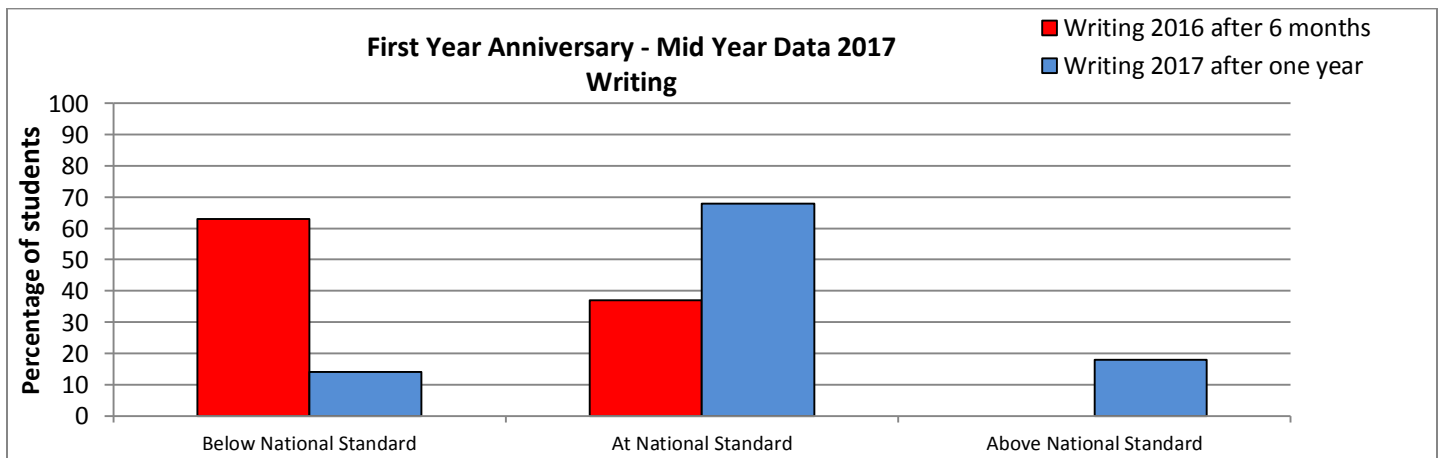
It is important to note that when comparing data for this cohort we have used 2016 six month anniversary data to show progress made. As there is no National Standard for six months reporting on below, at and above standard becomes challenging. The data shows that 95% of students in reading at six months are below when in fact this is not the case, they simply are working towards meeting the standard and have another 6 months to go. However, it is still useful to show where students have been.

After one year at school our 2017 data shows that 50% of students in reading are working below National Standard. **All** students who are working below National Standard are receiving additional support outside of their regular classroom programme to ensure that they have the best opportunities to accelerate their learning. These programmes include Reading Recovery, Rainbow Reading, Bilingual classes, and Teacher Aide led programmes, of which are directed as a result of Teaching as Inquiry (TAI). Of interest, 50% of these students working below National Standard in reading are attending bilingual classes to support them in their English

language learning. This is a significant increase from 2016, where 34% of students achieving below were attending bilingual classes.

Our first year anniversary data shows time and again a large proportion of students below the National Standard in reading, and the trend is that these students make accelerated progress by the time they reach their third anniversary. Building Blocks remains to be a significant part of our junior school curriculum and we believe that the rigor and direction the programme offers supports the acceleration of learning in later years. Please refer to the research link below.

As a response to this data our Junior School leadership team has grown to include a Building Blocks Lead Teacher, who also works within the bilingual department and a Learning Leader for year 0. These leaders, along with the current Team Leader and TAI Learning Leader, are working to ensure that new teachers and students working within our new entrant classes are given additional support and guidance in their first year at school. It also has resourced expertise and has offered a platform for leading learning in this improvement area.



Writing data after one year shows that we have more students achieving at and above standard than those achieving below. Of those students achieving below National Standard in writing, all have been identified as below National Standard in reading as well, and are receiving additional support. A closer inspection shows that 10 of the 15 students are attending bilingual classes.

Achievement Data by Curriculum Level

Level	6 months Maths End of year 2016	1 year Maths Mid-2017	6 months Reading End of year 2016	1 year Reading Mid-2017	6 months Writing End of year 2016	1 year Writing Mid-2017
1B	2	4	119	56	79	15
1P <i>National Standard one year</i>	26	59	4	47	46	76
1A	51	44	2	6	0	20
2B	6	4	0	1	0	0
2P	0	0	0	1	0	0
2A	0	0	0	0	0	0
	125	111	125	111	125	111

Next Steps:

- Junior Leadership Team to continue to work closely with our New Entrant teachers to ensure that students are given more support in their first year of school. Learning Leader in Year 0 released from

classroom to work alongside new teachers and team teach. With the proposal that the Learning Leader is released from a classroom in 2018 to co teach with new teachers who open up new entrant classes. To increase experience, cohesive teaching practice and embed building blocks robustly from day one of school.

- Building Blocks Lead and bilingual teacher to continue to attend regular team meetings and TAI meetings to help support the increasing number of bilingual students within this cohort.
- Continuation of TAI to ensure that students remain to be tracked and targeted prior to reaching standard and ensure they are given ample opportunities to accelerate learning.
- Teacher inquiry into how bilingualism impacts emergent literacy.

Information about Building Blocks to Literacy Framework by Barbara Brann

Who is Barbara Brann?

Campbells Bay School has been using Barbara Brann for almost a decade. Barbara Brann is best known for “Casey the Caterpillar and The Magic Caterpillar Handwriting Process “The Magic Caterpillar’s Building Blocks to Literacy and the “Brann Analysis Grid for Spelling“. She is also an accomplished public speaker and the writer of many other educational publications. Barbara has been involved in education for many years both in Australia and New Zealand. Her reputation as an educator and speaker has offered her opportunities to speak at conferences and educational institutions in countries as far afield as Thailand and Qatar. Her resources are used throughout the world. For ten years, Barbara taught in schools, tertiary institutions and teacher education in New Zealand.

The Magic Caterpillar's Building Blocks to Literacy

The BBL programme is designed to target children, aged five, entering their first year of schooling. It incorporates a set of learning outcomes and skills to be covered within a full academic year. In developing the program, a framework of foundational skills, or building blocks, was constructed through task analysis of 36 sub-skills within 5 key domains: Talking (Oracy); Understanding Print; Listening (Auditory Skills); Looking (Visual Skills); and Moving (Motor Co-ordination and Handwriting). Most sub-skills have 12 stages of progression over 4 levels: Entry Level; Beginning Level; Skills level; and Application level. The belief being that all children will need to be competent and confident in all domains, at all levels, in order to reach their true potential at school.

What does the research say?

1. Aligning Research

“Early Literacy Does Not Mean Early Reading”

Our current understanding of early language and literacy development has provided new ways of helping children learn to talk, read, and write. But it does not advocate “the teaching of reading” to younger and younger children. Formal instruction which pushes young children to achieve adult models of literacy (i.e., the actual reading and writing of words) is not developmentally appropriate. Formal instruction to require young children who are not developmentally ready to read is counterproductive and potentially damaging to children, who may begin to associate reading and books with failure (Boston University Medical Centre; Erikson Institute, and Zero to Three).

2. Specific Building Blocks Programme Research – results and best evidence synthesis of a two year research project using this framework in two schools in Auckland. Note: Part 1, Pages 6 and 7

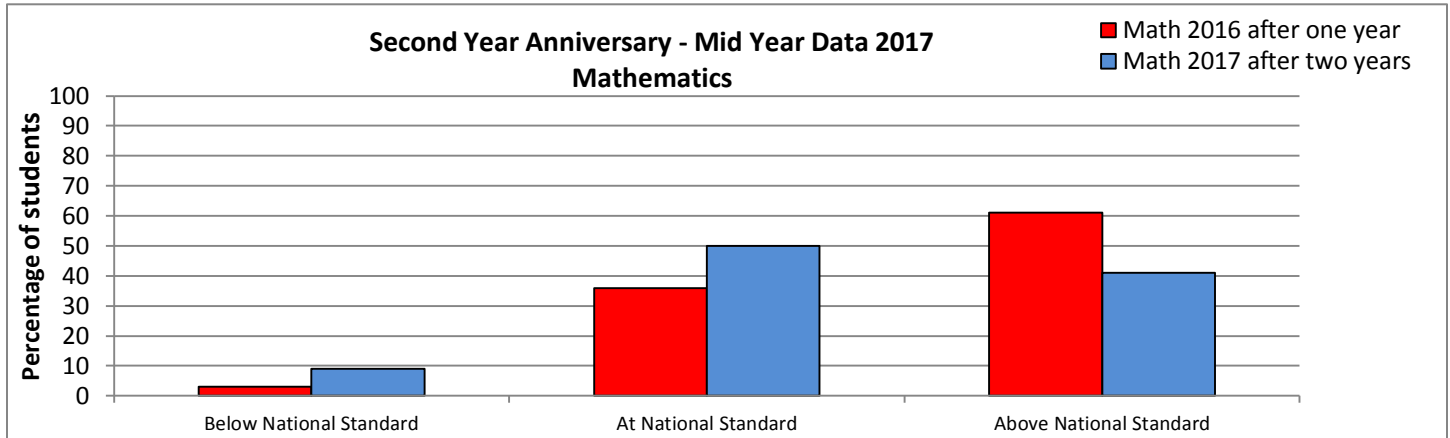
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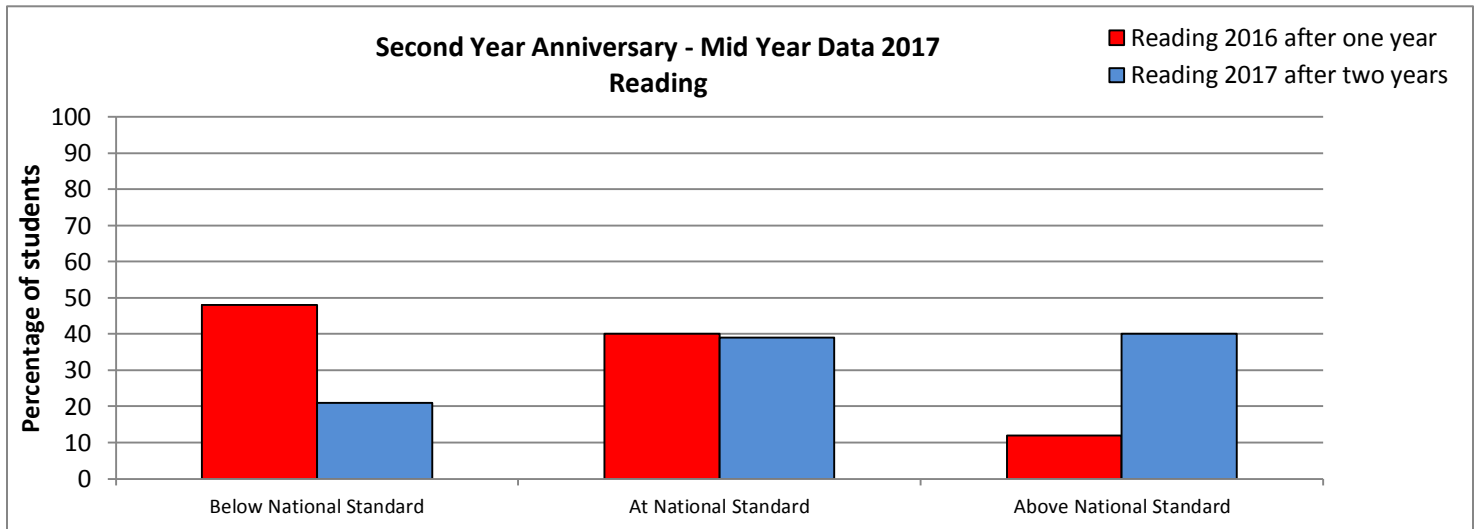
Second Year Anniversary Data

Mid 2017

2017 target for this cohort: *The number of students below the national standard of after one year and after two years at reading is 30% or less.*

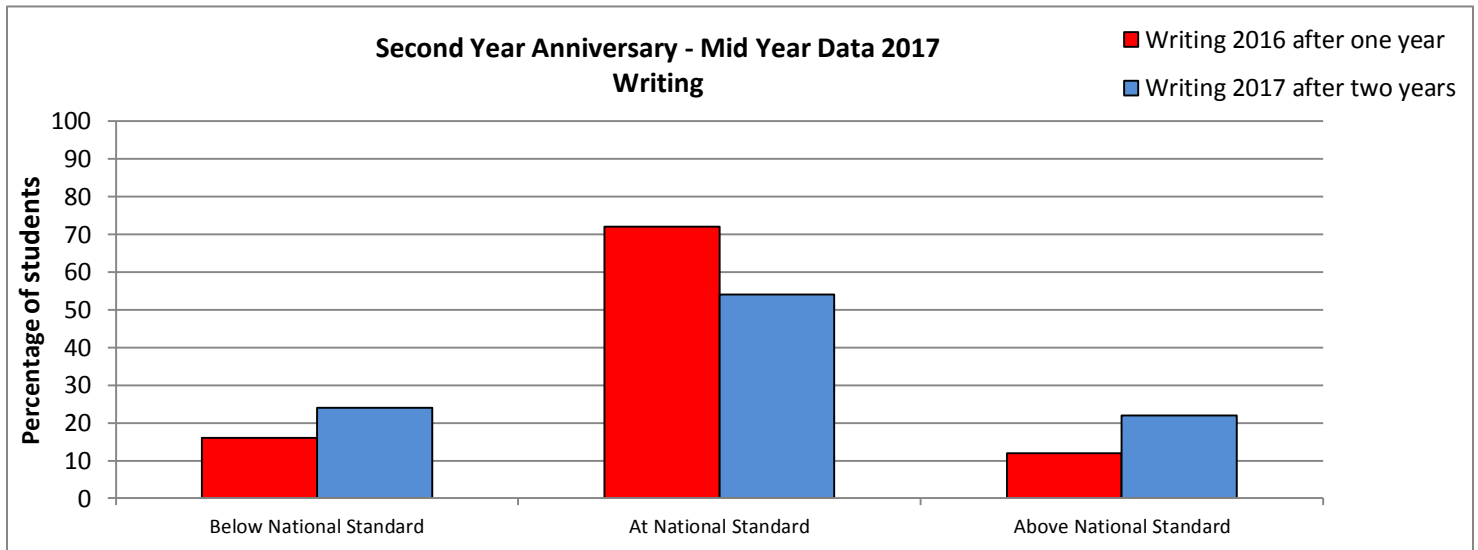


The benchmark for writing and mathematics is significantly more challenging than reading, as students are expected to increase independence in their learning by applying the knowledge that they learnt in the first year. This is reflected in the data where we have slightly more students achieving below National Standards after two years. Despite this, we have a significantly higher number of students achieving at or above in all areas of the curriculum. Of those students working below National Standards in mathematics and writing over 40% in each curriculum area are bilingual learners and two of the students are on our Special Needs register.



Students are tracking well in reading as they reach their second year anniversary, with a shift from 48% of the cohort falling below National Standard after one year to only 21% below standard after two years, meeting our target. Similarly to the data after one year, 40% of these students working below National Standards are bilingual learners and another 30% are attending intensive Reading Recovery support. With twelve levels to meet in the first year of school, the second year standard requires students to shift only a further five levels as

they learn to comprehend what they read, giving many of our students a chance to catch up.



In comparison, the benchmark for writing and mathematics is significant as students are expected to increase independence in their learning and apply the knowledge that they learnt in the first year. This is reflected in the data where we have slightly more students achieving below National Standards after two years. Despite this, we have a significantly higher number of students achieving at or above in all areas of the curriculum. Of note is the growing number of students achieving above standard in writing, from 12% to over 21%. Of those students working below National Standards in mathematics and writing over 40% in each curriculum area are bilingual learners and two of the students are on our Special Needs register.

Achievement Data by Curriculum Level

Level	1 year Maths 2016	2 year Maths 2017	1 year Reading 2016	2 year Reading 2017	1 year Writing 2016	2 year Writing 2017
1B	3	2	43	7	14	5
1P <i>National Standard 1 year</i>	32	7	36	15	65	20
1A <i>National Standard 2 year</i>	49	53	10	41	11	57
2B	6	29	1	18	0	22
2P	0	13	0	15	0	1
2A	0	1	0	8	0	0
3B	0	0	0	0	0	0
3P	0	0	0	1	0	0
Total	90	105	90	105	90	105

Next Steps:

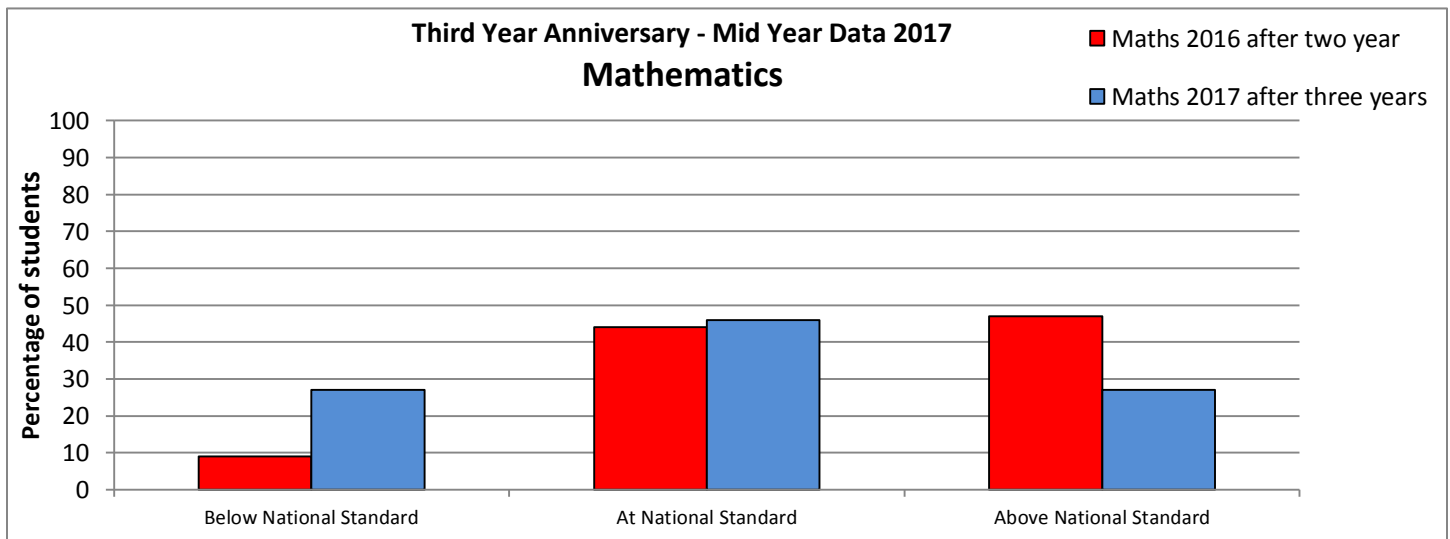
- Allocate time within TAI meetings to support teachers to mirror tracking systems used in reading to support mathematics and writing. Currently teachers are tracking independently and sharing data with the Team Leader and TAI Learning Leader.
- Continue working with the bilingual department to ensure that our bilingual learners are supported through both classroom and withdrawal programmes.

Third Year Anniversary Data

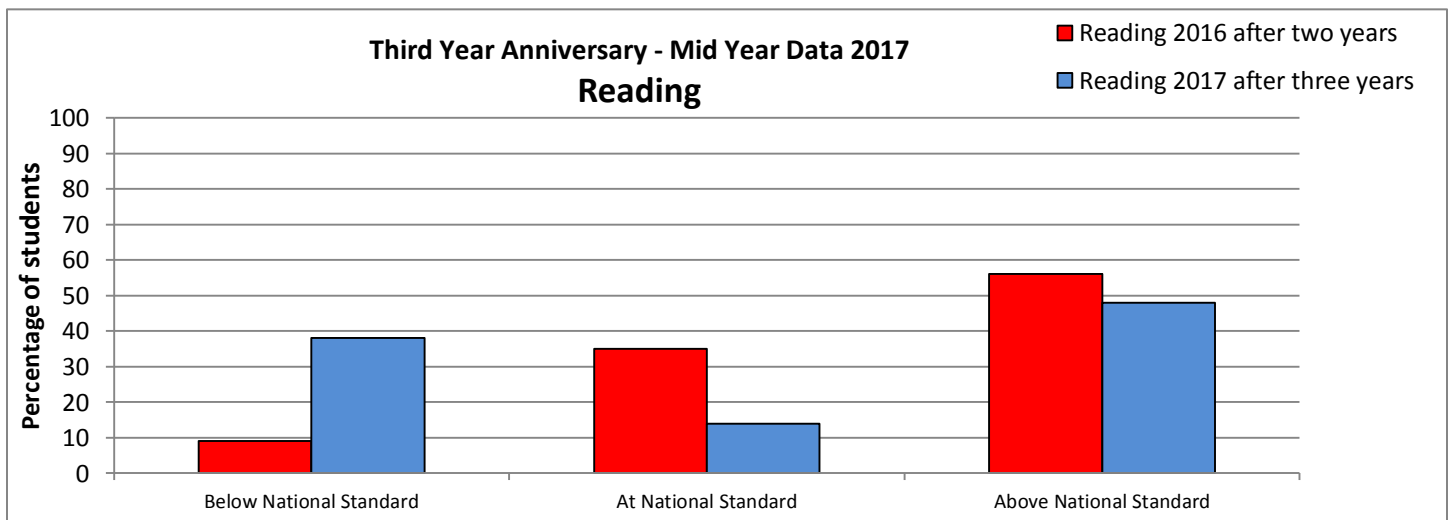
Mid 2017

2017 target for this cohort: That 30% of the students identified as below National Standard in reading at the start of 2017 make accelerated progress to meet national standards by the end of 2017.

Please note that 3rd year anniversary data is complicated. There are only about 25% of Y3 students who will reach a third year anniversary. Most students reach their 2 year 6 month anniversary and then move to Year 4 before their third year. We also only have only a small number of students achieve their 2 year anniversary by mid-year. For this reason, comparing after two years with after three years is not ideal as it is a small pool of students. Often the students who do reach their third year anniversary by mid-year have learning, social or developmental reasons as to why they have had more time at school than there other Year 3 peers.



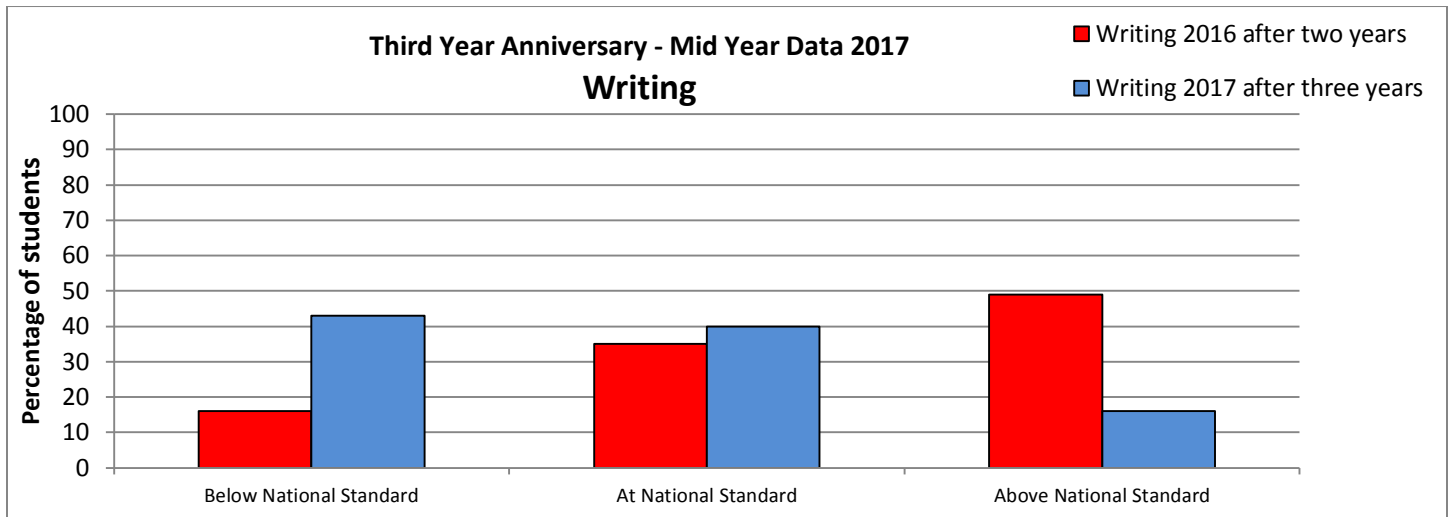
In mathematics, two students within the Year 3 cohort as identified as working below the National Standard at level 1P. Both these students are on the SENCO register and have individual education plans to monitor their achievement.



At the beginning of 2017 using the teaching as inquiry process, classroom teachers identified thirty students in reading as working below the National Standard. It should be noted that these students included students who have reached their third year anniversary, and some who are yet to do so.

The mid-year data shows that 20% of those students identified remain working below the National Standard. In Year 3 there are five students reading at level 1B. These students are all bilingual learners and all attend

lessons with our bilingual teachers. Five students are working at level 1P for reading. Three of these students are bilingual learners. Two students are on our SENCO register and have individual education plans to support their learning. Progress for our bilingual students is monitored by classroom teachers and the bilingual teachers using the English Language Learning Progressions (ELLPs).



The third year anniversary data for writing shows that there are three students who are writing below the National Standard at level 1B. All of these students are bilingual learners, with their progress being tracked using the English Language Learning Progressions (ELLP’s). Six students are working below the National Standard at level 1P. Four of these students are bilingual learners. One student is on the SENCO register and has an individual education plan with strategies to accelerate their learning. The other student is targeted as a priority learner within the class, with strategies being used as part of the teaching as inquiry process to accelerate their learning.

Achievement Data by Curriculum Level

Level	2 year Maths 2016	3 year Maths 2017	2 year Reading 2016	3 year Reading 2017	2 year Writing 2016	3 year Writing 2017
1B	0	0	3	5	1	3
1P	5	2	2	5	8	6
<i>1A National Standard 2 year</i>	25	8	20	4	20	7
<i>2B National Standard 3 year</i>	18	17	17	5	23	15
2P	6	7	14	5	5	6
2A	3	3	1	9	0	0
3B	0	0	0	4	0	0
3P	0	0	0	0	0	0
3A	0	0	0	0	0	0
Total	57	37	57	37	57	37

Trends in the Year 3 Data

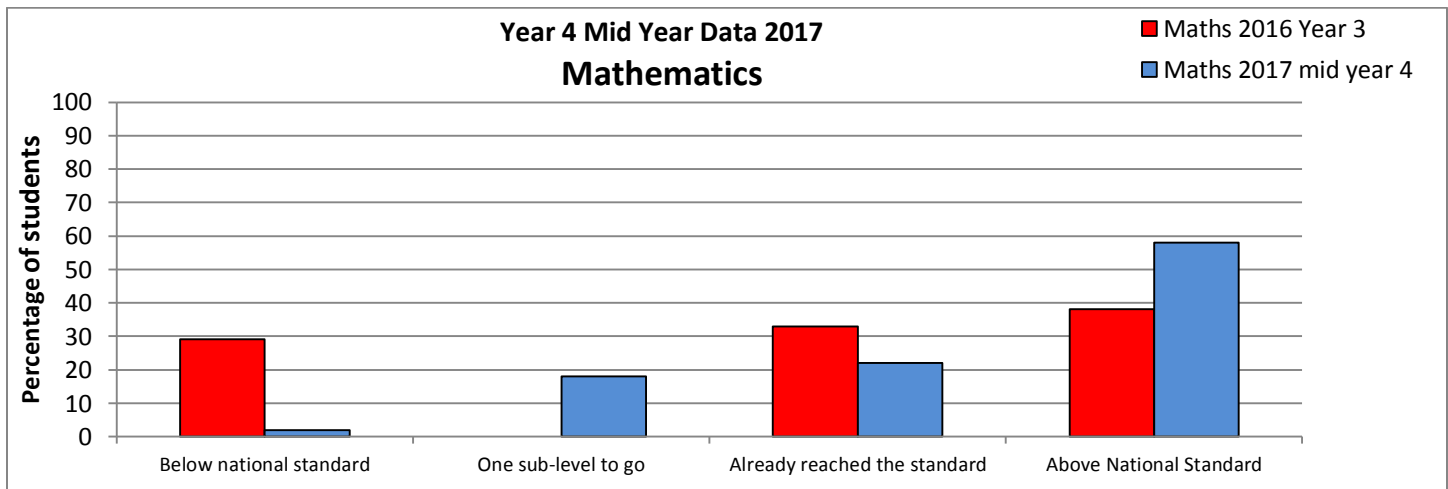
- Our bilingual learners are generally able to perform mathematics tasks involving numerical equations. Hence these students generally do not appear below the National Standard, and it is the case for the year three cohort. When these learners approach level 2 mathematical learning may slow because a

greater level of understanding of the English language is required, as problems posed tend to be rich word tasks.

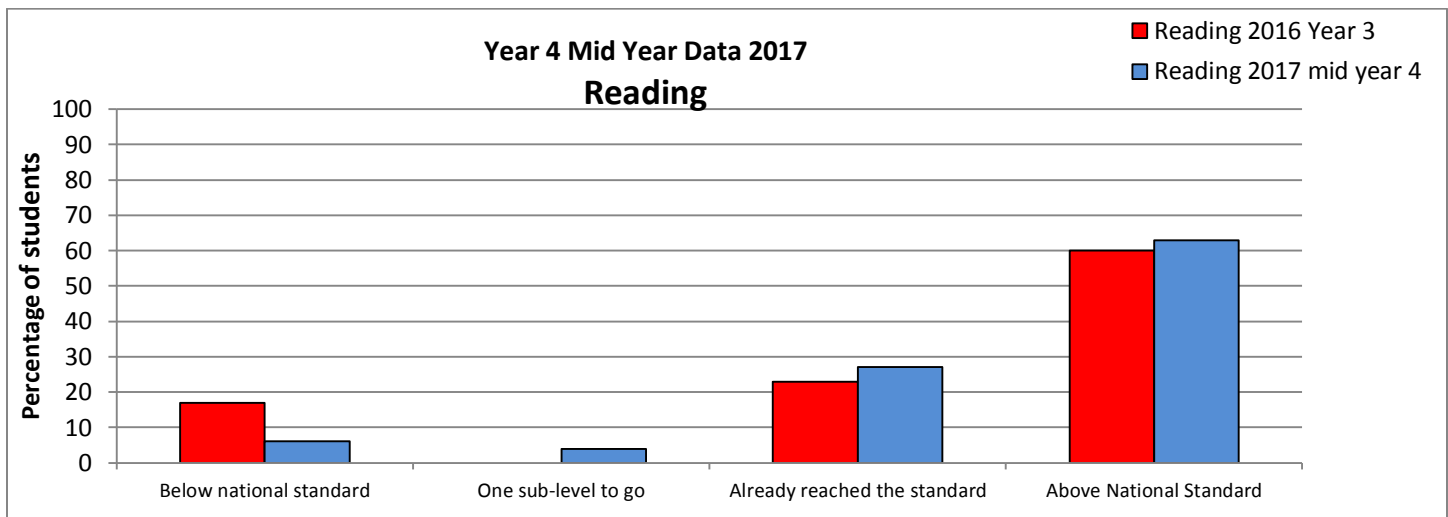
- All bilingual learners are attending lessons with Chris Mashlan and Prue Fagg and their progress is tracked using the English Language Learning Progressions. All students have shown progress within these progressions.
- All students identified below the National Standard for reading, writing and mathematics have some form of intervention to monitor their progress and accelerate their learning.

2017 target for this cohort: That 30% of the students identified as below National Standard in reading at the start of 2017 make accelerated progress to meet national standards by the end of 2017.

***Please note that because there are not many students who reach their third year anniversary, for sake of thorough reporting we have included in the 2016 data all of those students who reach a 2 year 6 months anniversary and those who reached their third year, representing all students' in Year 3 to compare with all students in Year 4. Please also note that the **national standard benchmarks for Year 4-6 are at the end of the year** and this is why our reporting must show those who may be on track to meeting the standard based on their mid-year results but are not there just yet. This is defined by those students one sublevel behind the standard. Any less than that is considered well below the standard (one year behind or more).



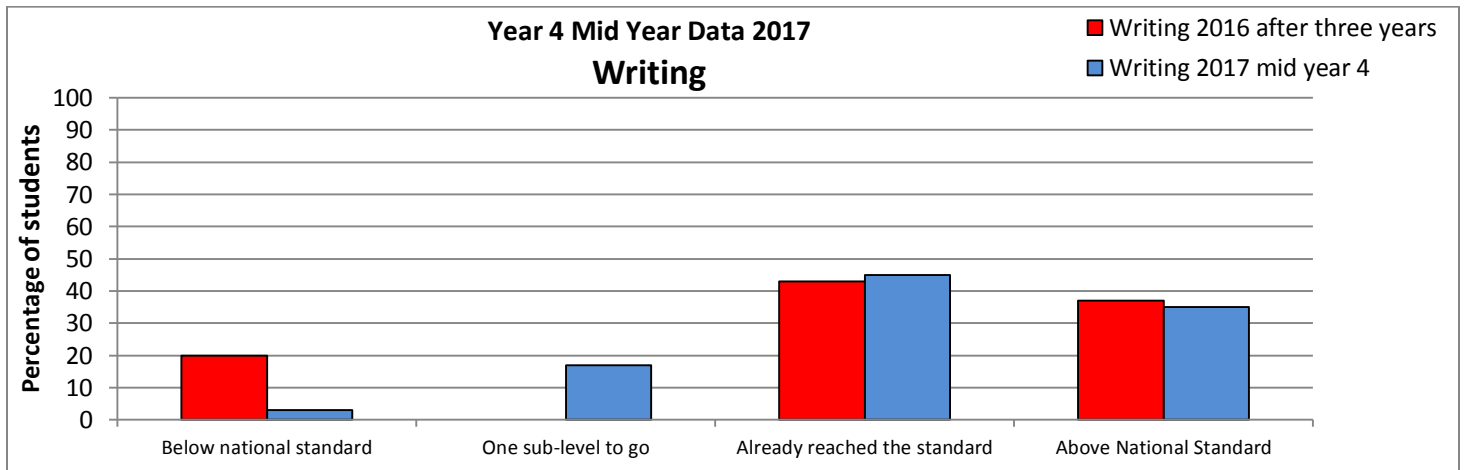
In mathematics, there are three students who have been identified as achieving below the National Standard for mathematics. Two students are bilingual and are working at level 1A. As students work towards level two of the mathematics curriculum some of the mathematical problems are presented as rich tasks in the form of word problems. Some bilingual students when they reach this stage can plateau until their English language understanding improves. The remaining student is on the SENCO register and has an individual education plan to accelerate his achievement.



Using the teaching as inquiry process, nineteen students were identified at the start of the year as being below the National Standard for reading. Mid-year data shows that of those nineteen students only seven students (37%) are working below the National Standard. 64% of students who were identified as below National

Standard in reading at the start of 2017 have made accelerated progress to meet National Standards by the end of 2017. These students will continue to be monitored through the teaching as inquiry process.

Of the eight students who are working below the National Standard at level one, six students are bilingual learners. Their progress is being tracked using the English Language Learning Progressions (ELLP's). One student is on the SENCO register and has an individual education plan. The other has recently emigrated from South Africa. Students usually start school at seven years of age in South Africa, which would be the equivalent of our year two or three. This student is being monitored by the classroom teacher as part of the Teaching as Inquiry process.



In writing, within year four there are five students who are achieving below the National Standard. Three students are bilingual learners and they have made progress within the English Language Learning Progressions. Two of the students are on the SENCO register and have individual education plans to support their continued achievement, these students have progressed within the sub level, but not moved up to the next level.

Achievement Data by Curriculum Level

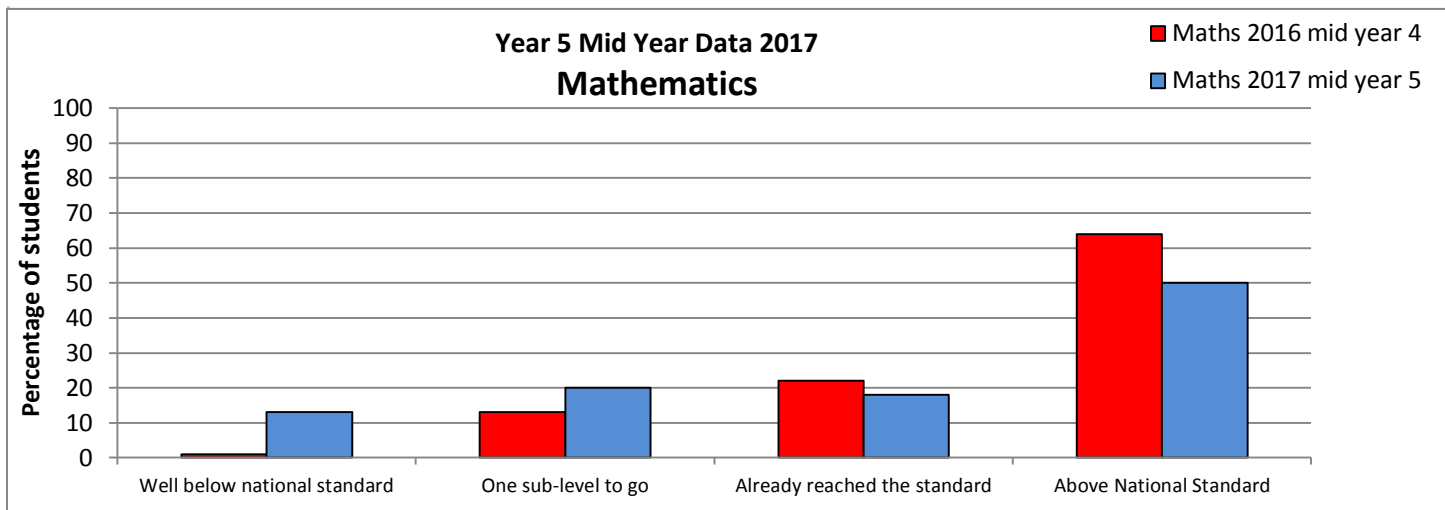
Level	2.6 & 3 year Maths 2016	Year 4 Maths 2017	2.6 & 3 year Reading 2016	Year 4 Reading 2017	2.6 & 3 year Writing 2016	Year 4 Writing 2017
<2	36	3	42	8	46	5
2B National Standard for 3 rd year	42	25	34	6	48	23
2P End of year standard Yr 4	26	30	29	37	27	63
2A	15	38	15	38	3	36
3B	5	26	2	30	1	11
3P	1	16	0	14	0	1
3A	0	1	3	6	0	0
4B>	0	0	0	0	0	0
Total	125	139	125	139	125	139

Trends in the Year 4 Data

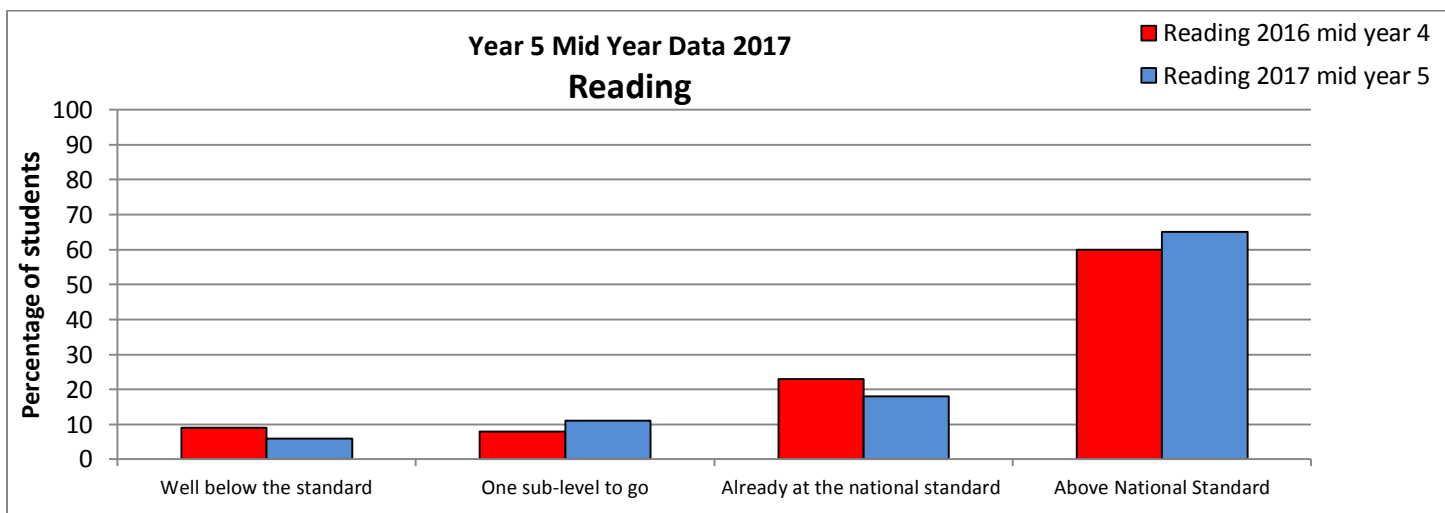
- Many of the bilingual learners have experienced accelerated achievement. This can be attributed to rigorous classroom programmes to meet their needs, and to the bilingual support programme offering students targeted teaching programmes everyday for sustained time periods.

2017 target for this cohort: That 30% of the students identified as below National Standard in math and writing at the start of 2017 make accelerated progress to meet national standards by the end of 2017.

Please also note that the ***national standard benchmarks for Year 4-6 are at the end of the year.***

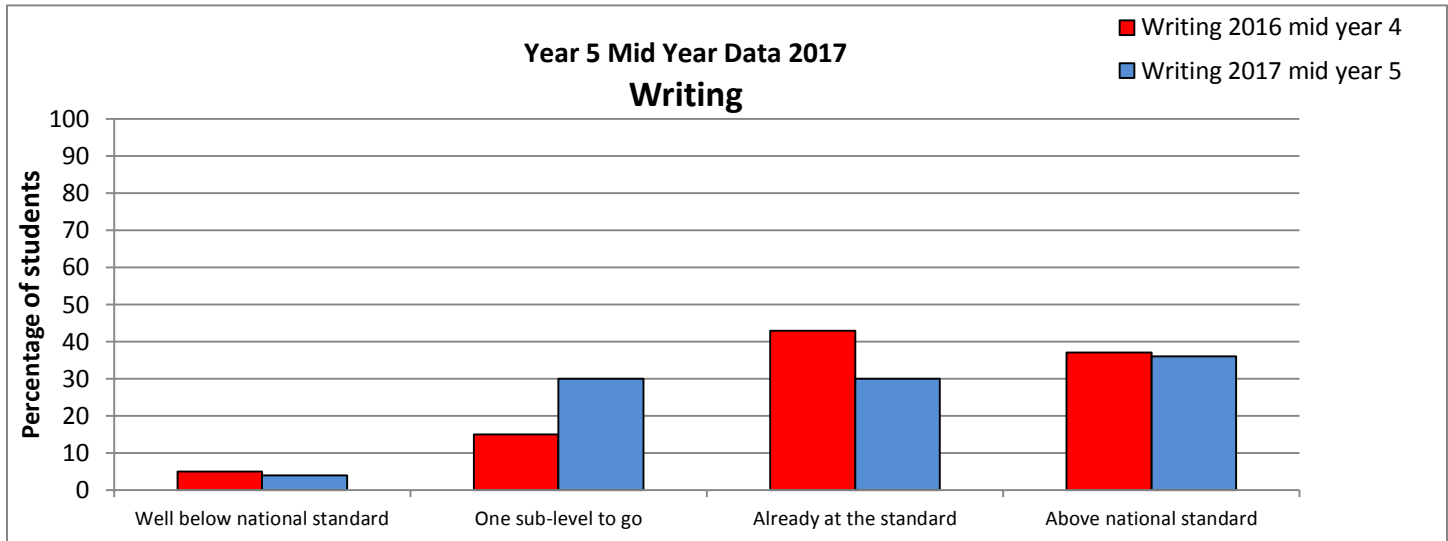


Mathematics is a challenging achievement in Year 5 as students must achieve two sub levels in one year to meet the standard. Whereas in reading and writing they only need to reach one more sublevel. At the beginning of 2017 using the Teaching as Inquiry process, classroom teachers identified 14 students in Year 5 (8.5%) as working below the National Standard. The mid-year data shows that 3% of those students identified below at the start of the year remain working well below the National Standard. Two of which are receiving bilingual support and the remaining students are either on the SENCO register whether stage one, two or three or are being monitored by the classroom teacher as part of the Teaching as Inquiry process. Through this teacher inquiry, they are can be receiving additional teacher aide programmes. Currently 19.3% of students are on track to meet NS level 3B. 66.5% have already met NS this year.



For reading, at the beginning of 2017 using the teaching as inquiry process, classroom teachers identified 21 students in Year 5 (12.8%) as working below the National Standard. The mid-year data shows that 9.3% of those students identified at the start of the year remain working below the National Standard. This means 15 students are still not on track to meet the standard. Of those students 14 are bilingual learners and attending lessons with our bilingual teachers. Currently one student is working below level 2 for reading and this student is on our SENCO register and has an individual education plan to support their learning. Progress for our

bilingual students is monitored by classroom teachers and the bilingual teachers using the English Language Learning Progressions (ELLPs). Currently 7.4% of students are on track to meet NS level 2A. 82% have already met NS this year.



At the beginning of 2017 using the teaching as inquiry process, classroom teachers identified 25 students in Year 5 (15.2%) as working below the National Standard in writing. The mid-year data shows that 9.3% of those students identified at the start of the year still remain working below the National Standard. Of the 16 students who are at risk of not meeting the end of year standard, 12 students are bilingual learners and attending lessons with our bilingual teachers and four students are on our SENCO register and have individual education plans to support their learning. They are being monitored by the classroom teacher as part of the Teaching as Inquiry process. Progress for our bilingual students is monitored by classroom teachers and the bilingual teachers using the English Language Learning Progressions (ELLPs).

Achievement Data by Curriculum Level

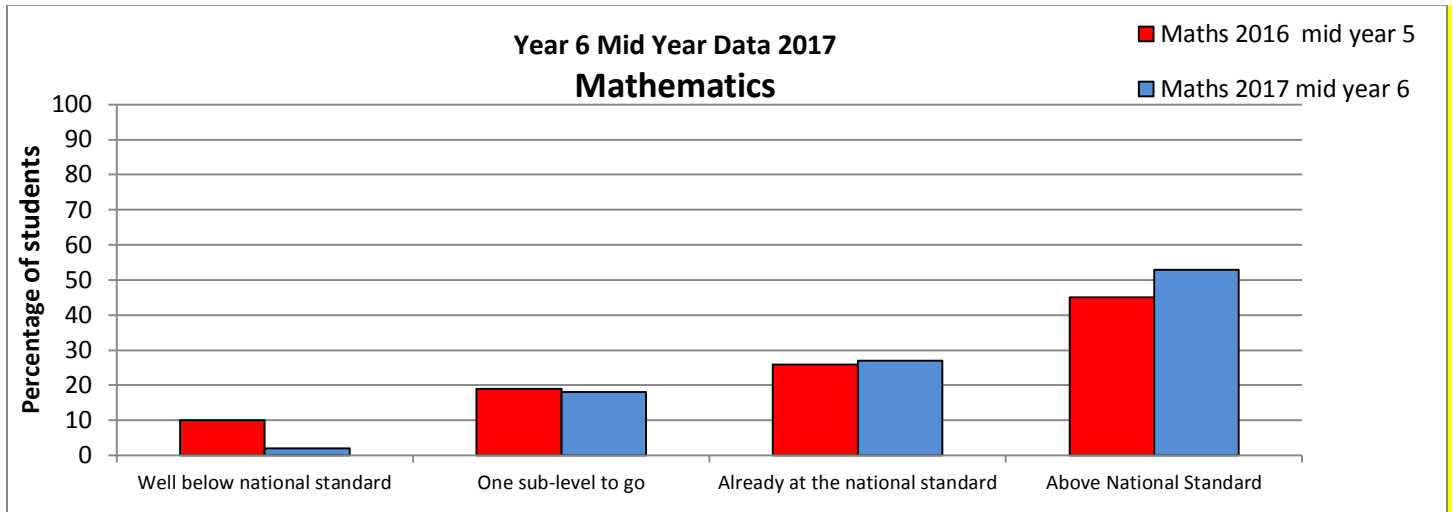
Level	Year 4 Maths 2016	Year 5 Maths 2017	Year 4 Reading 2016	Year 5 Reading 2017	Year 4 Writing 2016	Year 5 Writing 2017
<2	2	2	13	9	7	6
2B	19	3	12	6	24	10
2P <i>End of year standard Y4</i>	33	16	35	12	64	37
2A <i>End of year standard literacy Y5</i>	30	31	21	28	36	49
3B <i>End of year standard maths Y5</i>	18	28	19	27	18	33
3P	25	19	12	15	1	20
3A	16	30	35	28	0	4
4B	7	20	3	29	0	0
4P	0	6	0	3	0	0
4A	0	4	0	2	0	0
Total	150	159	150	159	150	159

Trends in the Year 5 Data

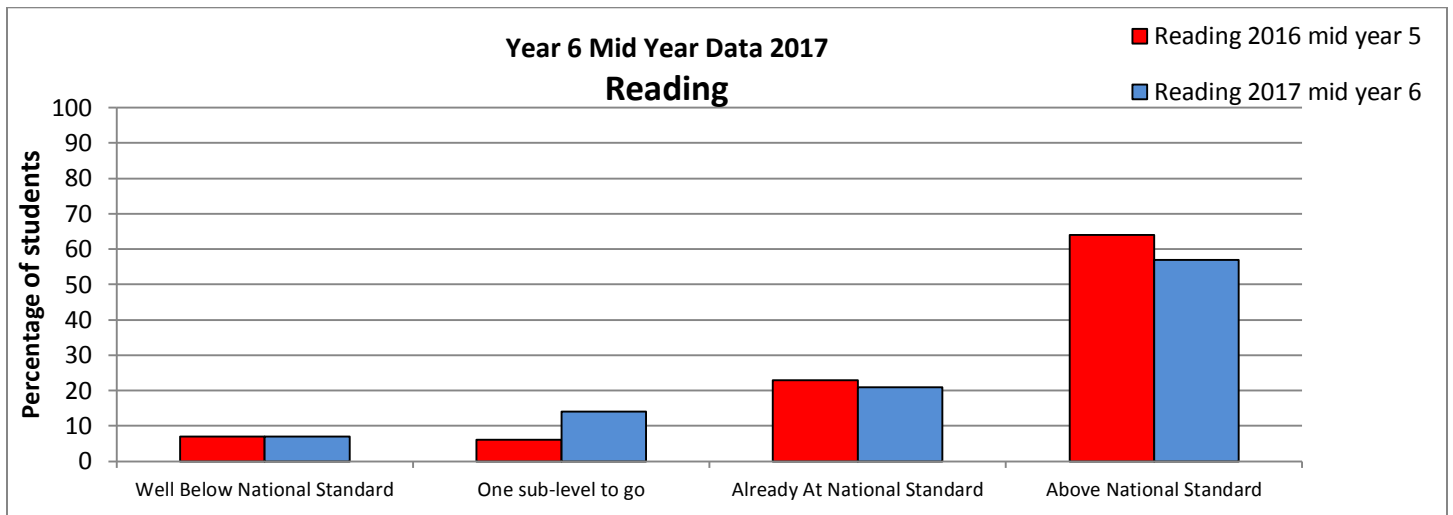
- The majority of year five students are on track to achieve the National Standard.
- Our bilingual students are identified as target students with 12 out of 16 not meeting standard in writing and 14 out of 15 in reading. All bilingual learners are attending lessons with Chris Mashlan and Prue Fagg and their progress is tracked using the English Language Learning Progressions. All students have shown progress within these progressions.

- All students identified below the National Standard for reading, writing and mathematics have been identified using our mapping and tracking system. We have implemented a range of interventions to monitor their progress and accelerate their learning. We also have an additional part time teacher working to accelerate student achievement for focus students.

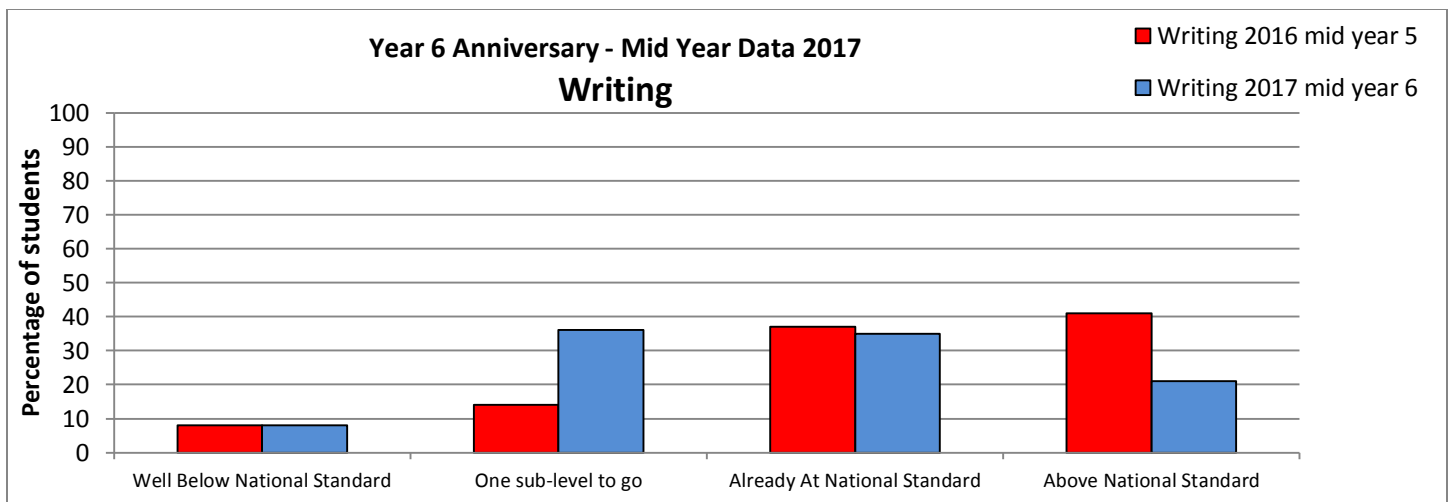
2017 target for this cohort: *That 30% of the students identified as below National Standard in mathematics and writing at the start of 2017 make accelerated progress to meet national standards by the end of 2017.* Note that the [national standard benchmarks for Year 4-6 are at the end of the year.](#)



For mathematics, at the beginning of 2017 using the teaching as inquiry process, classroom teachers identified 22 students in Year 6 (14.4%) as working below the National Standard. The mid-year data shows that 9.8% of those students identified still remain working below the National Standard. Of the 14 students below, two students are bilingual learners and five students are identified on our SENCO register and have personalised plans to support their learning. They are being monitored by the classroom teacher as part of the teaching as inquiry process. Currently 10.5% of students are on track to meet NS level 3P - 78.4% have already met NS this year.



For reading, at the beginning of 2017 using the teaching as inquiry process, classroom teachers identified 32 students in Year 6 (20.2%) as working below the National Standard. The mid-year data shows that 11.8% of those students identified still remain working below the National Standard. Of those 18 students, 14 students are bilingual learners and attending lessons with our bilingual teachers and four of these students are identified on our SENCO register and have personalised plans to support their learning. Progress for our bilingual students is monitored by classroom teachers and the bilingual teachers using the English Language Learning Progressions (ELLPs). It is a celebration to see so many students reading above the standard at this time of the year.



Literacy benchmarks in year 6 are challenging to meet as students must move two sub levels in one year. For writing, at the beginning of 2017 using the teaching as inquiry process, classroom teachers identified 25 students in Year 6 (16.3%) as working at below the National Standard. The mid-year data shows that 48% of those students identified remain working at 2P or well below, 48% have moved to level 2A and 4% are on track. We currently have 24 students achieving below still and of these, 14 are bilingual learners and attending lessons with our bilingual teachers, 10 are being closely monitored by their teachers through teaching as inquiry and also attending writing programmes with our new part time additional teacher. These students are on our SENCO register and have personalised plans to support their learning. They are being monitored by the classroom teacher as part of the teaching as inquiry process.

Achievement Data by Curriculum Level

Level	Year 5 Maths 2016	Year 6 Maths 2017	Year 5 Reading 2016	Year 6 Reading 2017	Year 5 Writing 2016	Year 6 Writing 2017
<2B	5	1	11	7	11	5
2P	10	2	8	4	20	7
2A <i>End of year Standard Y5 literacy</i>	27	11	33	4	53	12
3B <i>End of year Standard Y5 maths</i>	37	16	23	17	47	42
3P <i>End of year standard Y6</i>	27	41	21	32	10	52
3A	15	23	22	24	2	21
4B	12	19	19	19	0	8
4P	6	21	6	18	0	2
4A	4	7	0	16	0	1
5B	0	9	0	9	0	0
Total	143	150	143	150	143	150

Trends in the Year 6 Data

- The majority of Year 6 students are on track to achieve NS across math, reading and writing.
- Our bilingual students are identified as target students with 14/16 not meeting standard in writing and reading. All bilingual learners are attending lessons with Chris Mashlan and Prue Fagg and their progress is tracked using the English Language Learning Progressions. All students have shown progress within these progressions. Our bilingual learners have experienced accelerated achievement due to classroom programmes to meet their needs.

- All students identified below the National Standard for reading, writing and mathematics have been identified using our mapping and tracking system. We have implemented a range of interventions to monitor their progress and accelerate their learning.
- Boys appear to need more support in writing compared to girls - especially building vocabulary, content, ideas, editing and re crafting to meet audience and purpose.
- Girls require more support in math, basic facts and problem solving.

Addressing Student Need

To address these identified needs, we have implemented a range of instructional strategies to personalise our programme. They include:

- STEPS Spelling Programme
- Target/ ESOL groups within collaborative workshop time
- Mixed ability grouping
- Use of Lit teacher to enhance collaborative learning
- Ongoing tracking and mapping of students' progress in Math/ Reading and Writing
- TAI - Mini inquiries - personalise the programme - build student agency, build passion for learning, intrinsic motivation through goal setting, student racking and self-directed learning
- Introduction of support teachers to accelerate learning during our collaborative writing workshops
- Drama to develop oral language, vocabulary and personal voice. New part time teacher – to improve writing achievement data.
- ESOL Professional development - teaching and learning strategies