

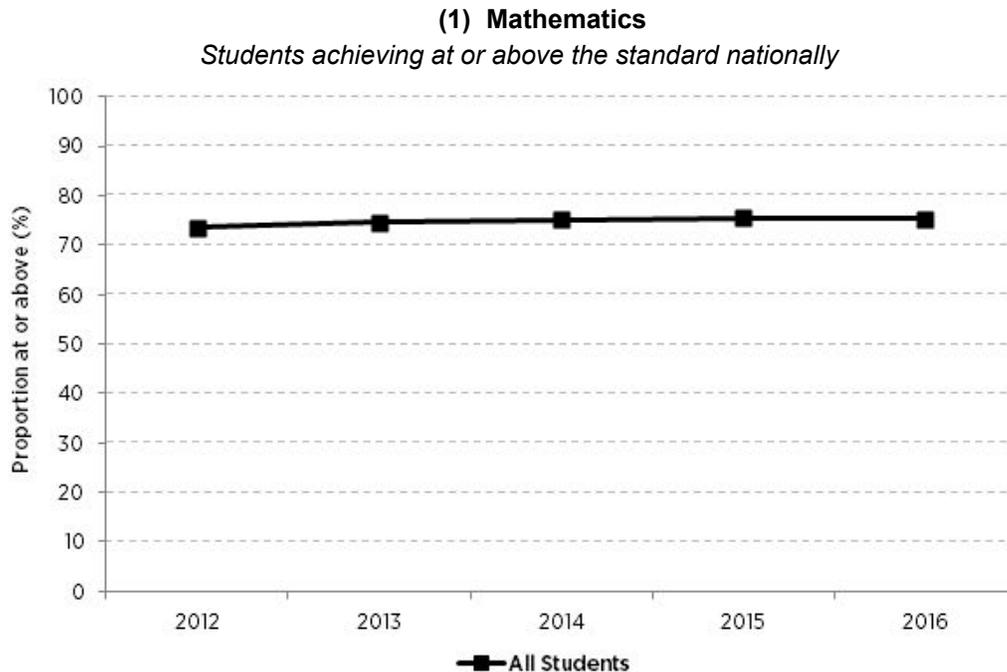
Student Achievement 2017

This year the three newly appointed Associate Principals and the Deputy Principal analysed the end of 2017 student achievement data in relation to the National Standards. This is a quick snapshot of the the success stories and our next actions to focus on pertaining to reading, writing and mathematics.

Highlights

As educators we are in a constant state of review, analysing what we can improve on and where we could do more. However, the following are noteworthy celebrations.

Mathematics was a strength for our students with **92.8%** of all students achieving at or above the national standard. Over **50%** of our Year 5 and 6 students exceeding the national standard. We believe this is due to our systems of tracking and monitoring students and the Maths Matters professional development we have embarked on for the past four years. This statistic is greater than what is seen nationally. See Graph (1).



https://www.educationcounts.govt.nz/_data/assets/pdf_file/0019/149302/2016-Reading-Panui-Indicator.pdf

Another highlight for our 2017 data is the progress made for students in **reading** after one year to their **achievement after two years**. In 2016, **38.9%** of students were below the national standard in reading after one year and in **2017 only 12.2%** of students were below the following year. This accelerated progress made by students moving from one to two years of schooling is outstanding. It is evident that our Building Blocks philosophy and understanding is successful. We do not rush students through the levels in the first year of school. Instead we ensure all

students receive a solid base of foundation literary skills before moving them to quickly through the levels. (B.Brann, 2011).

<https://ac-eylf-pilot.wikispaces.com/file/view/RESEARCH+BBL+NZ+final+all+part+1.pdf>

A third strength found in the data was that in Year 4, 5 and 6 every target set for 2017 was met, by reducing the number of students below by 30% or more. These improvements are significant, as students who are not achieving the standard by Year 4 often have multiple interventions and programmes in place to help them prior to this time. The main action taken to support these students is increased tracking and monitoring systems through a rigorous teaching as inquiry cycle. *This includes, reflecting on teacher practice and its impact on the student, robust dialogue about this with other professionals, reflection and research, close monitoring of student progress and adjustment to programmes according to this monitoring, teacher aides to support attainment of targets and other withdrawal programmes implemented.*

Following on from this third strength, some of our best results came from the senior school, the cohort that arguably has undergone the most significant environmental change. And while the collaborative environment looks very different, what is happening inside for students and teachers is more important. The pedagogical decisions and actions in the collaborative environment are rich in best practice methodology. This includes but is not limited to: robust assessment for learning practices; tracking and monitoring systems; student voice and agency; adaptable and personalised programmes and authentic curriculum contexts. In year 5 and 6 the mathematics target was to reduce the number of students below the standard by 30% and we reduced the number achieving below by 32%. In writing in year 5 and 6 the target was to reduce the number of students working below by 30% and instead the number working below in writing was reduced by 45.1%. This far exceeded the target.

Next Steps

Gender disparity. One of the discoveries during this data analysis was the gender gap between boys and girls in writing, with approximately 50% more boys than girls not achieving the National Standard in writing. This is not a new phenomena in writing achievement through the years across New Zealand. See Ministry of Education, Boys Achievement , 2007, as well as the graph (2). However, we are working to reduce this so that the curriculum is equitable regardless of gender, culture or needs. We have already investigated the programme, Te Whare Rama Writing which is a combined RTLB and Massey University programme for engaging boys in writing, that has achieved much success.

(2) Writing National Standard Achievement Nationally

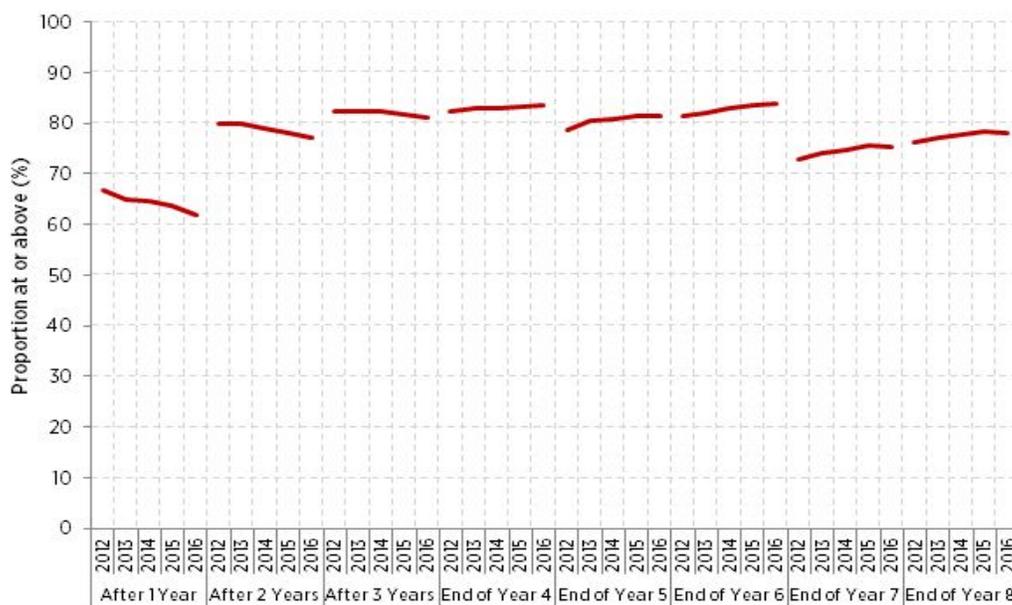


https://www.educationcounts.govt.nz/_data/assets/pdf_file/0005/149306/2016-Writing-Tuhituhi-Indicator.pdf

Another action was to continue to reflect and respond to our reading achievement after one year, which continues to remain around 30-40% of students not reaching the standard of one year. Interestingly, the graph below shows that nationwide this is also the case. This year we have just over 40% of students achieving below the standard in reading. There are a range of factors we believe contribute to this, increased bilingualism; 12 reading levels to make in one year and our Building Blocks programme. However, even with such explanations we wish to always look to review. In 2018, we have resourced this area with an experienced Year 0 Leader, who co-teaches alongside our classroom teachers who are opening classes to ensure a robust, pedagogically sound and consistent teaching programme for students' first year of school.

This graph from Education Counts about reading in primary schools also shows the same trends we do after one year of school nationwide. Important to note that Decile 10 schools usually attain 80%+ at or above the standard. This is common in schools that do not use Building Blocks.

(3) Reading Achievement of National Standards in NZ



https://www.educationcounts.govt.nz/_data/assets/pdf_file/0019/149302/2016-Reading-Panui-Indicator.pdf

***All nationwide data can be found from the Education Counts Website