

2018 Silverstream School Analysis of Variance

2018 WRITING TARGET

To increase the number of children achieving at expectation with a particular focus on accelerating the progress of boys and Māori students.

OUTCOMES

- We have met our target of increasing the number of children achieving At or Above expectation (79.5% at or above in 2018 compared to 73.7% in 2017).
- We have managed to accelerate progress for Boys (73.3% at or above in 2018 compared to 64.7% in 2017) and NZ Māori (74.4% at or above in 2018 compared to 67.6% in 2017).

Context:

- National Standard data in 2017 for Writing was recorded as 3% Well Below, 23.4% Below, 64.8% At, 8.9% Above. While this is our comparison for now, these comparisons should be considered in the context of the change in assessment tools and the way we make overall teacher judgements on each child (Shift from National Standards OTJs to Curriculum Level OTJs).

Comparison of key groups:

2018 Curriculum Level Judgments (2017 National Standards OTJs)

	Well Below	Below	At	Above
Boys	4.5% (2.1%)	22.3% (33.2%)	67.2% (60.9%)	6.1%(3.8%)
Girls	2% (3.8%)	12.4% (13.8)	70.1% (68.6%)	15.5% (13.8%)
Māori	4.4% (5.1%)	21.1% (27.3%)	70% (63.6%)	4.4% (4%)
Overall	3.2% (3%)	17.3% (23.4%)	68.7% (64.8%)	10.8% (8.9%)

Commentary / Analysis:

- NZ Māori has a higher percentage At than the whole school number.
- Year 4 students are an area for concern - This was a cohort that needed significant intervention around social and emotional regulation throughout the year.
- We have more girls achieving Above expectations than boys, and NZ Māori are under represented in the Above expectation category.
- The change to a new assessment tool provided clarity around expectations and kept the focus of our work on Writing programmes.
- Teacher inquiry and staff workshops in the second half of the year enabled us to not only support each other in meeting the needs of our writers, but to be more focused in doing so.

Next Steps:

Our 2019 Achievement Targets in writing are to:

- Accelerate the progress of all students achieving below curriculum level expectations in Writing, with a particular focus on those now in Year 5.
- Increase the proportion of priority learners (Boys and NZ Māori) in the Above expectation category.

Our planned actions towards these are outlined in the 2019 Charter and Annual Plan.

2018 MATHEMATICS TARGET

To increase the number of children at or above expectation, with a particular focus on accelerating the progress of girls.

OUTCOMES

- We have increased the number of students in the At and Above expectation group (77% in 2017 compared with 92.8% Above in 2018).
- Girls have made good shifts in moving from Well Below & Below to At or Above expectation (92.4% at or above in 2018 compared to 62.6% at or above in 2017).

Context:

- National Standard data in 2017 for Maths was recorded as 3.6% Well Below, 19.4% Below, 59.9% At, 17.1% Above. While this is our comparison for now, these comparisons should be considered in the context of the change in assessment tools and the way we make overall teacher judgements on each child (Shift from National Standards OTJs to Curriculum Level OTJs).

Comparison of key groups:

2018 Curriculum Level Judgments (2017 National Standards OTJs)

	Well Below	Below	At	Above
Boys	0.4% (1.3%)	6.5% (17.4%)	76.9% (62.1%)	16.2% (17.1%)
Girls	0.4% (5.9%)	7.1% (21.3%)	81.7% (57.7%)	10.7% (15.1%)
Māori	0% (4%)	8.9% (33.3%)	85.6% (50.5)	5.6% (12.1%)
Overall	0.4% (3.6%)	6.8% (19.4%)	79.4% (59.9)	13.4% (17.1)

Commentary / Analysis:

- We have made good shifts in moving the Below students into At expectation (7.2% below or well below in 2018 compared to 23% below or well below in 2017).
- Year 4s are an area for concern - This was a cohort that needed significant intervention around social and emotional regulation throughout the year.
- We have reduced the size of the gap between NZ Māori and our whole school cohort in terms of At or Above representation, however there is still room to improve the discrepancy in the Above expectation group for NZ Māori.
- Staff feel that the increased emphasis on making learning relevant, meaningful and purposeful is supporting positive learning in Mathematics (integrating Mathematics into real life applications through inquiry learning).
- There is a general feeling that parents feel less confident supporting children in home learning related to mathematics than in areas such as reading and writing.

Next Steps:

Our 2019 Achievement Targets in Mathematics are to:

- Accelerate the progress of all students achieving below curriculum level expectations in Mathematics, with a particular focus on those now in Year 5.
- Increase the proportion of priority learners (Girls and NZ Māori) in the Above expectation category.

Our planned actions towards these are outlined in the 2019 Charter and Annual Plan.

2018 READING TARGET

To increase the number of children reading **above** expectations.

OUTCOME

We have not met our target to increase the number of students reading above (31.2% in 2017 compared with 19.8% in 2018).

Context:

- National Standard data in 2017 for Reading was recorded as 2.5% Well Below, 14.8% Below, 51.5% At, 31.2% Above. While this is our comparison for now, these comparisons should be considered in the context of the change in assessment tools and the way we make overall teacher judgements on each child (shift from National Standards OTJs to Curriculum Level OTJs).

Comparison of key groups:

2018 Curriculum Level Judgments (2017 National Standards OTJs)

	Well Below	Below	At	Above
Boys	0.8% (1.7%)	7.7% (16.6%)	74.2% (57.4)	17.3% (24.3%)
Girls	0% (3.3%)	4.4% (13%)	73.3% (45.6%)	22.3% (38.1%)
Māori	1.1% (2%)	10% (20.2%)	74.5% (52.5%)	14.4% (25.3%)
Overall	0.4% (2.5%)	6% (14.8%)	73.7% (51.5%)	19.8% (31.2%)

Commentary / Analysis:

- Not achieving our target is disappointing. The increase in students achieving 'At' indicates that this could be in part due to altered benchmarks in the move from National Standards to Curriculum Level reporting.
- There are now 93.5% of our students reading at or above expectation (this is an improvement on the 82.7% at or above in 2017).
- There is no significant difference between the key groups, although we will need to closely monitor our NZ Māori students who are below in reading.
- Year 4 is an area for concern - This was a cohort that needed significant intervention around social and emotional regulation throughout the year.
- There has been a more significant shift of NZ Māori students moving from working below expectation to now working at expectation (22.2% below in 2017 compared with 11.1% below in 2018).
- A smaller percentage of NZ Māori and boys are achieving Above expectation compared to the general cohort. We have been looking closely at our contexts for learning to ensure that these are of interest and engaging to boys.
- Anecdotally staff feel that there is less engagement by parents in supporting reading at home than was traditionally the case (families have very busy lifestyles outside of school).

Next Steps:

Our 2019 Achievement Targets in Reading are to:

- Accelerate the progress of all students achieving below curriculum level expectations in Reading, with a particular focus on those now in Year 5.
- Increase the proportion of priority learners (Boys and NZ Māori) in the Above expectation category.

Our planned actions towards these are outlined in the 2019 Charter and Annual Plan.