



Board Report 2018

Analysis of Variance 2018

Papakaio School



The BOT set two key achievement goals towards improving overall student achievement for the 2018 year. This is analysis of the outcomes against these goals.

I would like to acknowledge the hard work of our staff in addressing the learning needs of our target groups and for their work around helping our children to achieve.

Please note; Gary has prepared the National Std Data and Damian the Target Group Analysis.

Goal 1 - Mathematics

"By the end of November 2018, 60% of the target group of 20 ākonga currently performing below the standard in Mathematics will make accelerated progress in their achievement towards working at expected curriculum levels by improving at least 1 year as measured by GloSS assessment."

For each syndicate the breakdown of the progress of students in our target groups at mid-year was as follows:

	No of target students	No. of students tracking to achieve	End of year Achieved	No of students not currently tracking to achieve	End of year not achieved
Junior syndicate	7	5	5	2	2
Senior syndicate	13	9	9	4	4
Total	20	14	14	6	6
		70%	70%	30%	30%

Since the last report, at mid-year, the progress that was made in the first half of the year has been maintained. This is pleasing as it shows that the early momentum that was gained over the first 2 terms was not lost, showing that the effort of both the students and the staff continued throughout the year.

Current data states that once again we have met and surpassed the goals that we set for ourselves with the target children in mathematics. At the end of the year (as at mid-year)

70% of the students in the target group made accelerated progress from below curriculum expectations to At expectation for their age. This is an excellent result and can be put down to the work that was put in by all concerned. This included but was not limited to:

- Working with teacher aides
- Being placed in ability groups with other children who exhibit similar skills
- Having “double up” lessons (the ability to complete a lesson twice in the same day to help with deeper understanding)
- The use of math notebooks to take home
- Compulsory attendance at math workshops in the senior room
- Regular contact with parents and whanau around progress and next steps
- Sharing of next steps with the students to create more ownership and agency
- The co-constructing of clear manageable short term goals to set up for long term success
- Enrollment on the TLG program
- Deeper questioning to promote further understanding
- The use of student profiles sheets
- Termly peer review of actions

The recommendations that were made at the time of publication of the mid-year report were as follows:

- **The purchase of resources that will promote the learning of number through strand activities involving geometry, algebra, statistics and problem-solving.**

This was done and the resources are being effectively used throughout the school.

- **Continue to explore ways in which students can be engaged through technology at different levels.**

Education perfect is a great example of this in the senior room. This has hugely lifted engagement and allowed students at both ends of the learning spectrum with appropriately leveled tasks that they can complete in their own time at school.

- **Further observations and peer reviews to be completed by Math curriculum leader to address teacher concerns over specific students.**

Observations and feedback sessions were completed in each term in every class. This was used to help teachers provide targeted programs for our learners

- **Continue to implement and cement the Targeted Student Action Plans every term.**

This has been a real success this year. It has made us as teachers more aware of what we are doing specifically for the students in our target group and the discussion of these plans at staff meetings has led to professional discussions around the table. This is an organic document that will be even more useful this year as it will allow us to see what has been tried already (for students that are still in our target groups) to allow us to continue to be innovative in our teaching.

- **Termly Peer reviews on targeted actions with critical friends.**

Happening as recommended

- At the end of the year, the teachers involved in math enquiries should be encouraged to share their process and the results that they have achieved with the rest of the staff.
- Tap into other areas of best practice that may be happening across the Whitestone CoL

Both of these recommendations were addressed at a CoL level; we had a meeting in Term 4 where we shared our spirals with others who were interested.

Recommendations for 2019

As with the writing targets, the success of this year leads to the consideration that a year of consolidation is the best course of action for 2019.

This has been a hugely successful year for Papakaio, and this success has to be put down to the tireless actions of a focussed staff. The key to keeping on this upward trend is to take stock of what has gone well this year and to continue to implement these practices next year.

It is vital that the systems that were put in place this year around planning for and tracking of struggling students is continued. A great deal of our success is due to a sustained effort keeping our plans “front of mind”.

Mathematics - National Stds Data

School Number	Name	Report Name		Excluded >= 1 March	Excluded: No OTJ					
3798	Papakaio School	NAG2A(c) Reporting		17	1					
Mathematics		Well Below		Below		At		Above		Total
		Number	%	Number	%	Number	%	Number	%	No
All Students		2	1.5	19	14.2	88	65.7	25	18.7	134
Maori		0	0.0%	2	18.2%	7	63.6%	2	18.2%	11
Pasifika		0	-	0	-	0	-	0	-	0
Asian		0	0.0%	1	4.3%	19	82.6%	3	13.0%	23
NZ European/Pakeha/Other European		2	2.2%	15	16.1%	58	62.4%	18	19.4%	93
Male		1	1.4%	11	15.1%	44	60.3%	17	23.3%	73
Female		1	1.6%	8	13.1%	44	72.1%	8	13.1%	61
After 1 year at school		0	0.0%	0	0.0%	10	76.9%	3	23.1%	13
After 2 years at school		0	0.0%	1	5.6%	16	88.9%	1	5.6%	18
After 3 years at school		0	0.0%	4	22.2%	12	66.7%	2	11.1%	18
End of year 4		0	0.0%	3	15.8%	12	63.2%	4	21.1%	19
End of year 5		0	0.0%	3	16.7%	8	44.4%	7	38.9%	18
End of year 6		1	4.5%	3	13.6%	14	63.6%	4	18.2%	22
End of year 7		0	0.0%	4	26.7%	8	53.3%	3	20.0%	15
End of year 8		1	9.1%	1	9.1%	8	72.7%	1	9.1%	11

Observations

- 84.4 of our students are achieving the standard
- Maori students are 18.2% below (none well-below) compared with NZ European 18.3%
- No significant difference between boys and girls
- 85.6% of our Filipino students are achieving the std

- Slightly larger cohort in years 7 and year 3 that are below
- Significant reduction in those well below 2017 6.4% well below now 2.2% (6 less students) 2 left school and four have made accelerated progress and moved into below.

Impact of Transience - 17 students

- 6 of the 21 below are transfers from other school in the last 24 months
- 2 are ESOL students

Future Actions -

- Continue to emphasise problem solving and Fractions/Ratios.
- Monitor those who have made progress and ensure it is maintained
- DP to monitor and support the progress of the targeted students as well as oversee the progress of this year's target groups
- Purchase further copies of textbook resource material to support contextual learning
- Continue to intervene with non-numeracy strategies for those struggling

Goal 2- Writing

"By the end of November 2018, at least 60% of the 24 Writing target group ākongā will make accelerated progress of at least a year and a half's progress in written language as measured by Asttle Writing Assessments."

December Results - Achieved

The breakdown of the progress of students in our target groups at mid-year and end of year reads as follows:

	No of target students	No. of students tracking to achieve	End of year achieved	No of students not currently tracking to achieve	End of year not achieved
Junior syndicate	8	5	6	3	2
Senior syndicate	15	10	11	5	4
Total	23 (1 student left school)	15	17	8	6
%		65%	74%	35%	26%

These results show further (and extremely pleasing) progress in the number of students moving out of the “below” category. There was a concerted focus on the implementation of quality writing instruction this year and the results are clearly evident.

Since the last report, in both the senior and junior school we have further improved outcomes for our targeted students.

The current data shows that of the 23 students that were targeted at the start of the year a total of 17 made accelerated progress to reach the curriculum expectations for their appropriate level. Anecdotal evidence from teachers also suggests that although there are 24% of students (6/23) that are still not meeting the expectations, these students have made significant progress albeit not accelerated to the degree that we were aiming for.

This success was due in no small part to the following initiatives that were implemented this year:

- **Improve surface features**

This is a continual process and over the course of the last year, we have had a whole school focus on addressing this issue. In the Senior Syndicate, we loaded the Google ReadWrite extension onto the devices. This program reads work back to the students to allow them to see (and more importantly hear) where punctuation needs to go.

We have maintained our daily spelling Phonics lessons throughout the school.

Teachers have editing checklists and resources to help their learners with surface features.

- **Use Steven Graham and Phonics approach to spelling**

This has been a strong push with spelling and phonics in the junior school and with our low achievers at year 4 and 5.

There is a consistent practice through the school where a dedicated spelling session takes place in every classroom four days a week.

- **To provide more models of excellent writing**

Teachers report that they are using models more frequently and finding this effective. This is perhaps the area that still requires more focus.

- **To closely monitor those who have made accelerated progress**

We have implemented a new tracking sheet that follows all students from term to term. This is colour coded and allows us to see the progress at a glance and then explore possible reasons for this success. Combined with the Targeted Student Action Plan document and weekly target student discussions at staff meeting we have maintained awareness of targeted student progress across the school.

- **To continue with a target group of four writers in each class who have yet to make accelerated progress.**

This is happening and is the main focus for our “Booster Buddies” after lunch program. Added to this in Rooms 4 & 5 we have a program running that is targeting small groups for literacy time. Another teacher is running this program and both students and teachers are very pleased with the positive results that this is providing.

- To release the literacy leader an hour per week to monitor and support the progress of the targeted students as well as maintain the progress of this year's target groups.

This is something that is happening with much more regularity this year. It has also been documented through formal observations from both Principal and the Literacy leader. In conjunction with the Targeted Student Action Plans it has allowed the teachers and leadership team to more closely monitor the plans in place for our target students and ensure follow through of proposed actions.

- To select the new target group at the end of the year for a quicker start on intervention

This year we had a very good start with regards to target students. This was a major focus of staff and syndicate meetings in the first few weeks of the school year.

- To support teachers with their Spirals of Inquiry through the CoL to build teacher capability

Our Within-school CoL teacher has been given timetabled opportunities to speak with teachers regarding their spirals and our target students.

Teachers meet with PLGs - Professional Learning Groups of 4 to 5 teachers from across the CoL. Three meetings are externally facilitated and teachers have been guided, challenged and supported in their Spirals of Inquiry around how they can accelerate learning in their classrooms for those most vulnerable learners. Groups meet twice on their own. The spiral is used as the basis for teacher appraisal.

This is supported by release, Ministry professional learning funding and fellow teachers.

Moderation

As a part of this initiative we have had a moderation of writing process across the five schools where teachers levelled a range of work as individuals, these were discussed and moderated across the whole staff and our assigned levels were compared at a meeting of the five school's literacy leaders. Our in-school OTJs were fairly consistent. As a school, we were consistently marking harder and assigning lower levels when compared to the other schools when there was a disagreement. As a process it was useful but it highlighted significant variances in assigning curriculum levels across the CoL.

Recommendations

- We need to continue with and further refine the interventions that have seen such cut through this year. These are listed above.
- In the senior school, although we have seen progress, it is important that we look at all areas of writing across the curriculum. As such I recommend we push transactional writing for 2019. Particularly in the areas of Science, technology and Social studies. This will help to give our writing more purpose and also help us to integrate learning in an increasingly crowded curriculum.

National Standards for Writing

2018 National Standards Reporting (Due 1 March 2019)

Note the ethnicity figures below:
 - are reported at Level 1 (Stats NZ Classifications)
 - exclude students in ethnic groups MELAA or Other

School Number	Name	Report Name						Excluded >= 1 March	Excluded: No OTJ
3798	Papakaio School	NAGZA(c) Reporting						17	1
Writing	Well Below		Below		At		Above		Total
	Number	%	Number	%	Number	%	Number	%	No
All Students	4	3.0	21	15.7	95	70.9	14	10.4	134
Maori	1	9.1%	1	9.1%	8	72.7%	1	9.1%	11
Pasifika	0	-	0	-	0	-	0	-	0
Asian	1	4.3%	2	8.7%	18	78.3%	2	8.7%	23
NZ European/Pakeha/Other European	2	2.2%	16	17.2%	66	71.0%	9	9.7%	93
Male	2	2.7%	16	21.9%	48	65.8%	7	9.6%	73
Female	2	3.3%	5	8.2%	47	77.0%	7	11.5%	61
After 1 year at school	0	0.0%	1	7.7%	12	92.3%	0	0.0%	13
After 2 years at school	0	0.0%	2	11.1%	16	88.9%	0	0.0%	18
After 3 years at school	0	0.0%	2	11.1%	15	83.3%	1	5.6%	18
End of year 4	0	0.0%	5	26.3%	12	63.2%	2	10.5%	19
End of year 5	1	5.6%	2	11.1%	11	61.1%	4	22.2%	18
End of year 6	1	4.5%	3	13.6%	15	68.2%	3	13.6%	22
End of year 7	1	6.7%	5	33.3%	7	46.7%	2	13.3%	15
End of year 8	1	9.1%	1	9.1%	7	63.6%	2	18.2%	11

This Year's Results	Last Year's Results	2016 Results
3% Well Below, 15.7% Below, 70.9% At and 10% Above	5% well below, 26.4% below, 55.7% at and 12.9% above	6.1% well below, 23.5% below, 55.3% at and 15.2% above
Maori 18% below representing 2/11 students	Maori 18.8% below representing 3 students out of 16.	Maori 50% below representing 7 students out of 14
Asian 13% Below	Asian learners are 30% below	Asian learners are 30% below
NZ European 19.4% Below	Nz European 33.7% below	Nz European 26.5% below
25% of boys are below and 11.5% of girls	38% of boys are below and 22.9% of girls.	40.3% of boys are below and 14.5% of girls.

Writing	2013	2014	2015	2016	2017	2018
Above	16.2%	12.7%	9.9%	15.2%	12.9%	10.4%
At	57.3%	61.9%	55.4%	55.3%	55.7%	70.9%
Below	23.9%	19.0%	30.6%	23.5%	26.4%	15.7%
Well Below	3.4%	6.3%	4.1%	6.1%	5%	3%

- Concern over boys' writing and surface features remains but is improving significantly
- Maori achievement is the same as our general population
- There is a significant statistical difference from previous year's achievements with 81% of our children writing at the national standards.

Reading

Reading National Standards Data

2018 National Standards Reporting (Due 1 March 2019)

Note the ethnicity figures below:
 - are reported at Level 1 (Stats NZ Classifications)
 - exclude students in ethnic groups MELAA or Other

School Number	Name	Report Name		Excluded >= 1 March	Excluded: No OTJ				
3798	Papakaio School	NAG2A(c) Reporting		17	1				
Reading	Well Below		Below		At		Above		Total
	Number	%	Number	%	Number	%	Number	%	No
All Students	8	6.0	18	13.4	64	47.8	44	32.8	134
Maori	2	18.2%	2	18.2%	3	27.3%	4	36.4%	11
Pasifika	0	-	0	-	0	-	0	-	0
Asian	1	4.3%	2	8.7%	13	56.5%	7	30.4%	23
NZ European/Pakeha/Other European	5	5.4%	14	15.1%	43	46.2%	31	33.3%	93
Male	4	5.5%	14	19.2%	35	47.9%	20	27.4%	73
Female	4	6.6%	4	6.6%	29	47.5%	24	39.3%	61
After 1 year at school	1	7.7%	7	53.8%	5	38.5%	0	0.0%	13
After 2 years at school	0	0.0%	1	5.6%	12	66.7%	5	27.8%	18
After 3 years at school	0	0.0%	3	16.7%	8	44.4%	7	38.9%	18
End of year 4	0	0.0%	0	0.0%	15	78.9%	4	21.1%	19
End of year 5	1	5.6%	2	11.1%	7	38.9%	8	44.4%	18
End of year 6	3	13.6%	2	9.1%	10	45.5%	7	31.8%	22
End of year 7	2	13.3%	2	13.3%	2	13.3%	9	60.0%	15
End of year 8	1	9.1%	1	9.1%	5	45.5%	4	36.4%	11

Observations from the Data

- 32.8% above; 47.8% at; 13.4% below and 6% Well Below
- 2/11 Maori are achieving below and 2/11 well below compared to the general population
- Filipino achievement has improved to slightly above the general population from 22% below to 13%
- Boys are 24.7% below compared to 13.2% for girls - boys are 2x more likely to be failing than a girl.
- Our year 1s have struggled to meet the standard this year due to cohort variation and less hot-housing.

Reading	2013	2014	2015	2016	2017	2018
Above	37.6%	41.3%	26.4%	31.1%	30%	32.8%
At	40.2%	40.2%	49.6%	45.5%	45%	47.8%
Below	17.1%	14.3%	20.7%	18.2%	18.6%	13.4%
Well Below	5.1%	4%	3.3%	5.3%	6.4%	6%

Impact of Transience - 17 students

- 6 of the 8 well below are transfers from other schools
- 5 of the 18 below are transfers from other schools

Actions for Reading;

- Keep funding Reading Recovery at 4 children at a time with 8 students to be supported
- Investigate expanding reading intervention for those who may miss out but would benefit
- Monitor progress of the year 1s who have taken longer to progress and the impact of play-based learning
- Continue targeted programmes of One Minute Reading
- Continue Rainbow Reading and expand it to meet need in the middle of the school
- To continue to use mixed ability grouping in the senior rooms
- To implement target group procedures for Reading
- To look into more effective ways of engaging Whanau support for reading

In conclusion I would like to thank the staff for their dedication towards lifting achievement at Papakaio School. The overall statistics reflect the efforts and expertise put in and the stories of success as documented through the target group interventions have shown the difference teachers can make to individuals who are struggling to achieve.

We are noticing more and more children who are making significant progress towards goals. It is fair to expect that with the continued and consistent implementation of the processes that have been put in place this year, this accelerated progress will continue, moving targeted students incrementally closer to achieving at their expected levels.

Gary Shirley and Damian Brown.