



### Background Information

Each year we report to parents and the Board of Trustees on end of the year student achievement in relation to National Standards in Reading, Writing and Mathematics. By 1 March 2017 we are required to send to the Ministry of Education: our 2016 National Standards data; the analysis of variance; and the 2017 Charter as required under National Administration Guidelines 2 and 2a. This data will include National Standards achievement for all students and data specific to cohort groups including Māori, Pasifika, European/Pakeha and Asian ethnicities. We are required to use a prescribed template to report our school's NAG 2a information. The Ministry will apply privacy principles to our data for publication purposes and will send this to us to review. We can use this redacted data when we report to our parent community.

This year all full-time teaching staff made judgments on reading for ten students using the Progress and Consistency Tool (PACT). The PaCT is an on-line assessment tool that uses psychometric measures to ensure valid, consistent and reliable judgments are made against National Standards across New Zealand.

For children in Years 1 – 3 we only include children who have reached their anniversary dates for the 40, 80, 120 weeks. We have included all children in Years 1 – 4 with anniversaries up to 1 November. A number of students in Year 1 will not have reached their 40 week anniversary date by the end of Year 1. There is also a discrepancy where Year 4 students turning 8 from 1 November are not included in the 120 week anniversary totals – they are only counted in the end of Year 4 totals..

### 2016 Report

This report contains:

1. A summary analysis of the 2016 data for Reading, Writing and Mathematics with percentages for “at” and “above” for
  - All students
  - Māori students
  - Pasifika students
  - European/Pakeha students
  - Asian students
  - Boys
  - Girls
2. Progress made since mid-2016.

Boards, through their Annual Reports, are required to report to the Ministry of Education and the school community on Māori and Pasifika student achievement unless the numbers of students are so low that privacy would be breached. Pasifika achievement is high and in general terms Māori student achievement in reading is similar to that for all students. It is not as high for writing and mathematics. With 21 students identifying as Māori, 20 identifying as Asian and 6 identifying as Pasifika, one student moving from achievement level to another can affect the result significantly so care needs to be taken when interpreting the data.

#### Points to Note:

- 84% of students are identified as Pakeha/Other European
- 6% of students are identified as Asian
- 6% of the students identify as Māori
- 2% of the students identify as Pasifika
- There are 169 boys and 157 girls included in the data.

### Summary Analysis

#### Reading

- 95% of students either *at* (59%) or *above* (45%) the standard – 2015: 93% (*at* 41%; *above* 52%)
- 91% of Māori students either *at* (62%) or *above* (29%) – 2015 - 88%: (*at* 52%; *above* 38%)
- 100% of Pasifika students either *at* (83%) or *above* (17%) – 2015 - 100% (*at* 80%; *above* 20%)
- 97% of European/Pakeha students either *at* (49%) or *above* (48%) – 2015 - 93%: (*at* 39%; *above* 54%)
- 90% of Asian students either *at* (50%) or *above* (40%) – 2015 - 100%: (*at* 34%; *above* 56%)
- 95% of boys either *at* (53%) or *above* (41%) – 2015 - 89%: (*at* 49%; *above* 40%)
- 97% of girls either *at* (47%) or *above* (48%) – 2015 – 96%: (*at* 41%; *above* 53%)

## Writing

- 86% of students either *at* (68%) or *above* (18%) the standard – 2015 - 85%: (*at* 67%; *above* 18%)
- 76% of Māori students either *at* (57%) or *above* (19%) – 2015 - 77%: (*at* 55%; *above* 22%)
- 80% of Pasifika student either *at* (100%) or *above* (0%) – 2015 – 91% (*at* 80% or *above* 20%)
- 88% of European/Pakeha students either *at* (69%) or *above* (19%) – 2015 - 89%: (*at* 66%; *above* 13%)
- 70% of Asian students either *at* (55%) or *above* (15%) – 2015 - 80%: (*at* 58%; *above* 12%)
- 80% of boys either *at* (72%) or *above* (8%) – 2015 - 78%: (*at* 71%; *above* 7%)
- 92% of girls either *at* (63%) or *above* (29%) – 2015 - 93%: (*at* 64%; *above* 29%)

## Mathematics

- 89% of students either *at* (58%) or *above* (31%) the standard – 2015 -91%: (*at* 58%; *above* 33%)
- 81% of Māori students either *at* (71%) or *above* (10%) the standard – 2015: 94%: (*at* 83%; *above* 11%)
- 83% of Pasifika students either *at* (50%) or *above* (33%)– 2015: 60% (*at* 40%; *above* 20%)
- 90% of European/Pakeha students either *at* (57%) or *above* (33%) – 2015: 91%: (*at* 58%; *above* 32%)
- 90% of Asian students either *at* (55%) or *above* (35%)– 2015: 94%: (*at* 47%; *above* 47%)
- 89% of boys either *at* (51%) or *above* (38%) – 2015: 92% (*at* 53%; *above* 39%)
- 90% of girls either *at* (66%) or *above* (24%) of girls – 2015: 87%: (*at* 62%; *above* 25%)

Initial analysis of the data highlights several points. More girls achieve to higher levels in writing and reading than boys. More boys achieve to higher levels in mathematics than girls. Boys achievement in writing still lags behind that of girls. European/Pakeha achievement tends to remain the same from year to year.

In reading both groups have similar standards of achievement though more girls than boys are meeting the “above” standard. All students who are “below” receive additional assistance from the class teacher, some are involved in Lexia support or have received Reading Recovery teaching and are monitored closely. All are making progress.

The school operates the Accelerated Learning in Mathematics (ALiM) for those students needing additional support. A report on the progress of these students is presented to the Board of Trustees in December.

For the last three years schools in the Western Suburbs of Wellington have compared their National Standards data. Results from Northland School were very similar or higher than most schools. A full report of the between school comparisons was tabled at the August 2016 meeting of the Board of Trustees. Caution must be read into these comparisons as the Standards are by their very nature a judgment rather than a score. Until PaCT is fully implemented comparing similar schools will be fraught with issues related to the consistency of judgments between schools.

## Māori and Pasifika Achievement

Māori and Pasifika achievement can fluctuate as a result of the low numbers of students. Two or three students enrolling or leaving the school can produce significant changes in results.

For Māori students there has been a steady increase in reading achievement over the last three years from 79% being “at” or “above” in 2014 to 88% in 2015, to 91% in 2016. In Writing there was a slight increase 74% to 77% to 76%. In Mathematics achievement rates for Māori rose from 90% in 2014 to 94% in 2015 but dropped in 2016 to 83%.

For Pasifika students there was an increase in reading achievement from 91% to 100% either “at” or “above” over the last three years. In writing there was a decrease from 91% to 60% in 2015. In 2016 this has increased to 80%. There has been a steady increase in Mathematics achievement – from 54% either “at” or “above” in 2014 to 60% in 2015 to 80% in 2016.

## Progress Since Mid Year

In the middle of the year data was presented to the Board that showed the progress that students were making towards end of year National Standards. Students whom teachers considered may not be “at” by the end of the year were categorised as “Not Yet Meeting”. Those who were expected to be “at” were categorised as “Expected to Meet”. Students who had already met the standard by the middle of the year were listed as “Currently Meeting the Standard” – many of these students were expected to be “Above” the Standard by the end of the year.

**2016 Reading Summary – All Year 4 – 8 Students**

	<b>Mid Year</b>  <i>Not Yet Meeting</i>	<b>End of Year</b>  <i>Below</i>	<b>Mid Year</b>  <i>Expected to Meet Standard</i>	<b>End of Year</b>  <i>At</i>	<b>Mid Year</b>  <i>Currently Meeting the Standard</i>	<b>End of Year</b>  <i>Above</i>
<b>Year 4</b>	0	0	13	15	26	25
<b>Year 5</b>	16	1 + 1 WB	19	17	3	19
<b>Year 6</b>	17	3	24	21	5	22
<b>Year 7</b>	20	2 + 1 WB	17	19	7	22
<b>Year 8</b>	18	1	20	11	2	29

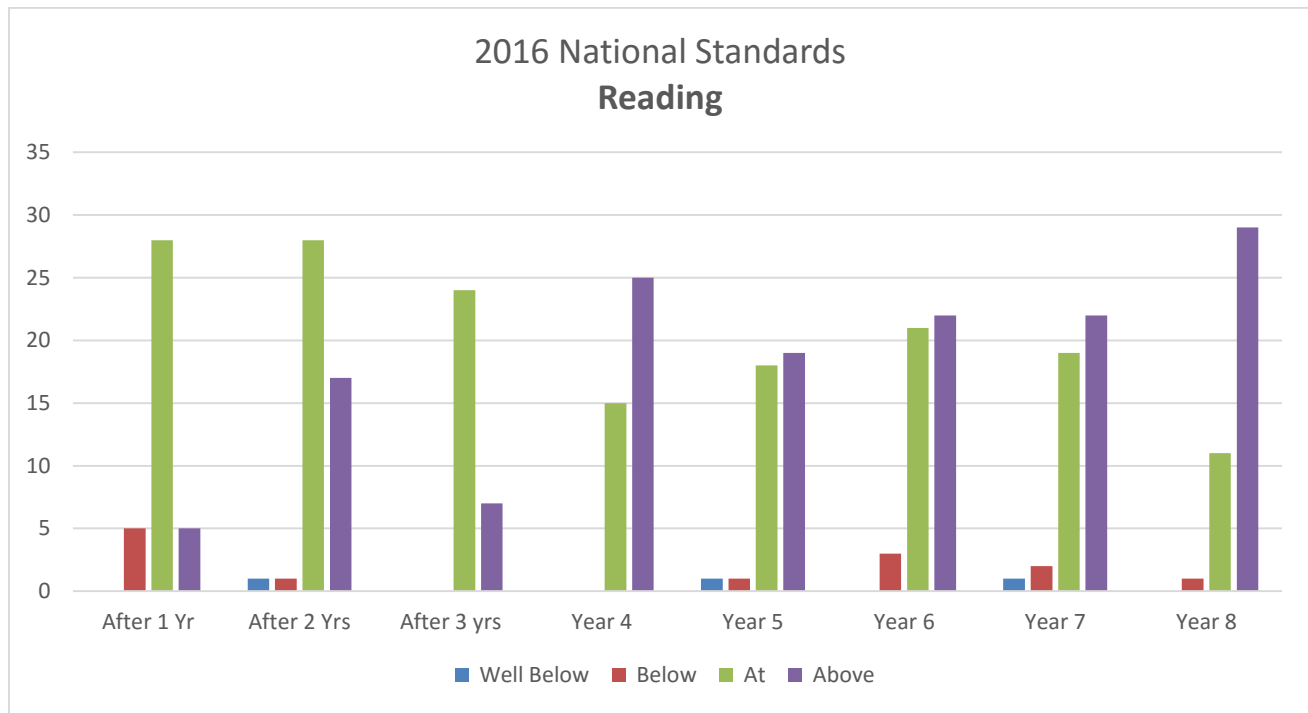
**2016 Writing Summary – All Year 4 – 8 Students**

	<b>Mid Year</b>  <i>Not Yet Meeting</i>	<b>End of Year</b>  <i>Below</i>	<b>Mid Year</b>  <i>Expected to Meet Standard</i>	<b>End of Year</b>  <i>At</i>	<b>Mid Year</b>  <i>Currently Meeting the Standard</i>	<b>End of Year</b>  <i>Above</i>
<b>Year 4</b>	2	1	32	32	5	7
<b>Year 5</b>	12	8 + 1 WB	23	24	3	5
<b>Year 6</b>	7	7	32	29	7	10
<b>Year 7</b>	10	8 + 1WB	29	29	5	6
<b>Year 8</b>	4	2	29	21	7	18

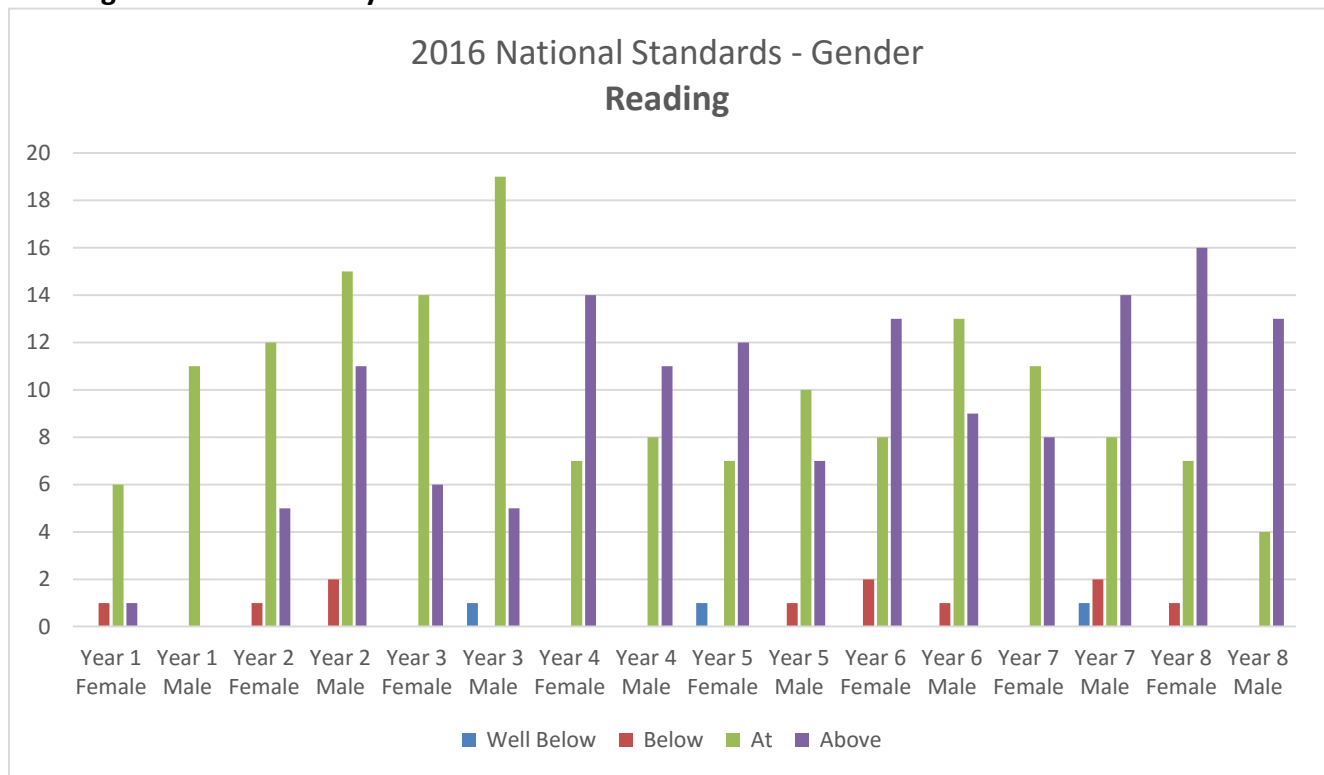
**2016 Mathematics Summary – All Year 4 – 8 Students**

	<b>Mid Year</b>  <i>Not Yet Meeting</i>	<b>End of Year</b>  <i>Below</i>	<b>Mid Year</b>  <i>Expected to Meet Standard</i>	<b>End of Year</b>  <i>At</i>	<b>Mid Year</b>  <i>Currently Meeting the Standard</i>	<b>End of Year</b>  <i>Above</i>
<b>Year 4</b>	5	5	17	19	15	16
<b>Year 5</b>	6	3 + 1WB	27	21	5	14
<b>Year 6</b>	4	6	29	18	13	22
<b>Year 7</b>	7	7 + 1WB	28	23	9	13
<b>Year 8</b>	7	3 + 1WB	21	16	12	21

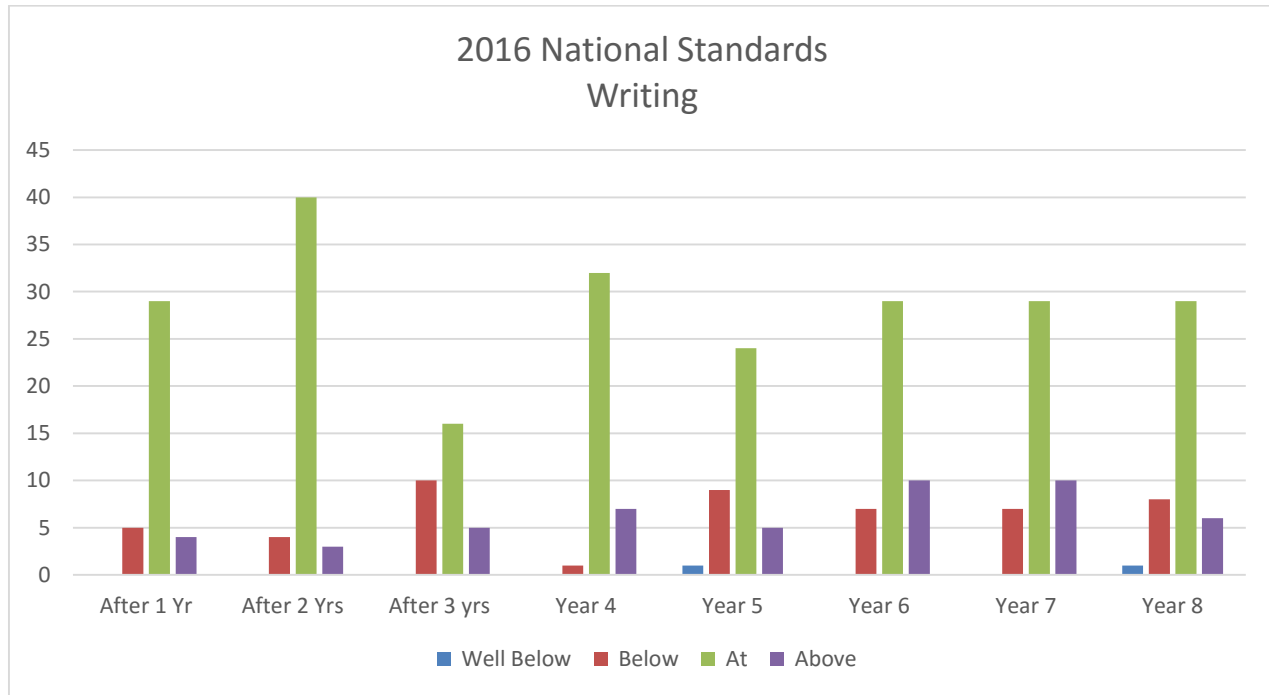
**2016 Reading – Whole School Summary**



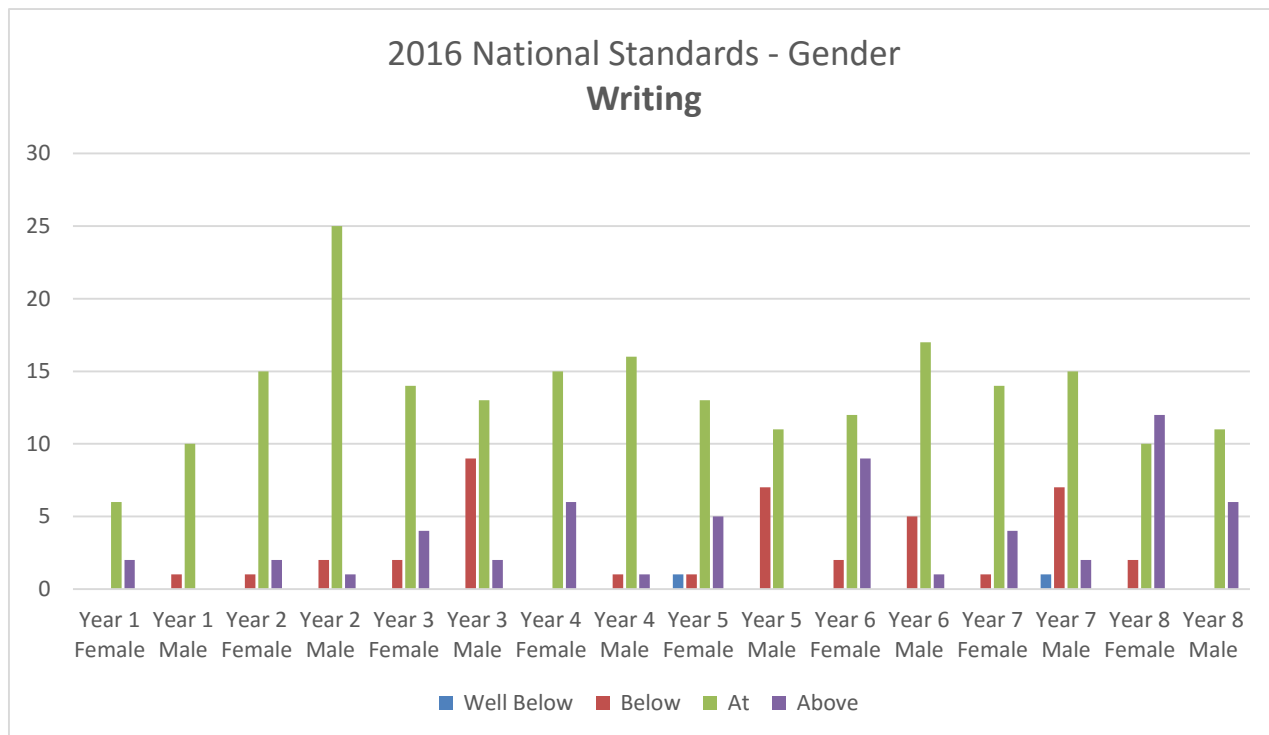
**Reading – Gender Summary**



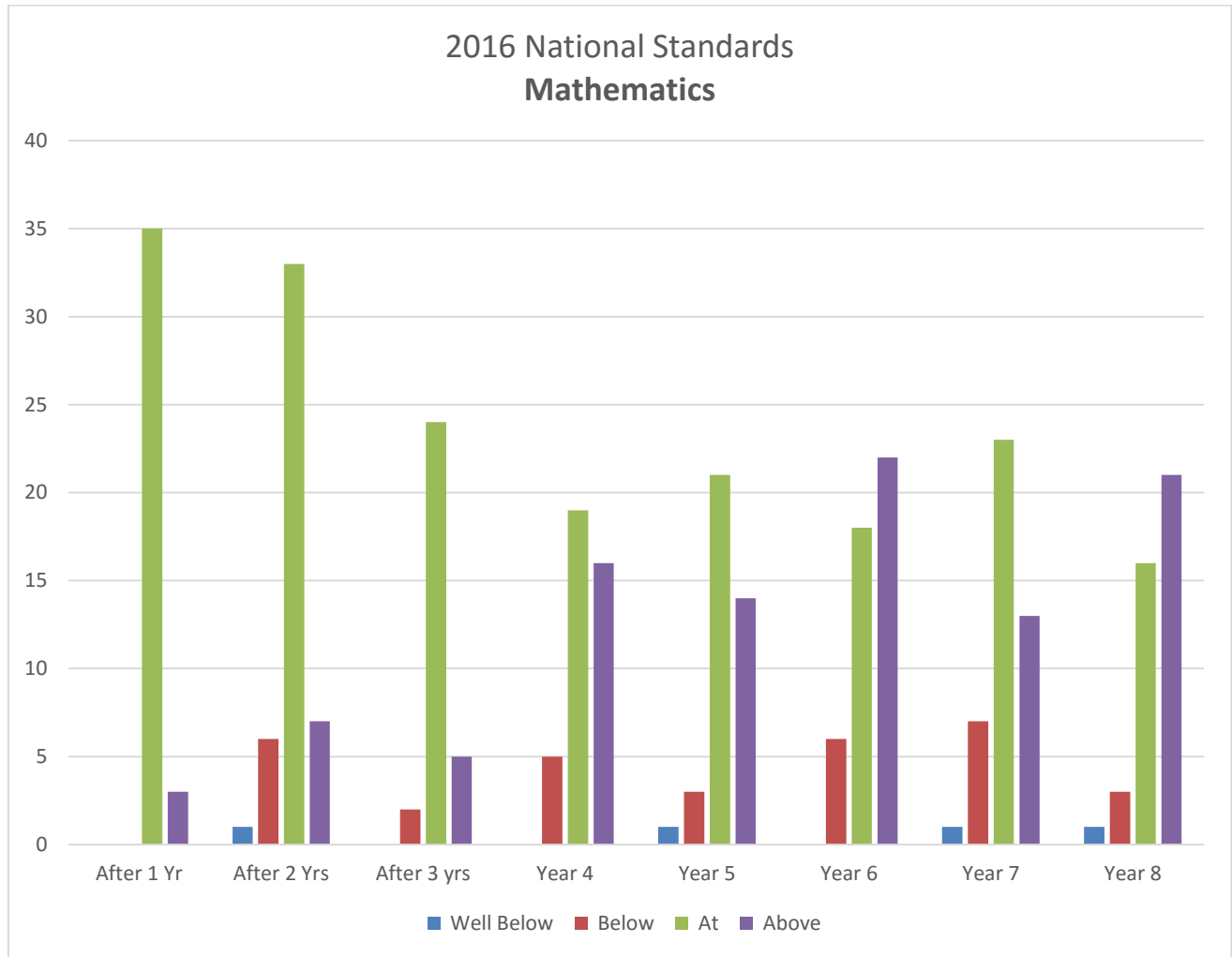
**2016 Writing – Whole School Summary**



**Writing – Gender Summary**



**2016 Mathematics – Whole School Summary**



**Mathematics – Gender Summary**

