



Board Report

Analysis of Variance 2020

Papakaio School



The BOT set two key achievement goals towards improving overall student achievement for the 2020 year. This is an 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 all our children to achieve in an extremely disrupted year.

Goal 1

By the end of November 2020 we will have at least maintained or improved our 2019 achievement levels for Literacy and Numeracy as measured by OTJs.

2019 Achievement %	Reading	Writing	Mathematics
Above	9.4%	5.5%	14.8%
At	71.9%	64.8%	69.5%
Below	14.8%	26.6%	14.8%
Well Below	3.9%	3.1%	0.8%

Given the disrupted year we have experienced with COVID and having lost around 20% to 25% of our normal school year it has been extremely difficult to maintain the continuity and the programs. This has impacted teaching and learning significantly and has had the effect of making the gap between the most successful and the least successful learners greater.

Not Achieved in Reading

We have dropped from just over 81% reading at or above to 73.7%. A 7.3% drop or 9 more children in the school who are below.

Four students have come in this year with low achievement in literacy and five have had long term extra support to achieve at the expected level but have slipped behind during lock-down and not made the expected progress.

This result could have been a lot worse as we note that during COVID we saw some students reading more at home and some not engaging at all. Readers read more and non-readers read less and with less specific instruction. We have supported six children through our Reading Recovery Program and this will continue next year.

Our Maori Students achieved more poorly than both European and Asian learners with 43% below or well below.

Boys are twice as likely to be below in literacy as girls. This is a world-wide trend. It is slightly more prevalent this year at Papakaio than usual. Boys have had more support through our Booster Buddies Program and Reading Recovery as well as having in class programs tailored to their needs.

2020 National Standards Reporting (Due 1 March 2021)

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		7	2				
Reading	Well Below		Below		At		Above		Total
	Number	%	Number	%	Number	%	Number	%	No
All Students	4	3.3	32	26.7	60	50.0	24	20.0	120
Maori	1	6.3%	6	37.5%	9	56.3%	0	0.0%	16
Pasifika	0	-	0	-	0	-	0	-	0
Asian	0	0.0%	2	11.1%	14	77.8%	2	11.1%	18
NZ European/Pakeha/Other European	3	3.7%	22	27.2%	36	44.4%	20	24.7%	81
Male	3	5.1%	22	37.3%	24	40.7%	10	16.9%	59
Female	1	1.6%	10	16.4%	36	59.0%	14	23.0%	61
After 1 year at school	0	0.0%	1	16.7%	5	83.3%	0	0.0%	6
After 2 years at school	1	6.3%	8	50.0%	5	31.3%	2	12.5%	16
After 3 years at school	0	0.0%	4	30.8%	5	38.5%	4	30.8%	13
End of year 4	0	0.0%	1	6.7%	11	73.3%	3	20.0%	15
End of year 5	0	0.0%	6	30.0%	8	40.0%	6	30.0%	20
End of year 6	1	7.1%	5	35.7%	4	28.6%	4	28.6%	14
End of year 7	1	5.9%	3	17.6%	12	70.6%	1	5.9%	17
End of year 8	1	5.3%	4	21.1%	10	52.6%	4	21.1%	19

Reading	2013	2014	2015	2016	2017	2018	2019	2020
Above	37.6%	41.3%	26.4%	31.1%	30%	32.8%	9.4%	21.1%
At	40.2%	40.2%	49.6%	45.5%	45%	47.8%	71.9%	52.6%
Below	17.1%	14.3%	20.7%	18.2%	18.6%	13.4%	14.8%	21.1%
Well Below	5.1%	4%	3.3%	5.3%	6.4%	6%	3.9%	5.3%

Achieved in Writing

There has been a similar outcome to last year's results of children at or above.

This is in line with previous year's results. The impact of time off school was offset by the requirement for children to write and the written feedback given and that teachers have focussed on writing in their target groups. This has supported four or so children in each room who were at risk of failing. We have also enrolled 4 children this year who are achieving below.

Writing	Well Below		Below		At		Above		Total
	Number	%	Number	%	Number	%	Number	%	No
All Students	3	2.5	31	25.8	81	67.5	5	4.2	120
Maori	1	6.3%	4	25.0%	11	68.8%	0	0.0%	16
Pasifika	0	-	0	-	0	-	0	-	0
Asian	0	0.0%	2	11.1%	16	88.9%	0	0.0%	18
NZ European/Pakeha/Other European	2	2.5%	24	29.6%	51	63.0%	4	4.9%	81
Male	2	3.4%	20	33.9%	35	59.3%	2	3.4%	59
Female	1	1.6%	11	18.0%	46	75.4%	3	4.9%	61
After 1 year at school	0	0.0%	0	0.0%	6	100.0%	0	0.0%	6
After 2 years at school	1	6.3%	3	18.8%	12	75.0%	0	0.0%	16
After 3 years at school	0	0.0%	4	30.8%	9	69.2%	0	0.0%	13
End of year 4	0	0.0%	5	33.3%	10	66.7%	0	0.0%	15
End of year 5	0	0.0%	6	30.0%	14	70.0%	0	0.0%	20
End of year 6	0	0.0%	4	28.6%	6	42.9%	4	28.6%	14
End of year 7	1	5.9%	4	23.5%	12	70.6%	0	0.0%	17
End of year 8	1	5.3%	5	26.3%	12	63.2%	1	5.3%	19

Writing	2013	2014	2015	2016	2017	2018	2019	2020
Above	16.2%	12.7%	9.9%	15.2%	12.9%	10.4%	5.5%	5.3%
At	57.3%	61.9%	55.4%	55.3%	55.7%	70.9%	64.8%	63.2%
Below	23.9%	19.0%	30.6%	23.5%	26.4%	15.7%	26.6%	26.3%
Well Below	3.4%	6.3%	4.1%	6.1%	5%	3%	3.1%	5.3%

Not Achieved in Maths

83% down to 79% for those at or above the expected curriculum level. This is a 4% drop and reflects that 5 more children are below. This is a much better result than expected given the year we have had. Mathematics time in class was down 20% due to lockdown. Three children enrolled in 2020 are below. Teachers have been playing catch up and have focused on essential and key parts of the curriculum. While the children have progressed in Numeracy, areas such as geometry, measurement and Statistics may not have had the time and focus they would usually receive. This is a very pleasing result given the challenges.

Maori learners are achieving at a lower level to non Maori learners with 69% At or Above compared to 78%.

There is no significant difference between gender performance.

Maths	2013	2014	2015	2016	2017	2018	2019	2020
Above	22.2%	19.8%	29.8%	24.2%	19.3%	18.7%	14.8%	13%
At	52.1%	60.3%	55.4%	58.3%	57.1%	65.7%	69.5%	65.8%
Below	22.2%	14.3%	11.6%	14.4%	17.1%	14.2%	14.8%	21%
Well Below	3.4%	5.6%	3.3%	3.0%	6%	3%	0.8%	0%

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Mathematics	Well Below		Below		At		Above		Total
	Number	%	Number	%	Number	%	Number	%	No
All Students	0	0.0	26	21.7	79	65.8	15	12.5	120
Maori	0	0.0%	5	31.3%	11	68.8%	0	0.0%	16
Pasifika	0	-	0	-	0	-	0	-	0
Asian	0	0.0%	2	11.1%	15	83.3%	1	5.6%	18
NZ European/Pakeha/Other European	0	0.0%	18	22.2%	51	63.0%	12	14.8%	81
Male	0	0.0%	12	20.3%	39	66.1%	8	13.6%	59
Female	0	0.0%	14	23.0%	40	65.6%	7	11.5%	61
After 1 year at school	0	0.0%	0	0.0%	5	83.3%	1	16.7%	6
After 2 years at school	0	0.0%	1	6.3%	15	93.8%	0	0.0%	16
After 3 years at school	0	0.0%	3	23.1%	6	46.2%	4	30.8%	13
End of year 4	0	0.0%	5	33.3%	8	53.3%	2	13.3%	15
End of year 5	0	0.0%	3	15.0%	17	85.0%	0	0.0%	20
End of year 6	0	0.0%	5	35.7%	6	42.9%	3	21.4%	14
End of year 7	0	0.0%	5	29.4%	11	64.7%	1	5.9%	17
End of year 8	0	0.0%	4	21.1%	11	57.9%	4	21.1%	19

Goal 2

By the end of November 2020 60% of our 26 students targeted in Writing will make accelerated progress and be at the expected literacy stage for their year level as measured by E-AssTTle Literacy Progressions.

	No Progress	Progressed	Accelerated	Caught Up
Room 2		2	5	
Room 3		1	4	2
Room 4		2	2	1
Room 5			4	
Room 6			3	3
Total		5	18	6
%		17.2%	62%	21%

Not Achieved - The target was 60% and we achieved a 21% catch up.

The data shows that six students who were performing below curriculum expectation have caught up and are now where they should be. Eighteen have closed the gap from where they were but are still below expectations. Five have neither gained or lost ground and are still performing at about the same distance behind curriculum expectations for writing.

The year saw interruptions from COVID which we estimate lost 25% of the teaching year. Consequently we prioritized our Target Students and some who had lost ground were added to the list. Therefore we had 29 students on our target list for writing. Two left during the year and four new children arrived. This goal has always been ambitious as the children that have been easy to accelerate have been targeted over the past three years and most of those on this list have significant learning delays in more than one area.

Actions taken include;

- Mixed ability grouping
- Teacher Aide Support for extra practice
- Cafe Style workshops
- Booster Buddies Intervention
- Support from outside agencies, RT LiT, Learning Support Coordinator.
- Reading Recovery

When everything is taken into account it shows that 24/29 children made accelerated progress. This means 83% of the learners are closer to where they should be as a result of the intervention. That equates to 20% of the school having had their learning accelerated.

Recommendations

In looking at 2021 the following recommendations should be considered in planning;

- Booster Buddies be strengthened and maintained.
- We should investigate Structured Literacy and whether it is likely to have positive outcomes for male and Maori learners.
- Ensure we have six Reading Recovery positions and these be used to support the cohort moving into y3.
- We ensure we cover the full curriculum in maths and fill in any gaps.

In conclusion I would like to thank the staff for their dedication towards lifting achievement at Papakaio School.

Gary Shirley