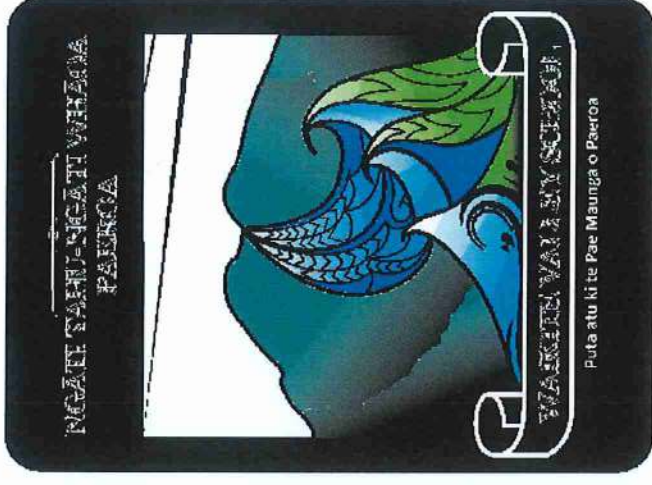
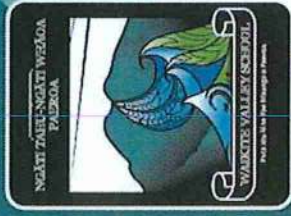


Mid year assessment data 2021





At Waikite Valley School
we aspire to:

be **C**onfident

be **O**ptimistic

be **U**nique

be **R**espectful

be **A**dventurous

have **G**rit

be **E**nthusiastic

CONTENTS

- **Reading** — results in %, with gender and Maori breakdown
- **Writing** — results in %, with gender and Maori breakdown
- **Maths** — results in %, with gender and Maori breakdown
- **CUMULATIVE DATA (2017-PRESENT)** - Reading, Writing, Maths (whole school)

*Data analysis and points to consider

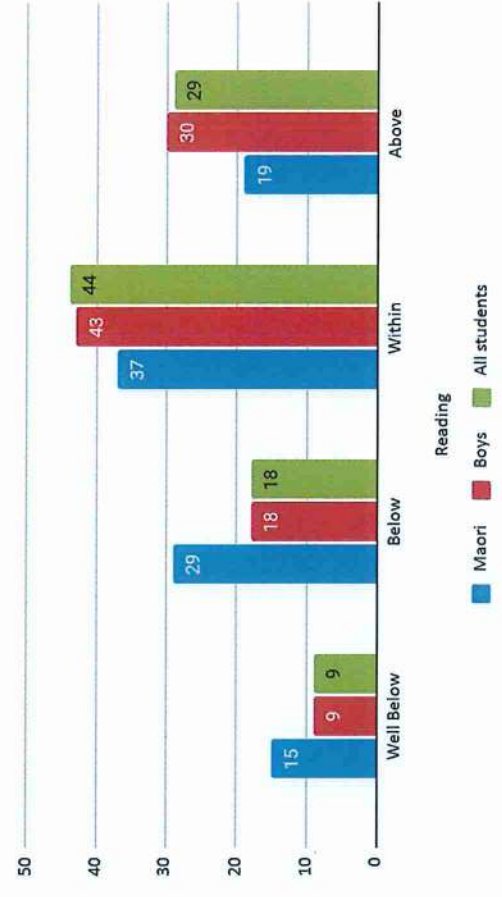
Mid Year 2021 - Reading results



Curriculum Level Expectations

Maori Boys All students

Reading - End of Year 2020



Reading

Maori Boys All students

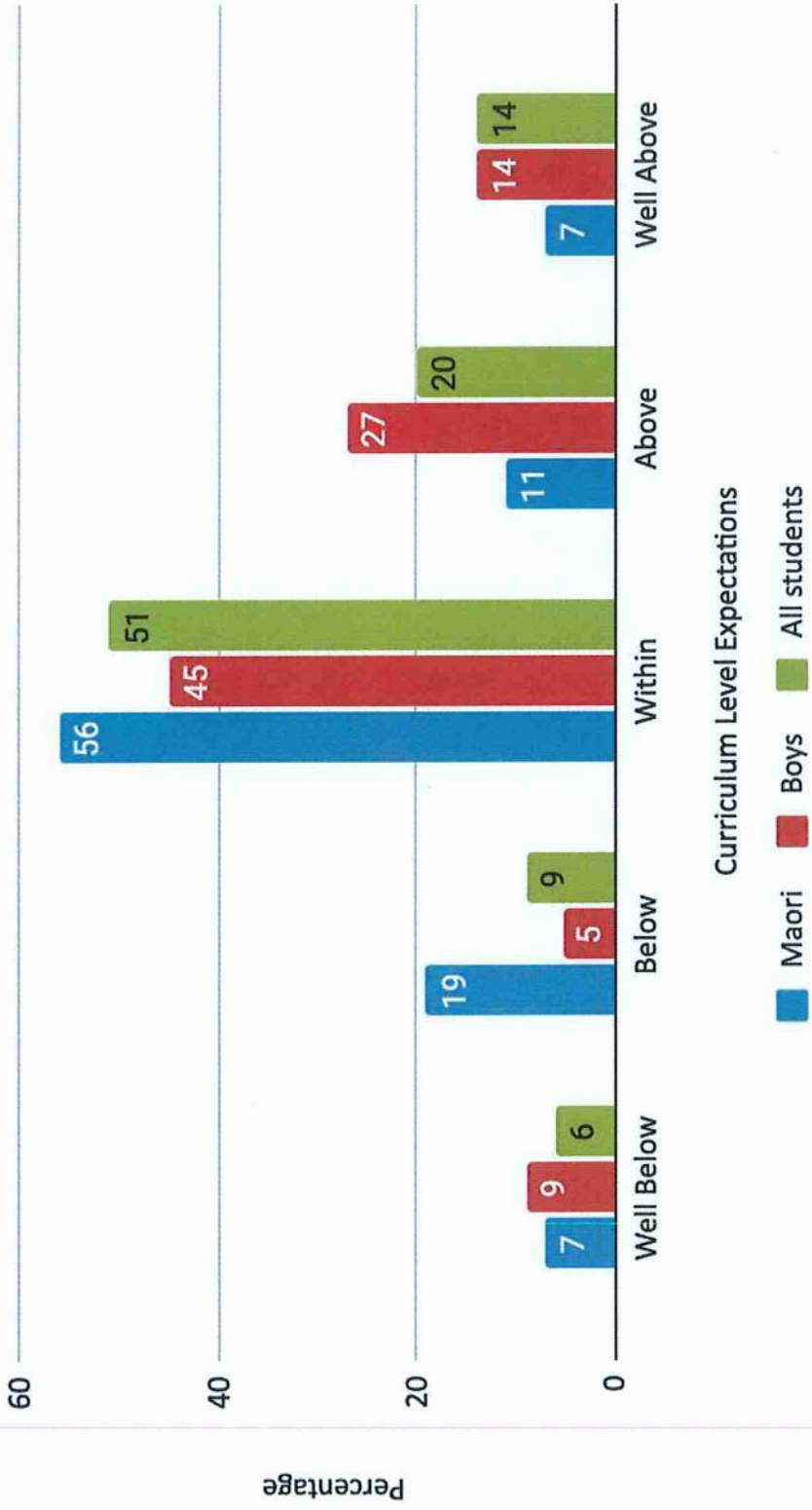
Mid Year 2021 - Writing results



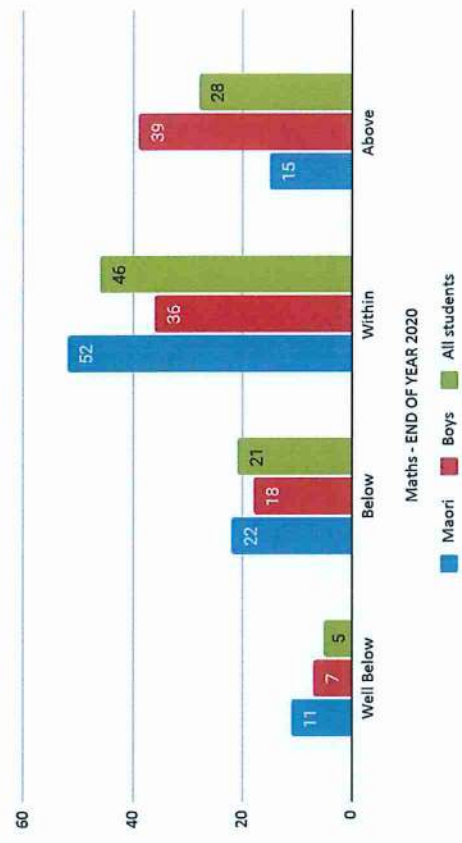
WRITING ACHIEVEMENT - END OF YEAR 2020



Mid Year 2021 - Maths results

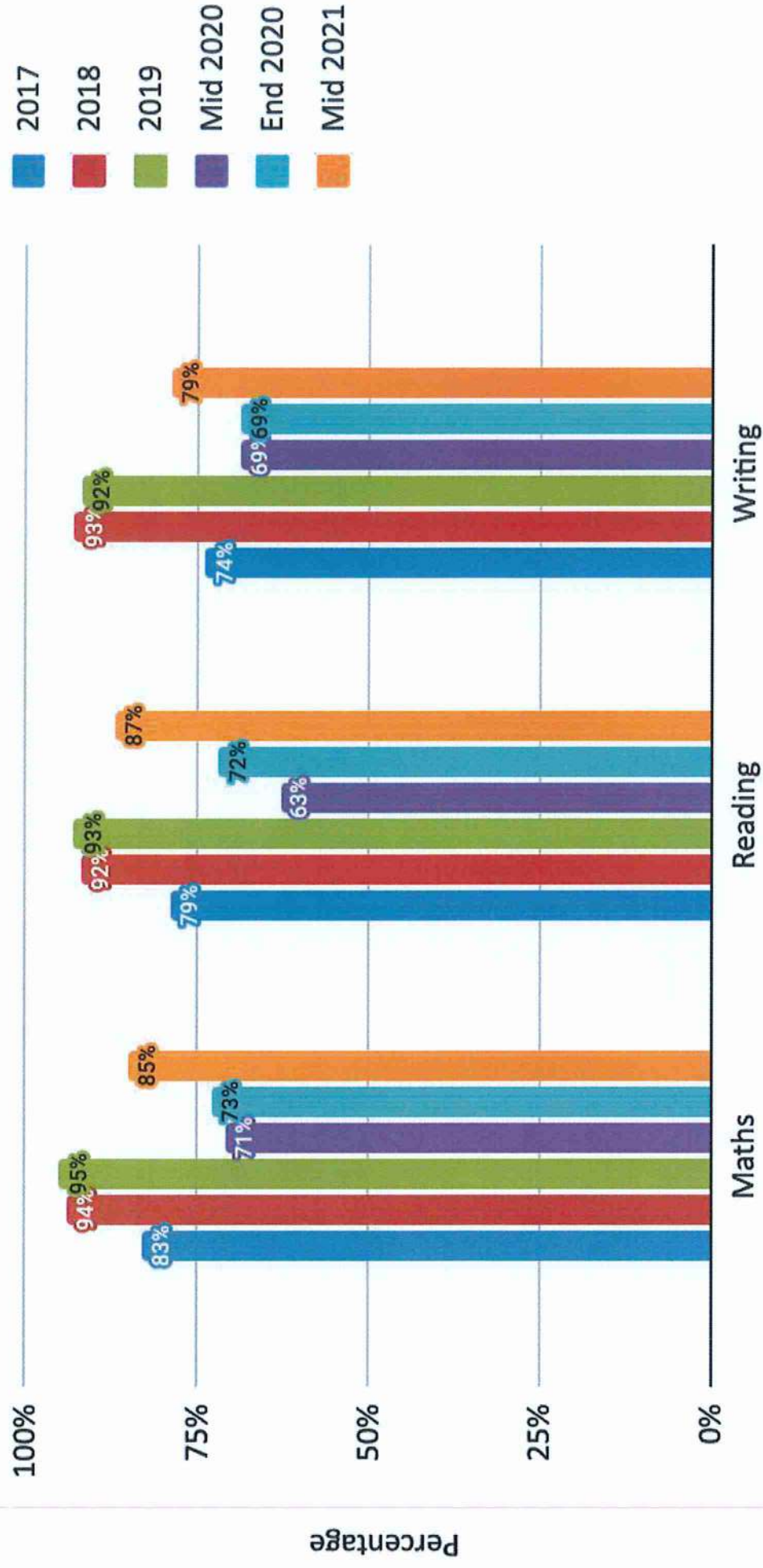


Mathematics - End of Year 2020



Cumulative Data (2017-present)

Within & Above Curriculum Level over time



Subject

Mid Year 2021 - STUDENT ACHIEVEMENT DATA ANALYSIS

- Demographics:
 - Maori school population at 31% (cf. 25% in 2020)
 - Assessment data population 88 (cf. 75 in 2018, 83 in 2019, 89 in 2020)
 - Boys population = 50%
- Maori achievement:
 - Reading 82% within expected curriculum level (69% - 2017, 100% - 2018, 100% - 2019, 59% in 2020)
 - Writing 70% within expected curriculum level (46% - 2017, 100% - 2018, 94% - 2019, 45% in 2020)
 - Maths 74% within expected curriculum level (69% - 2017, 100% - 2018, 88% - 2019, 60% in 2020)
- Overall achievement:
 - Reading 87% at or above expected curriculum level (79% - 2017, 92% - 2018, 93% - 2019, 63% in 2020)
 - Writing 79% at or above national standards (was 74% - 2017, 93% - 2018, 92% - 2019, 69% in 2020)
 - Maths 85% at or above national standards (was 83% - 2017, 94% - 2018, 95% - 2019, 71% in 2020)

- **ASSESSMENT measures - NZ National Curriculum Level (OT) based on Literacy and Numeracy progressions, PROBE, Running Records, PaCT, AsTTle, PAT GLoSS, classroom observations and bookwork**

- The mid year judgements are based on end of year benchmarks - this is a difficult task for the teachers to assess and means that a significant number of students are graded below as they are still working towards achieving the indicators to meet the curriculum expectations for their age. By the end of year it is expected that approximately 20% more will have met the targets.

- **Strategies to achieve better outcomes for our students:**

- MST teacher building on ALIM strategies and running small group sessions for the students 'just' below to accelerate progress
- Teacher expertise and sharing of successful techniques, programs and strategies
- Accurate judgments in relation to overall teacher assessment using curriculum levels, PACT and school-wide benchmarks
- Targeted teacher/learner programs focused on shifting student achievement
- **Reading recovery impact on Year 2 students**
- Budget allowance and use of human resources – sharing expertise across staff school-wide - internal & external appraisal process
- Consistent teaching approach with urgency and high expectations
- Targeted pedagogical approaches and topics of interest for our Maori students
- School-wide focus on wellbeing to improve learner grit, confidence and resilience (research and data-based strategies)
- Values (C.O.U.R.A.G.E. based - developed by 2019 School Leaders)

AREAS OF FOCUS TO IMPROVE ACHIEVEMENT BY THE END OF THE YEAR

- Revisit school-wide collaboration and moderation across reading, writing and maths (utilising strengths of staff and focussing on data analysis)
- Reinforce mindfulness and wellbeing practices, develop C.O.U.R.A.G.E. to improve learner grit, confidence and resilience
- Ensure resourcing is provided to continue strategies and practices we know have created positive change and learner progress
- Ensure MST strategies, learning and expertise is developed across the school
- Revisit Writing program in the vein of ALL (school funded) - term 3/4
- Start an accelerate class for the Well Above learners to ensure they are being encouraged and extended in G.A.T.E. strategies - term ¾ (One Day School?)