



CAMPBELLS BAY SCHOOL

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

Reporting on Student Achievement Mid-Year 2018

- ✓ Each cohort of students has been reported on for their mid-year achievement.
 - First year anniversary
 - Second year anniversary
 - Third year anniversary
 - Year 4
 - Year 5
 - Year 6

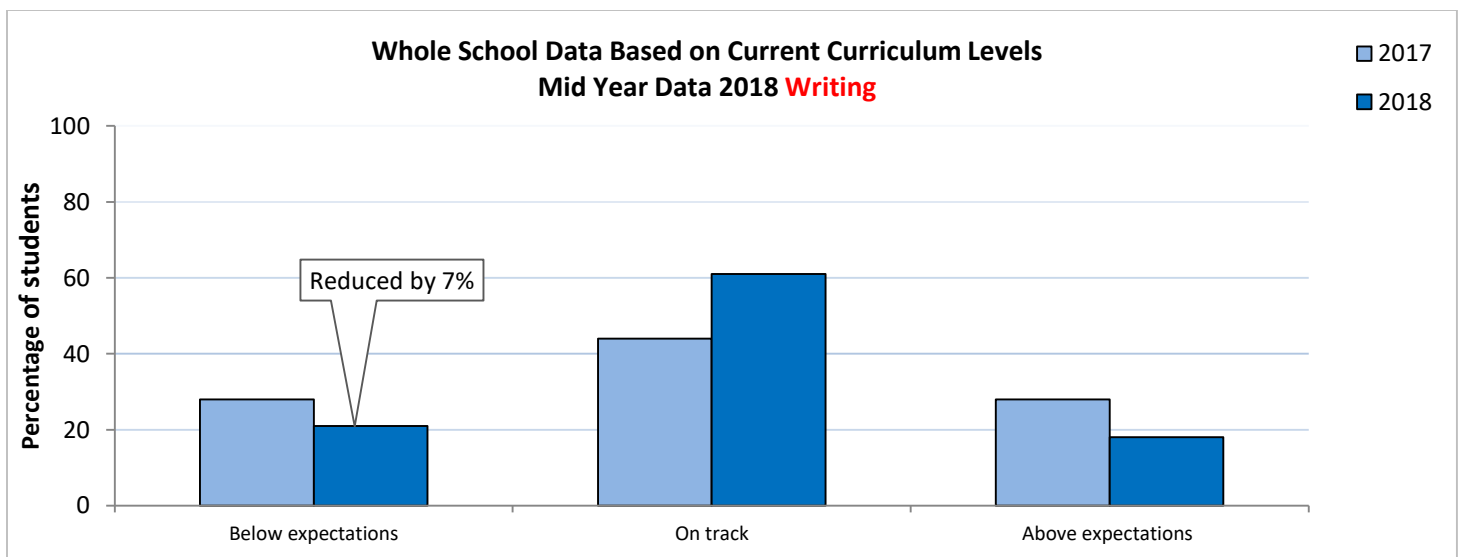
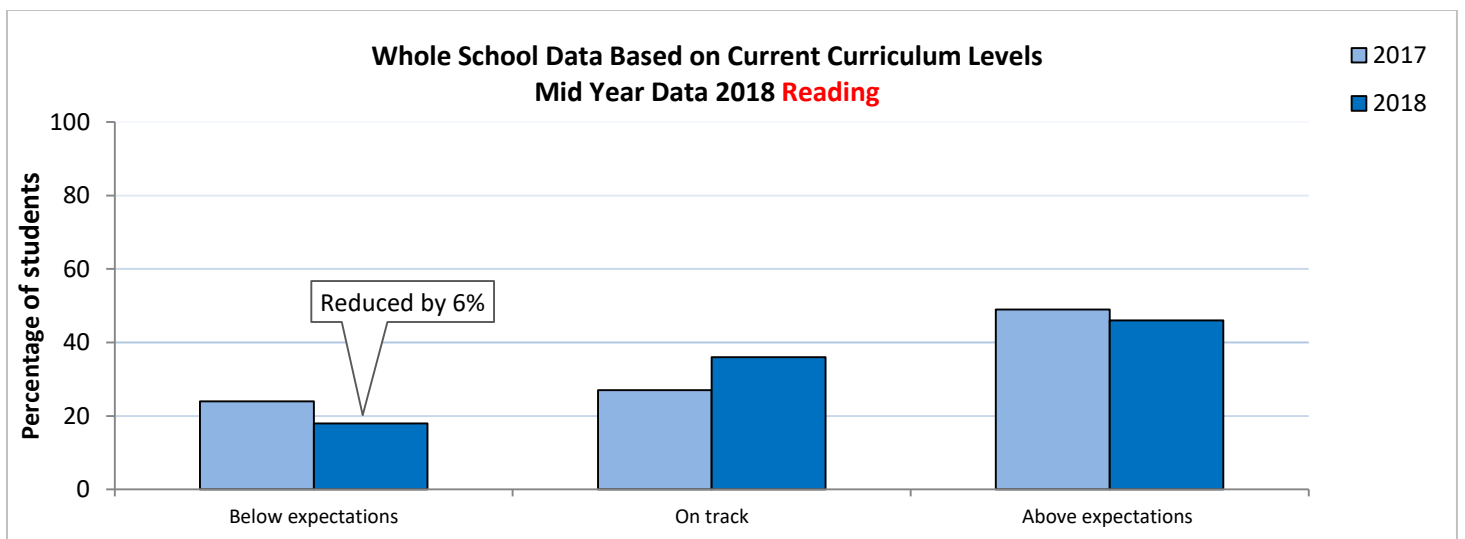
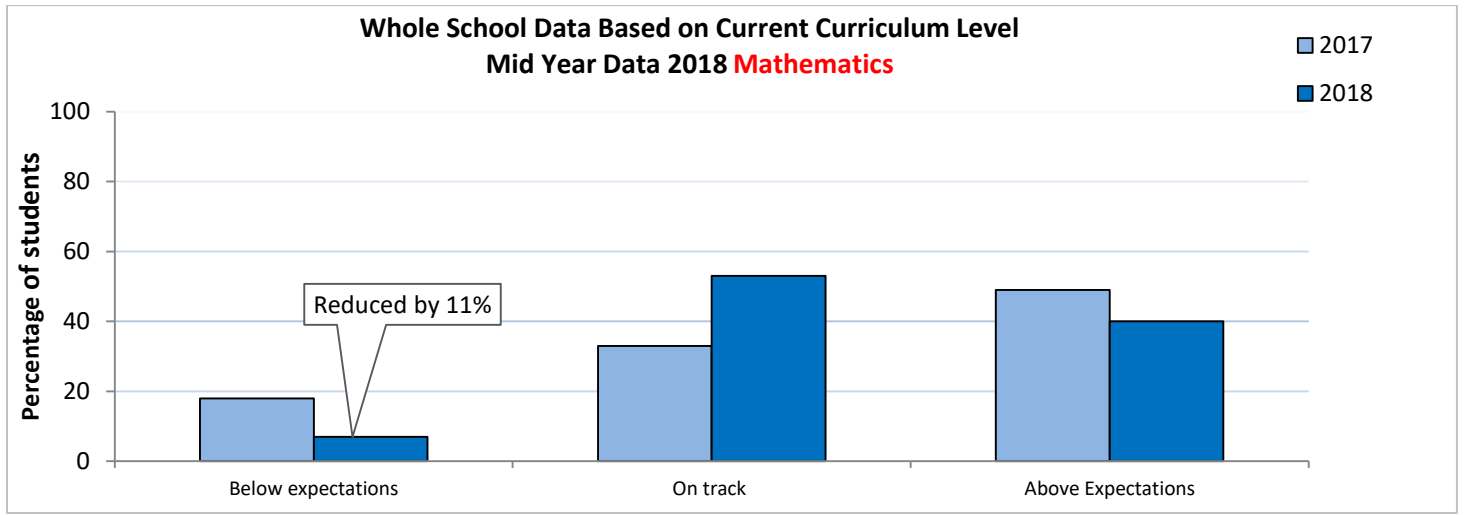
- ✓ The graph shows the latest 2018 curriculum achievement in **green** as shown as percentages against the achievement of those students this time last year. The **blue** bar represents the achievement of those same students one year ago. The exception is our one year anniversary data.

- ✓ 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!*

- ✓ In the appendix is the raw data for each cohort displayed as the number of students, rather than the percentage of students.

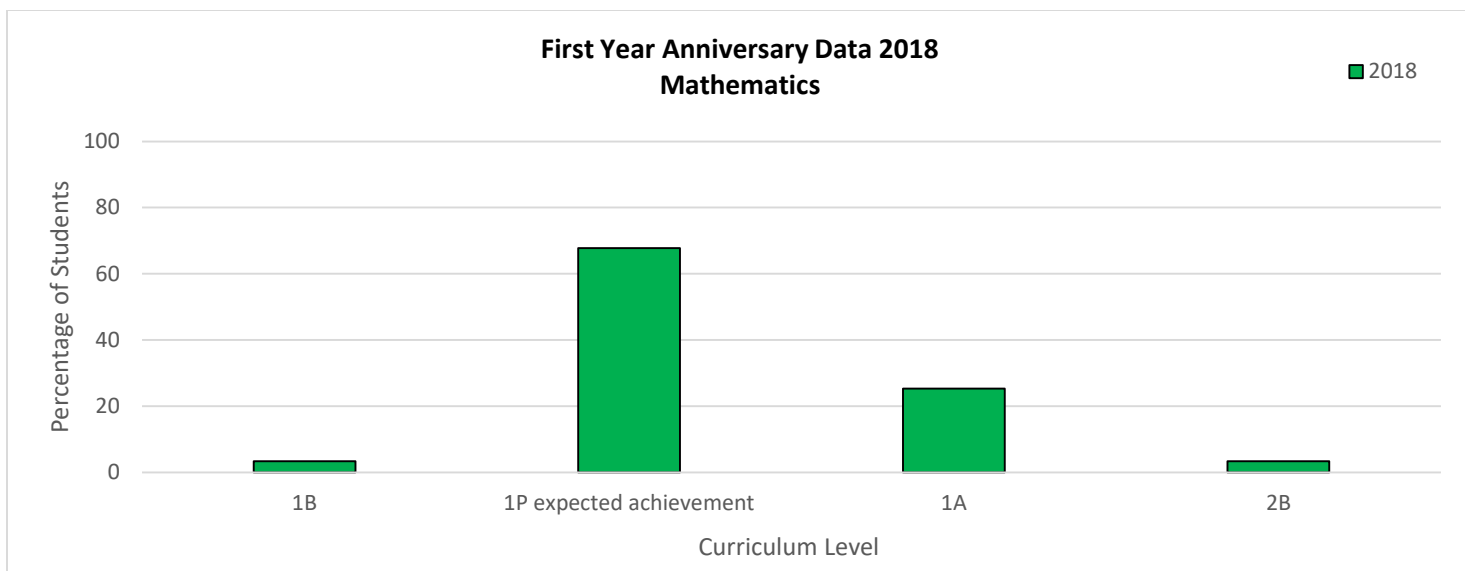
Whole School Data at a Glance



At a glance, these graphs show that mathematics and reading are continued strengths for our students. We can also conclude that we have made progress in writing overall with less students representing below and more students at expectation. **To be celebrated, we have reduced the number of students below the expectation in each curriculum area.**

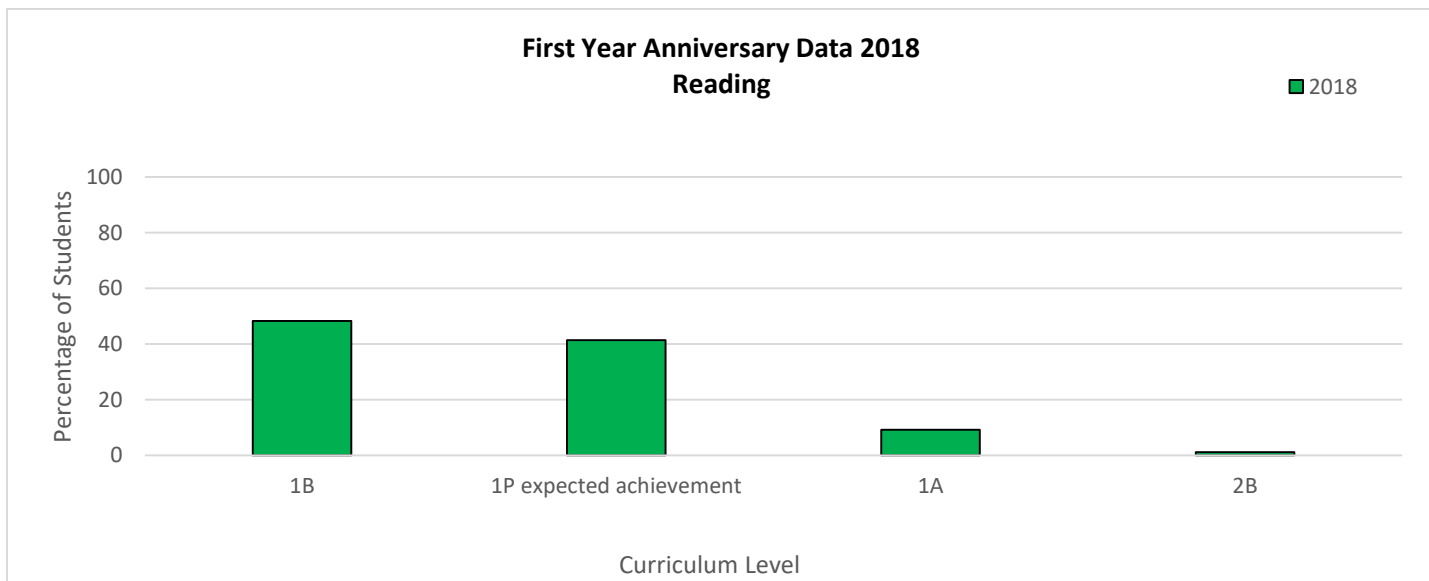
First Year Anniversary Data

2018 target for this cohort: The number of students working at level 1B in reading after one year and level 1P after two years combined is 30% or less.



Mathematics Analysis

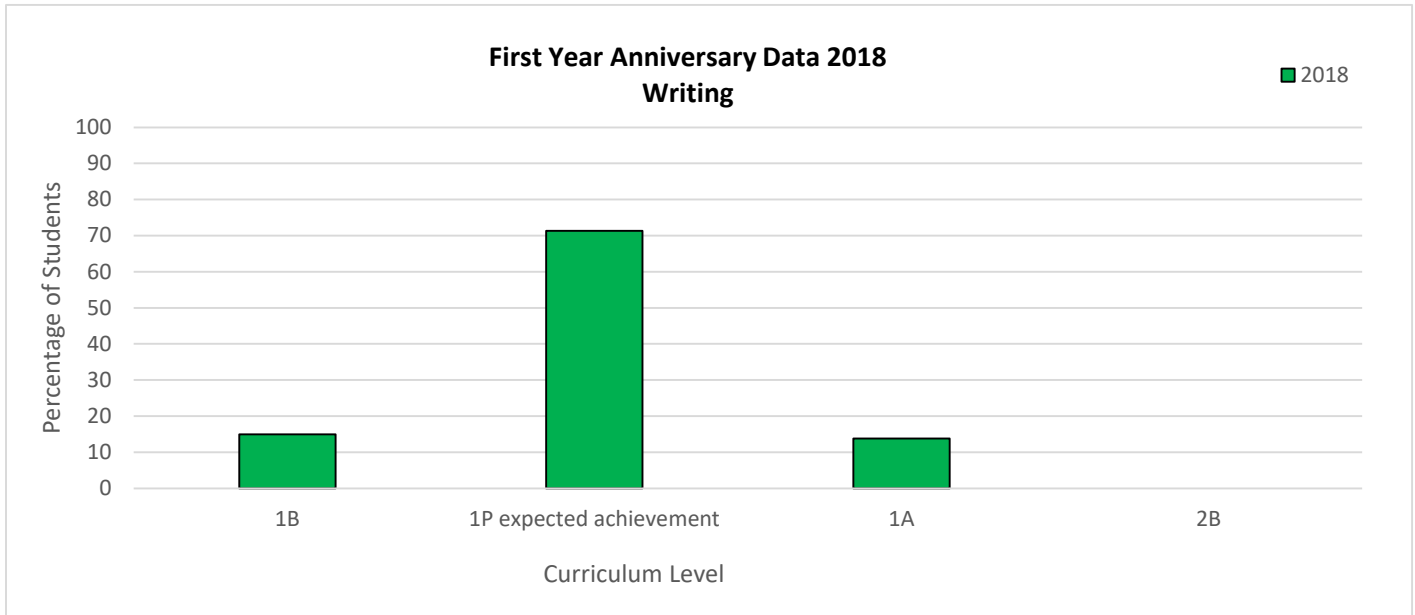
Mathematics data for one year at school in 2018 shows that we have a significant number of students working at or above expectations, 96.6% working at level 1P or above, with only 3.4% (3 students) working below the expected curriculum level. Of these three students, two are receiving ESOL support and one is new to CBS. Unlike writing and reading, mathematics progress can be made easily as answers can be made verbally rather than written. In the first year of school students can understand mathematics concepts and solve them without having to read and/or record their answers.



Reading Analysis

Reading is our target area for the first year of school and this is reflected in the data. 48.3% of students are working at level 1B and are below the expected curriculum level for one year at school. Our data has consistently reflected this trend and this highlights the significant leap students must make in their first year of school. Students are expected to move 12 reading levels in this first year and many of them fail to meet this benchmark by only a few levels, often making up these levels early into their second year of school. Our data shows that 52.4% of students who are working below 1P are ESOL students and are receiving regular support. For the first time, students who identify as Chinese are our largest ethnic group in our year one cohort. All of the remaining students working at 1B after one year are receiving support through teacher aide led groups and are being closely tracked and monitored as target students for teacher inquiry. The Building Blocks to Literacy programme remains a focus in the first year and is used to ensure students are receiving support to build key

foundation skills in literacy. Our Year 0 Learning Leader continues to support the implementation of the Building Blocks Programme and works within our year 0 and 1 classrooms on a weekly basis to provide curriculum rigor and upskill new staff comprehensively.

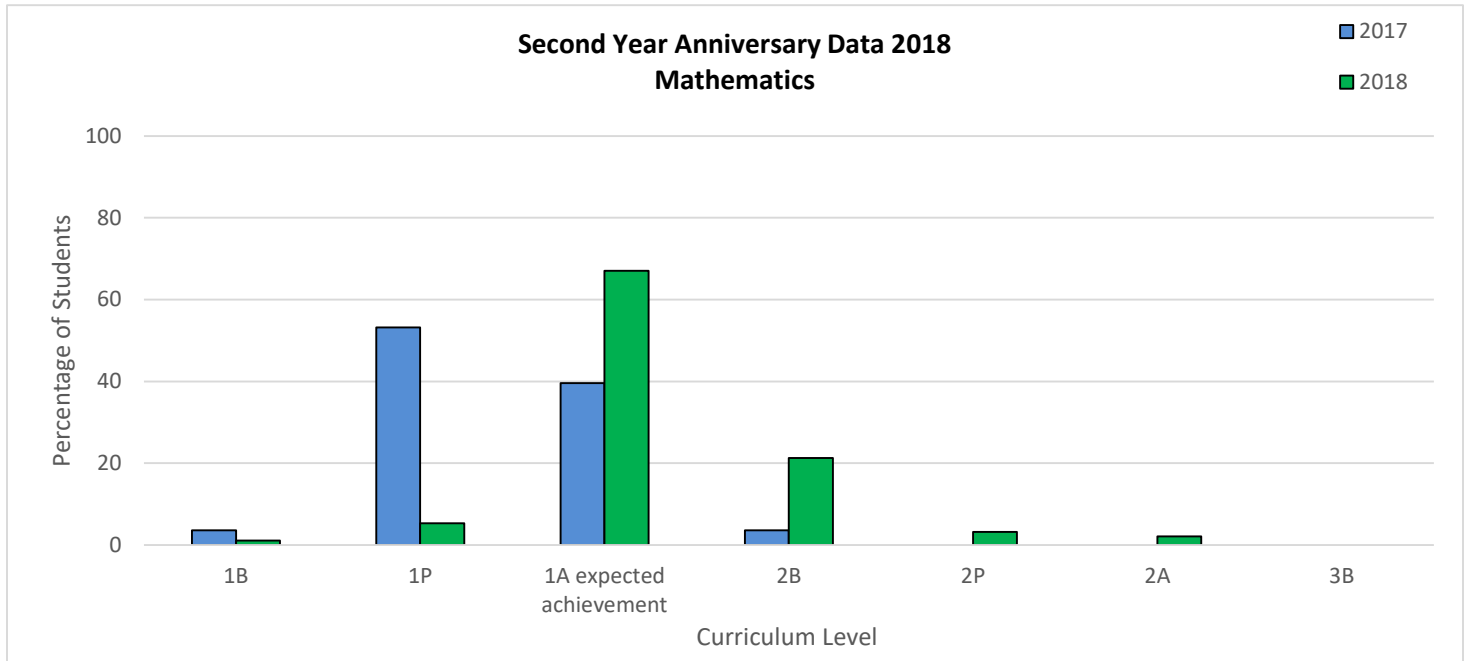


Writing Analysis

Writing data for one year at school in 2018 shows that we have 85.1% of students writing at 1P or above. There are 13 students working at 1B, which is below the expected curriculum level for one year at school. Of these 13 students, ten of them are receiving ESOL support, two are new to CBS and one is receiving support through teacher inquiry and a teacher aid support group.

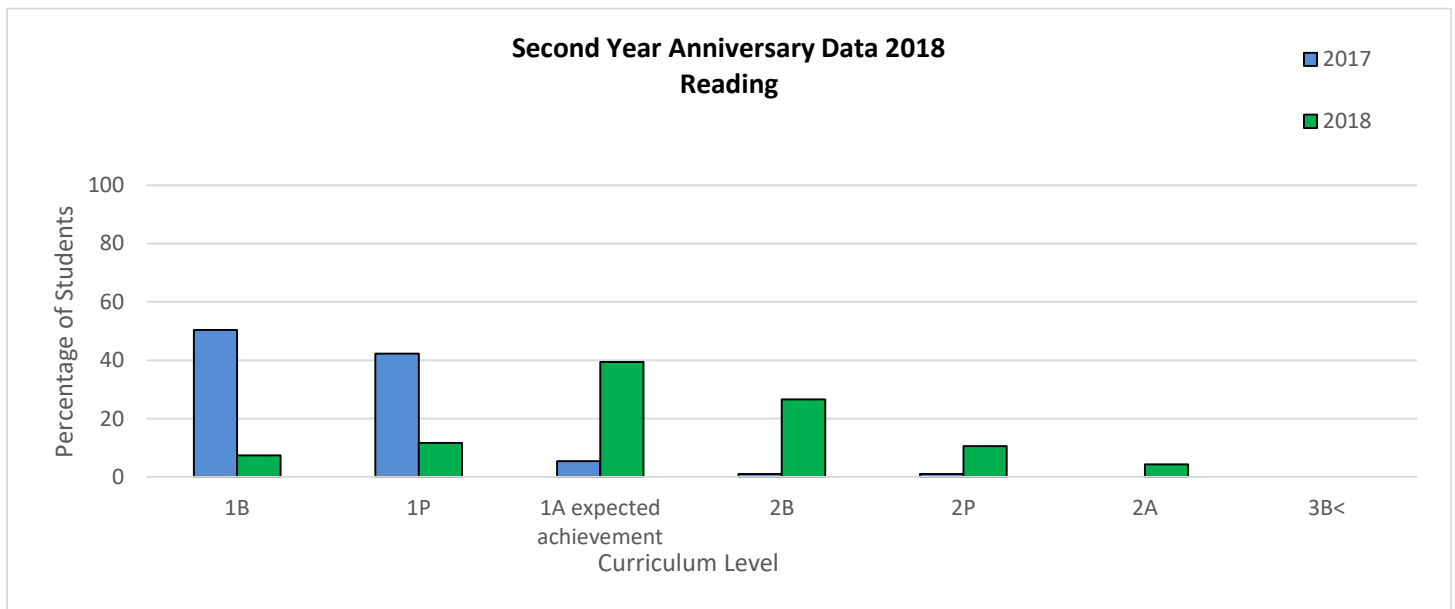
Second Year Anniversary Data

2018 target for this cohort: *The number of students working at level 1B in reading after one year and level 1P after two years combined is 30% or less.*



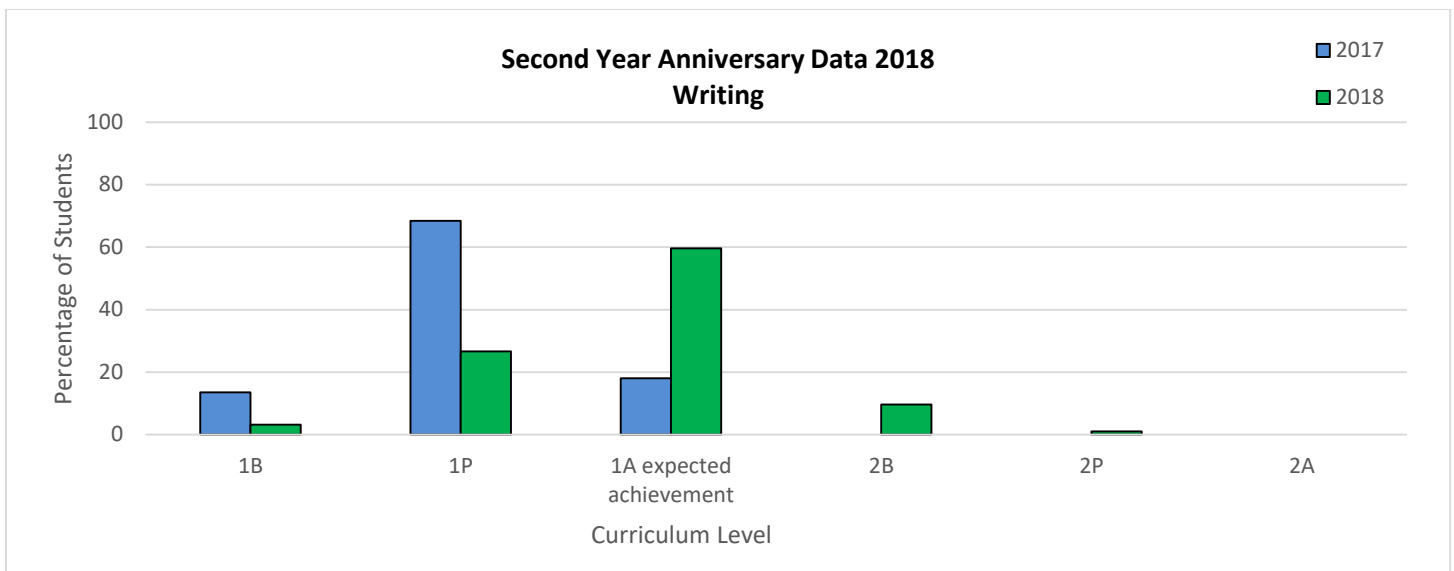
Mathematics Analysis

Mathematics continues to be a strength in the second year at school. The data highlights a significant number of students working at or above the expected level, with 93.6% working at 1A or above. There are only six students working below the expected level and all are on our SENCO register.



Reading Analysis

The reading data after two years of school shows us that this cohort have made significant progress during their second year at school. In 2017 50.4% of students did not reach the expected level in reading, however in 2018 there are only 19.1% of students working below the expected curriculum level. All of those students still working at 1B and 1P are receiving support through various in-class and withdrawal programmes. Eight students are attending regular ESOL classes. There are three students on our SENCO register and are receiving support from learning support at the Ministry of Education. Seven students are currently receiving or have recently completed Reading Recovery, and the remaining students are on the waitlist to begin the programme. Thank you to the BOT for resourcing additional hours for our reading recovery teachers so these students can be picked up earlier.



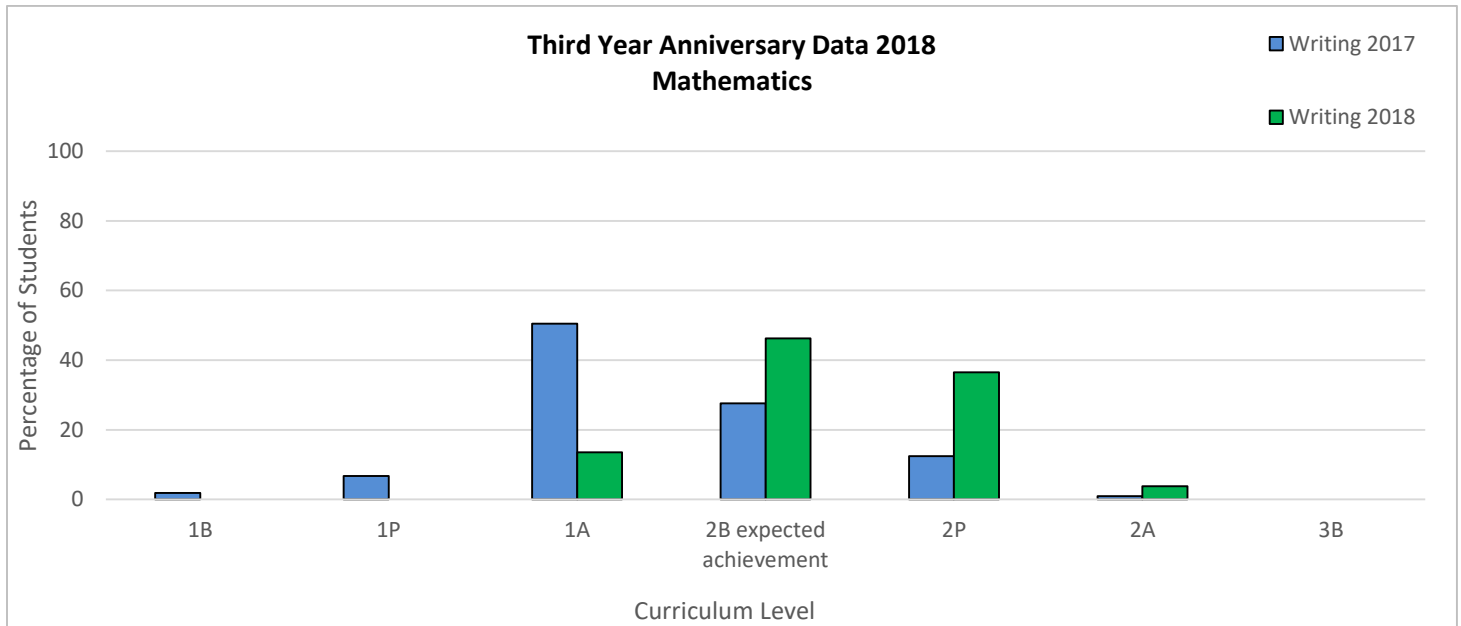
Writing Analysis

The writing data for two years at school shows us that 70.2% of our students are working at or above the expected curriculum level. In 2017, there were 13.5% of students working below expected progress and in 2018 there are now 29.8%. Of those 29.8%, a significant number (46%) are also working below the expected level in reading and receiving support for this. As reading and writing are strongly connected, support in reading often correlates to progress in writing. Of those still working at 1B and 1P in writing, 13 which is almost half the students are ESOL students and three are high needs SENCO students. 42% of students who are working below expected progress are in their third year of school and are being tracked as target students receiving interventions such as Rainbow Reading and teacher aide group programmes.

Third Year Anniversary Data

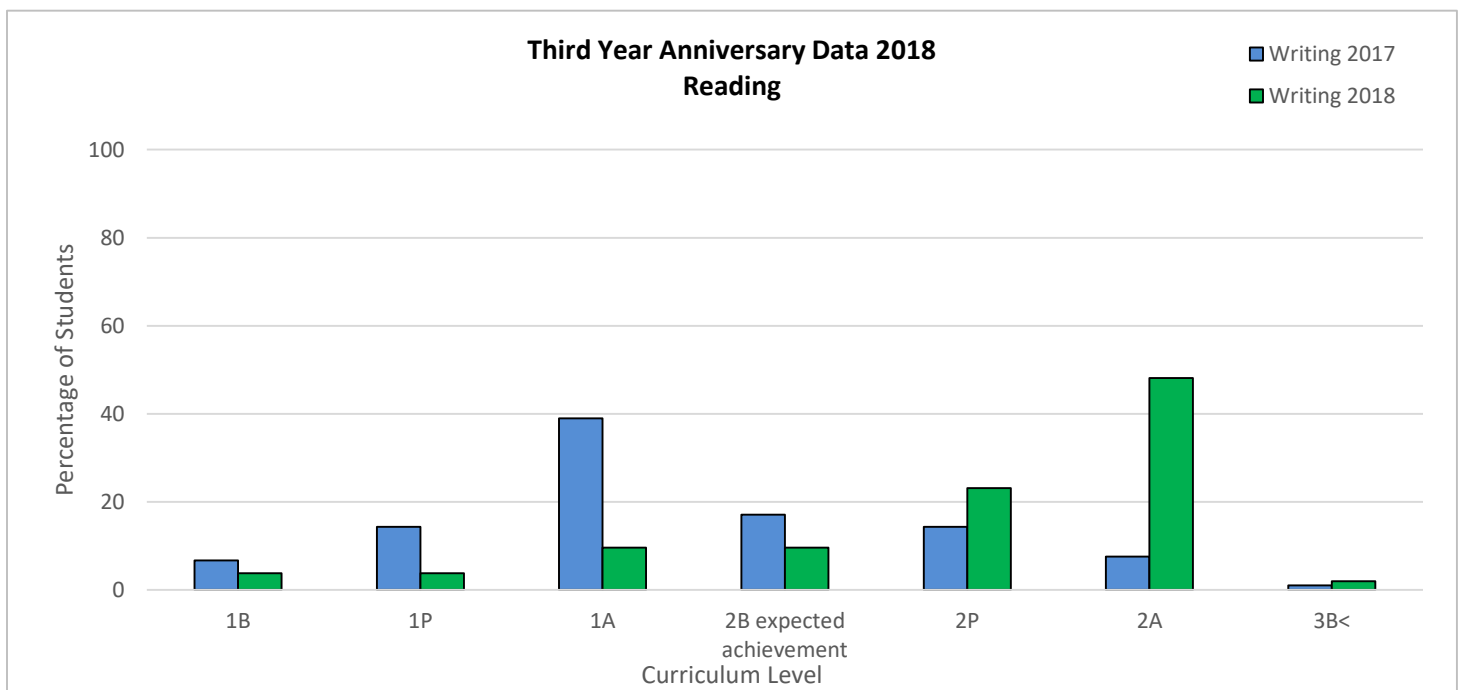
2018 target for this cohort: That students identified as below the expected standard after two years of school for writing decrease by 40% by the end of year 3.

Please note that 3rd year anniversary data is complex analysis. 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 their other Year 3 peers.



Mathematics Analysis

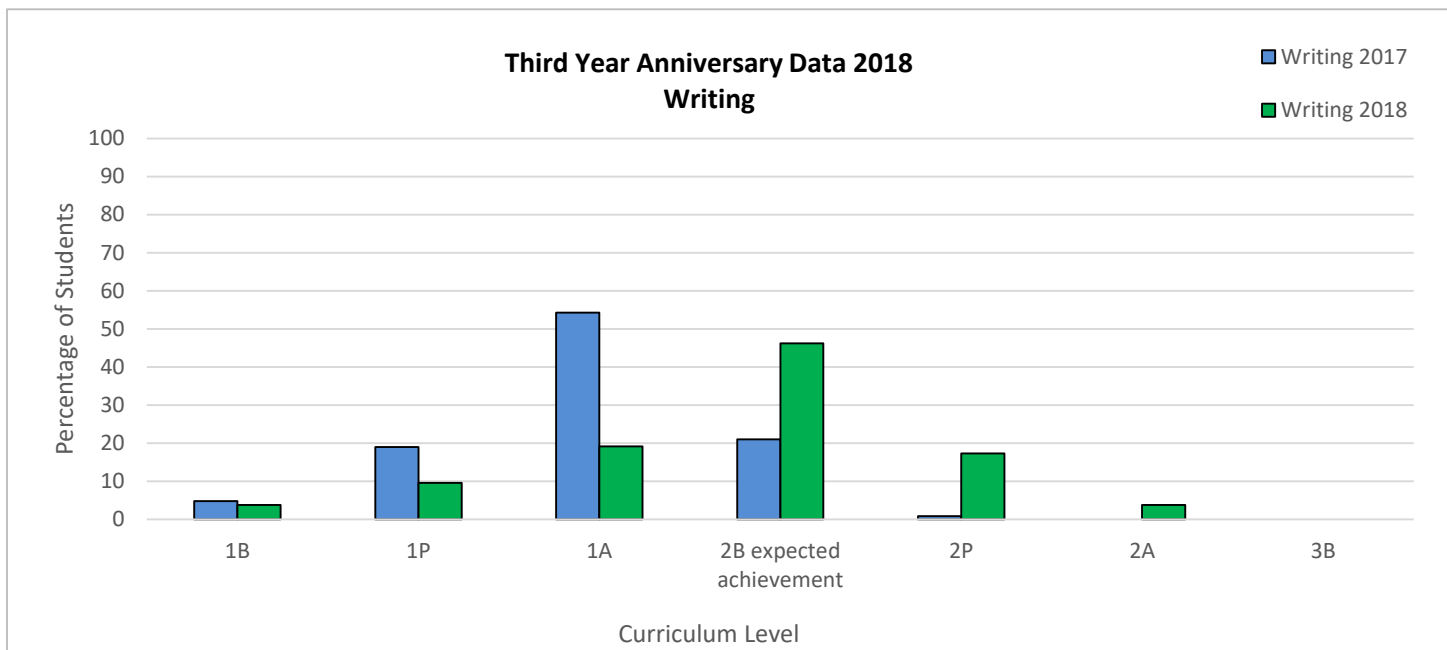
Seven students (13.5%) who are currently at 1A mid-year are tracking towards the expected level of 2B standard by the end of 2018. It is pleasing to see that no students are well below expectation in mathematics. Of the seven students who are working at 1A, two are international students, the remaining students have been identified as priority students and are being monitored with programmes in place to support them. This data shows 86.5% of students have achieved or exceeded the expected curriculum level of 2B for this anniversary with the remaining 13.5% likely to meet the standard before mid-year four.



Reading Analysis

It is exciting to see that the majority of our students **82.8%** have achieved or exceeded the expected curriculum level after three years at school.

Interesting to note that at the beginning of 2018, 18 students (12.2%) were achieving below expectations in reading after two years at school. This data shows that four students (7.6%) are now achieving at curriculum level 1P or below, indicating a 4.6% improvement. All four students are ESOL learners, and are receiving language learning support. All students who have been identified as working at 1A (just below expectations) are being monitored as part of teacher inquiry as priority learners to support them to make accelerated progress.



Writing Analysis

The student achievement target for this cohort is that students identified as below the expectations after two years of school for writing decreases by 40% by the end of year three. Interesting to note, at the beginning of this year we had 25 students (16.7%) achieving level 1P or below of the curriculum. This mid-year data shows only seven students (13.4%) are achieving at level 1P or below of the curriculum. This is great improvement and is another testament to the teaching as inquiry process teachers follow to continually refine their teaching and target the needs of their students. Of the seven students who are still level 1P or below expectations, five are ESOL students and are receiving language support from our bilingual teachers; and two are identified as priority learners.

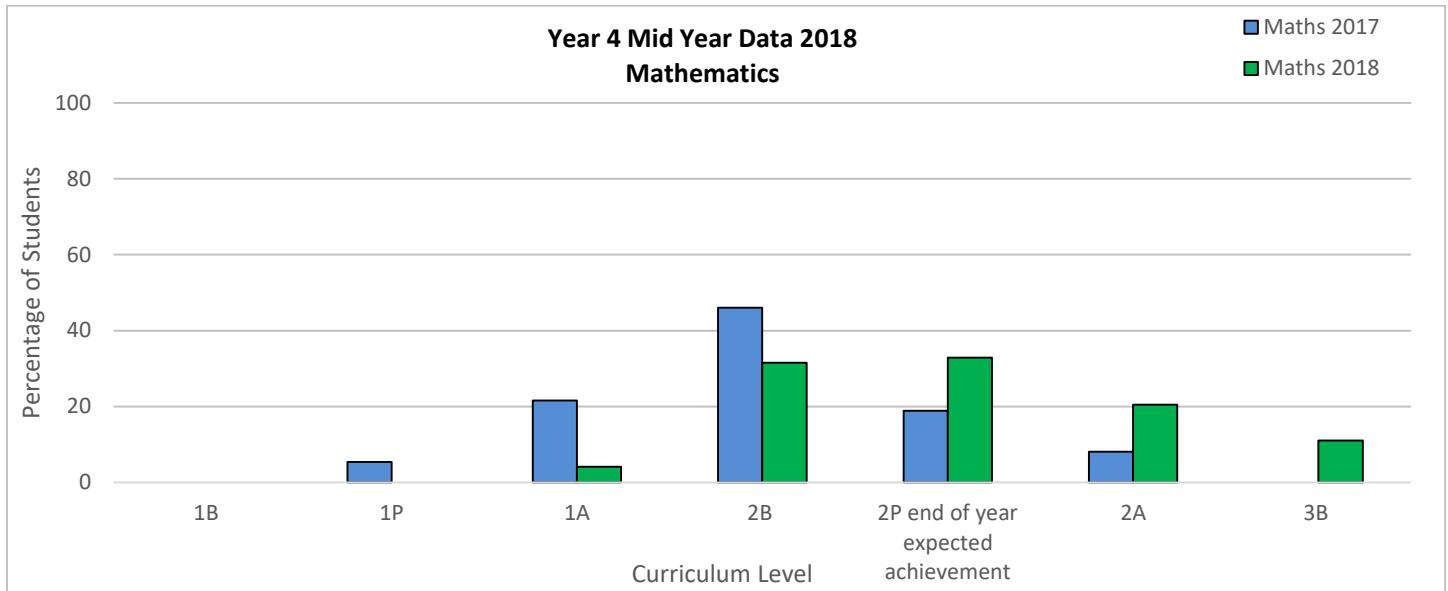
Mid-year data analysis shows that ten students (19.2%) are achieving at level 1A (just below the benchmark). Two of these students are on the SENCO register where their learning is being closely monitored and support programmes are in place, five students have been identified as priority learners; and three students are ESOL learners who receive support.

All of those students below the expected curriculum level in writing are receiving some form of support. One effective programme in place is a teacher aide group. This is a targeted writing programme based on the needs of these students. The teacher aide has been using the four square writing tool to help encourage and build confidence with reluctant writers, which provides a framework to support students to organize their ideas and build vocabulary. There has also been a focus on fine motor skills and improving pencil grip and handwriting for fluency of expression.

Year 4 Mid-Year Achievement Data

2018 target for this cohort: *That students identified as below the expected benchmark after three years of school for writing to decrease by 30% by the end of year 4.*

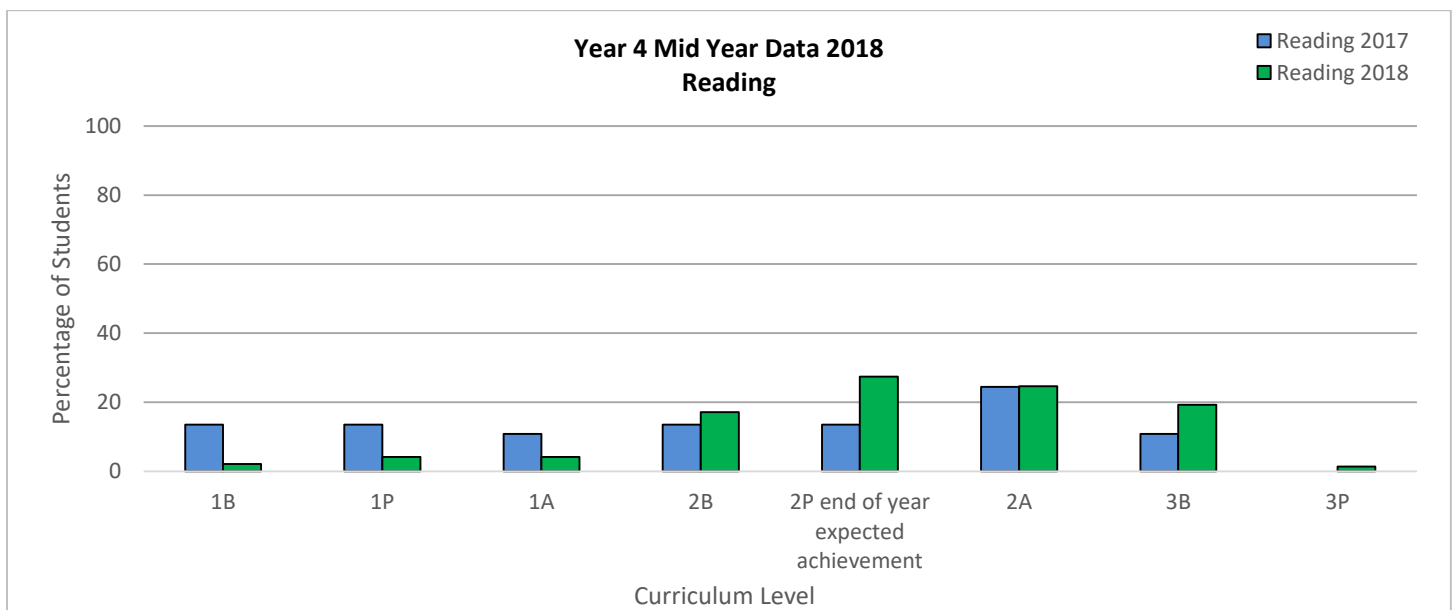
Only a small number of student meet their third year anniversary before moving into Year 4 this makes the comparison between third year anniversary data and mid-year 4 data to be complex. Note that the **expected benchmarks for Year 4-6 are at the end of the year.**



Mathematics Analysis

This graph shows that 64.4% of our year four students have met or exceeded the end of year target by mid-year. Another example of why mathematics is the school strength.

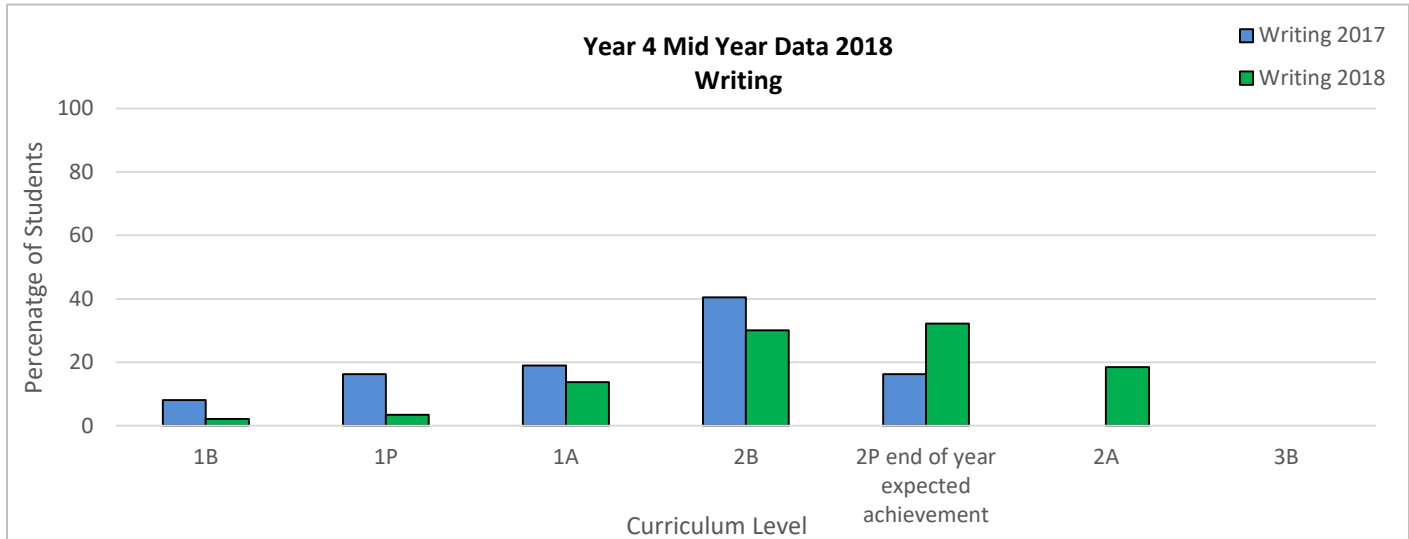
35.6% of these students are working at level 2B or below of the curriculum for mathematics. The transition to middle school mathematics requires students to apply their number knowledge to statistics, geometry, measurement and algebraic investigations. A skill that is much more complex and requires greater depth and breadth of understanding than what was necessary to achieve in level one of the curriculum. Students who are working at 2B at this time of the year are on track for achieving the expected benchmark at the end of the year. These students are monitored closely by their teachers to support them to achieve level 2P by the end of the year. Those students below expectations are part of the teacher inquiry and being tracked and monitored closely.



Reading Analysis

72.6% of our students have already met or exceeded the end of year benchmark for year four. 17.1% of students are working at 2B and currently on track to meeting the end of year data and are being monitored closely by their teachers.

Our reading mid-year data shows that fifteen students (10.3%) are achieving at level 1A or below of the curriculum for reading. Most of these students are ESOL learners who are receiving support from our ESOL teachers. With the remaining two students being priority learners and are on the SENCO register receiving additional support through agencies such as RTLB or MOE.



Writing Analysis

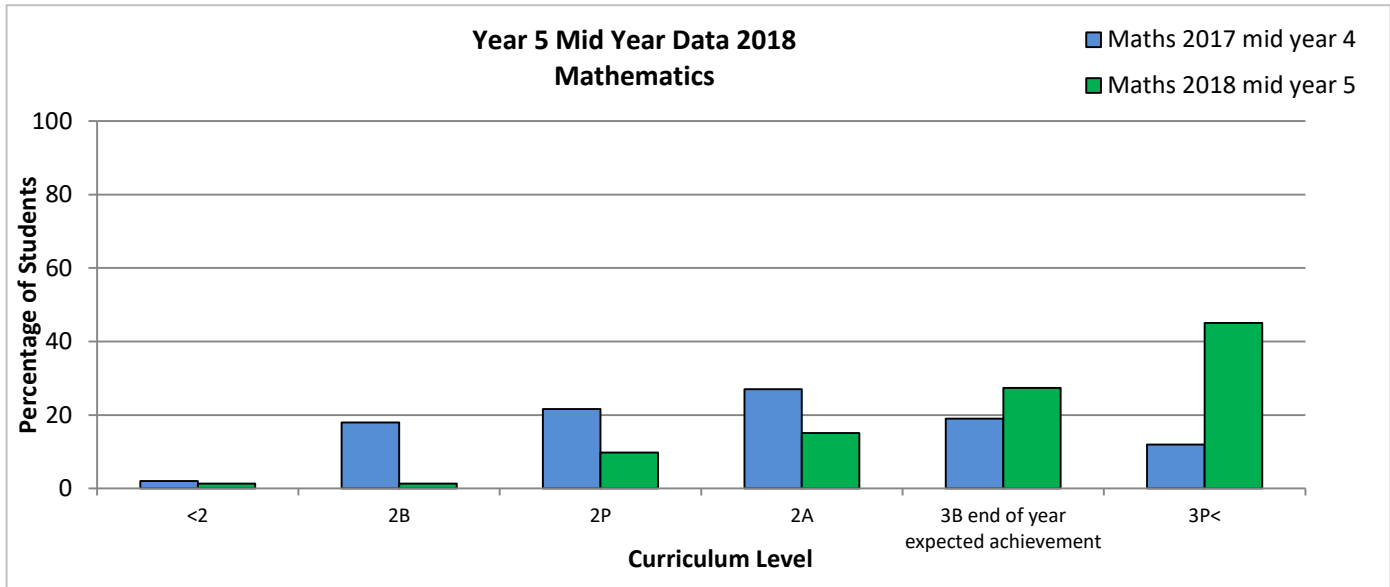
Writing is our target area for this group of students. Half of our students have already met or exceeded end of year expectations. With 30.1% of students currently on track to meet the end of year level of 2P. These students are being rigorously monitored by the team and the learning leaders to support the students to make this end of year level.

Of the 28 students who are achieving at level 1A or below for writing, 17 are ESOL learners who are being supported by the ESOL programme. The rest of the students have been identified by the teachers as priority learners and are being tracked as part of the teaching as inquiry process.

These priority learners have been part of a targeted writing. A teacher aide has been supporting the students by using the four square writing process to help encourage and build confidence with reluctant writers, which provides a framework to support students to organize their ideas and build vocabulary. Teachers have also been upskilled using this framework and use it in their writing programmes. Using the programme in the class helps the students become the 'experts' as they have been front loaded with strategies to help achieve success.

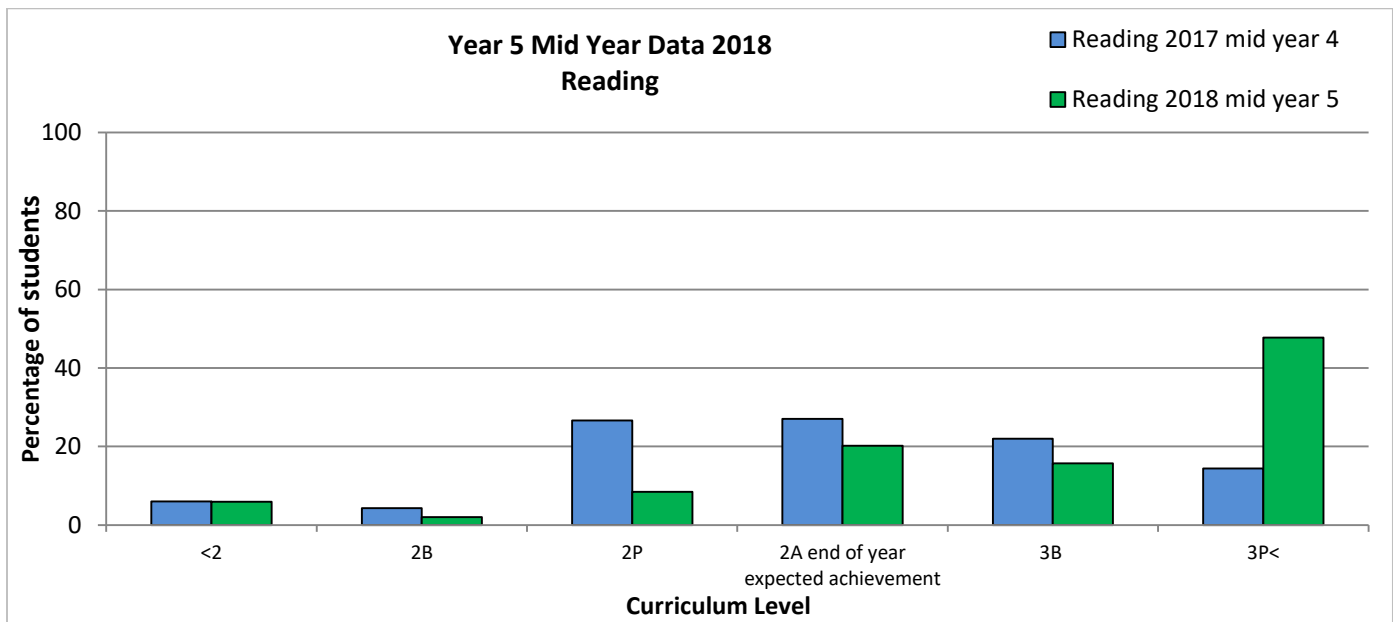
Year 5 Mid-Year Achievement Data

2018 target for this cohort: 'That 50% of boys (to include ESOL boys) identified as below National Standard in writing at the start of 2018 make accelerated progress to meet 3B by the end of 2018.'



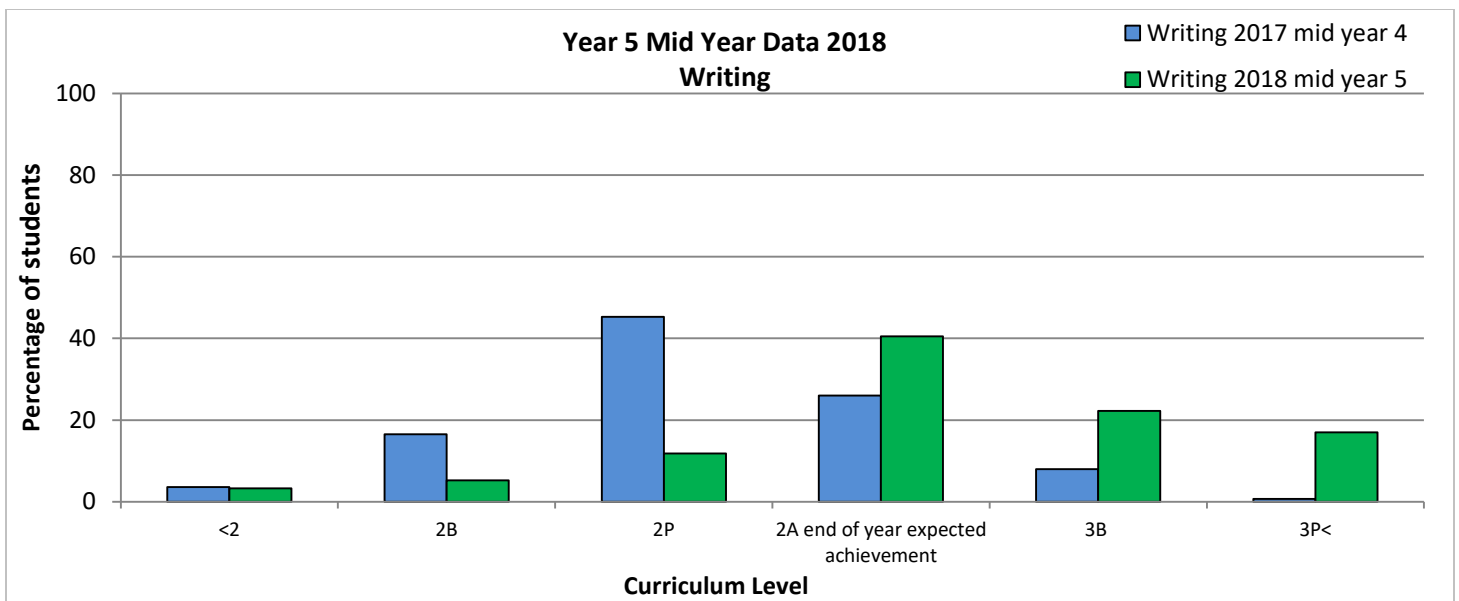
Mathematics Analysis

72.5% of this cohort have already achieved or exceeded the end of year expected curriculum level of 3B. Interesting to note that at the beginning of the year we had 58 students (41.7%) working at 2P or below benchmark in math. This graph shows that 27.4% are on track to meeting the target by the end of the year as a result of the teacher’s inquiry and support programmes. Those students at risk of not meeting the standard are students who are attending booster workshops in mathematics. All of these students are priority learners some of which are SENCO students or ESOL students. The transition from year four to year five requires students to jump two sublevels in mathematics unlike other curriculum areas in just one year.



Reading Analysis

This graph shows students are making good progress in reading and those who require extension continue to make extended progress with 63.4% of students achieving well above expectations and 20.2% of students already achieving the end of year benchmark. Those students at 2P are expected to achieve 2A by the end of the year. Of the 7.9% of students well below expectations, all are listed on the SENCO register and are receiving additional support.



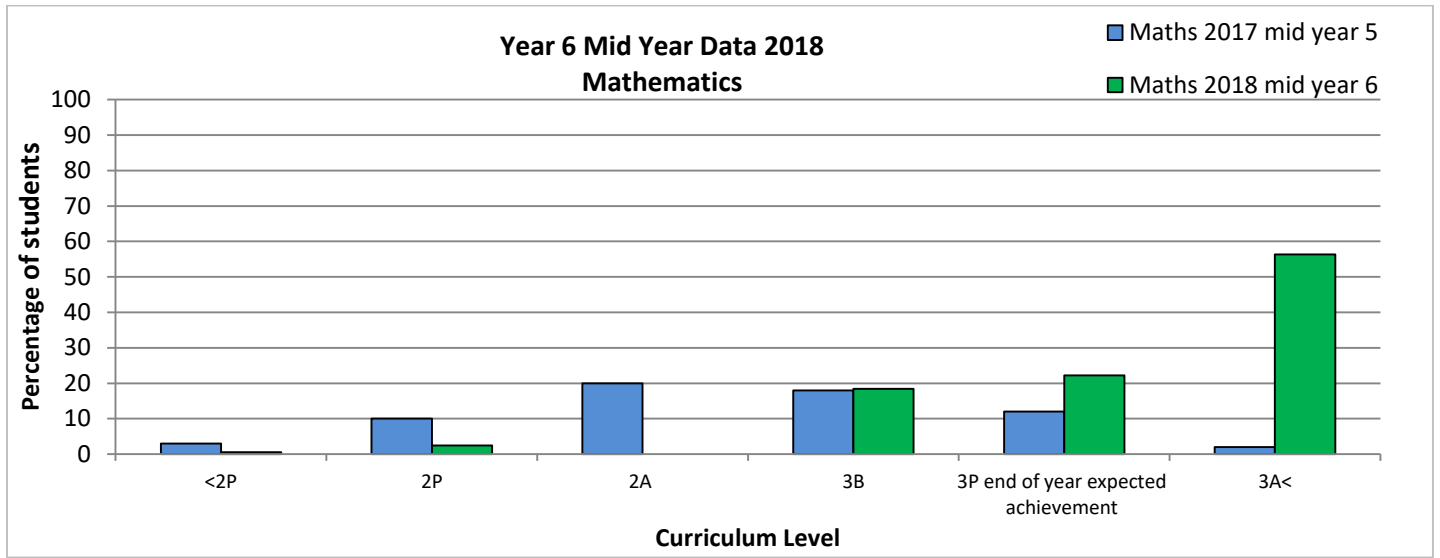
Writing Analysis

79.7% of students have already met or exceeded the end of year expected level. This is quite an accomplishment as writing is an ongoing target area for the school and in particular the senior school.

In total 20.3% are still at 2P or below with 11.8% of students on track to meeting the end of year target. These students are being monitored closely using thorough teacher inquiry and tracking systems. This includes a new tracker that monitors the writing skills each student needs to progress towards our benchmark of 2A and so each teacher can explicitly fill each gap for that student to make expected progress. Of those working well below expectations (31 students) they are identified on our SENCO register and have personalised programmes in place, or are ESOL students.

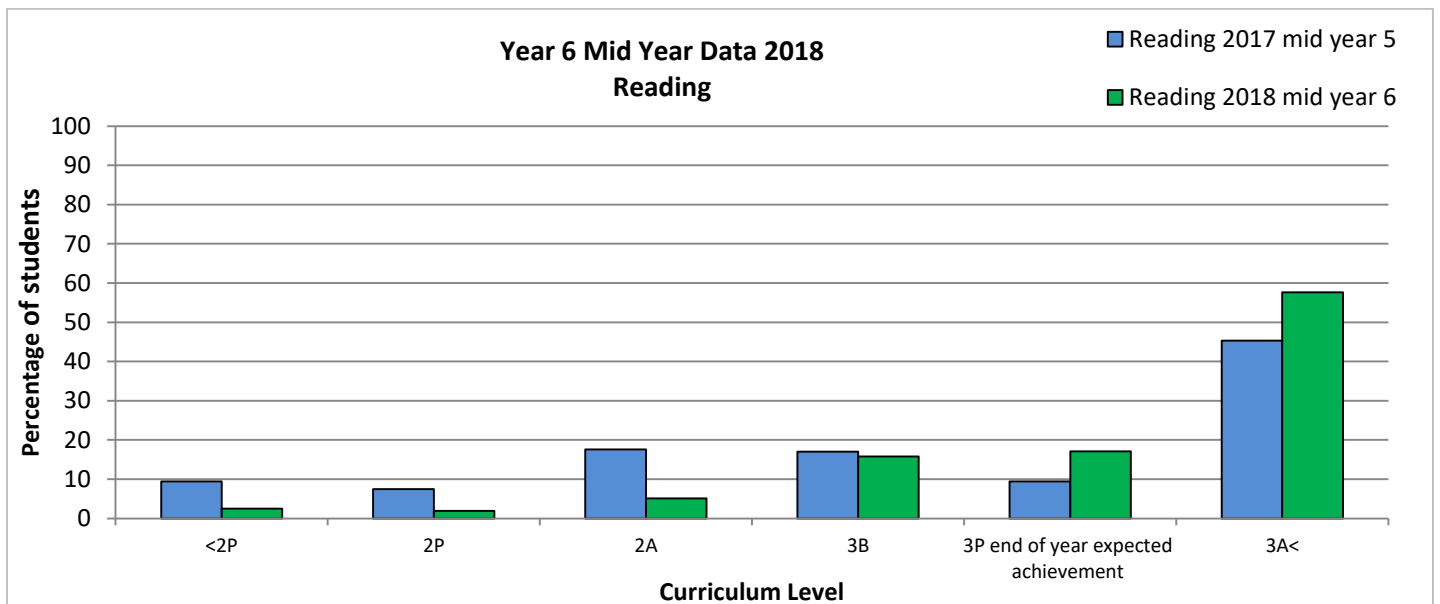
For this cohort's priority students, a teacher aide (with teaching qualifications) is working closely with students and their identified writing goals. We have also recently trained them to lead a successful writing teaching resource "The Game of Awesome" recommended by RTLB. In addition, one of our Year 5 teachers is training all year in Te Whare Rama, a Massey University recommended writing programme, focussed in particular on boy's engagement and achievement. By upskilling this teacher, we are using their learning to support a review of our own writing pedagogy across the cohort. These programmes are particularly effective for engaging boys in writing.

2018 target for this cohort: 'That 50% of boys (to include ESOL boys) identified as below National Standard in writing at the start of 2018 make accelerated progress to meet National Standards by the end of 2018.'



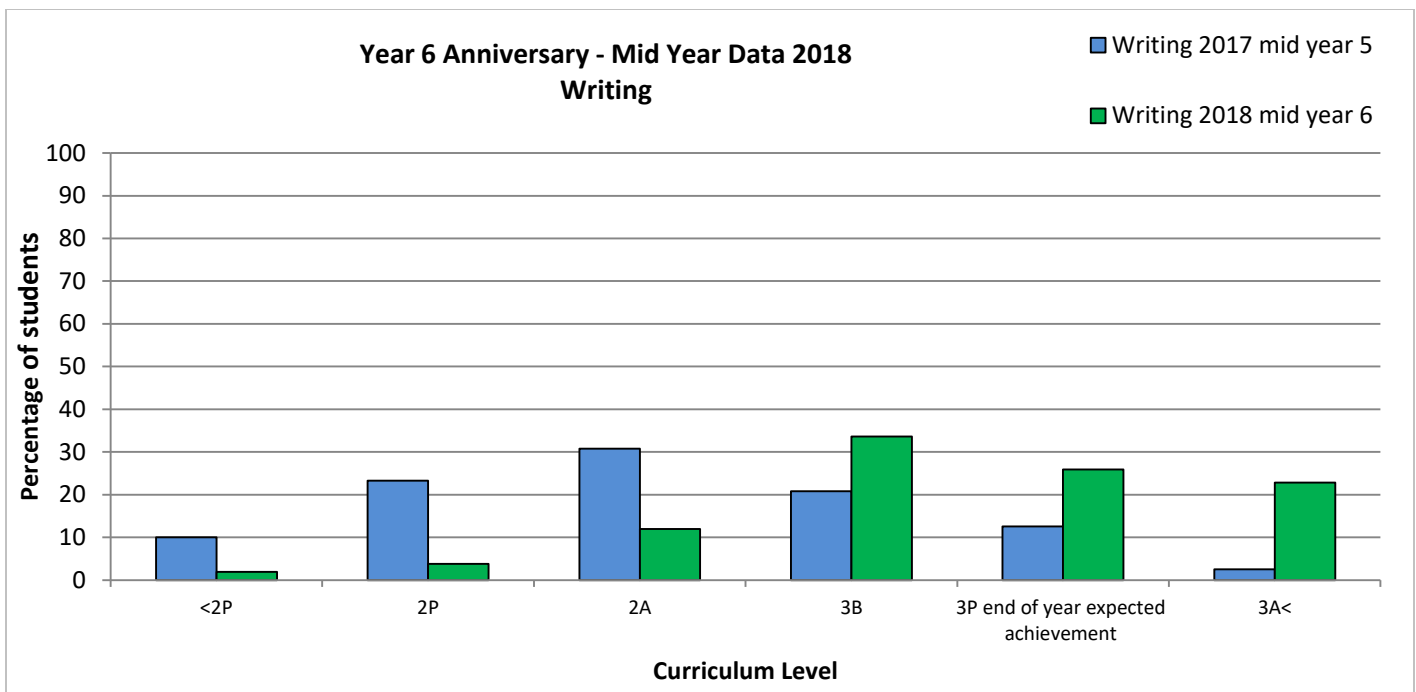
Mathematics Analysis

It is fantastic that 78.5% of students in year six have already met or exceeded the expected curriculum level for the end of the year, with over half above expectations, this is to be celebrated. Our goal in mathematics is to review how we extend students who show advanced mathematical skills to enhance their breadth and depth in mathematical concepts. 18.4% of students are working at 3B and are on track to meeting the end of year target, they are being monitored closely to ensure they meet this. The very small amount of students (5) who are well below standard are new to our school, have Ministry funding for their learning needs or are attending remedial support programmes.



Reading Analysis

74.7% of students are achieving or exceeding the expected curriculum level for the end of year six. With 15.8% of students on track to meeting the end of year target and will be monitored closely to support their progress achieve level 3P by the end of the year. The same students reflected in mathematics data as well below are also represented as well below in reading. Programmes are in place to support them such as ESOL, MOE and RTLB.



Writing Analysis

At the beginning of the year this cohort had 102 (64.2%) of students working at level 2A or below in writing. This data shows that already 48.7% of students have met or exceeded the end of year target. Of the rest of the cohort 33.6% are on track to meet the end of year target. This is a large proportion of the students and needs to continue to be monitored and resourced carefully to support those students to make expected progress for the rest of the year. The year six learning leader and teachers have continued to use their tracking systems but have also designed a more detailed tracker that monitors the writing skills each student needs in order to progress towards our benchmark of 3P. In addition, a teacher aide is supporting the targeted writing gaps of these students within the collaborative programme. Of those students below expectation 34 are students with specific learning needs whose progress has been targeted through our priority learner focus groups, 14 are ESOL students and there are 28 boys in total. To meet our target, 14 out of 28 boys still need to meet 3P by the end of year. It is likely that we will meet this target as 20 boys are on track to meeting the end of year target currently at working at level 3B.

Appendix

First Year Achievement Data by Number of Students

Level	6 Month Maths 2017	1 year Maths 2018	6 Month Reading 2017	1 year Reading 2018	6 Month Writing 2017	1 year Writing 2018
1B	89	3	180	42	152	13
1P benchmark	92	59	13	36	39	62
1A	12	22	0	8	2	12
2B	0	3	0	1	0	0
Total	193	87	193	87	193	87

Second Year Achievement Data by Number of Students

Level	1 Year Maths 2017	2 year Maths 2018	1 Year Reading 2017	2 year Reading 2018	1 Year Writing 2017	2 year Writing 2018
1B	4	1	56	7	15	3
1P	59	5	47	11	76	25
1A benchmark	44	63	6	37	20	56
2B	4	20	1	25	0	9
2P	0	3	1	10	0	1
2A	0	2	0	4	0	0
Total	111	94	111	94	111	94

Third Year Anniversary Achievement Data by Number of Students

Level	1 year Maths 2016	2 year Maths 2017	3 year Maths 2018	1 year Reading 2016	2 year Reading 2017	3 year Reading 2018	1 year Writing 2016	2 year Writing 2017	3 year Writing 2018
1B	3	2	0	43	7	2	14	5	2
1P	32	7	0	36	15	2	65	20	5
1A	49	53	7	10	41	5	11	57	10
2B benchmark	6	29	24	1	18	5	0	22	24
2P	0	13	19	0	15	12	0	1	9
2A	0	1	2	0	8	25	0	0	2
3B	0	0	0	0	0	0	0	0	0
3P	0	0	0	0	1	0	0	0	0
3A	0	0	0	0	0	1	0	0	0
Total	90	105	52	90	105	52	90	105	52

Year 4 Achievement Data by Number of Students

Level	2 year Maths 2016	3 year Maths 2017	Year 4 Maths 2018	2 year Reading 2016	3 year Reading 2017	Year 4 Reading 2018	2 year Writing 2016	3 year Writing 2017	Year 4 Writing 2018
1B	0	0	0	3	5	3	1	3	3
1P	5	2	0	2	5	6	8	6	5
1A	25	8	6	20	4	6	20	7	20
2B	18	17	46	17	5	25	23	15	44
2P benchmark	6	7	48	14	5	40	5	6	47
2A	3	3	30	1	9	36	0	0	27
3B	0	0	16	0	4	28	0	0	0
3P	0	0	0	0	0	2	0	0	0
3A	0	0	0	0	0	0	0	0	0
Total	57	37	146	57	37	146	57	37	146

Year 5 Achievement Data by Number of Students

Level	2.6 & 3 year Maths 2016	Year 4 Maths 2017	Year 5 Maths 2018	2.6 & 3 year Reading 2016	Year 4 Reading 2017	Year 5 Reading 2018	2.6 & 3 year Writing 2016	Year 4 Writing 2017	Year 5 Writing 2018
<2	36	3	2	42	8	9	46	5	5
2B	42	25	2	34	6	3	48	23	8
2P	26	30	15	29	37	13	27	63	18
2A maths	15	38	23	15	38	31	3	36	62
3B benchmark	5	26	42	2	30	24	1	11	34
3P	1	16	39	0	14	35	0	1	21
3A	0	1	26	3	6	34	0	0	5
4B>	0	0	4	0	0	4	0	0	0
Total	125	139	153	125	139	153	125	139	153

Year 6 Achievement Data by Number of Students

Level	Year 4 Maths 2016	Year 5 Maths 2017	Year 6 Maths 2018	Year 4 Reading 2016	Year 5 Reading 2017	Year 6 Reading 2018	Year 4 Writing 2016	Year 5 Writing 2017	Year 6 Writing 2018
<2P	21	5	1	25	15	4	31	16	3
2P	33	16	4	35	12	3	64	37	6
2A	30	31	0	21	28	8	36	49	19
3B	18	28	29	19	27	25	18	33	53
3P benchmark	25	19	35	12	15	27	1	20	41
3A	16	30	26	35	28	20	0	4	31
4B	7	20	17	3	29	30	0	0	5
4P	0	6	25	0	3	23	0	0	0
4A	0	4	21	0	2	18	0	0	0
Total	150	159	158	150	159	158	150	159	158