

Silverstream School 2019 End of Year Data

This data is based on the 5 point curriculum level scale established during 2019.

Reading by Ethnicity & Gender

All students Years 1 - 6		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All	Male	9	3.7%	30	12.2%	165	67.3%	41	16.7%	<u>245</u>
	Female	5	2.1%	11	4.6%	177	74.1%	46	19.2%	<u>239</u>
	Total	14	2.9%	41	8.5%	342	70.7%	87	18.0%	<u>484</u>
Maori	Male	3	7.1%	10	23.8%	27	64.3%	2	4.8%	<u>42</u>
	Female	1	2.6%	3	7.7%	32	82.1%	3	7.7%	<u>39</u>
	Total	4	4.9%	13	16.0%	59	72.8%	5	6.2%	<u>81</u>
Pasifika	Male	0	0%	2	33.3%	3	50.0%	1	16.7%	<u>6</u>
	Female	1	20.0%	0	0%	4	80.0%	0	0%	<u>5</u>
	Total	1	9.1%	2	18.2%	7	63.6%	1	9.1%	<u>11</u>
Asian	Male	2	5.6%	3	8.3%	24	66.7%	7	19.4%	<u>36</u>
	Female	1	3.1%	2	6.3%	23	71.9%	6	18.8%	<u>32</u>
	Total	3	4.4%	5	7.4%	47	69.1%	13	19.1%	<u>68</u>
MELAA	Male	0	0%	2	66.7%	1	33.3%	0	0%	<u>3</u>
	Female	0	0%	0	0%	2	50.0%	2	50.0%	<u>4</u>
	Total	0	0%	2	28.6%	3	42.9%	2	28.6%	<u>7</u>
Other	Male	0	0%	0	0%	0	0%	0	0%	<u>0</u>
	Female	0	0%	0	0%	0	0%	0	0%	<u>0</u>
	Total	0	0%	0	0%	0	0%	0	0%	<u>0</u>
NZ/European	Male	4	2.5%	13	8.2%	110	69.6%	31	19.6%	<u>158</u>
	Female	2	1.3%	6	3.8%	116	73.0%	35	22.0%	<u>159</u>
	Total	6	1.9%	19	6.0%	226	71.3%	66	20.8%	<u>317</u>

MELAA = Middle Eastern Latin American and African

Writing

All students Years 1 - 6		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All	Male	30	12.0%	74	29.5%	139	55.4%	8	3.2%	<u>251</u>
	Female	11	4.5%	55	22.4%	167	67.9%	13	5.3%	<u>246</u>
	Total	41	8.2%	129	26.0%	306	61.6%	21	4.2%	<u>497</u>
Maori	Male	7	16.3%	19	44.2%	17	39.5%	0	0%	<u>43</u>
	Female	1	2.6%	16	41.0%	22	56.4%	0	0%	<u>39</u>
	Total	8	9.8%	35	42.7%	39	47.6%	0	0%	<u>82</u>
Pasifika	Male	1	16.7%	1	16.7%	4	66.7%	0	0%	<u>6</u>
	Female	1	20.0%	0	0%	4	80.0%	0	0%	<u>5</u>
	Total	2	18.2%	1	9.1%	8	72.7%	0	0%	<u>11</u>
Asian	Male	2	5.3%	7	18.4%	27	71.1%	2	5.3%	<u>38</u>
	Female	1	3.0%	8	24.2%	23	69.7%	1	3.0%	<u>33</u>
	Total	3	4.2%	15	21.1%	50	70.4%	3	4.2%	<u>71</u>
MELAA	Male	2	66.7%	0	0%	1	33.3%	0	0%	<u>3</u>
	Female	0	0%	2	40.0%	2	40.0%	1	20.0%	<u>5</u>
	Total	2	25.0%	2	25.0%	3	37.5%	1	12.5%	<u>8</u>
Other	Male	0	0%	0	0%	0	0%	0	0%	<u>0</u>
	Female	0	0%	0	0%	0	0%	0	0%	<u>0</u>
	Total	0	0%	0	0%	0	0%	0	0%	<u>0</u>
NZ/European	Male	18	11.2%	47	29.2%	90	55.9%	6	3.7%	<u>161</u>
	Female	8	4.9%	29	17.7%	116	70.7%	11	6.7%	<u>164</u>
	Total	26	8.0%	76	23.4%	206	63.4%	17	5.2%	<u>325</u>

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Maths

All students Years 1 - 6		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All	Male	14	5.7%	30	12.2%	154	62.9%	47	19.2%	<u>245</u>
	Female	11	4.6%	40	16.8%	165	69.3%	22	9.2%	<u>238</u>
	Total	25	5.2%	70	14.5%	319	66.0%	69	14.3%	<u>483</u>
Maori	Male	5	11.9%	6	14.3%	28	66.7%	3	7.1%	<u>42</u>
	Female	4	10.5%	10	26.3%	23	60.5%	1	2.6%	<u>38</u>
	Total	9	11.3%	16	20.0%	51	63.8%	4	5.0%	<u>80</u>
Pasifika	Male	1	16.7%	1	16.7%	4	66.7%	0	0%	<u>6</u>
	Female	1	20.0%	1	20.0%	3	60.0%	0	0%	<u>5</u>
	Total	2	18.2%	2	18.2%	7	63.6%	0	0%	<u>11</u>
Asian	Male	2	5.6%	3	8.3%	22	61.1%	9	25.0%	<u>36</u>
	Female	1	3.1%	2	6.3%	25	78.1%	4	12.5%	<u>32</u>
	Total	3	4.4%	5	7.4%	47	69.1%	13	19.1%	<u>68</u>
MELAA	Male	0	0%	2	66.7%	1	33.3%	0	0%	<u>3</u>
	Female	0	0%	1	25.0%	2	50.0%	1	25.0%	<u>4</u>
	Total	0	0%	3	42.9%	3	42.9%	1	14.3%	<u>7</u>
Other	Male	0	0%	0	0%	0	0%	0	0%	<u>0</u>
	Female	0	0%	0	0%	0	0%	0	0%	<u>0</u>
	Total	0	0%	0	0%	0	0%	0	0%	<u>0</u>
NZ/European	Male	6	3.8%	18	11.4%	99	62.7%	35	22.2%	<u>158</u>
	Female	5	3.1%	26	16.4%	112	70.4%	16	10.1%	<u>159</u>
	Total	11	3.5%	44	13.9%	211	66.6%	51	16.1%	<u>317</u>

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Target Variances

	Target	2018 Baseline	2019 Interim Data
Reading	<ul style="list-style-type: none"> Accelerate the progress of all students achieving below curriculum level expectations in Reading, with a particular focus on those in Year 5. Increase the proportion of priority learners (Boys and NZ Māori) in the Above expectation category 	Overall 'At and Above' - 93.5% Year 5 'At and Above' - 84% Boys 'Above' - 17.3% NZ Maori 'Above' - 14.4%	Overall 'At and Above' =84% (a decrease of 9.5%) Year 5 'At and Above' =80% (a decrease of 4%) Boys 'Above' =16.7% (A decrease of 0.6%) NZ Maori 'Above' =6.2% (A decrease of 8.2%)
Writing	<ul style="list-style-type: none"> Accelerate the progress of all students achieving below curriculum level expectations in Writing, with a particular focus on those in Year 5. Increase the proportion of priority learners (Boys and NZ Māori) in the Above expectation category 	Overall 'At and Above' - 79.5% Year 5 'At and Above' - 52% Boys 'Above' - 6.1% NZ Maori 'Above' - 4.4%	Overall 'At and Above' =65.8% (a decrease of 13.7%) Year 5 'At and Above' =66% (an improvement of 14%) Boys 'Above' =3.2% (A decrease of 2.9%) NZ Maori 'Above' =0% (A decrease of 4.4%)
Maths	<ul style="list-style-type: none"> Accelerate the progress of all students achieving below curriculum level expectations in Mathematics, with a particular focus on those in Year 5. Increase the proportion of priority learners (Girls and NZ Māori) in the Above expectation category 	Overall 'At and Above' - 92.8% Year 5 'At and Above' - 80% Girls 'Above' - 10.7% NZ Maori 'Above' - 5.6%	Overall 'At and Above' =80.3% a decrease of 12.5% Year 5 'At and Above' =71% (a decrease of 9%) Girls 'Above' =9.2% (a decrease of 1.5%) NZ Maori 'Above' =5% (A decrease of 0.6%)

Variance Commentary:

A 3 point curriculum level scale was used in 2018, at the time we were aware that this 'overinflated' the data that we had at the end of 2018. For this reason we moved to a 5 point scale in 2019 to allow us to see a more accurate picture of achievement across the school. This variance data is therefore not an 'apples with apples' comparison. While it gives a clearer indication of children's achievement, it should not be viewed as a measure of progress made over the 2019 school year.

At this early stage of using this new scale, the only school wide comparative progress data is from mid to end of year. Our % Shift of children in the 'At and Above' categories shows positive progress from mid year to end of year: +5.9% shift in Reading; +4.4% shift in Writing; +1.1% shift in Maths. We look forward to being able to track progress using comparative data in 2020. In the meantime, we are (and will continue to be) tracking progress for individuals and sharing this progress with parents via the reporting process.

Targets for 2020: (Approved at December 2019 Meeting)

- To accelerate the progress of all target students (those in the below or well below categories - but not ORS funded).
- To reduce the difference between Māori and non-Māori in all 3 areas.
- To reduce the difference between boys and girls in all three areas.
- To increase the number of students in the above group in all three areas.

Actions to meet 2020 Targets:

In addition to strategic goal actions in the charter we will:

Track and Monitor target students in Writing and Maths -

- Identify target student for tracking group of up to 6 in each (those on the cusp of below, ready for at) Where possible, the majority of this group should be Maori, and in writing should be mostly boys, in maths should be mostly girls.
- Front loading lessons for target students so they are forewarned and have the opportunity to reflect/revisit.
- High expectations - knowing learners and teaching them beyond where they are (back fill knowledge gap - enlist support of parents with this)
- Termly tracking of these target groups
- Puzzle of Practice (within the syndicate) on a regular basis eg: every week, so that everyone has a turn bringing the data once a term
- Coaching to focus on the data of these groups - what have I tried, what do I need to learn to do differently for this group. Shared language around what tools, etc use.

Messaging to classroom teachers as we head into 2020:

- Need for a sense of urgency - 'mileage' in writing and maths (bullet maths) EVERY DAY
- Decision making will focus on protecting core learning time from interruptions, looking for opportunities to minimise 'down time' in the day.

Support and extension groups to be made available

- Support and extension maths groups in Year 5/6 during Terms 1 - 3 (Corey)
- Support and extension writing groups in Year 5/6 during Terms 1 - 3 (Jackie)
- Establish Writing support groups in Year 3 from Term 2 (personnel TBC)
- 6 teachers will be trained in the use of Numicon
- Reading Recovery will continue for 6 - 7 year olds in need of additional tuition (7 students at a time)
- TAs will be taking groups in Quick 60, Early Words (potentially also numicon, but probably Term 2 on)

Work on the culture of the school so that Māori children and families feel a sense of belonging:

- BOT have actions in relation to Hautu review
- Staff work together on cultural competencies
- Work on ways to make whanau welcome when they come into school - relationships
- Work on building learning centred partnerships so that parents and teachers are working on the same page - get dad's on board