



Background Information

This may be the last year that 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. The change of Government signalled the end of National Standards as we have known it for the last nine years. Currently we are still required to send our 2017 National Standards data to the Ministry of Education by 1 March 2018 along with the analysis of variance; and the 2018 Charter. 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 also made judgments for writing 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 in this report 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.

2017 Report

This report contains:

1. A summary analysis of the 2017 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-2017.

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 and mathematics is similar to that for all students. It is not as high for writing. With 26 students identifying as Māori, 18 identifying as Asian and only five 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:

- 83% of students are identified as Pakeha/Other European
- 6% of students are identified as Asian
- 8% of the students identify as Māori
- 2% of the students identify as Pasifika
- There are 161 boys and 161 girls included in the data.

Summary Analysis

Reading

- 93% of students either *at* (52%) or *above* (41%) the standard – 2016: 95% (*at* 50%; *above* 45%)
- 85% of Māori students either *at* (54%) or *above* (31%) – 2016 - 91%: (*at* 62%; *above* 29%)
- 80% of Pasifika students either *at* (80%) or *above* (0%) – 2016 - 100% (*at* 83%; *above* 17%)
- 95% of European/Pakeha students either *at* (50%) or *above* (45%) – 2016 - 97%: (*at* 49%; *above* 48%)
- 89% of Asian students either *at* (67%) or *above* (22%) – 2016 - 90%: (*at* 50%; *above* 40%)
- 86% of boys either *at* (55%) or *above* (31%) – 2016 - 95%: (*at* 53%; *above* 41%)

- 92% of girls either *at* (48%) or *above* (44%) – 2016 – 95%; (*at* 47%; *above* 48%)

Writing

- 86% of students either *at* (67%) or *above* (19%) the standard – 2016 - 86%: (*at* 68%; *above* 18%)
- 69% of Māori students either *at* (54%) or *above* (15%) – 2016 - 76%: (*at* 57%; *above* 19%)
- 80% of Pasifika student either *at* (80%) or *above* (0%) – 2016 – 80% (*at* 80% or *above* 0%)
- 88 % of European/Pakeha students either *at* (68%) or *above* (20%) – 2016 - 88%: (*at* 69%; *above* 19%)
- 89% of Asian students either *at* (78%) or *above* (11%) – 2016 - 70%: (*at* 55%; *above* 15%)
- 80% of boys either *at* (68%) or *above* (12%) – 2016 - 80%: (*at* 72%; *above* 8%)
- 92% of girls either *at* (66%) or *above* (26%) – 2016 - 92%: (*at* 63%; *above* 29%)

Mathematics

- 89% of students either *at* (51%) or *above* (38%) the standard – 2016 - 89%: (*at* 58%; *above* 31%)
- 80% of Māori students either *at* (69%) or *above* (11%) the standard – 2016: 81%: (*at* 71%; *above* 10%)
- 80% of Pasifika students either *at* (60%) or *above* (20%) – 2016: 83% (*at* 50%; *above* 33%)
- 91% of European/Pakeha students either *at* (50%) or *above* (41%) – 2016: 90%: (*at* 57%; *above* 33%)
- 83% of Asian students either *at* (50%) or *above* (33%) – 2016: 90%: (*at* 55%; *above* 35%)
- 91% of boys either *at* (45%) or *above* (46%) – 2016: 89% (*at* 51%; *above* 38%)
- 87% of girls either *at* (58%) or *above* (29%) of girls – 2016: 90%: (*at* 66%; *above* 24%)

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.

In 2017 three staff received training in the ALiM programme (Accelerating Learning in Mathematics). Students involved were from Years 3 – 8 and all made significant gains. Some moved from “below” to “at”. A separate report on the progress of these students is presented to the Board of Trustees in December.

Community of Learning (CoL)

Late in 2017 four primary schools, including Northland School, and two secondary schools signed an Expression of Interest to form a Community of Learning. Each CoL is required to have an achievement challenge based on National Standards data. Levels of National Standards achievement are high at all six schools so although there is a major achievement challenge with a focus on raising national standards levels the real intent of the CoL will be on student well-being.

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 few years from 79% being “at” or “above” in 2014 to 88% in 2015, to 91% in 2016 and then a dip in 2017 to 85%. In Writing there has been a slight decrease from 76% in 2016 to 69% in 2017 In Mathematics achievement rates for Māori have again dipped from a high of 94% in 2015 to 83% last year and 80% this year.

It is difficult to make reliable conclusions for Pasifika students as there are only five. One student moving a level of attainment will alter scores by 20%.

Progress Since Mid Year

In the middle of the year data was presented to the Board that showed the progress that Year 4 – 8 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.

2017 Reading Summary – All Year 4 – 8 Students

	Mid Year <i>Not Yet Meeting</i>	End of Year <i>Below</i>	Mid Year <i>Expected to Meet Standard</i>	End of Year <i>At</i>	Mid Year <i>Currently Meeting the Standard</i>	End of Year <i>Above</i>
Year 4	1	0	28	30	15	10
Year 5	1	0	22	15	14	22
Year 6	2	2 (incl 1 WB)	17	16	18	18
Year 7	0	3	30	18	13	20
Year 8	3	3 (incl 1 WB)	29	17	11	22

2017 Writing Summary – All Year 4 – 8 Students

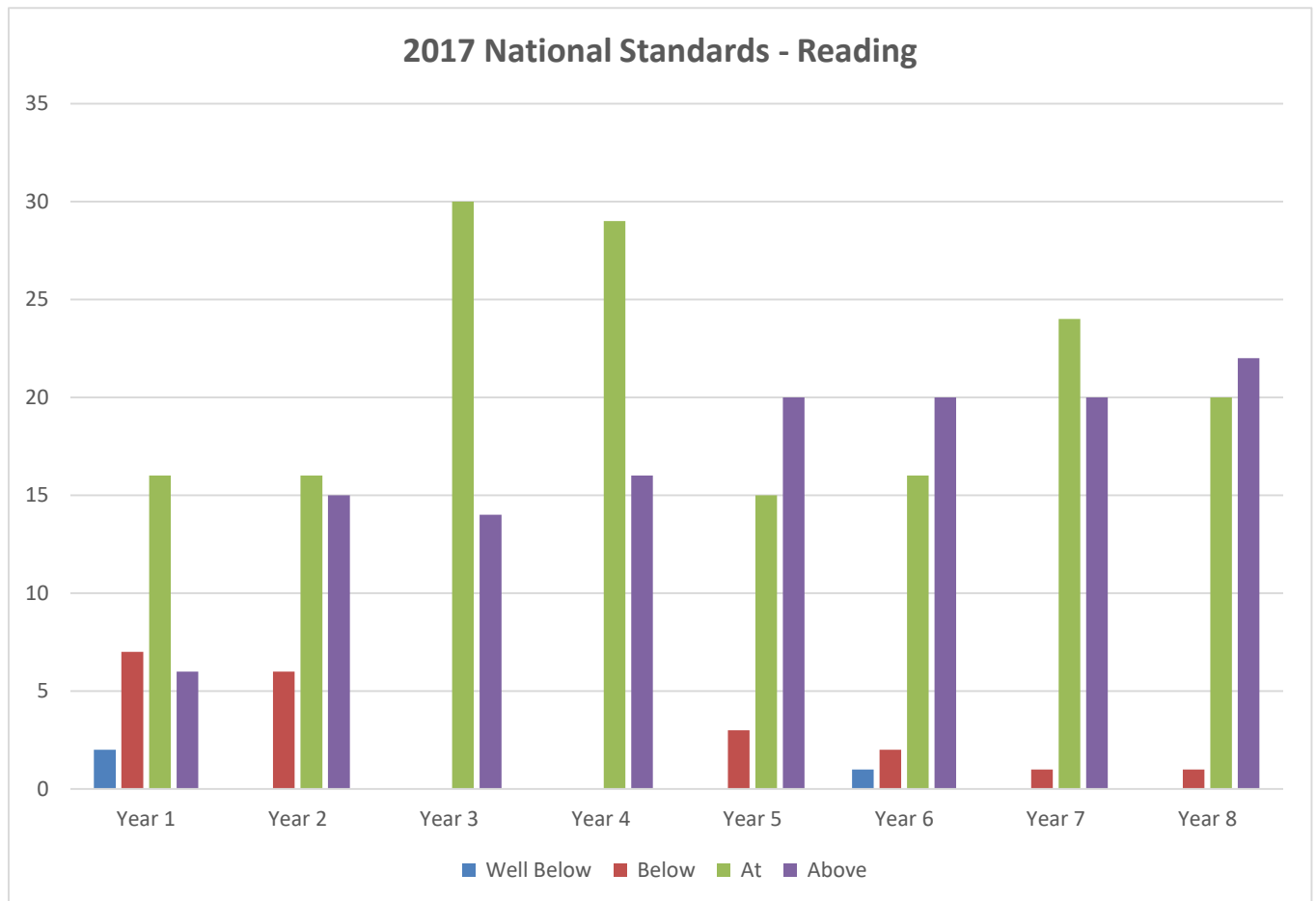
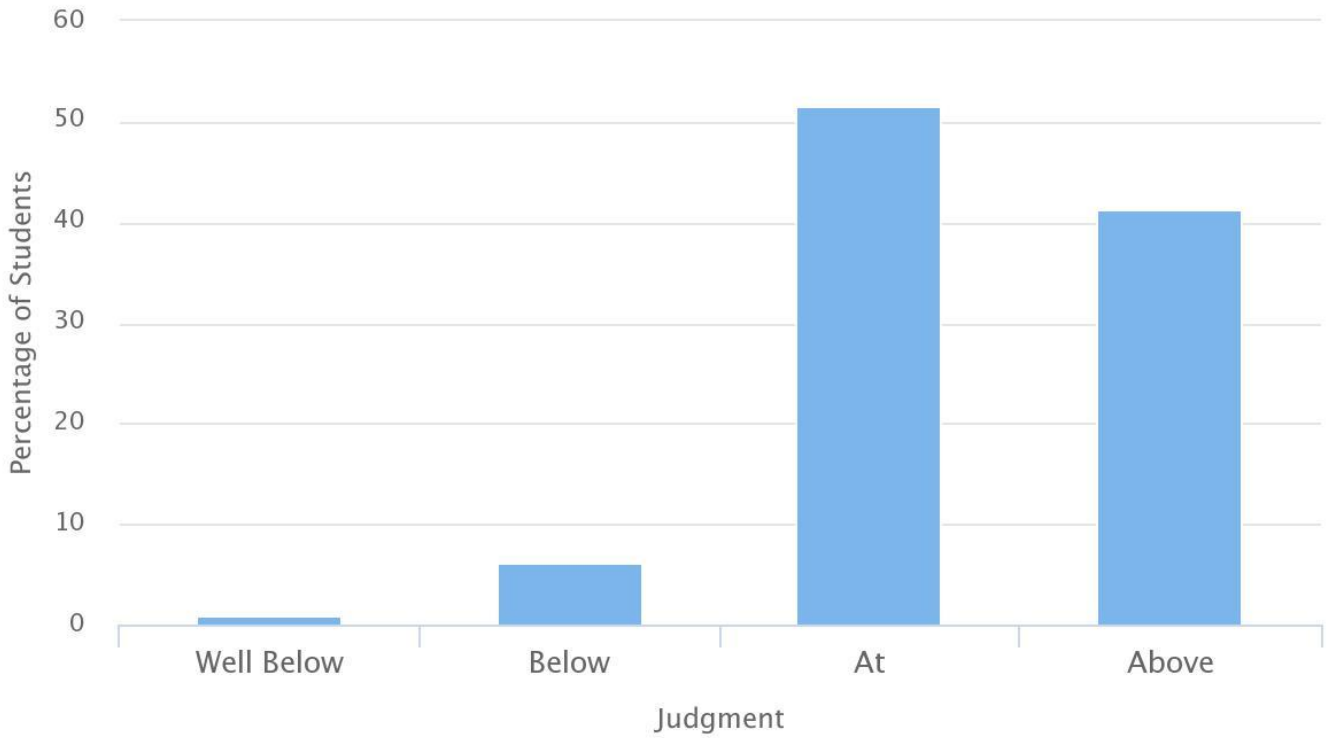
	Mid Year <i>Not Yet Meeting</i>	End of Year <i>Below</i>	Mid Year <i>Expected to Meet Standard</i>	End of Year <i>At</i>	Mid Year <i>Currently Meeting the Standard</i>	End of Year <i>Above</i>
Year 4	6	7	34	32	4	6
Year 5	5	6	27	22	5	10
Year 6	7	7 (incl 1 WB)	25	24	5	8
Year 7	3	4	30	27	10	14
Year 8	6	6	30	26	7	11

2017 Mathematics Summary – All Year 4 – 8 Students

	Mid Year <i>Not Yet Meeting</i>	End of Year <i>Below</i>	Mid Year <i>Expected to Meet Standard</i>	End of Year <i>At</i>	Mid Year <i>Currently Meeting the Standard</i>	End of Year <i>Above</i>
Year 4	3	3	30	28	11	14
Year 5	9	5 (incl 2 WB)	20	18	8	15
Year 6	3	3 (incl 1 WB)	23	20	11	16
Year 7	3	8	32	12	8	25
Year 8	5	6	29	20	9	17

Whole school – National Standards Reading

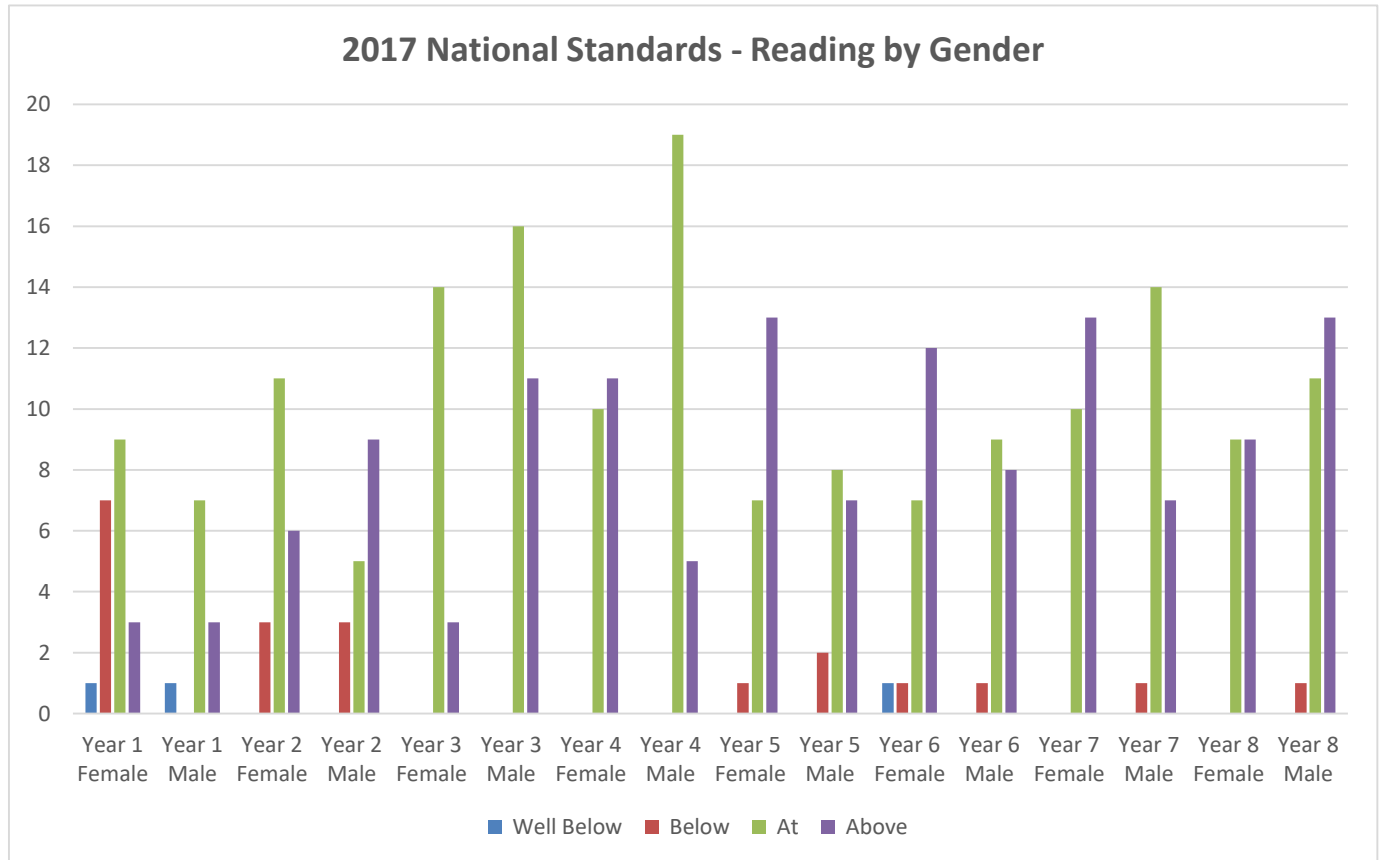
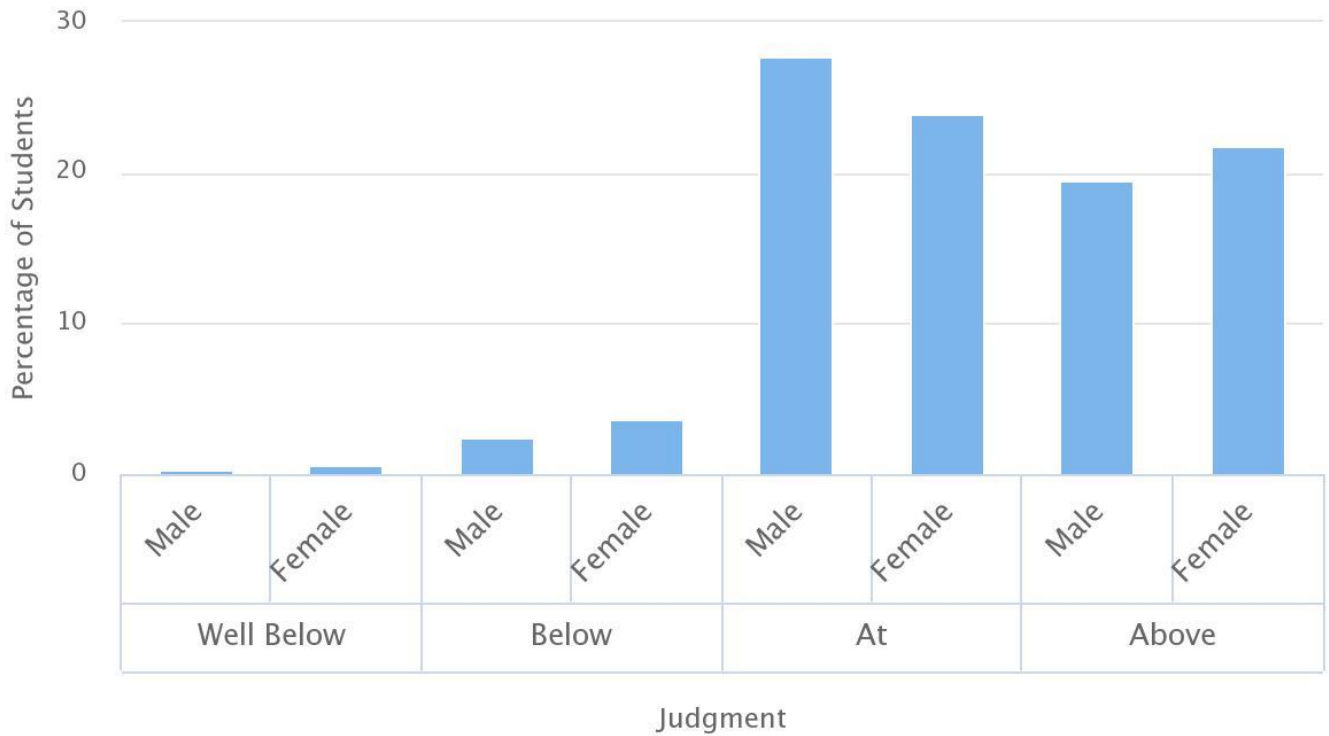
Full Year 2017 – Final



Reading – Gender Summary

Whole school – National Standards Reading

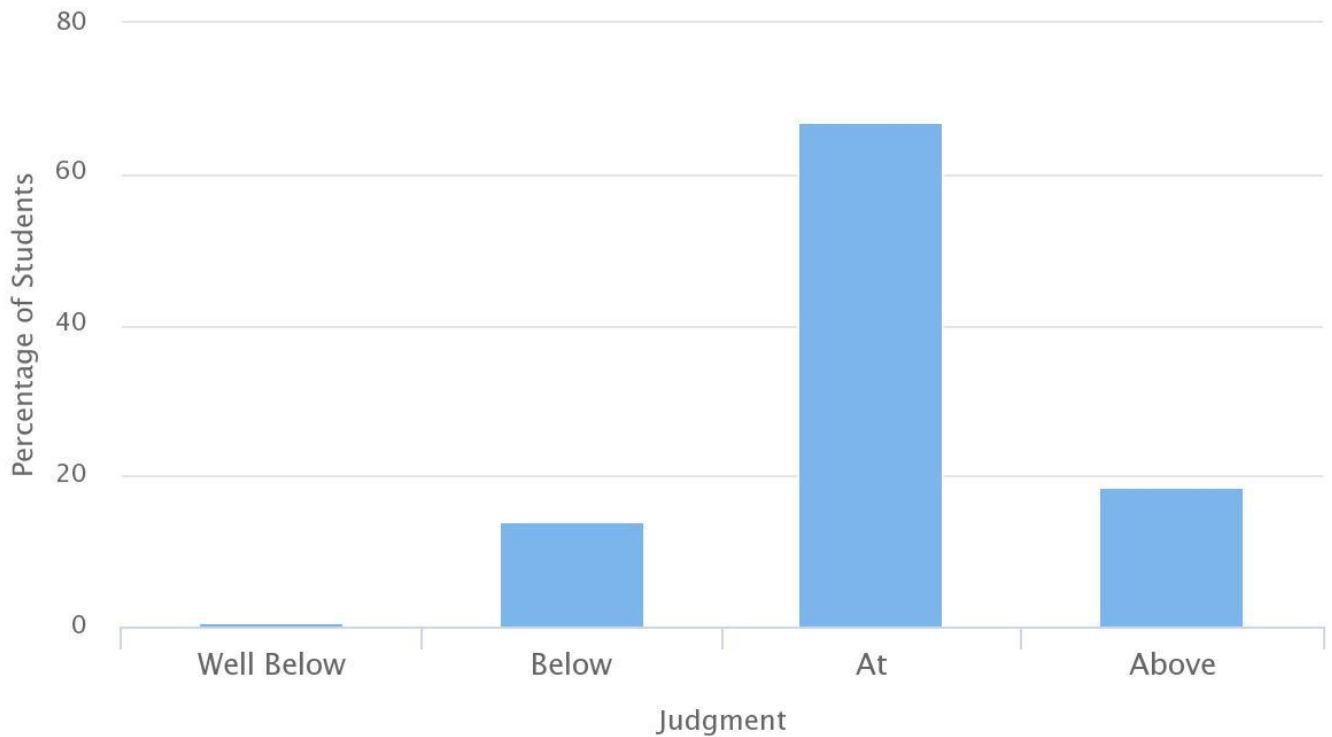
Full Year 2017 – Final



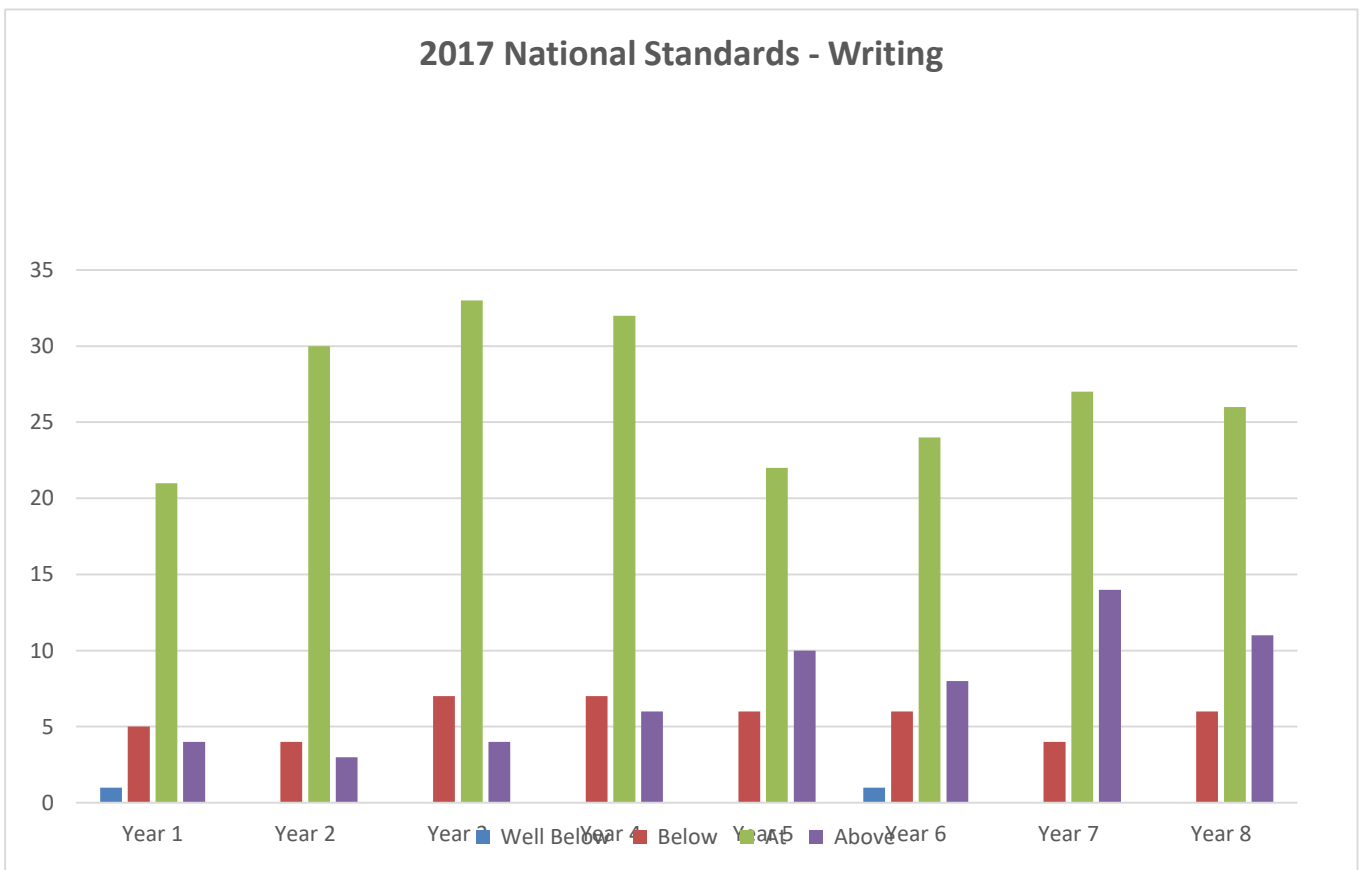
2017 Writing – Whole School Summary

Whole school – National Standards Writing

Full Year 2017 – Final



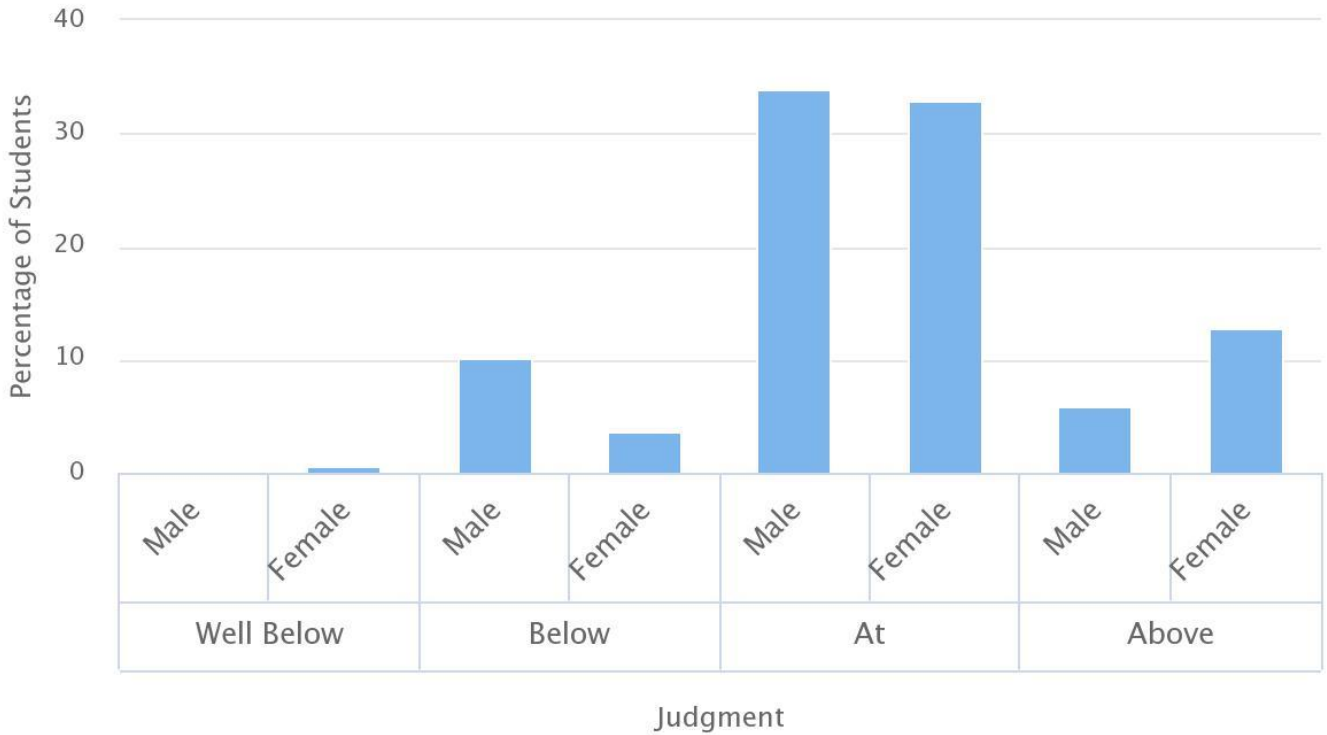
2017 National Standards - Writing



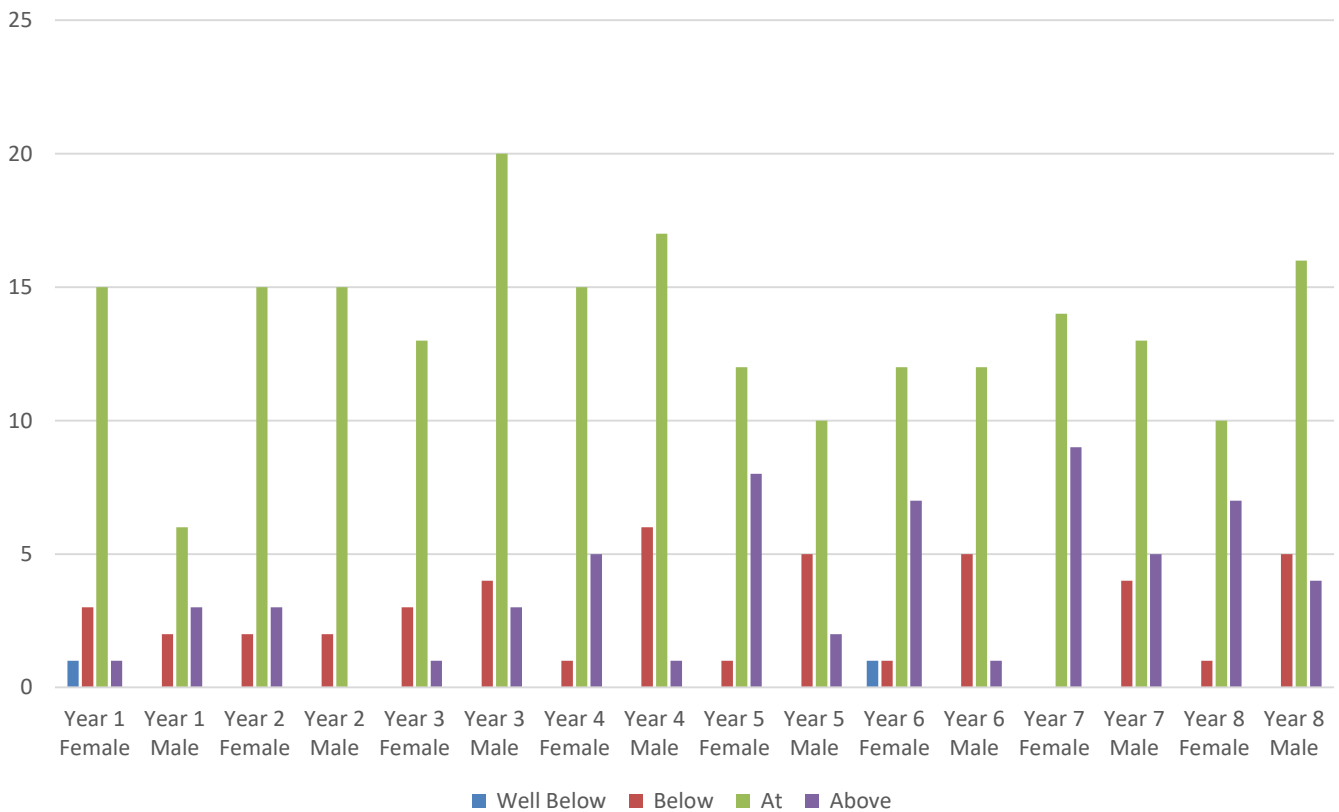
Writing – Gender Summary

Whole school – National Standards Writing

Full Year 2017 – Final

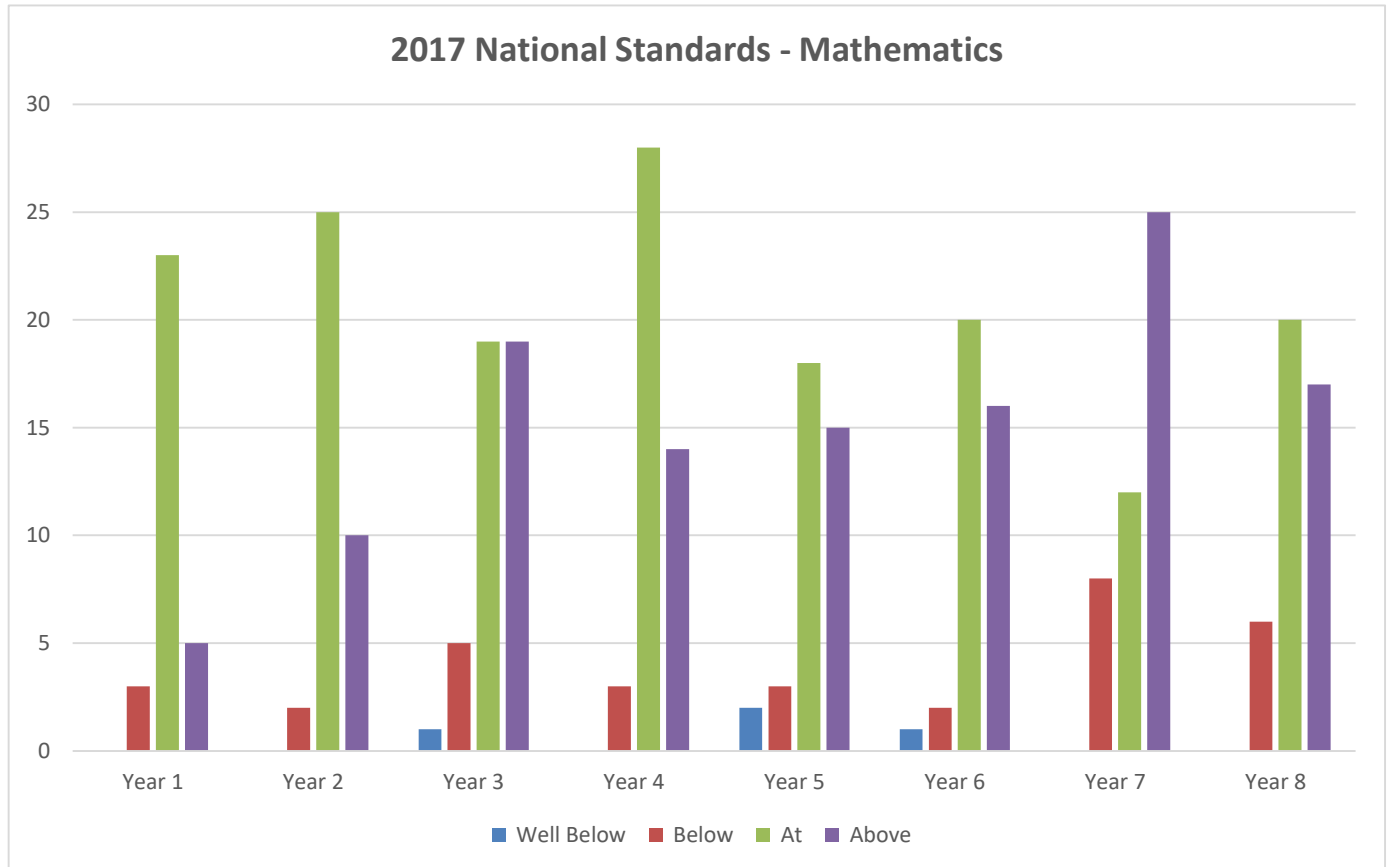
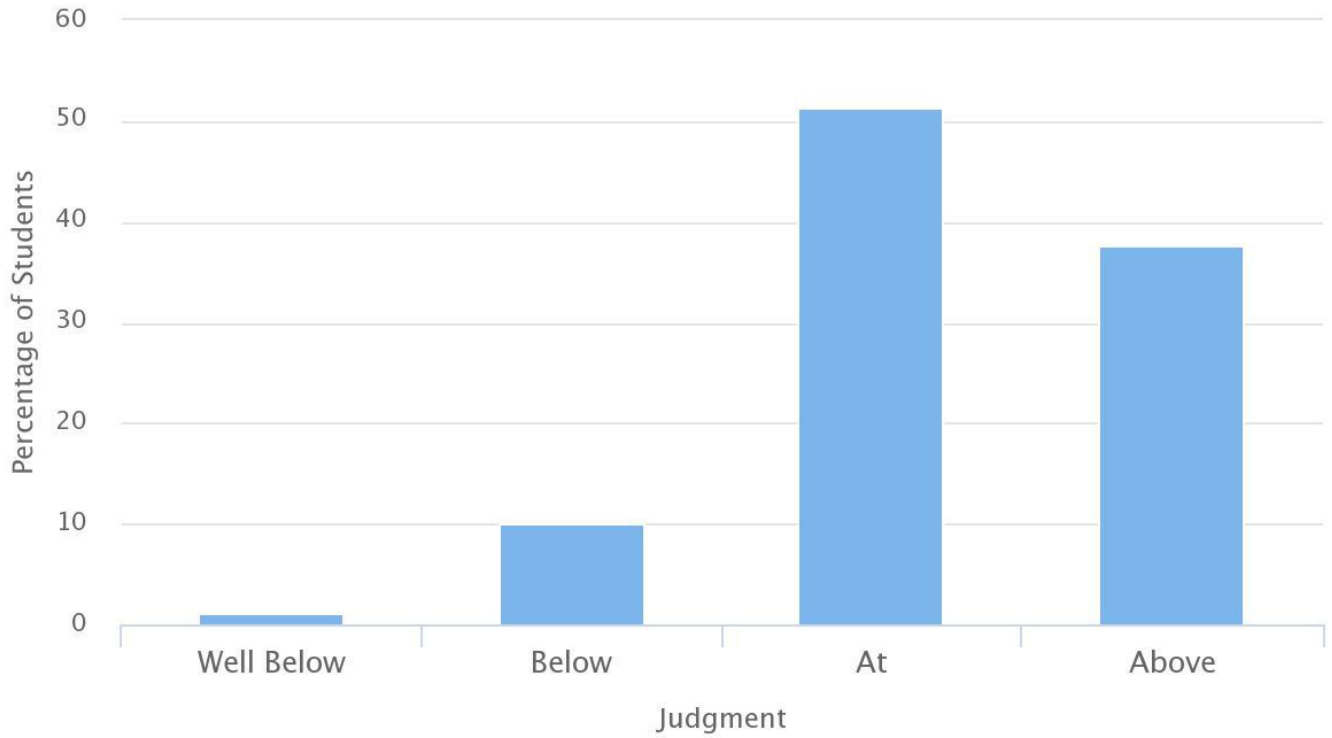


2017 National Standards - Writing by Gender



Whole school – National Standards Mathematics

Full Year 2017 – Final



Mathematics – Gender Summary

Whole school – National Standards Mathematics

Full Year 2017 – Final

