

2022 Literacy Student Achievement Targets- End of Year Analysis of Variance

Target group: Year 1-3 students

The data being used to inform this target is the Grapheme/Phoneme stages, created in March 2022.

This was a new way of measuring literacy progress in 2021.

2021 was the first year of the Structured Literacy approach being implemented across the school. In 2022 we are in the second year of teaching using the Structured Literacy approach.

Areas of focus

Explicit literacy teaching using the Structured Literacy Approach based on the Science of Reading. Assessments will be collated in Hero and utilised for planning across hubs.

- Year 0 - 4 students are assessed using a Phonological Awareness, Phoneme and Grapheme, Word Reading (decoding) and Spelling (encoding) check.
- Most Years 5 - 6 students are assessed using Phonological Awareness, Phoneme and Grapheme, Word Reading (decoding) and Spelling (encoding) check.
- Year 7 - 8 tier 3 and tier 2 students checked using Phonological Awareness, Phoneme and Grapheme, Word Reading (decoding) and Spelling (encoding) check.

Programmes use the scope and sequence in the Little Learners Love Literacy book sets for planning, teaching and learning programmes.

Typical expectations of an ongoing Structured Literacy Programme:

At the end of Year 1, children are working at Stage 6 or above

At the end of Year 2, children are working at Stage 7.4 or above

At the end of Year 3, children are working on the Colour Wheel at Purple/Gold (Level 2)

As this is our second year of working with Structured Literacy across the school, we have modified our targets to the following:

Targets:

Year 1 - 70% of students will be working at Stage 6 or above by the end of the year.

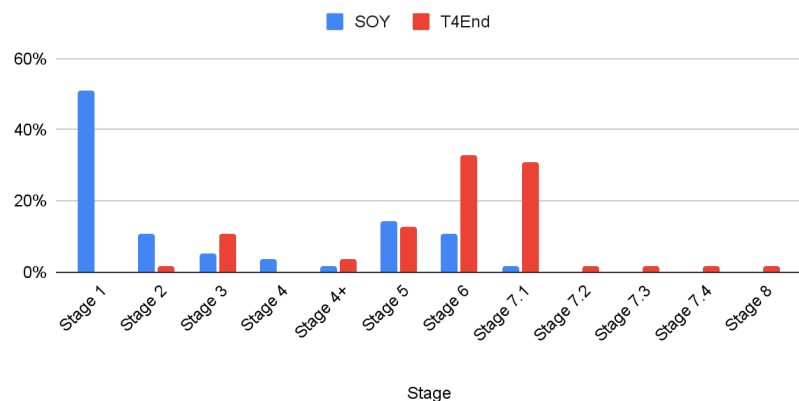
Year 2 - 70% of students will be working at Stage 7.4 or above by the end of the year.

Year 3 - 70% of students will have completed the scope and sequence of the Structures Literacy programme

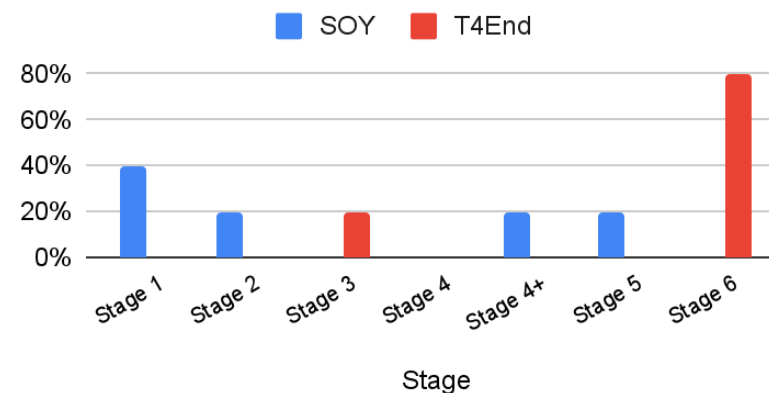
Year 1

Target: 70% of students will be working at Stage 6 or above by the end of the year.

Year 1 - Start of Year Literacy Data (Target: 70% Stage 6 or higher)



Year 1: Māori (n=5)



Data (Year 1):

Start of Year

- 50% of the Year 1 Students are at Stage 1. The approach allows for students to be taught at Stage 1 for the equivalent of a term of instruction at school.
- 40% of Māori students are working at Stage 1.

Mid Year

- 32% of the Year 1 Students are at Stage 6 (target stage) or higher
- 60% of Māori students are working at Stage 6

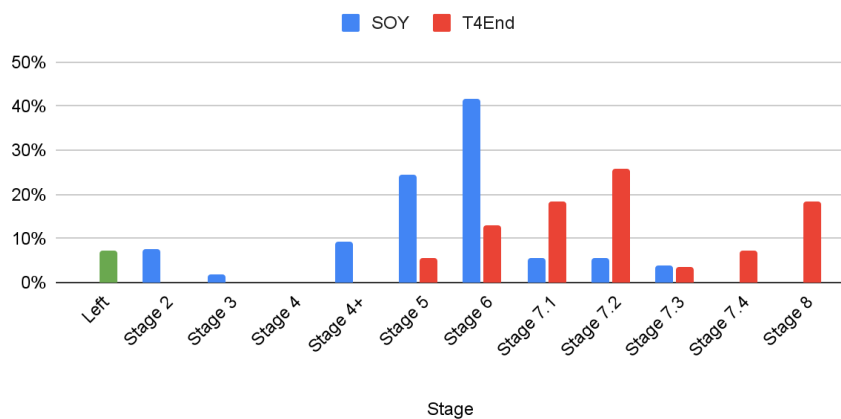
End of Year

- 71% of the Year 1 Students are at Stage 6 (target stage) or higher
- 80% of Māori students are working at Stage 6 (target stage)
- We set a target of 70% at Stage 6 or above by the end of the year.
 - The target has been met

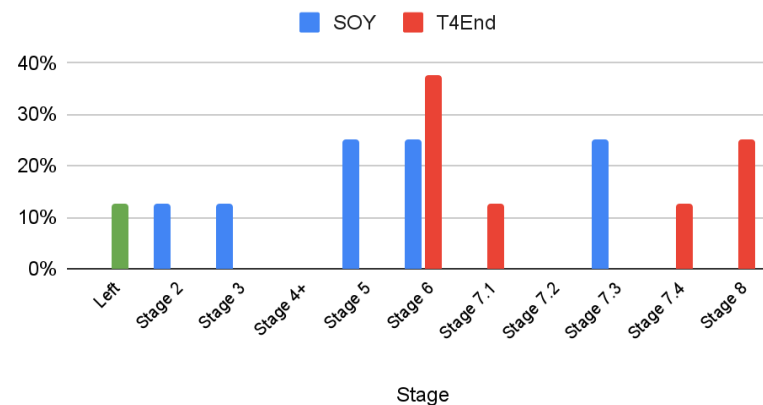
Year 2

Target: 70% of students will be working at Stage 7.4 or above by the end of the year.

Year 2 - Start of Year Literacy Data (Target: 70% Stage 7.4 or higher)



Year 2: Māori (n=8)



Data (Year 2):

Start of Year

- 64% of the Year 2 Students are at Stages 5 and 6
- 26% of Māori Year 2 students are at Stages 2 and 3 and will need to make accelerated progress to meet the target

Mid Year

- 63% of the Year 2 Students are at Stages 6 and 7.1
- All Māori students are working at Stage 4+ or above.
- 25% of Māori Year 2 students have completed the Scope and Sequence

End of Year

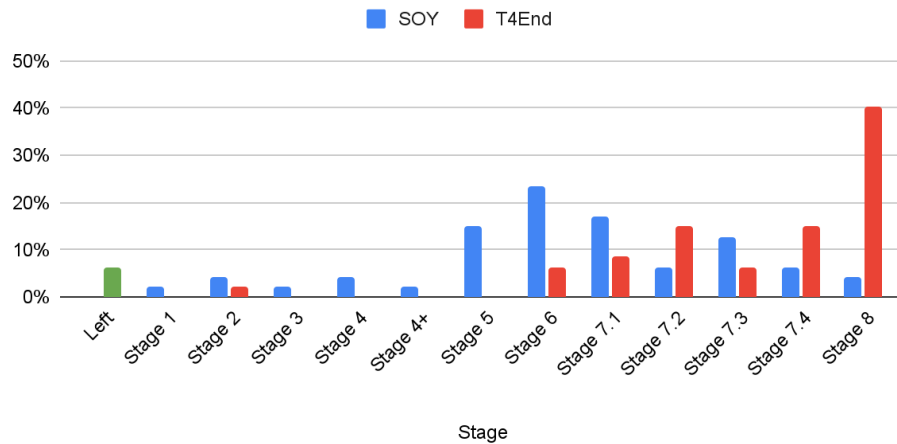
- 26% of the Year 2 Students are at Stage 7.4 (target Stage) or higher
- All Māori students are working at 6 or above.
- 38% of Māori students are at Stage 7.4 (target Stage) or higher
- We set a target of 70% at Stage 7.4 or above by the end of the year.

- The target was not met, yet there is a considerable shift in progress across the year with all students working at Stage 5 or higher

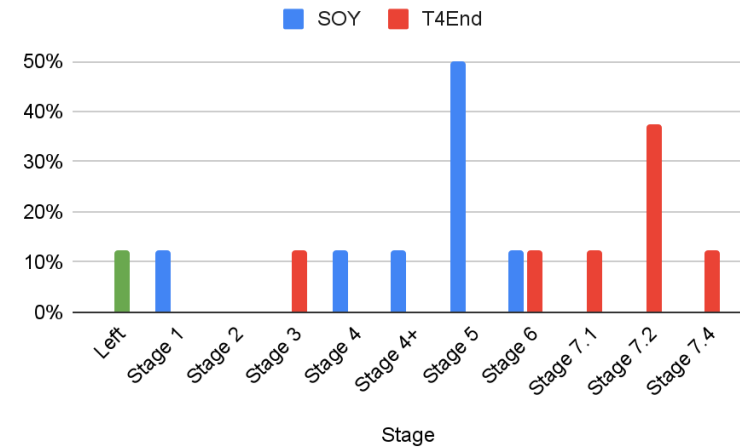
Year 3

Target: Year 3 - 70% of students will have completed (= stage 8) the scope and sequence of the Structures Literacy programme

Year 3 - Start of Year Literacy Data (Target: 70% Completed)



Year 3: Māori (n=8)



Data (Year 3):

Start of Year

- 15% of Year 3 students are learning within Stages 1 to 4+ and will need target programmes to aid accelerated progress
- 39% of Māori students are learning within Stages 1 to 4+ and will need target programmes to aid accelerated progress

Mid Year

- 14% of Year 3 students have completed the Scope and Sequence
- 75% of Māori students are at Stage 6 or higher

End of Year

- 40% of Year 3 students have completed the Scope and Sequence
- 75% of Māori students are at Stage 6 or higher
- We set a target of 70% having completed the scope and sequence by the end of the year.
 - The target was not met, yet there is a considerable shift in progress across the year with 40% achieving the target

General Comments:

Start of Year

- 2021 was the first year of implementation of the Structured Literacy approach
- For 2022 we have added the ability to record in Hero students that have completed the Structured Literacy approach, and have moved on to working within Level 2 of the curriculum or above.
- We expect to see at least the level of progress from 2021, and more, as both students and teachers are more familiar with the way Structure Literacy works
- We recognise the need to ensure that new staff are both trained and supported in the teaching of Structured Literacy.
- Further budget for resources is proposed.
- This year one of the Within School Teacher positions is to support the professional development of Literacy teaching in our school.
- The Year 1 to 4 Hubs also have 0.4 Learning Teacher support for 2022. A significant part of the role of the teacher is to support target students in Literacy and Maths.

Mid Year

- Professional Development for staff continues, with at least 1 staff meeting per term.
- During Term 3 the Within School Teacher is working with Team Leaders, observing staff teaching sessions and modelling lessons.
- Extra readers have been purchased to support Tier 2 and 3 learners
- Teams are targeting resources they purchase to support Literacy

End of Year

- The students tracked are those who were at Beckenham since the start of the 2022 school year
- 2022 is the second year of Structured Literacy at BTKOP. Teachers' Structured Literacy knowledge has continued to strengthen
- Support for staff has included, and not limited to
 - Termly visit from the Resource Teacher of Literacy to the WST. Focus on identifying and supporting target students, support for new teachers, meeting with teams to provide some PLD
 - Observations/modelled lessons by the WST in hubs
 - Staff meetings with a Structured Literacy focus
 - Purchasing of resources to support Teaching and Learning
- This year has seen a considerable budget for the purchase of Structured Literacy resources to support teaching and learning
- The additional staffing (0.4) in each hub, Learning Support Teacher, has provided each team with skilled targeted teaching for children requiring additional support in Structured Literacy learning

2023 Next Steps

- Continue to upskill Teaching Assistants in Structured Literacy
- AST (Across School Teacher) to continue to support staff in their knowledge and practice in Structured Literacy as we move to the embedding and sustaining stage
- Induct new staff in the school wide approach to Structured Literacy
- Continue to focus on developing guidelines for the transition from Structured Literacy once a student has completed the scope and sequence
- Budget allocation for the ongoing replacement of damaged readers and resources

2022 Mathematics Student Achievement Targets - End of Year Analysis of Variance

Target group: Year 4-8 students

The data being used to inform this target is the e-asTTle mathematics data.

We use e-asTTle Mathematics (with a Numeracy focus) as an assessment tool in Term 1 and Term 4 of each year, across our Kahui Ako. Whilst we recognise that e-asTTle is but one data piece, and does not reflect the true achievement of an individual in mathematics, as a school-wide assessment point we do expect it to be able to show us generalised trends in Mathematics achievement at a school level.

Areas of focus

e-asTTle tests are available for students from Year 3 - Year 8. Whilst we do give the e-asTTle test to some of our Year 3 students, we recognise that this kind of formalised assessment (that has a high reading level requirement) is very new to 7 and 8 year olds, so we have made the decision to not include the Year 3 students in this cohort.

We know that Numeracy skills are foundational to achievement in Mathematics, and so have focused the assessment on the Numeracy area, and not included the areas of Measurement, Geometry and Statistics.

Typical expectations of Mathematics Achievement:

As we came to do the analysis of this data at the end of 2022, we became aware that we had incorrectly described the expectations at each year level, making the target a sub-level higher than our policies describe

By the end of Year 4, children should be working at ~~the later stage of Level 2 (2iii)~~ **mid or late Level 2 (2ii and 2iii)**

By the end of Year 5, children should be working at ~~the early stages of Level 3 (3i and 3ii)~~ **early Level 3 (3i)**

By the end of Year 6, children should be working at ~~the later stage of Level 3 (3iii)~~ **mid or late Level 3 (3ii and 3iii)**

By the end of Year 7, children should be working at ~~the early stages of Level 4 (4i and 4ii)~~ **early Level 4 (4i)**

By the end of Year 8, children should be working at ~~the later stage of Level 4 (4iii)~~ **mid to late stages of Level 4 (4ii and 4iii)**

Information from 2021 End:

End of Year Summary

Whilst good achievement was made at each year level in e-asTTle, at the end of 2021 we still only had between 50-61% at each year level working at expectation.

Māori student achievement (based on e-asTTle data) is a concern. Whilst the number of Māori students at each year level is 11 or less, the percentage of Māori students underachieving mirrors the national mathematics data and is below that of NZ European students at every year level.

2022 Targets:

Based on data from the end of 2021, our school-wide target is for at least **70% of students at each year level to be working at the expected level by the end of 2022.**

We have included in each Year level target below the new eASttle data from T1 of this year.

Next Steps (from end of 2021):

In 2022, we are again dedicating one of the Within School Teacher kahui Ako positions to supporting the professional development of teachers in mathematics.

We have a programme of Professional Development in place for 2022, linked with other local schools and supported by the Ministry of Education PLD being delivered by Rob Proffit-White. We also have two Year 5/6 teachers participating in the MOE funded 'Just in Time' Mathematics PLD

During 2022 we are shifting to using more detailed goals in Mathematics through HERO. Whilst these will not, in themselves, improve achievement outcomes for students, they will make the sharing of student progress and achievement in Mathematics with whānau more visible. They will also assist teachers to have more clarity around what parts of mathematics a student/group of students need to work on.

Māori students

We have separated our Māori student data out to examine separately within each team. The data shows that, as a group, our Māori students are not achieving as highly as other students. We also know that within our group of children who are coded as DNS, Māori children make up 37% of them (7 out of 19 children). We also would like to see this number decrease and to be able to measure the achievement of these children with some confidence. The focus for many of these children is first on school engagement and attendance, and then on achievement.

Of note: DNS

Every year we do have a number of students who are recorded as DNS (Did not sit) for an e-asTTle assessment. This is usually because that small group of students have very specific learning needs and we do not believe that the assessment will provide any information that is useful AND would be an unnecessary stress on that student.

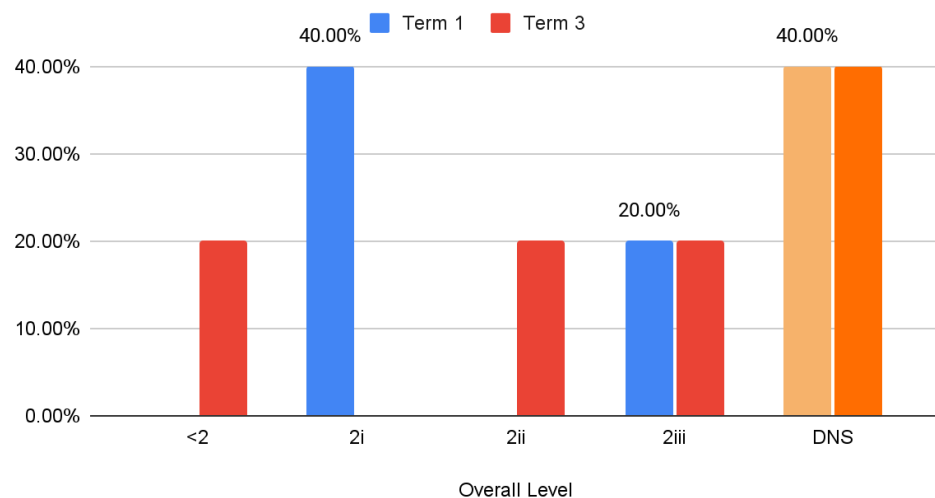
This year, we have a much higher than usual number of students recorded as DNS. This is because of COVID and high levels of absence across the school. This has meant that, in spite of our best efforts to run catch-up assessments, a number of students have not sat this assessment.

Year 4 End of year Target

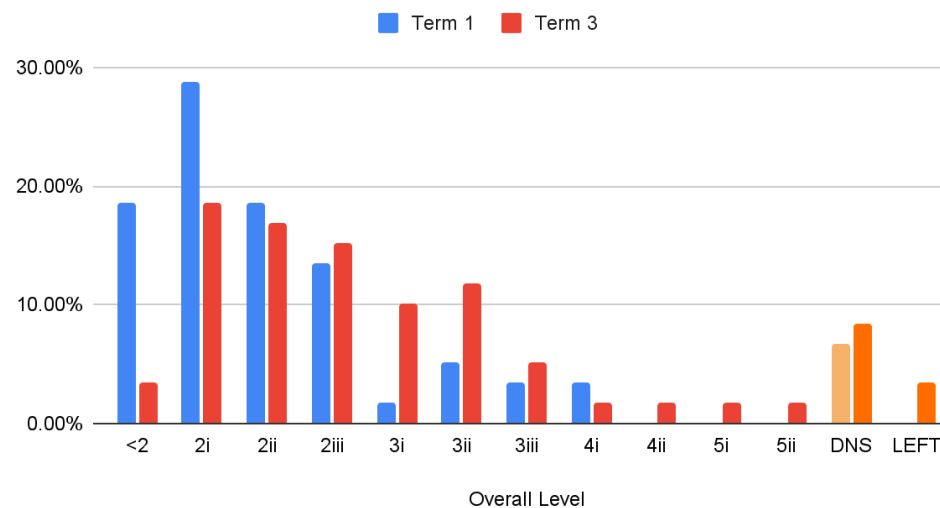
For at least 70% of Year 4 students to be working at or above the expected level (L2ii and 2iii)

	T1 Data Māori n=5	T4 Data Māori	Comment	T1 Data All n=59	T4 Data All	Comment
Not yet at the end of year target	40%	20%	The one child here had a poorer score the second time around.	47%	22%	Two students made no improvement in their test score. The rest improved their score by at least one or more sub-levels.
Achieved the end of year target	20%	40%	One student improved and one maintained their score through the year.	46%	66%	There was a good shift in scores in this cohort. There are a significant number of students in this cohort who are extremely capable in mathematics (already working at Late Level 3 and Level 4 of the curriculum)
DNS	40%	40%	The same two students did not sit either assessment	7%	8%	Covid and absences still impacted this figure, with one more child not sitting this assessment.
Left by EOY					3%	

Year 4 Māori students (expected level 2ii and 2iii)



Year 4 e-AsTTle Mathematics (expected level 2ii and 2iii)

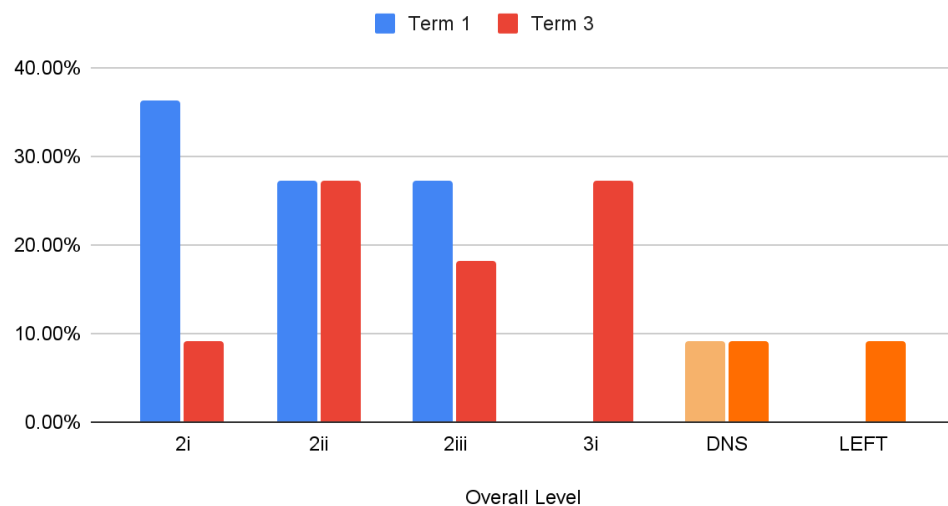


Year 5 End of year Target

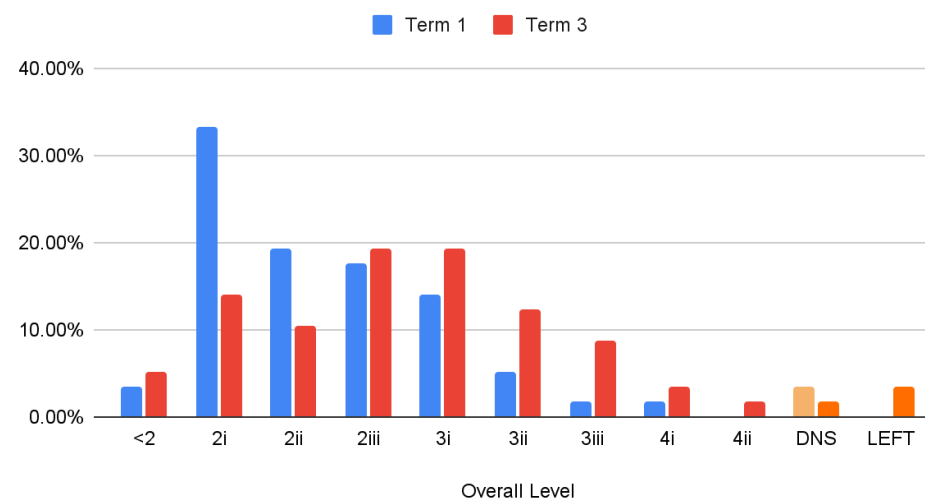
For at least 70% of Year 5 students to be working at or above the expected level (L3i)

	T1 Data Māori n=11	T4 Data Māori	Comment	T1 Data All n=57	T4 Data All	Comment
Not yet at the end of year target	91%	55%	One student got a lower score, two stayed at the same level, and the other two improved by one or two sub-levels	73%	50%	Of the 42 students who were not at the expected level at the start of the year, 28 had still not made the target.
At the end of year target	0%	27%	Three students achieved the target score.	23%	45%	There was good progress made here, both by the students who moved into the expected level, and by those who were already at the expected level and made further improvement.
DNS/Left	9%	18%	Only one student did not sit as the assessment is not appropriate for them. Onestudent left.	4%	5%	Two students left, and one student did not sit due to learning needs.

Year 5 Māori students (expected level 3i)



Year 5 e-asTTle Mathematics (expected level 3i)

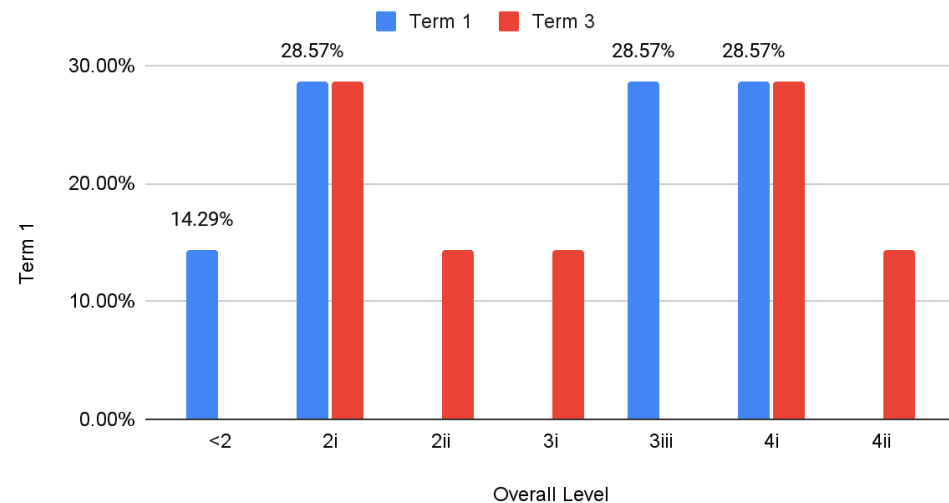


Year 6 End of year Target

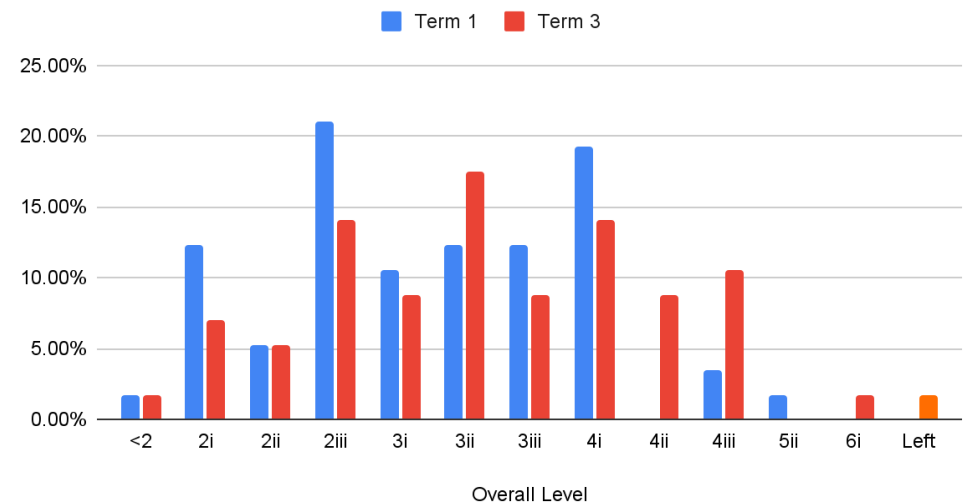
For at least 70% of Year 6 students to be working at or above the expected level (L3ii and 3iii)

	T1 Data Māori n=7	T4 Data Māori	Comment	T1 Data All n=57	T4 Data All	Comment
Not yet at the end of year target	43%	57%	Two students improved their results from the start of the year.	51%	37%	
At the end of year target	57%	43%	Three of the students who had already reached the target score improved their score. One student got a poorer score in the second assessment, moving them into the group that did not achieve the target.	49%	63%	
DNS/Left	0%	0%	All students at this level sat the assessment	0%	2%	One student left

Year 6 Māori students (expected level 3ii and 3iii)



Year 6 e-asTTle Mathematics (expected level 3ii and 3iii)

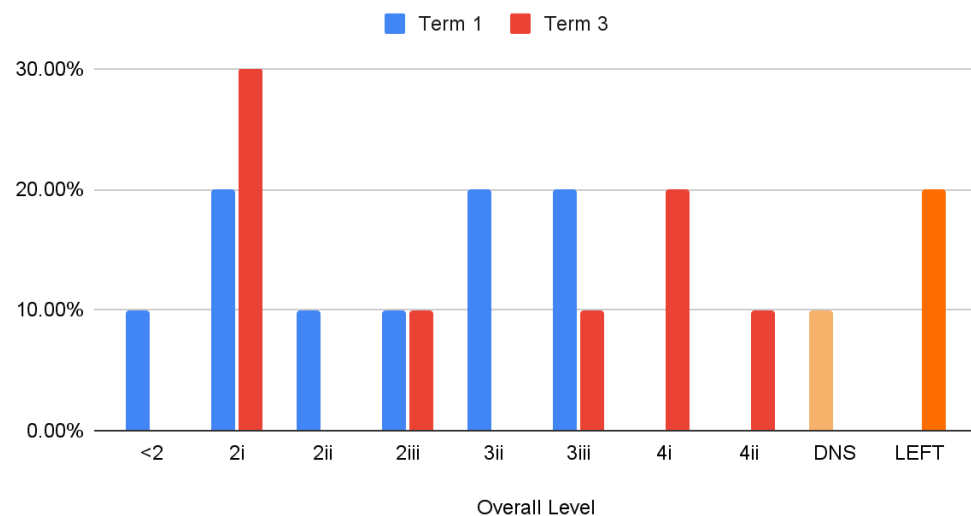


Year 7 End of year Target

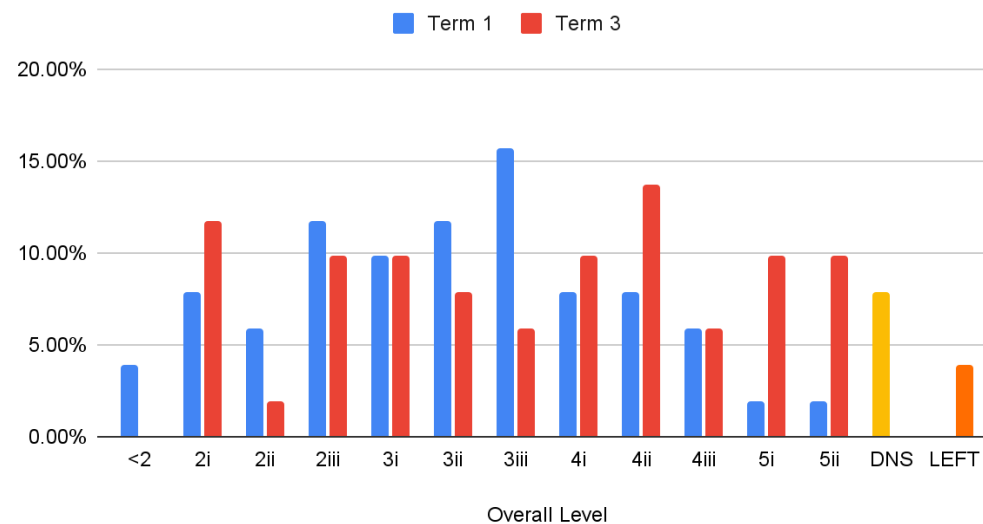
For at least 70% of Year 7 students to be working at or above the expected level (L4i)

	T1 Data Māori n=10	T4 Data Māori	Comment	T1 Data All n=51	T4 Data All	Comment
Not yet at the end of year target	90%	50%	Whilst 5 students have not met the target yet, all students sat the T3 assessment and progress has been made by most	67%	47%	
At the end of year target	0%	30%	Three students have met the target.	25%	49%	
DNS/Left	10%	20%		8%	4%	All sat at the end of the year. Two students left

Year 7 Māori students (expected level 4i)



Year 7 e-asTTle Mathematics (expected level 4i)

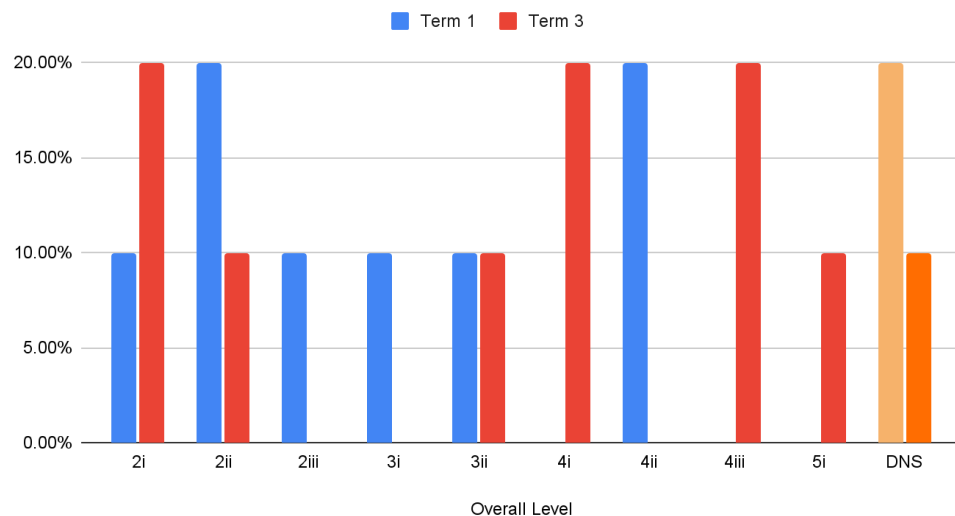


Year 8 End of year Target

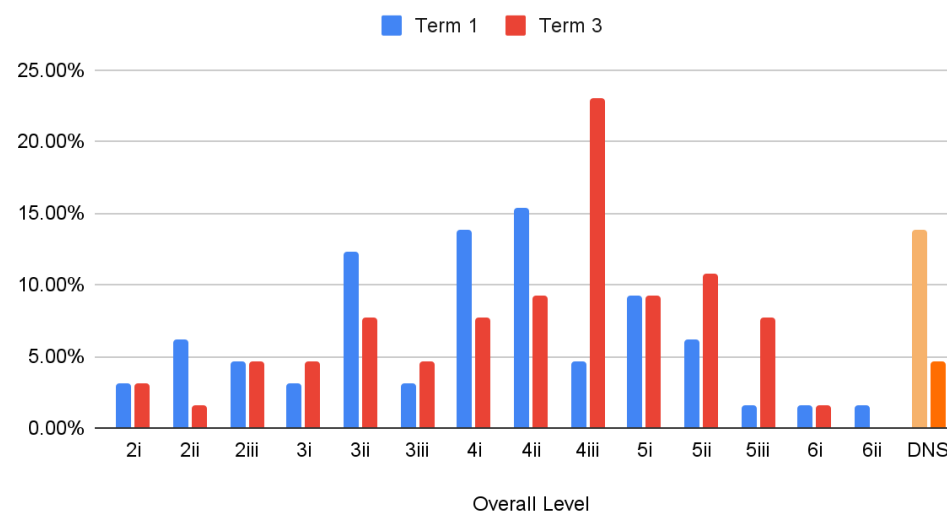
For at least 70% of Year 8 students to be working at or above the expected level (L4ii)

	T1 Data Māori n=10	T4 Data Māori		T1 Data All n=65	T4 Data All	Comment
Not yet at the end of year target	60%	60%	The same 6 students who scored below the target still scored below, however, three have actually made great improvement, 2 have stayed the same, and one achieved a poorer score.	61%	34%	There has been good progress here, even for many of the children who didn't make the target
At the end of year target	20%	30%	The students who were already at the target, have all improved.	25%	62%	This is the best result across the five year levels, and the largest cohort.
DNS	20%	10%		14%	5%	Nine students did not sit at the start of the year, only three did not sit in October.

Year 8 Māori students (expected level 4ii)



Year 8 e-asTTle Mathematics (expected level 4ii)



Summary:

Whilst none of the Year cohorts met the target of 70% that we had set, all groups did make some progress.

The best cohort progress was made in the Year 8 area. Overall, the progress was less than expected and different strategies need to be put in place next year to ensure that this doesn't continue

These assessments were completed in October (Term 3), so there was still another 8-10 weeks of teaching happening before the end of the year, which is when the goals are ideally expected to be achieved by. So whilst we talk about this as being an 'end of year' target, in fact, it is a 3/4 of the year assessment.

2023 - Next Steps

A Mathematics curriculum team will be pulled together with a teacher from each team. This will be led by the Maths Within School Teacher.

This team will take part in termly Professional development led by Rob Proffit-White that will be taken back to teams and changes will be implemented within teams.

Team Leaders will be undertaking professional development in using data to identify and track student progress, and to inform teaching and learning with a particular focus on under-achieving students.

The Within School Teacher and Senior Leadership team will be undertaking termly observations of all teachers and giving feedback on mathematics teaching.

There will be further PLD for teachers in Term 1 2023 around improving their use of the information that can be gained from these assessments to inform teaching to ensure progress and achievement