



## CAMPBELLS BAY SCHOOL

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

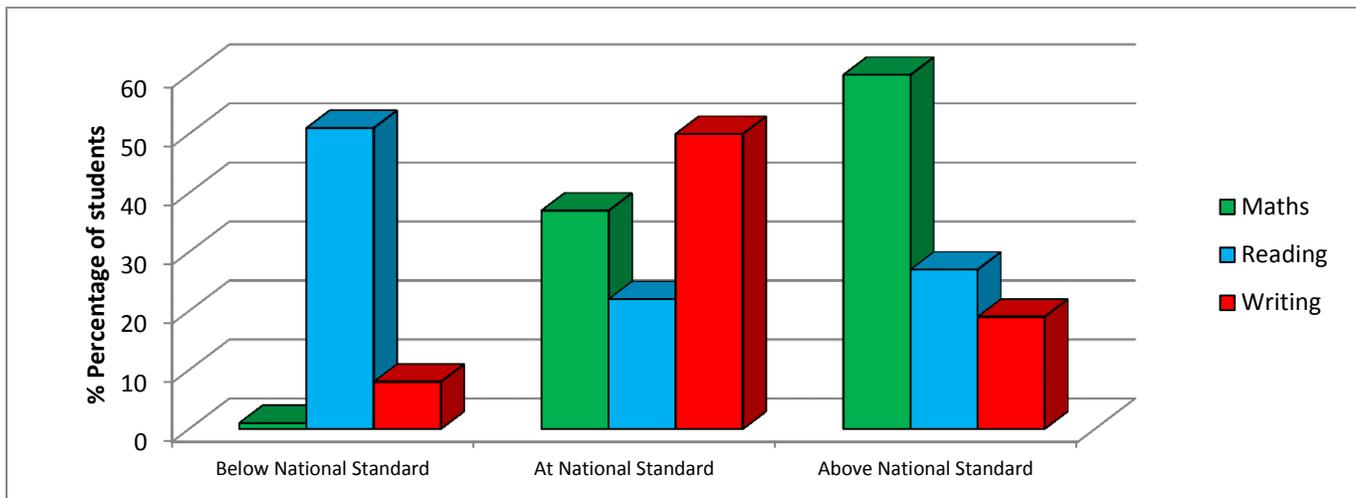
# Reporting on Student Achievement Mid-Year 2015

- ✓ Each cohort has been reported on.
  - First year anniversaries
  - Second year anniversaries
  - Third year anniversaries
  - Year 4
  - Year 5
  - Year 6
- ✓ The first graph is 2015 national standard data, shown as percentages.
- ✓ Below this is another graph, which shows the 2014 national standard data, shown as percentages.
- ✓ Finally, there is an analysis of this data, including any recommendations.

Please note: Included also in this report is information about the progress of our students who attend Bilingual (ESOL) support classes.

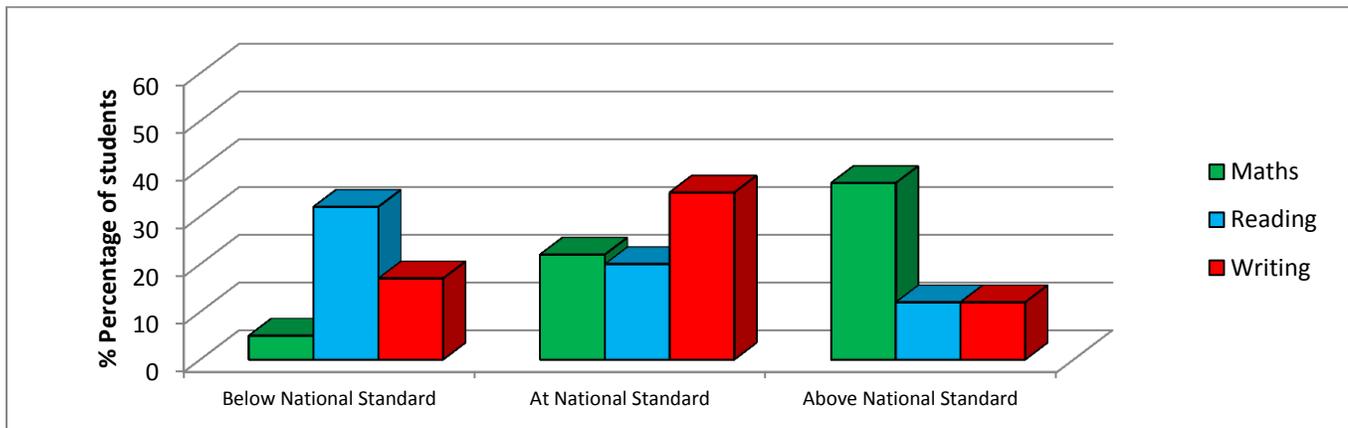
**First Year Anniversary – Mid Year Data 2015**

*total amount of students – 77*



**First Year Anniversary – Mid Year Data 2014**

*total amount of students – 64*



2015 target for this cohort: The number of those below national standard in reading at the end of year 1 is lower in 2015 than it was in 2014.

This data shows excellent progress in writing after one year at school. It is interesting to note that we are an exemplary Building Blocks junior school; strongly passionate about teaching the whole child. Building Blocks has an over-arching philosophy that there are many prerequisite skills students need to have in order to be literate, and we must teach these skills before moving them forward too quickly. *Please refer to the research link at the end of page 2.*

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 is still the main contributing factor for our students not making Level 12 in reading by their first year in school. However, it is important to note that our CBS average for reading after one year was Level 11. Not far off.

At the end of year data in 2013, we had 56% of our first year anniversary students achieving below the standard. These students always show exceptional progress in their second and third year anniversaries, making reading a school wide strength.

The recommendation is to continue robust teaching inquiry into students who are not making the standard, but to focus also on students achieving “just” below the standard, to accelerate them towards meeting the first year anniversary benchmark of Level 12.

# 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).

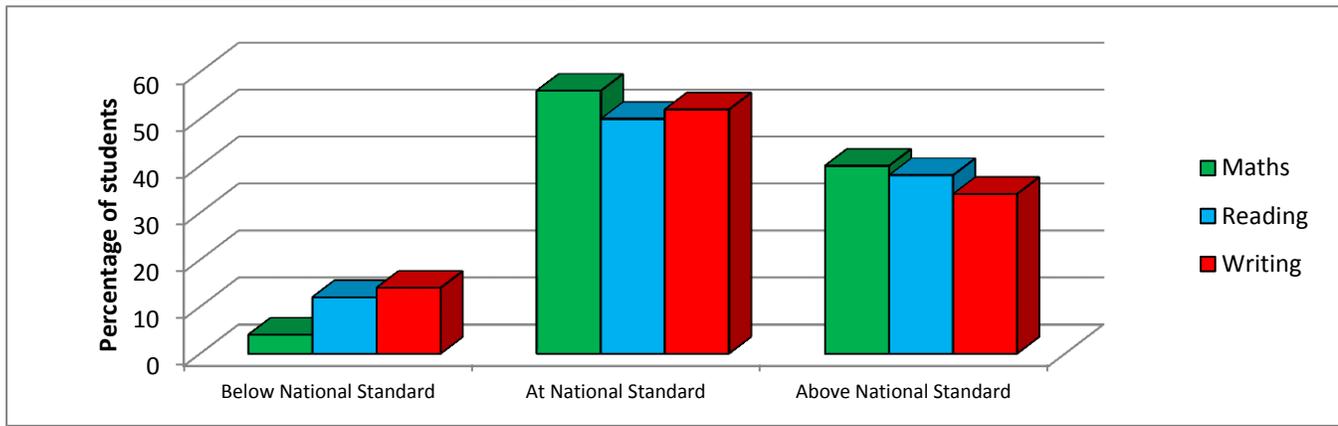
### 2.) Specific Building Blocks Programme Research – results and best evidence synthesis of a two year research project using this framework in two schools in Auckland. **Note: Part 1, Pages 6 and 7**

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

PART 2 <https://ac-eylf-pilot.wikispaces.com/file/view/RESEARCH+BBL+NZ+final+all+part+2+2.pdf/308576626/RESEARCH%20BBL%20NZ%20final%20all%20part%202%202.pdf>

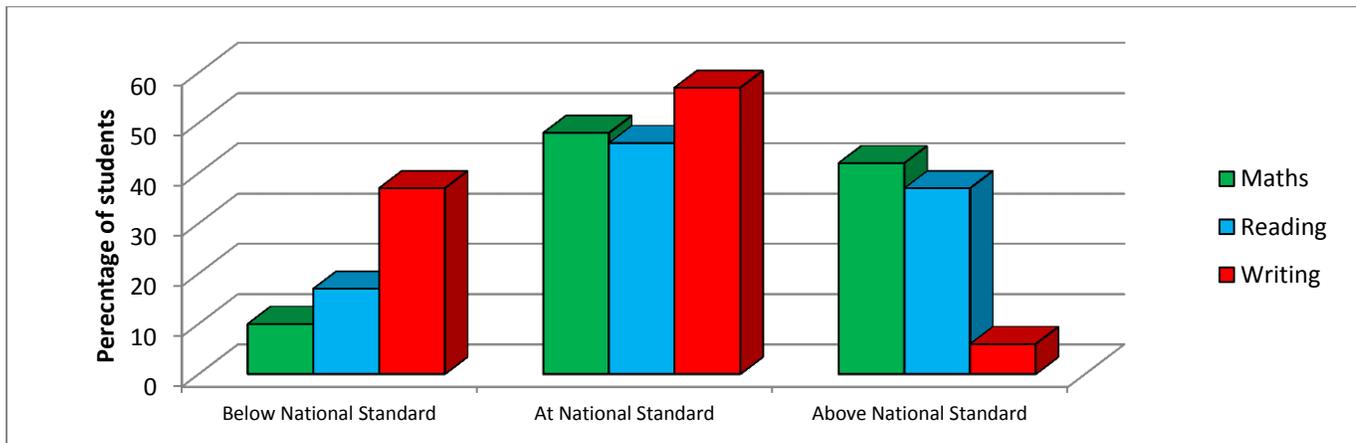
**Second Year Anniversary – Mid Year Data 2015**

Total amount of students - 50



**Second Year Anniversary – Mid Year Data 2014**

Total amount of students - 67



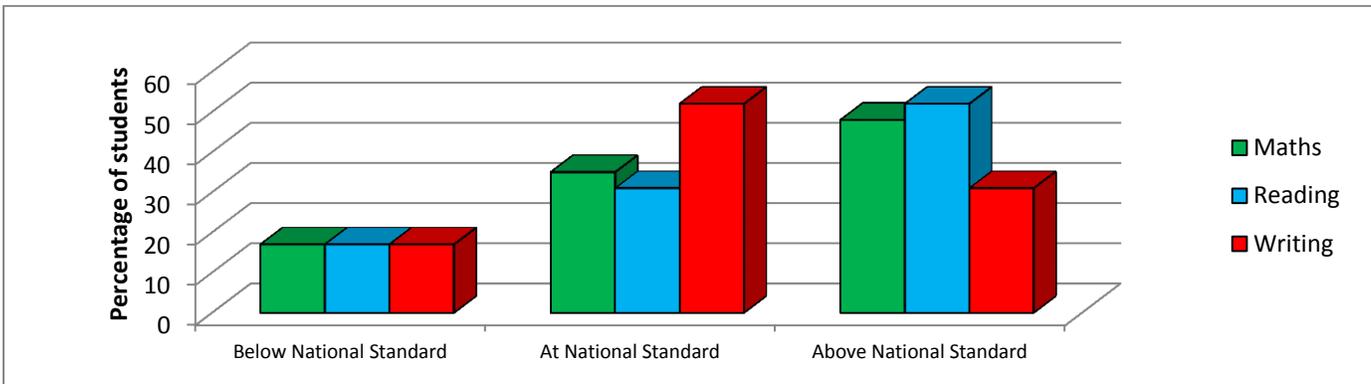
Target for this cohort: The number of those below national standard in reading at the end of year 2 is lower in 2015 than it was in 2014.

It is pleasing to note that we are achieving the target for this cohort. At this time 50% of students are achieving at standard compared to 46% in 2014. Also in 2014, 17% of students were achieving below the standard after two years and at this time only 12 % are achieving below standard. We remain confident that by the time students reach their third year anniversary, the number of students at and above in reading increases.

As a result of the advice from Cathie Johnson (NZCER) student achievement in writing is showing excellent progress particularly in the number of children achieving at or above the standard. Recommendations are to continue to moderate writing regularly in teams, as this strengthens teacher knowledge and understanding of curriculum progressions. In addition, it is recommended to continue teaching as inquiry as a process to monitor and improve student achievement and teaching practice.

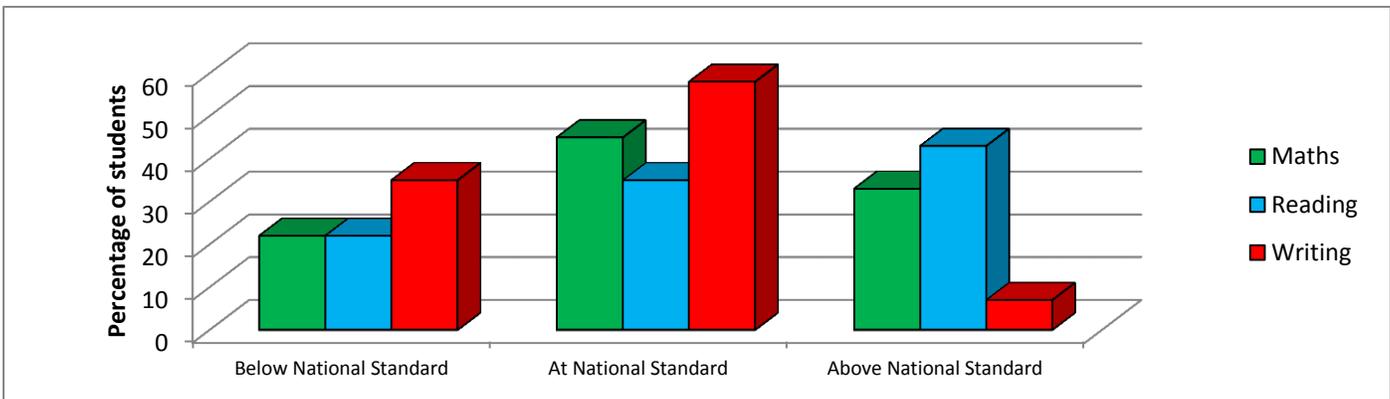
**Third Year Anniversary – Mid Year Data 2015**

*total amount of students - 48*



**Third Year Anniversary – Mid Year Data 2014**

*total amount of students - 40*

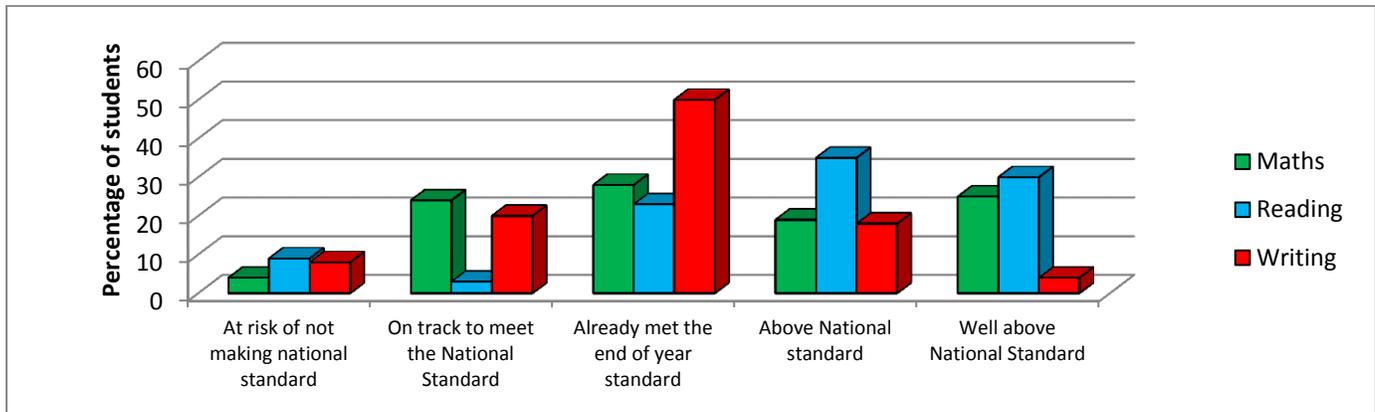


Target for this cohort: *The students identified as working below the National Standard in Writing in year 3 of 2015, make accelerated progress towards achieving the standard.*

Accelerated progress has been made towards the target of writing. This is the result of on-going moderation within teams. Those students who are not achieving the standard across all three areas are all attending intervention programmes to support their specific learning goals. All three areas show an increase in students achieving above the national standard compared to last year (2014). The recommendation is to continue robust teaching inquiry to support and enhance learning progress for those students who are not making expected progress or are achieving below the standard. It is also recommended to continue to moderate writing to support teacher's breadth and depth of curriculum knowledge in this area. It is also recommended to review how teachers and programmes are extending students who are achieving above the standard; in particular those students achieving one full curriculum level above the standard in Mathematics and Reading.

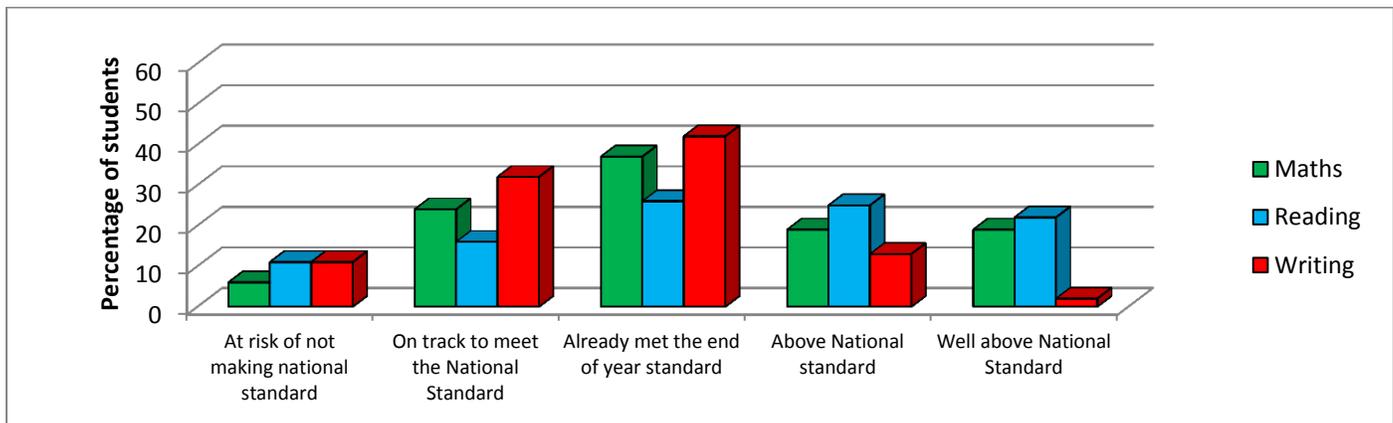
**Year 4 – Mid Year Data 2015**

*total amount of students - 131*



**Year 4 – Mid Year Data 2014**

*total amount of students - 114*

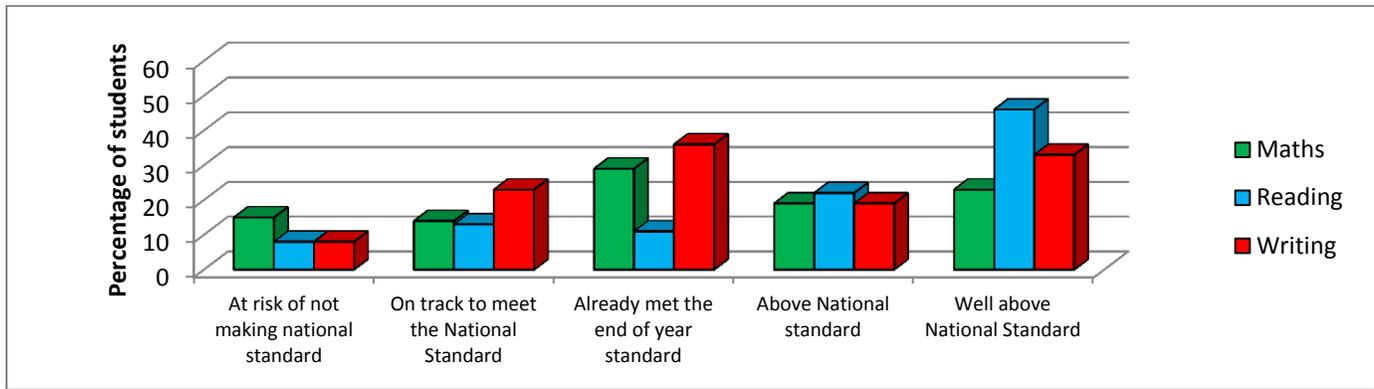


Target for this cohort: The students identified as working below the National Standard in Writing in year 4 of 2015, make accelerated progress towards achieving the standard.

Accelerated progress has been made towards the target of writing. This is the result of on-going moderation within teams. Those students who are not achieving the standard across all three areas are all attending intervention programmes to support their specific learning goals. All three areas show an increase in students achieving above the national standard compared to last year (2014). The recommendation is to continue robust teaching inquiry to support and enhance learning progress for those students who are not making expected progress or are achieving below the standard. It is also recommended to continue to moderate writing to support teacher's breadth and depth of curriculum knowledge in this area. It is also recommended to review how teachers and programmes are extending students who are achieving above the standard; in particular those students achieving one full curriculum level above the standard in Mathematics and Reading.

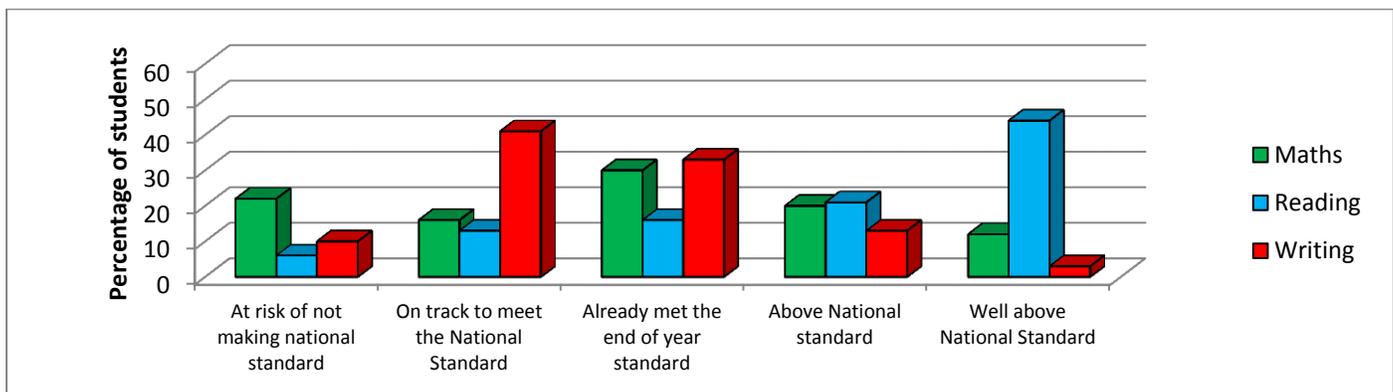
**Year 5 – Mid Year Data 2015**

*total amount of students - 111*



**Year 5 – Mid Year Data 2014**

*total amount of students - 127*

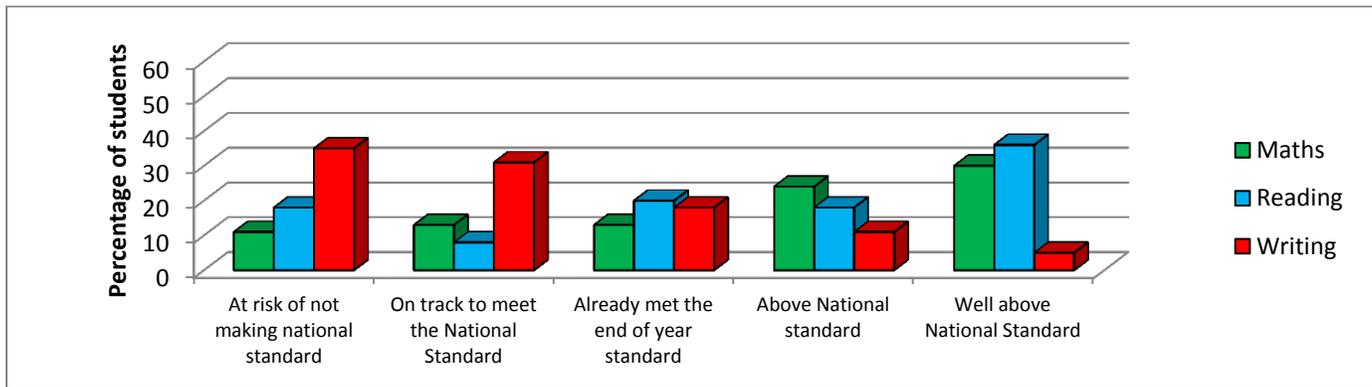


Target for this cohort: *The students identified as working below the National Standard in Mathematics, make accelerated progress towards achieving the standard.*

Accelerated progress has been made towards the target of mathematics. This is the result of a new system of teaching mathematics in our MLE (Modern learning environment) and a teaching as inquiry that the teachers developed specifically about those who were working below national standard in mathematics. Those students who are not achieving the standard in any of the three areas are identified and tracked. Teacher aide support is utilised to support these students as well as special education strategies. All three areas show an increase in students achieving above the national standard compared to last year (2014). Especially in the area of writing, which has been a school wide focus for the past four years. The recommendation is to continue robust teaching inquiry to support and enhance learning progress for those students who are not making expected progress or are achieving below the standard. It is also recommended to continue specific teacher aide support and special education programmes within the year group.

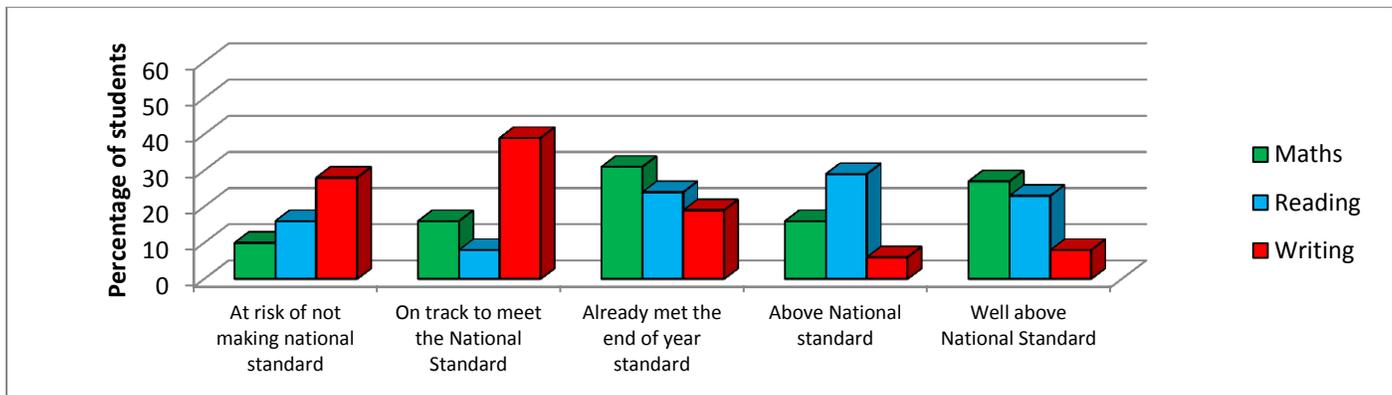
**Year 6 – Mid Year Data 2015**

total amount of students - 141



**Year 6 – Mid Year Data 2014**

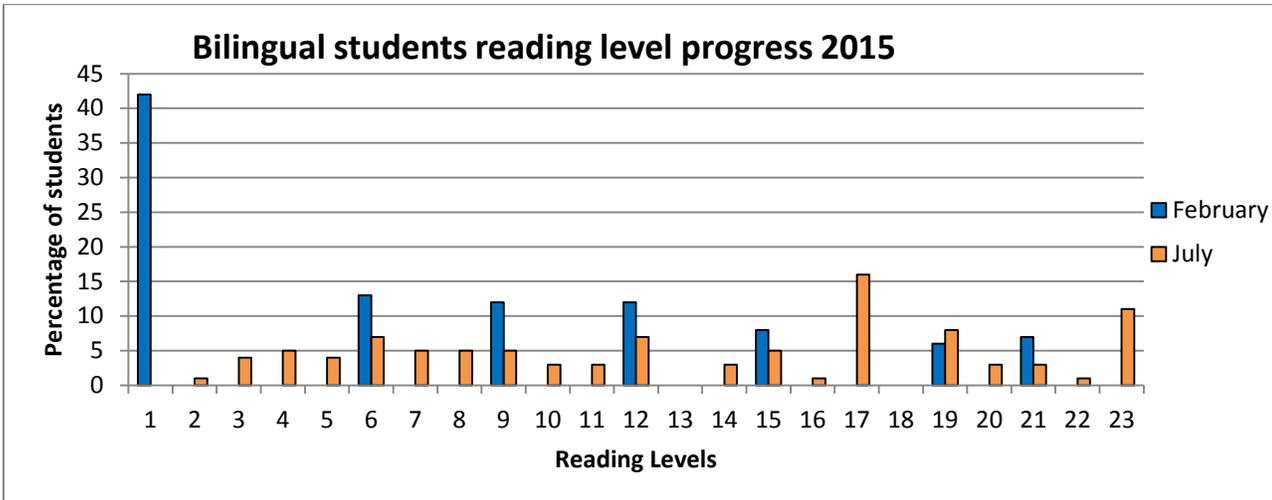
total amount of students - 129



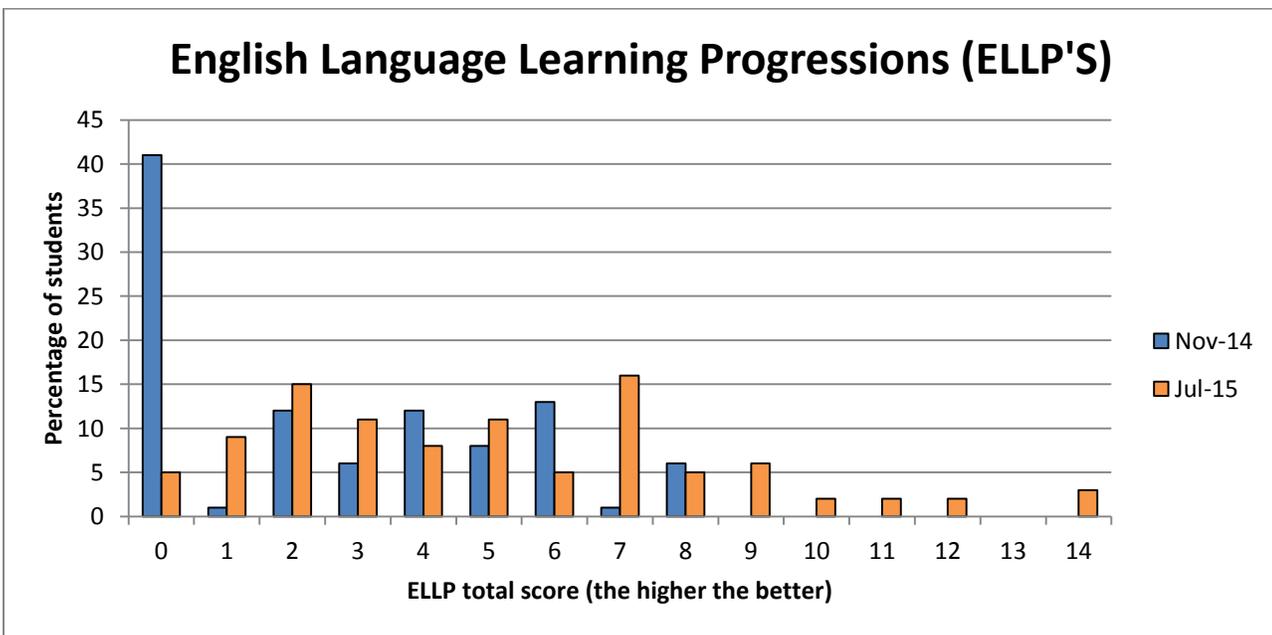
Target for this cohort: The students identified as working below the National Standard in Mathematics, make accelerated progress towards achieving the standard.

Accelerated progress has been made towards the target of mathematics. This is the result of a new system of teaching mathematics called 'Modern Maths' in our MLE (Modern learning environment) and a teaching as inquiry that the teachers developed specifically called 'Project Maths'. What is concerning from the data is the increase this year of the students at risk of not meeting the national standard in writing. 35% students at this stage will not meet the standard. Therefore, for the rest of the year teaching as inquiry will focus on writing in year 6 and teacher aide support will focus in this area also. Other schools are currently been contacted for effective writing support programmes that have been utilised and the learning leader for this area is researching into what accelerates writing achievement. The year 6 team of teachers have decided to implement 'Modern writing' MLE practise. Writing mileage will also be developed (All students to write for first half an hour of school) which has proven successful in certain classrooms.

# Bilingual (ESOL) Student's Progress Data Mid-Year 2015



The number of children is not the total number of children participating in bilingual classes; it is the total number of children who attended bilingual from the beginning of the year until now. You can see we had a high proportion of children arrive with no English and therefore were Level 1 readers. In July, we can now see that these children have made accelerated progress as they are distributed across the higher reading levels. All children have made progress in reading.



The English Language Learning Progressions are the English language requirements that are necessary in order to access the NZ Curriculum. When children have little English the NZ Curriculum levels often do not show progress. We use the ELLP's to help show the English language progress a child makes. The number 0 equates to a foundation stage which is very little if not, no English at all. The higher the number the more English speaking, listening, writing and reading ability a child has. This score also determines whether a child receives ESOL funding from the Ministry, a high score means they are unlikely to receive funding or continue with ESOL.