2023 Literacy Student Achievement Targets (data) - End of year Analysis of Variance

Target group: Year 1-3 students

The data being used to inform this target is from the Decoding Non-Words sub-test of the Little Learners Assessment of Reading Skills (LLARS). The data was pulled from Hero in February 2023, using 2022 End of Year Data.

The data gathered in 2021 and 2022 was also from the LLARS assessment battery and looked at progress in the Grapheme-Phoneme sub-test.

The non-words subtest looks at the ability of the learner to match a sound (phoneme) to a letter (grapheme) and then string these sounds together (blend) to produce the word. By using the non-word subtest (instead of real word), we take out the variable that they have come across this word in the past and committed it to memory. The learners need to use their decoding skills and not rely on guesswork when they complete this test.

Areas of focus
Explicit literacy teaching using a structured literacy approach based on the Science of Reading. Assessments will be collated in Hero and support planning and teaching across teams.
- Year 0 - 4 students are assessed using a battery of assessments, looking at phonological awareness, matching letters and sounds, word reading (real and non-word decoding) and in reading connected text.
- Most Years 5 - 6 students are assessed using a battery of assessments, looking at phonological awareness, matching letters and sounds, word reading (real and non-word decoding) and in reading connected text.
- Year 7 - 8 tier 2 and 3 students are assessed using a battery of assessments, looking at phonological awareness, matching letters and sounds, word reading (real and non-word decoding) and in reading connected text.

Teachers use the assessment data and 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 Gold (Level 2)

The International Dyslexia Association suggests that current statistics put dyslexia prevalence at 15-20%. These learners may not progress at the rate of typically developing readers, needing more exposure, repetition and consolidation.

Our targets are the following:

Year 1 - 75% of students will be working at Stage 6 or above by the end of the year in the non-words subtest of the LLARS.
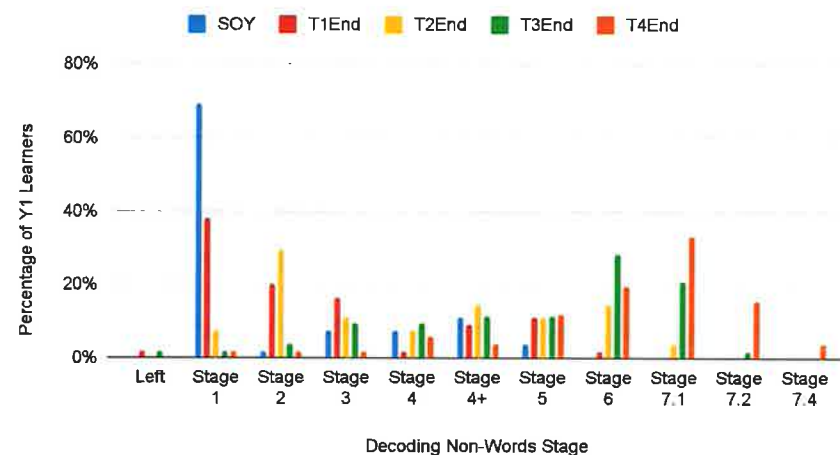Year 2 - 75% of students will be working at Stage 7.4 or above by the end of the year in the non-words subtest of the LLARS.
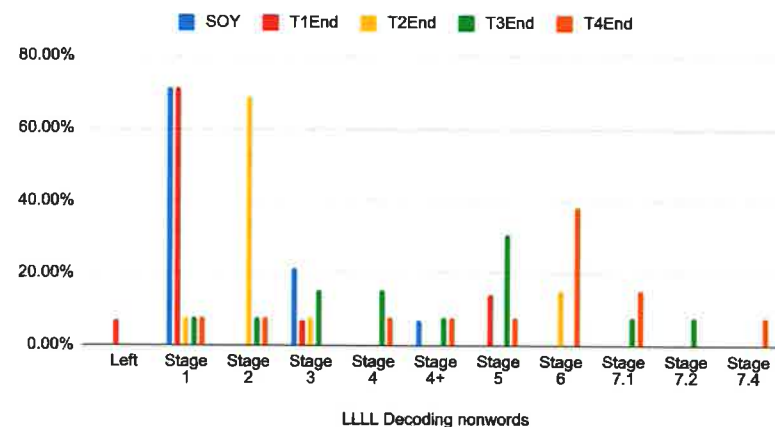Year 3 - 80% of students will have completed (= stage 8) the non-words subtest of the LLARS.

Year 1
Target: 75% of students will be working at Stage 6 or above by the end of the year in the non-words subtest of the LLARS.

Year 1 LLLL Decoding Non-Words

Year 1 Māori Data

Data (Year 1):
Start of Year
- 69% of the Year 1 Students that had data on day 1 of 2023, or who were new and assessed in term 1, are at Stage 1
- 71% of Māori students that had data on day 1 of 2023, or who were new and assessed in term 1, are working at Stage 1

The scope and sequence that we follow, allows for a term of teaching at stage 1, before more rapidly moving through the following stages.

Mid Year
- 7% of the Year 1 learners have remained within stage 1

- 8% of Māori Year 1 learners have remained within stage 1
- 19% of Year 1 learners have reached our end of year target
- 15% of our Māori Year 1 learners have met the end of year target
- 52-63% of Year 1 learners are at stage 3/4 or above. This is about where we would like to see our learners tracking at for the middle of the year (depending on the time of the term assessment is completed)

Term 3
- 2% of the Year 1 learners have remained within stage 1
- 8% of Māori Year 1 learners have remained within stage 1
- 51% of the Year 1 learners are at stage 6 or above
- 15% of our Māori Year 1 learners have met the end of year target
- 74% of learners are within stage 4+ or above
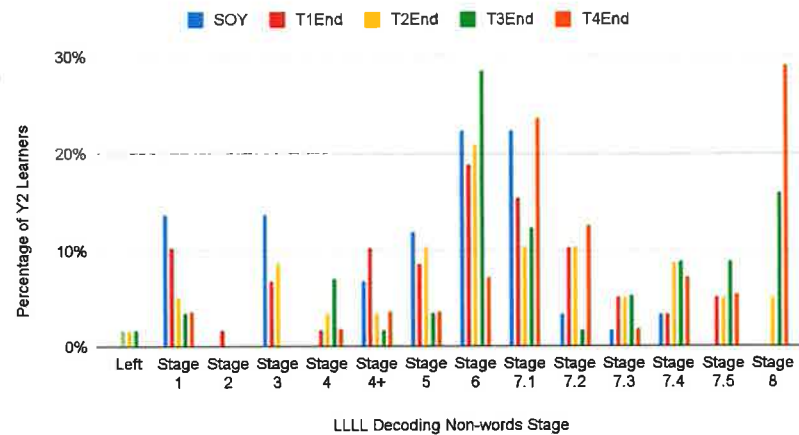- 54% of Māori learners (vs 15% mid year) are within stage 4+ or above

Term 4
- 73% of Year 1 learners have reached stage 6 or above (target was 75%)
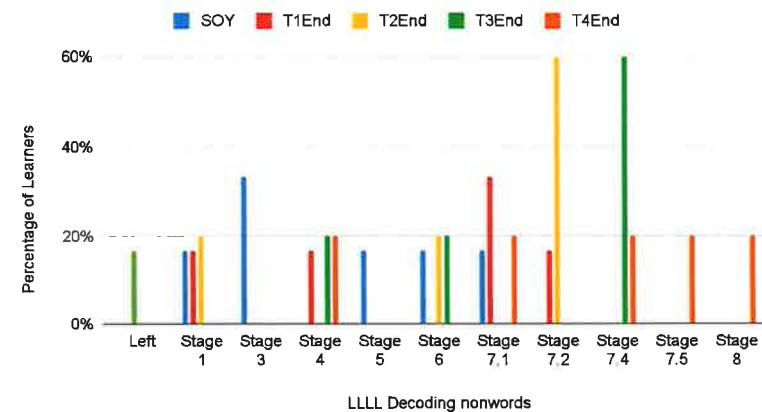- 62% of Māori learners have met the end-of-year target

Year 2
Target: 75% of students will be working at Stage 7.4 or above by the end of the year in the non-words subtest of the LLARS.

Year 2 LLLL Decoding Non-Words

Year 2 Māori Students Decoding Non-Words

Data (Year 2):

Start of Year
- 53% of the Year 2 Students are stage 6 and above
- 33% of Māori Year 2 students are at stage 6 and above, needing to make accelerated progress to meet the target

Mid Year
- 67% of the Year 2 students are at stage 6 and above
- 80% of Māori Year 2 learners are at stage 6 or above
- 18% of Year 2 learners have reached our end of year target
- 35% of Year 2 learners are at Stage 7.2 or above, tracking at around the expected level for this time of the year.
- 60% of our Māori Year 2 learners are at Stage 7.2, tracking at around the expected level for this time of the year.

Term 3
- 82% of the Year 2 Students are at stage 6 and above
- 80% of Māori Year 2 learners are at stage 6 or above
- 34% of Year 2 students have reached our end of year target
- 60% of our Māori Year 2 learners have reached the target (vs 0% mid year)

Term 4
- 88% of Year 2 students are at stage 6 and above
- 80% of Māori Year 2 learners are at stage 7.1 or above (none at stage 6)
- 42% of Year 2 students have met the end-of-year target
- 80% of Year 2s are at stage 7.1 or above
- 60% of our Māori Year 2 learners have reached the target (vs 0% mid year)
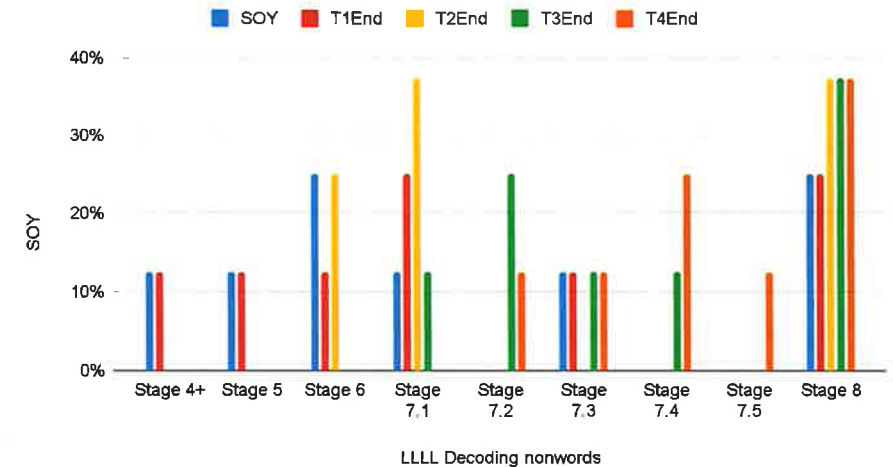
Year 3

Target: Year 3 - 80% of students will have completed (= stage 8) the non-words subtest of the LLARS

Year 3 LLLL Decoding Non-Words
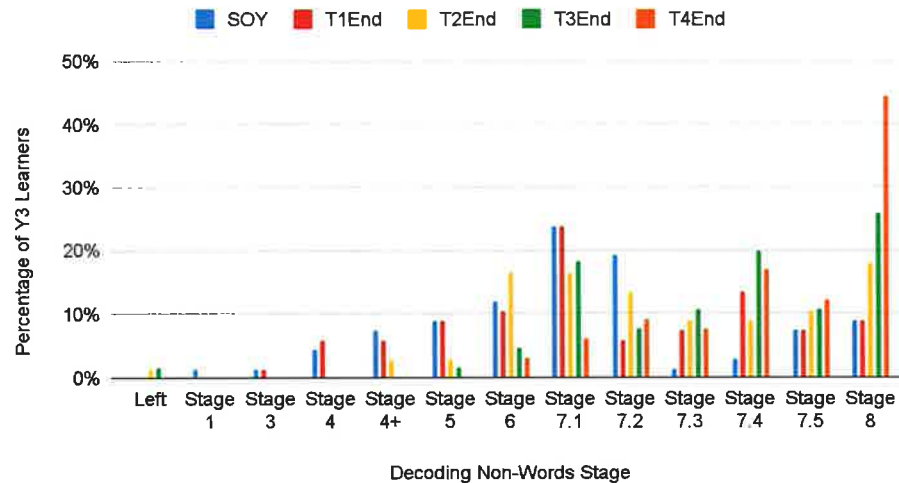
Year 3 Māori Students Decoding Non-Words

Data (Year 3):

Term 1
- 64% of Year 3 students are at stage 7.1 and above
- 50% of Māori students are at stage 7.1 and above

Mid Year
- 76% of Year 3 students are at stage 7.1 and above, with 18% of learners off the programme
- 75% of Year 3 Māori students are at stage 7.1 or above, with 38% of learners off programme

Term 3
- 91% of Year 3 students are at stage 7.1 and above
- 100% of Māori Year 3 students are at stage 7.1 and above
- 25% of learners have completed the non-words section

Term 4
- 97% of Year 3 students are at stage 7.1 and above
- 100% of Māori Year 3 students are at stage 7.1 and above
- 82% are at stage 7.3 and above
- 45% of year 3 students have completed the non-words section

General Comments:
Start of Year
- 2021 was the first year of implementation of the Structured Literacy approach - we are now in our third year
- There is a literacy team, represented by one member from each teaching team. During meetings each member reports back about what literacy is looking like for their team, including successes and challenges. Resources, research, ideas and next steps are addressed. We look at the targets and the progress towards these.
- We have provided a number of resources to help whānau understand and support their learners with literacy at home (Emma Nahna PD, videos for each stage of the programme, resources sent home)
- Teaching Assistants (TAs) have had a structured literacy PD session during our start of year staff only day, and will continue to receive support/ modelling and feedback during the year
- Resource Teacher of Literacy (RTLit) has met with members of each team, to provide feedback on programmes/ set up for the start of the year. Extensive documentation has also been provided to teachers around learners on the RTLit roll, and how to support them in the classroom.
- Across School Teacher - Literacy (AST) providing support, feedback, modelling and resourcing.

Mid Year
- Literacy PD provided by AST across the term- through staff meetings, leadership meeting, team meetings, one to one meetings, and providing links to relevant webinars/ resources etc
- Resource Teacher of Literacy (RTLit) continues to check in with learners on her roll. She has also completed an intensive block of sessions for these learners at the end of term 2, which was valuable. Following this, resources to target specific needs, were provided during a meeting with teachers
- RTLit has provided observations, feedback, next steps for teachers across the school and AST also doing this
- Focus on overview of Structured Literacy across the school- shared understanding of what this looks like across the day and across the week
- Ongoing purchasing of resources

End of Year
- Large focus on Teaching Assistant Professional Development (PD) - currently doing second sessions for most
- Continued focus on resource purchasing to support progress and engagement
- Sharing of links, webinars, information
- Meeting 1:1 with teachers, to support them with specific questions/problem-solving
- RTLit has done another intensive block of support for learners throughout the year

- Have been discussing whole group vs small group teaching, the balance of lessons, and moving learners on at an appropriate pace
- Exploring new assessment options to trial in 2024 (Jo & Lisa assessing groups across the school and looking at data)
- Focus on data literacy (along with the Kahui Across School Teacher for maths)

2024 Next Steps
- Focus on a consistent approach to writing across the school - possible book study as part of staff meetings PD (The Writing Revolution)
- Tier 3 support to be implemented - have been to another school to explore how they have successfully done this
- Continued purchasing of resourcing to support the approach
- Beginning of the year discuss reviewing assessment tools we use, and professional development on the pace used to encourage movement through the Structured Literacy stages
- Continued PD for new staff members

Appendix:

Compared to 2022 targets

Year 3:

At the end of **2022**, the target was that 70% of Year 3s would have successfully completed the **Grapheme- Phoneme Subtest,** and at that point 40% did. Although this wasn't the subtest we were looking at for 2023, 75% of year 3s have completed the Grapheme-Phoneme subtest this year.


Y3 Grapheme-Phoneme Knowledge
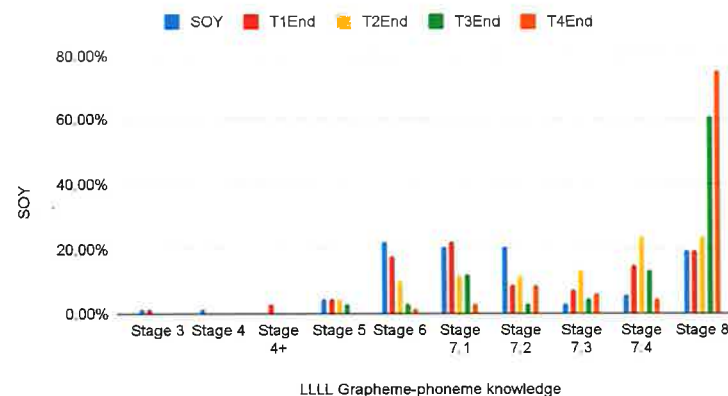
Year 2:

At the end of **2022**, the target was that 70% of Year 2s would have reached Stage 7.4 the **Grapheme- Phoneme Subtest,** and at that point 26% did. Although this wasn't the subtest we were looking at for 2023, 40% of year 2s have completed the Grapheme-Phoneme subtest this year.

Year 2 LLLL Grapheme-Phoneme knowledge

LLLL Grapheme-phoneme knowledge
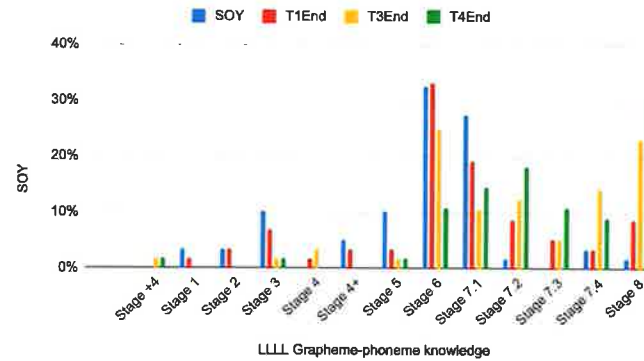
2023 Mathematics Student Achievement Targets ([data](#)) End of year Analysis of Variance

Target group: Year 4-8 students

The data being used to inform this target is the e-asTTle mathematics data from Term 3 2022.
We use e-asTTle Mathematics (with a Numeracy focus) as an assessment tool in Term 1 and Term 3 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 2023 Year 4 students in this achievement target cohort. We will track these year 4 students, and their data will be available to add in as year 5s next year to the 2024 target. 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:
By the end of Year 4, children are working at mid or late Level 2 (2ii and 2iii)
By the end of Year 5, children are working at early Level 3 (3i)
By the end of Year 6, children are working at mid or late Level 3 (3ii and 3iii)
By the end of Year 7, children are working at early Level 4 (4i)
By the end of Year 8, children are working at mid to late stages of Level 4 (4ii and 4iii)

2023 Targets:
Based on data from the end of 2022, 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 2023**. We have used the e-AsTTle data from Term 3 2022 as the starting point for each target below.

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 Māori children have a higher representation within the group of children who are coded as 'Did not sit' DNS, 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.
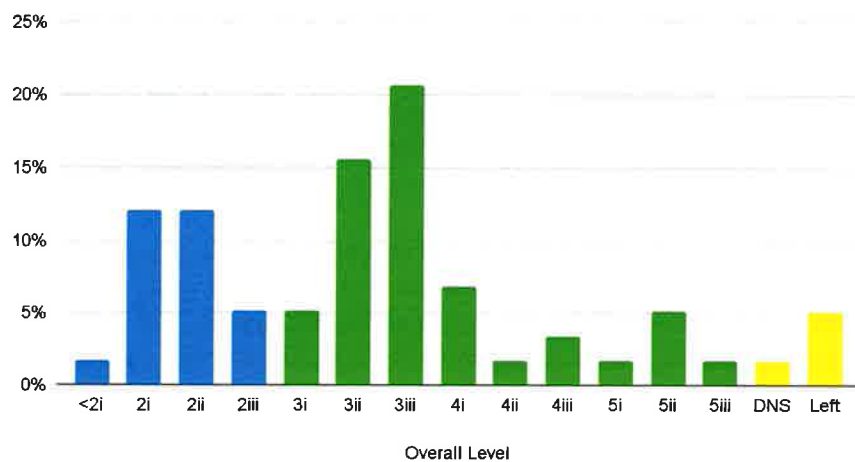
Of note: DNS Every year we do have a number of students who are recorded as DNS (Did not sit) for an e-asTTle assessment. This will either be because that student was away for a prolonged absence, or because they are one of a small group of students with very specific learning needs and we do not believe that the assessment will provide any information that is useful AND would be an unnecessary stress on that student.
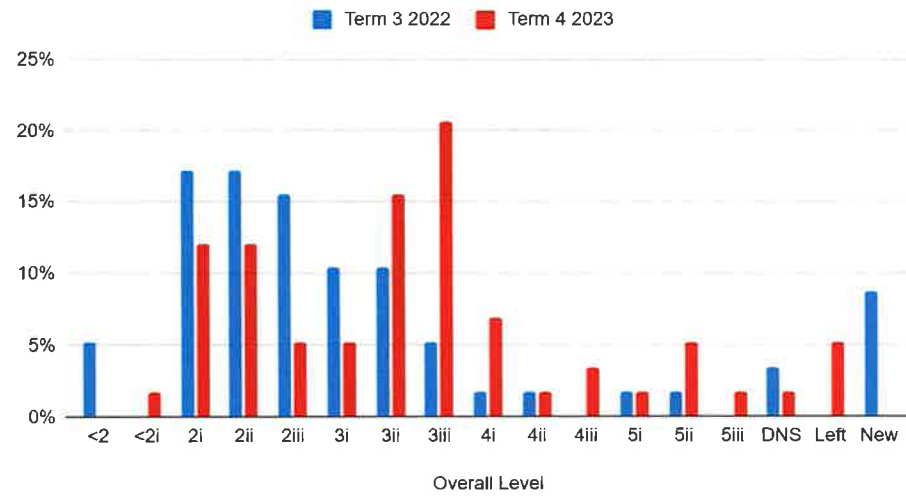
Year 5 End of year Target
For at least 70% of Year 5 students to be working at or above the expected level (L3i)

	T3 2022 Data All n=58	T4 2023 Data All n=58	T3 2022 Data Māori n=4	T4 2023 Data Māori n= 4	Comment
Not yet at the end of year target	55%	30%	75%	0%	• Increase of 30% students meeting the target
At the end of year target	33%	63%	0%	75%	• 75% of Māori students met the target
DNS	3%	2%	25%	25%	
New	9%	0%	0%	-	
Left	-	5%	-	-	

Year 5 2023 EOY

Year 5 2023 SOY-EOY Comparison

■ Term 3 2022 ■ Term 4 2023

Overall Level

Year 5 2023 Māori SOY- EOY Comparison

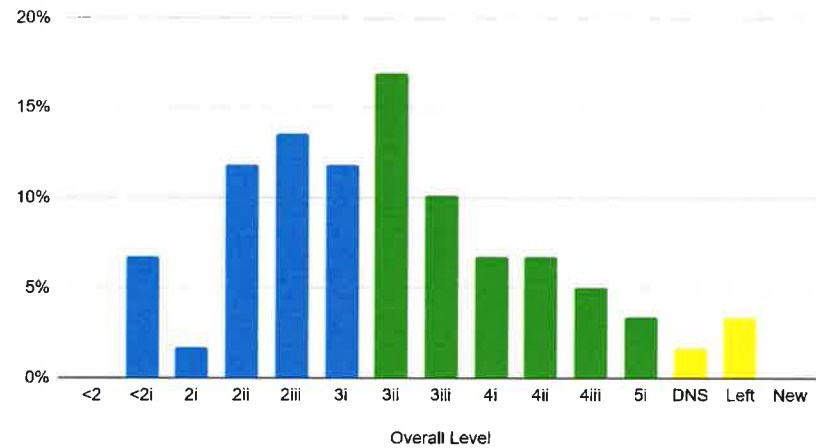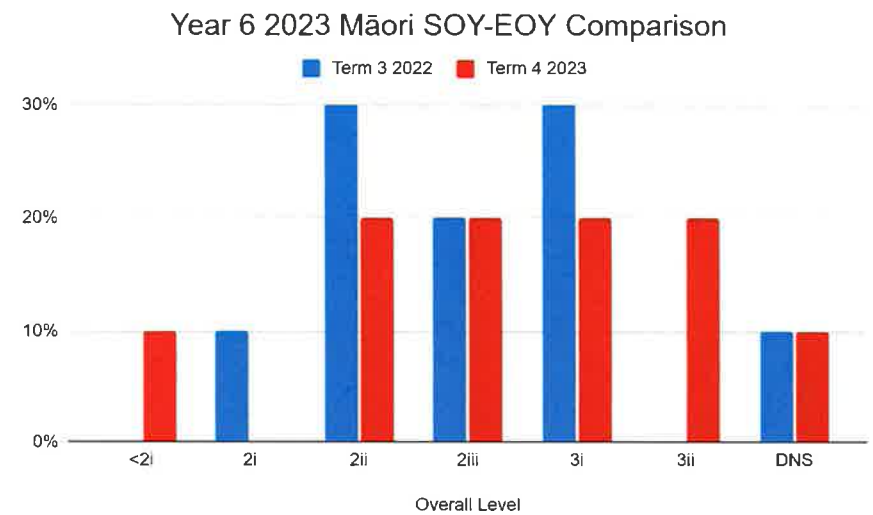■ Term 3 2022 ■ Term 4 2023
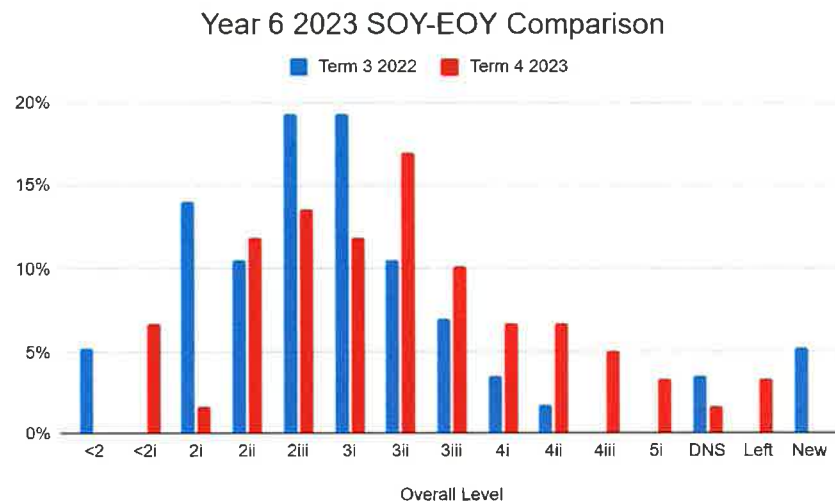

Overall Level
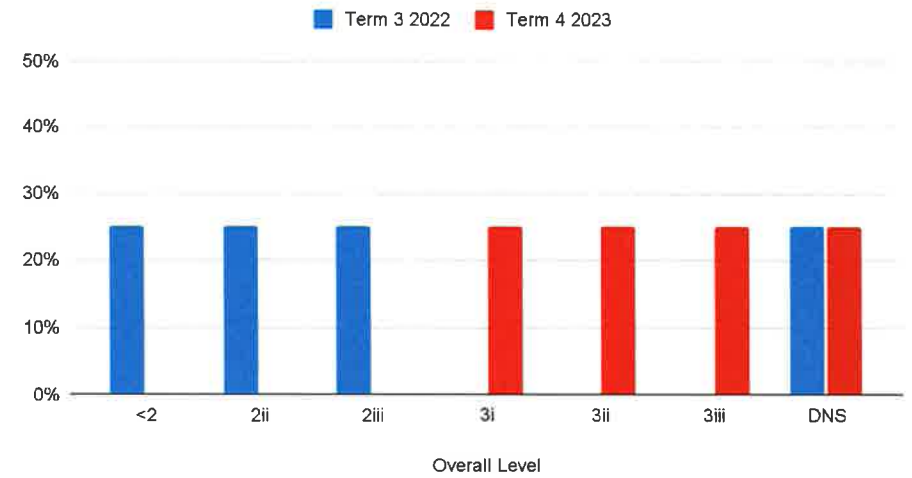
Year 6 End of year Target
For at least 70% of Year 6 students to be working at or above the expected level (L3ii and L3iii)

	T3 2022 Data All n=58	T4 2023 Data All n=58	T3 2022 Data Māori n=10	T4 2023 Data Māori n=10	Comment
Not yet at the end of year target	68%	46%	90%	70%	• Increase of 25% students meeting the target
At the end of year target	24%	49%	0%	20%	• 20% of Māori students have now met the target compared to 0% in 2022.
DNS	3%	2%	10%	10%	
New	5%	-	-	-	
Left	-	3%	-	-	

Year 6 2023 EOY

Overall Level

Year 6 2023 SOY-EOY Comparison

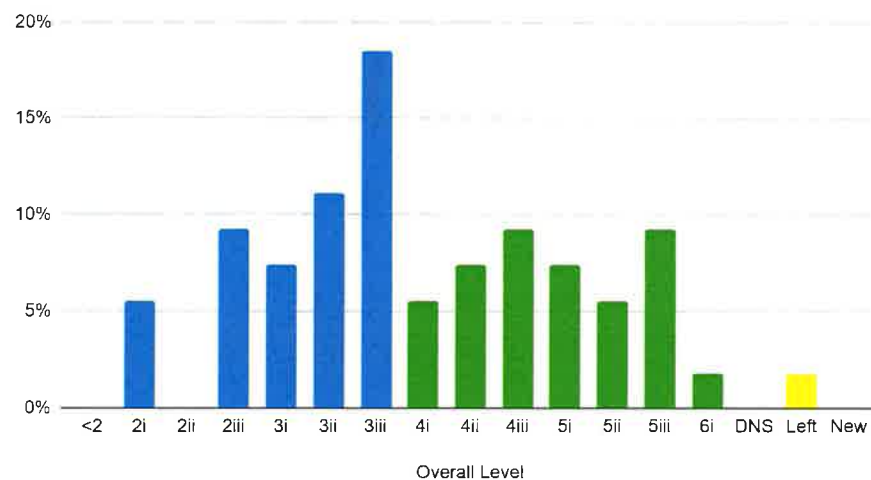# Year 6 2023 Māori SOY-EOY Comparison
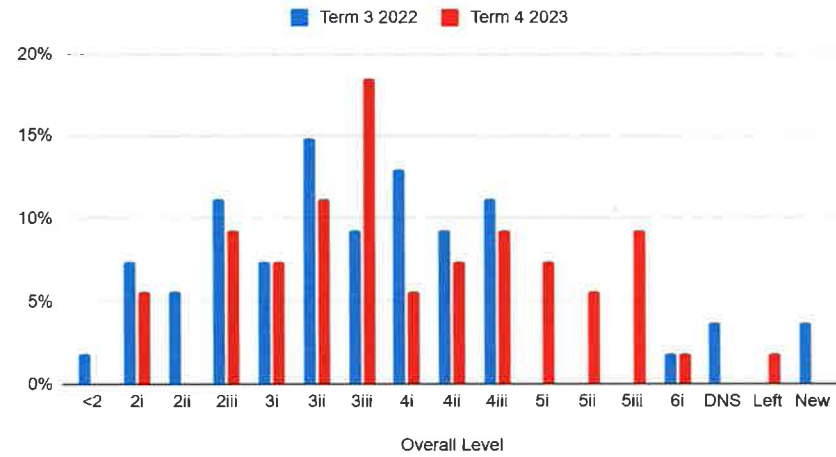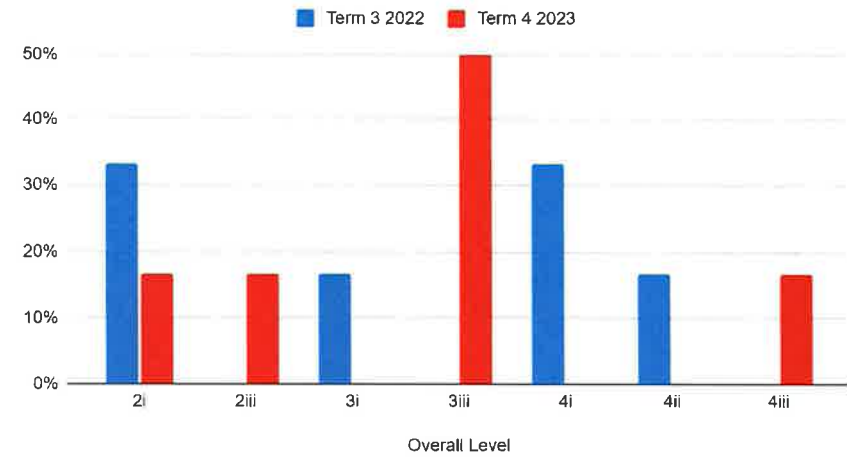
Year 7 End of year Target
For at least 70% of Year 7 students to be working at or above the expected level (4i)

	T3 2022 Data All n=54	T4 2023 Data All n=54	T3 2022 Data Māori n=6	T4 2023 Data Māori n=6	Comment
Not yet at the end of year target	57%	52%	50%	84%	• Teachers were able to support all students to sit the test
At the end of year target	35%	46%	50%	17%	
DNS	4%	-	-	-	
New	4%	-	-	-	
Left		2%			

Year 7 2023 EOY

Overall Level

Year 7 2023 SOY-EOY Comparison

Term 3 2022 ■ Term 4 2023

Overall Level

Year 7 2023 Māori SOY-EOY Comparison

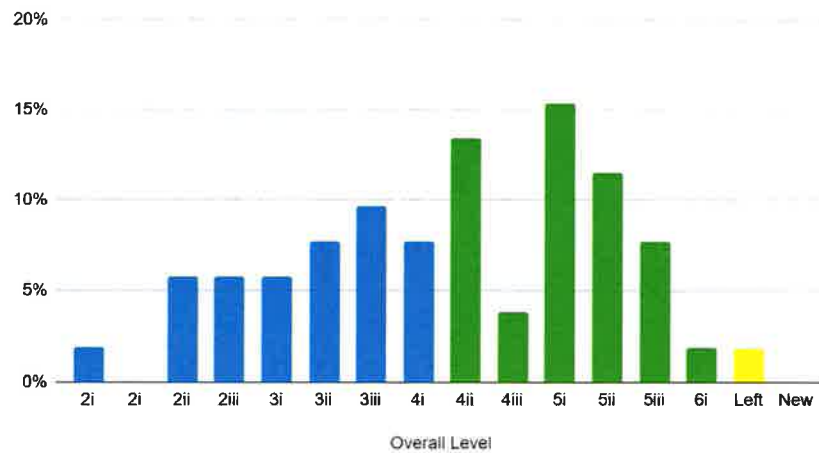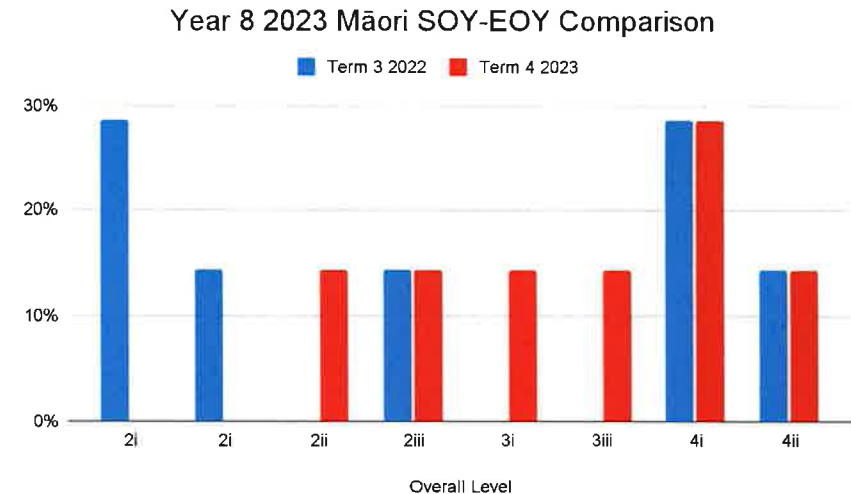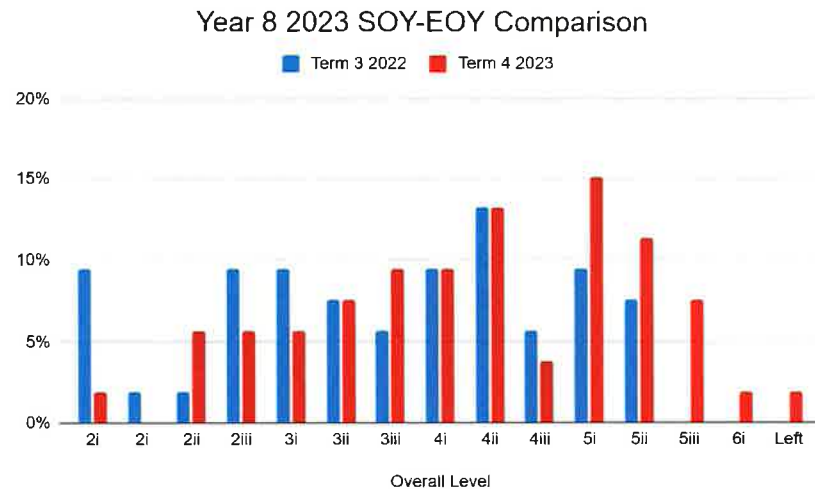Term 3 2022 ■ Term 4 2023

Overall Level

Year 8 End of year Target

For at least 70% of Year 8 students to be working at or above the expected level (4ii or 4iii)

	T3 2022 Data All n=53	T4 2023 Data All n=53	T3 2022 Data Māori n=7	T4 2023 Data Māori n=7	Comment
Not yet at the end of year target	54%	46%	86%	86%	• Teachers were able to support all students to sit the test
At the end of year target	36%	53%	14%	14%	
DNS	-	-	-	-	
New	9%	-	-	-	
Left		2%			

2023 Year 8 EOY

Year 8 2023 SOY-EOY Comparison

Term 3 2022 ■ Term 4 2023

Overall Level

Year 8 2023 Māori SOY-EOY Comparison

Term 3 2022 ■ Term 4 2023

Overall Level

End of year summary:

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

The cohort that made the most progress was the Year 5. Overall, the progress for each cohort showed greater gains than in 2022.

These assessments were completed in September (Term 3), so there is 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.

Since being in the second year of professional development focusing on strengthening teachers' pedagogical approaches to teaching mathematics, which the school has undertaken since 2022, we have noticed a positive shift in student confidence and engagement.

Year 4 students have also undertaken end of year e-asTTle to help inform the next steps for 2024. 70% of these students are working at their expected level. (See data below)
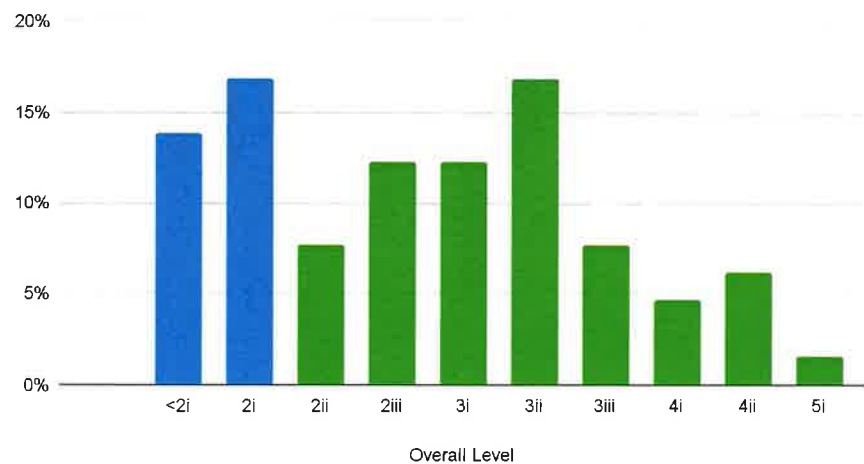
Next Steps for 2024

- The Maths team will continue to 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. (Year 3 of the 3 year PD programme)
- There will be a continued focus on Team Leaders working with their teams in the ongoing use of data analysis to track student progress and inform teaching and learning.
- Explore the Mathematics curriculum refresh in preparation for the implementation nationwide in 2025.
- Continue with staff development around the e-asTTle tool, and how the data can be used to support maths programmes.

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 L2iii)

	T3 2022 Data All n=	T4 2023 Data All n=66	T3 2022 Data Māori n=	T4 2023 Data Māori n=6	Comment
Not yet at the end of year target	-	30%	-	49%	
At the end of year target	-	70%	-	51%	
DNS	-	0%	-	0%	
New	-	0%	-	0%	

Year 4 2023 EOY

Year 4 2023 Māori EOY