

Analysis of Variance

- **GOAL 1: Quality and Consistency of teaching across the school to shift student progress across the curriculum**

Strategy:

- 1.2 Ongoing development of teacher capacity and consistency to impact on learning and achievement
- 1.2 Develop & sustain growth mindsets within all learners - learner agency

Whānau Leaders are yet to meet with their teams to review 2018 achievement data and plan draft targets for their individual team for 2019. They will also review the draft data presented below to check for errors, trends and check that it matches to their data and goals.

English Medium NZC (number = 238)

This report is based on 238 children in the English-medium part of our school (see attached charts), however the percentages and numbers below are only those **achieving at or above** the NZ Curriculum level expectations for years 1-5. It is important to remember that we received ESSOL funding for 104 of the children included in this data.

Year 6 data will be reported separately, to keep the focus on 2019 children.

Maths - 53% (n=126) **Reading** - 56% (n=133) **Writing** - 45% (n=107)

Māori (n=93)

Maths - 52% (n=48) Reading - 47% (n=43) Writing - 49% (n=46)

Pacific (n=108)

Maths - 56% (n=61) Reading - 66% (n=66) Writing - 45% (n=49)

Asian (n=22)

Maths - 41% (n=9) Reading - 60% (n=13) Writing - 63% (n=14)

Pākehā (n=11)

Maths - 54% (n=6) Reading - 63% (n=7) Writing - 54% (n=6)

Male (n=100)

Maths - 53% (n=53) Reading - 51% (n=51) Writing - 42% (n=42)

Female (n=138)

Maths - 53% (n=73) Reading - 59% (n=82) Writing - 57% (n=79)

Year 1 (n=44)

Maths - **78%** (n=25) Reading - **13%** (n=6) Writing - **43%** (n=19)

Year 2 (n=46)

Maths - **54%** (n=25) Reading - **61%** (n=28) Writing - **63%** (n=29)

Year 3 (n=34)

Maths - **21%** (n=7) Reading - **53%** (n=44) Writing - **21%** (n=7)

Year 4 (n=60)

Maths - **41%** (n=25) Reading - **78%** (n=47) Writing - **47%** (n=28)

Year 5 (n=45)

Maths - **58%** (n=29) Reading - **71%** (n=32) Writing - **42%** (n=19)

Summary:

- **green** indicates this achievement met or exceeded our learning pathway targets.
- **pink** indicates where achievement was well short of expectation
- **blue** indicates achievement was close to expectation

- Reading remains the strongest area of achievement..
- Except for the Year 3 and Year 4 cohorts, the other cohorts trends are performing similarly to the performance of the whole English Medium of the school.
- Year 3 is the lowest performing cohorts (**Target 2019, Maths and Writing**).
- Writing remains the area weakest achievement.

Reading 2018 Targets & commentary (Analysis of Variance)

- **56%, (133)** of the possible 238 children were at or above the NZC level expectation in 2018, (53%, 2017)
- **80 – 85% of children Year 6 will be achieving at / above curriculum expectation** (65%, 2017)
- 70% of children Year 5 will be achieving at or above expectation **71%, 2018**, (77%, 2017)
- 65% of children Year 4 will be achieving at or above expectation **8%, 2018**, (60%, 2017)
- 48% of children Year 3 will be achieving at or above expectation **53%, 2018**, (62%, 2017)
- 35% of children Year 2 will be achieving at or above expectation **61%, 2018**, (30%, 2017)
- 20% of children Year 1 will be achieving at or above expectation **13%, 2018**, (14%, 2017)

Commentary

- The range of achievement (13% - 78%) is very wide.
- The trend is for children to make measurable gains as they progress through the school.
- Cohorts read better than they write (which is expected).
- Cohorts that had a higher percentage of children achieving in the highest percentages category are: Year 4 and Year 5
- Cohorts that had a higher percentage of children achieving in the 'well below' category are: Year 1 and Year 2
- The Year 2 cohort achieved the biggest gain in achievement from 2017 (52%)
- The Year 3 cohort achieved a significant, 23% gain, from 2017
- Māori, Male, Year 1 are the lowest performing cohorts (**Target 2019**).

Writing 2018 Targets & commentary (Analysis of Variance)

- **45%, (107)** of the possible 238 children were at or above the NZC level expectation (45%, 2017)
- **80 – 85% of children Year 6 will be achieving at / above curriculum expectation** 61%, 2017
- 70% of children Year 5 will be achieving at expectation, **42%, 2018**, (68%, 2017)
- 65% of children Year 4 will be achieving at expectation, **47%, 2018**, (54%, 2017)
- 48% of children Year 3 will be achieving at expectation, **21%, 2018**, (51%, 2017)
- 35% of children Year 2 will be achieving at expectation, **63%, 2018**, (14%, 2017)
- 20% of children Year 1 will be achieving at expectation, **43%, 2018**, (0%, 2017)

Commentary:

- The range of achievement in Writing is significantly closer among cohorts than reading
- Overall the percentage of children at expectation is similar to 2017
- Children in the Year 2 cohort achieved significant progress (63%)
- Achievement of Y3,4,5 cohorts was not enough to achieve close to our learning target pathway
- Extensive review and professional learning of assessment in terms of the Learning Progressions and National Standards, teacher planning in relation to these, professional development in Writing and Oral language have not yet been reflected in student achievement
- Writing continues to be our weakest area of achievement
- Male, Year 3 cohorts are the lowest performing cohorts (**Target 2019**)

Maths 2018 Targets & commentary (Analysis of Variance)

53%, (126) of the possible 238 children were at or above the NZC level expectation in 2018, (46%, 2017)

- **80 – 85% of children Year 6 will be achieving at/ above curriculum level expectation** 75%, 2017
- 70% of children after 5 years will be achieving at or above expectation **58%, 2018** (59%, 2017)
- 65% of children after 4 years will be achieving at or above expectation **41%, 2018** (46%, 2017)
- 48% of children after 3 years will be achieving at or above expectation **21%, 2018** (31%, 2017)
- 35% of children after 2 years will be achieving at or above expectation **54%, 2018** (37%, 2017)

- 20% of children after 1 year will be achieving at or above expectation **78%, 2018** (25%, 2017)

Commentary:

- Maths has shown a slight gain in overall achievement 2018, (7%)
- Years 1 & 2 exceeded our pathway expectations
- The Year 1 (2017) cohort made +50% gain in achievement in 2018
- The Year 2 (2017) cohort fell well below our pathway expectations, resulting a drop of 16% overall achievement, this Year level did not achieve strong progress in 2017
- Year 5 achievement progress 12%, was not enough to meet our learning pathway, similar to 2017,
- Progress towards the pathway expectations is accelerated at the Y4,5,6 levels
- **Target 2019 - Year 4, 5)**

Analysis of Variance - Te Marautanga o Aotearoa

- **GOAL 1: Quality and Consistency of teaching across the school to shift student progress across the curriculum**

Strategy:

- 1.2 Ongoing development of teacher capacity and consistency to impact on learning and achievement
- 1.2 Develop & sustain growth mindsets within all learners - learner agency

Maori Medium TMOA (number = 47)

This report is based on 58 children in the Maori-medium Whanau of our school, Te Whakatipu Kakano (TWK). It shows data for Years 0-6. All children in this Whanau identify as Maori.

It is important to note that these children are acquiring Te Reo Maori, they come from an English speaking first language base, the Curriculum level expectations used (te Marautanga o Aotearoa - TMOA), do not differ for first or second language speakers of Te Reo Maori.

The ideal pathway for bilingual education (research based) is over a period of at least 1-8 years. Of the 11 children who have left TWK at Year 6, 2018, 10 were enrolled in Bilingual medium at Henderson Intermediate. **67**

Pangarau/Maths 55% (n=58) Panui/ Reading % (n=58) Tuhi /Writing 34% (n=58)

Male (n=20)

Maths - 45% (n=9) Panui - 51% (n=51) Tuhi -5 % (n=1)

Female (n=27)

Maths - 63% (n=17) Panui - 59% (n=82) Tuhi - 5% (n=1)

Year 1 (n= 5)

Pangarau - **100%** (n=5) Panui - **40%**(n=6) Tuhi - **44%** (n=2)

Year 2 (n= 4)

Pangarau - **75%** (n=3) Panui - **25%** (n=28) Tuhi - **0%** (n=0)

Year 3 (n= 11)

Pangarau - **0%** (n=0) Panui - **64%** (n=44) Tuhi - **0%** (n=0)

Year 4 (n= 12)

Pangarau - **67%** (n=8) Panui - **100%** (n=47) Tuhi - **0%** (n=0)

Year 5 (n= 8)

Pangarau - **38%** (n=3) Panui - **38%** (n=32) Tuhi - **0%** (n=0)

Year 6 (n= 11)

Pangarau - 64% (n=7) Panui - **45%** (n=5) Tuhi - **0%** (n=0)

Summary:

- **green** indicates this achievement met or exceeded our learning pathway targets.
- **pink** indicates where achievement was well short of expectation

- blue indicates achievement was close to expectation

- Panui is the strongest area of achievement
- Year 3 is the weakest performing cohort (similar to the English Medium)
- Year 3 (possible **Target 2019, Panui and Tuhi**)
- Writing remains the area weakest achievement across all cohorts

Panui / Reading 2017 Targets & commentary (Analysis of Variance)

68%, (32) of the possible 58 akonga were at or above Nga Whanaketanga expectation in **2018** (55%, 2017)
80% of akonga will be achieving at or above the standard 45%, 2018, (31%, 2017)

- 70% of Year 5 akonga will be achieving at or above curriculum expectation **38%, 2018, (78%, 2017)**
- 65% of Year 4 akonga will be achieving at or above curriculum expectation **100%, 2018, (75%, 2017)**
- 48% of Year 3 akonga will be achieving at or above curriculum expectation **64%, 2018, (39%, 2017)**
- 35% of Year 2 akonga will be achieving at or above curriculum expectation **25%, 2018, (73%, 2017)**
- 20% of Year 1 akonga will be achieving at or above curriculum expectation **20%, 2018 (100%, 2017)**

Commentary

- The range of achievement (20% - 100%) across cohort groups is very wide.
- Cohorts read better than they write (which is expected).
- Cohorts that had a higher percentage of children achieving in the highest percentages category are: Year 3 and Year 4
- Cohorts that had a higher percentage of children achieving in the 'well below' category are: Years 2,3
- The Year 2 cohort (2017), (73%), achieved the best maintenance in achievement, (64%), (2018)
- The Year 3 cohort (2017), achieved a +50% gain in 2018 (100%)
- Year 2 is the lowest performing cohort 25%, (**Target 2019 tbc**)

Tuhituhi / Writing 2017 Targets

4%, (2) of the possible 58 akonga were at or above Nga Whanaketanga expectation in 2018

80% of children after 6 years will be achieving at or above curriculum level expectation 0%, 2018, (8%, 2017)

- 70% of Year 5 akonga will be achieving at or above curriculum expectation **14%, 2018, (22%, 2017)**
- 65% of Year 4 akonga will be achieving at or above curriculum expectation **0%, 2018, (25%, 2017)**
- 48% of Year 3 akonga will be achieving at or above curriculum expectation **0%, 2018, (31%, 2017)**
- 35% of Year 2 akonga will be achieving at or above curriculum expectation **0%, 2018, (36%, 2017)**
- 20% of Year 1 akonga will be achieving at or above curriculum expectation **40%, 2018, (83%, 2017)**

Commentary:

- The range of achievement in Writing is close (0 - 40%)
- the percentage of children at Year 6 at expectation is similar to 2017
- Achievement of Y3,4,5 cohorts was not enough to achieve close to our learning target pathway
- Extensive review and professional learning of teaching strategies from PLD Te Reo Matatini and Assessment for Learning (AFL) have not yet been reflected in student achievement
- Writing continues to be our weakest area of achievement
- Aromatawai, AFL, and Reo a Waha Development are planned to help strengthen development to impact on these results in 2019

Pangarau / Maths 2018 Targets

55%, (26) of the possible 58 akonga were at or above Nga Whanaketanga expectation in 2018 (53%, 2017)

80% of children after 6 years will be achieving at or above curriculum level expectation 55%, 2018, (38%, 2017)

- 70% of children after 5 years will be achieving at or above curriculum expectation **38%, 2018, (56%, 2017)**
- 65% of children after 4 years will be achieving at or above curriculum expectation **67%, 2018, (50%, 2017)**
- 48% of children after 3 years will be achieving at or above curriculum expectation **75%, 2018, (8%, 2017)**

- 35% of children after 2 years will be achieving at or above curriculum expectation **100%, 2018** (100%, 2017)
- 20% of children after 1 year will be achieving at or above curriculum expectation **100%, 2018** (100%, 2017)

Commentary:

- Years 1,2 & 4, exceeded our pathway expectations
- The Year 3 (2017) cohort made +50% gain in achievement in 2018 at Year 4 level
- The Year 5 (2017) cohort achieved +10% on the 2017 Year 6 cohort
- Year 5 achievement progress was not enough to meet our learning pathway
- Progress towards the pathway expectations decreased at Years 5 & 6
- **Possible Target 2019 (Years 4, 5, 6) (tbc)**

Further analysis and investigation into a recognised bilingual pathway similar to those used at Richmond Road School aligned to TMOA, is suggested as an urgent area for exploration in 2019.

GOAL 2.1 Accelerate Student Progress and Achievement through focus on Culturally Responsive Practice - Attendance & Engagement Strategy:

Regular attendance is over 90% of half days per term.

Focus Goals 2018:

- **Data:** 1/3 of students attendance was under 85% 2017
- **Goal:** achieve 90% attendance consistently per term 2018 **(not achieved)**

- **Data:** 2/3 of students were reaching 85% or above target 2017
- **Goal:** achieve 95% attendance consistently each term 2018 **(not achieved, see targets below)**

- **Data:** 1 student attended below 70% 2017
- **Goal:** any students who drop below 75% to improve to 85% attendance consistently 2018 **(not achieved, reached, but another child dropped to this level and since left)**

Data collected & commentary:

Reasons for absence:

- Year 1 students had the highest proportion of justified absences, with 48.2% of their absences being for justified reasons. The most common justified reason for absence among these students was (M) Illness, accounting for 41.8% of absence
- Year 5 students had the highest proportion of unjustified absences, with 64.6% of their absences being for unjustified reasons. The most common unjustified reason for absence among these students was (T) Truant, accounting for 37.0% of their absences.
- In term 4 of 2018 attendance was highest in November, with students attending 88.9% of half-days. Attendance was lowest at the beginning December, with students attending 80.0% of half-days. Students attended 85.4% of half-days in term 4 of 2018.

Regular attendance is over 90% of half days per term:

- In term 4 of 2018, Year 6 had the highest percentage of students attending regularly, with 57.1% of students attending this often. Year 1 had the lowest percentage of students attending regularly, with 34.7% of students attending this often. Asian group attendance was highest, (68%), Maori attendance was lowest (42.6%)

Reasons for absence:

- Students attending 0-70% of half-days had the highest proportion of unjustified absences, with 68.3% of their absences being due to unjustified reasons. Among students not attending regularly, the most common reason for absence was (T) Truant, accounting for 40.0% of their absences.
- European/Pākehā students had the highest proportion of justified absences, with 58.3% of their absences being for justified reasons. The most common justified reason for absence among these students was (M) Illness, accounting for 56.3% of their absences.
- Māori students had the highest proportion of unjustified absences, with 61.9% of their absences being for unjustified reasons. The most common unjustified reason for absence among these students was (T) Truant, accounting for 47.4% of their absences.

- Female students had the highest proportion of justified absences, with 42.6% of their absences being for justified reasons. The most common justified reason for absence among these students was (M) Illness, accounting for 35.1% of their absences.
- Male students had the highest proportion of unjustified absences, with 62.9% of their absences being for unjustified reasons. The most common unjustified reason for absence among these students was (T) Truant, accounting for 41.9% of their absences.

Regular attendance is over 90% of half days per term

Target: to increase the percentage of students attending regularly across all year levels throughout the year

Data - Term 1 2018 = 87% - **target 92% 2019**

Data - Term 2 2018 = 86% - **target 92% 2019**

Data - Term 3 2018 = 86% - **target 88% 2019**

Data - Term 4 2018 = 71% - **target 88% 2019**

2.2 Develop a Culturally Responsive Curriculum and School Environment

2.1 Māori students enjoy educational success as Māori, Pasifika students enjoy educational success as Pasifika

These two areas were extensively investigated through our 2019 draft Vision development and used for the preparation of the 2019 - 21 Charter development

- The Board has canvassed whanau / community stakeholders to help review the draft vision and Strategic Plan for 2019
- 2019 culturally diverse group of children will be interviewed to check our progress towards this goal
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- Culturally Responsive observation data collation will contribute to our evaluation of how well our learners are progressing
- The 2019 Charter has been updated and aligned to the current goals the vision suggests
- An additional goal to raise achievement through focus on attendance and engagement is also included.
- The Strategic Plan sets out how this focus will be aligned to include whānau input in a culturally responsive approach over the next 3 years.
- The Annual Plan indicates the key areas, actions, resources and costs of the major focus goals.