



# ANALYSIS OF VARIANCE REPORT KORAKONU SCHOOL 2019

School No: 1783

## Listening, Reading & Viewing End of Year Data: Comparison Over Time

Counts	Mid 2017	End 2017	Mid 2018	End 2018	Mid 2019	End 2019
Well Below Expectation	()	()	2 (1)	1 (1)	3 (1)	4 (1)
Below Expectation	()	1 (1)	20 (10)	24 (13)	27 (12)	32 (14)
At Expectation	2 (2)	1 (1)	60 (38)	56 (33)	76 (49)	57 (34)
Above Expectation	()	()	30 (16)	36 (19)	36 (20)	57 (33)
Total At or Above			90 out of 112 (54 out of 65)	92 out of 117 (52 out of 66)	112 out of 142 (69 out of 82)	114 out of 150 (67 out of 82)
Percentage At or Above	% (%)	% (%)	80% (83%)	79% (79%)	79% (84%)	76% (82%)

## Listening, Reading & Viewing End of Year Data: All Students★

OTJ	Mid Year 1	End of Year 1	End of Year 2	End of Year 3	End of Year 4	End of Year 5	End of Year 6	End of Year 7	End of Year 8	Totals
Above		5 (26.32%)	7 (50.00%)	5 (27.78%)	14 (60.87%)	6 (26.09%)	9 (37.50%)	7 (38.89%)	4 (36.36%)	57
At		14 (73.68%)	5 (35.71%)	8 (44.44%)	7 (30.43%)	6 (26.09%)	8 (33.33%)	6 (33.33%)	3 (27.27%)	57
Below			2 (14.29%)	5 (27.78%)	2 (8.70%)	10 (43.48%)	7 (29.17%)	4 (22.22%)	2 (18.18%)	32
Well Below						1 (4.35%)		1 (5.56%)	2 (18.18%)	4
Totals	0	19	14	18	23	23	24	18	11	150

NB: Our data also includes all students who we have identified as either having a diagnosis of a learning concern (9/16) or an undiagnosed learning concern (number of indicators but no formal assessment) (6/16).

These 16 students are all currently below (13/16) / well below (3/16)

1 x yr 2 female (- undiagnosed), 3 x yr 3 male (- 1 x undiagnosed, 1 x diagnosed speech, 1 x diagnosed - ORRS),  
 1 x yr 4 female (- diagnosed), 3 x yr 5 male (- diagnosed), 2 x yr 6 male (- 1 x undiagnosed 1 x RTL as Level 1 learner),  
 1 x yr 6 female (- diagnosed & RTL as Level 1 learner),  
 2 x yr 7 male (& - undiagnosed), 2 x yr 8 males (& - diagnosed), 1 x yr 8 female (- diagnosed).

## Listening, Reading & Viewing End of Year Data: Male★

OTJ	Mid Year 1	End of Year 1	End of Year 2	End of Year 3	End of Year 4	End of Year 5	End of Year 6	End of Year 7	End of Year 8	Totals
Above		3 (33.33%)	3 (37.50%)	2 (20.00%)	4 (57.14%)	4 (33.33%)	3 (21.43%)	4 (44.44%)	1 (20.00%)	24
At		6 (66.67%)	4 (50.00%)	5 (50.00%)	3 (42.86%)	2 (16.67%)	6 (42.86%)	2 (22.22%)	1 (20.00%)	29
Below			1 (12.50%)	3 (30.00%)		5 (41.67%)	5 (35.71%)	3 (33.33%)	2 (40.00%)	19
Well Below						1 (8.33%)			1 (20.00%)	2
<b>Totals</b>	<b>0</b>	<b>9</b>	<b>8</b>	<b>10</b>	<b>7</b>	<b>12</b>	<b>14</b>	<b>9</b>	<b>5</b>	<b>74</b>

## Listening, Reading & Viewing End of Year Data: Female★

OTJ	Mid Year 1	End of Year 1	End of Year 2	End of Year 3	End of Year 4	End of Year 5	End of Year 6	End of Year 7	End of Year 8	Totals
Above		2 (20.00%)	4 (66.67%)	3 (37.50%)	10 (62.50%)	2 (18.18%)	6 (60.00%)	3 (33.33%)	3 (50.00%)	33
At		8 (80.00%)	1 (16.67%)	3 (37.50%)	4 (25.00%)	4 (36.36%)	2 (20.00%)	4 (44.44%)	2 (33.33%)	28
Below			1 (16.67%)	2 (25.00%)	2 (12.50%)	5 (45.45%)	2 (20.00%)	1 (11.11%)		13
Well Below								1 (11.11%)	1 (16.67%)	2
<b>Totals</b>	<b>0</b>	<b>10</b>	<b>6</b>	<b>8</b>	<b>16</b>	<b>11</b>	<b>10</b>	<b>9</b>	<b>6</b>	<b>76</b>

### Listening, Reading & Viewing End of Year Data: NZ Maori in this group★

OTJ	Mid Year 1	End of Year 1	End of Year 2	End of Year 3	End of Year 4	End of Year 5	End of Year 6	End of Year 7	End of Year 8	Totals
Above			3 (75.00%)	3 (37.50%)	5 (100.00%)	1 (16.67%)	1 (25.00%)	4 (66.67%)	1 (33.33%)	18
At		2 (100.00%)		3 (37.50%)		2 (33.33%)	3 (75.00%)	2 (33.33%)	1 (33.33%)	13
Below			1 (25.00%)	2 (25.00%)		3 (50.00%)			1 (33.33%)	7
Well Below										0
<b>Totals</b>	<b>0</b>	<b>2</b>	<b>4</b>	<b>8</b>	<b>5</b>	<b>6</b>	<b>4</b>	<b>6</b>	<b>3</b>	<b>38</b>

### Listening, Reading & Viewing End of Year Data: NZ European in this group★

OTJ	Mid Year 1	End of Year 1	End of Year 2	End of Year 3	End of Year 4	End of Year 5	End of Year 6	End of Year 7	End of Year 8	Totals
Above		5 (29.41%)	3 (33.33%)	2 (22.22%)	9 (50.00%)	4 (25.00%)	8 (40.00%)	3 (25.00%)	3 (37.50%)	37
At		12 (70.59%)	5 (55.56%)	5 (55.56%)	7 (38.89%)	4 (25.00%)	5 (25.00%)	4 (33.33%)	2 (25.00%)	44
Below			1 (11.11%)	2 (22.22%)	2 (11.11%)	7 (43.75%)	7 (35.00%)	4 (33.33%)	1 (12.50%)	24
Well Below						1 (6.25%)		1 (8.33%)	2 (25.00%)	4
<b>Totals</b>	<b>0</b>	<b>17</b>	<b>9</b>	<b>9</b>	<b>18</b>	<b>16</b>	<b>20</b>	<b>12</b>	<b>8</b>	<b>109</b>

### Listening, Reading & Viewing End of Year Data: Asian students in this group

OTJ	Mid Year 1	End of Year 1	End of Year 2	End of Year 3	End of Year 4	End of Year 5	End of Year 6	End of Year 7	End of Year 8	Totals
Above										0
At										0
Below				1 (100.00%)						1
Well Below										0
<b>Totals</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>



## Listening, Reading & Viewing End of Year Data: Middle Eastern, Latin American, African students in this group

OTJ	Mid Year 1	End of Year 1	End of Year 2	End of Year 3	End of Year 4	End of Year 5	End of Year 6	End of Year 7	End of Year 8	Totals
Above			1 (100.00%)			1 (100.00%)				2
At										0
Below										0
Well Below										0
<b>Totals</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>

★ (16 students not included - due to time in school or lack of assessment data in this area)

### Strategic Aim 1 - Every Learner Learning Everyday (Reading)

**Annual Aim 1:** To increase the number of students reading at or above the appropriate curriculum level for Reading from 79% to 84%.

**Baseline Data:** Analysis of 2018 school-wide reading data indicates 130/164 - 79% of all students are achieving at or above the appropriate curriculum level.

41/47 Maori students - 87% of Maori are achieving at or above the appropriate curriculum level.

60/84 boys - 71% boys are achieving at or above the appropriate curriculum level in reading.

70/80 girls - 88% girls are achieving at or above the appropriate curriculum level in reading.

#### Target:

2019 Year 3 students - there is a group of 9 students that we will be tracking and monitoring. This group includes 3 males and 4 maori students. This is based on students that we have observed as being at risk of not achieving Level 2 by the end of Year 4.

2019 Year 6 students - there is a group of 11 students that we will be tracking and monitoring.

This is based on 2018 Year 5s End of Year data = 60% cohort reading at or above. This group includes 8 males and 1 maori student.

2019 Year 7 students - there is a group of 2 students that we will be tracking and monitoring.

This is based on 2018 Year 6s End of Year data = 75% cohort reading at or above. This group includes two male students.

Close the gender disparity within reading.

All students in these groups will make a gain of eighteen months in their reading ages. This will ensure they make accelerated progress in relation to achieving their appropriate curriculum level in reading.

## Achievement Summary in relation to 2019 target group in relation to the appropriate NZ curriculum level in Reading

### Outcomes - (What happened)?

#### Charter Target Students:

- Of the 9 students in the Year 3 target group we have had;
  - 1 target student left Korakonui School within 2019 (Nate).
  - 5/8 (53%) students have made accelerated progress of 18 months or more (3/4 are Maori female - , 1/4 are female - ).
  - 3/8 (37.5%) students have made progress of 12 months within 12 months and the females are below where they need to be at the end of Year 3 by 6 months whilst the male is below by 12 months (2 female (1 Asian) & 1 male - ).
  - 1/8 (11%) students have made progress of 6 months in 12 months and is below where he needs to be at the end of Year 3 (1 male - ).
- Of the 11 students in the Year 6 target group we have had;
  - 2 target students leave Korakonui School within 2019 (1 Maori male, 1 female ESOL- ).
  - 3/9 (33%) target students have made accelerated progress and are at their expected curriculum level (2 males, 1 female - ).
  - 1/9 (11%) target students are working within early level 3 however is one sublevel below the expected level for the end of Year 6 ( ).
  - 4/9 (44%) target students are working within or at the end of level 2, however is two sublevels below the expected level for the end of Year 6 ( ).
  - 1/9 (11%) target students are working in the early stages of level 2, however is three sublevels below the expected level for the end of Year 6 ( ).
- Of the 2 students in Year 7 target group we have had;
  - 1 student has made progress of 2 sub levels, but is still below their expected curriculum level working at Early Level 3 ( ).
  - 1 student has made 1 sub level progress, but is well below their expected curriculum level and is working at the end of level 2 ( ).
  - Both students have made progress in their running records in 2019 and are reading at their chronological age.

#### Across the School:

##### Year 1 & 2:

- 9/33 (27%) students have made accelerated progress in their reading in 2019 of 18 months or more. This is made up of:
  - 5/19 Year 1 students (3 males (1 x ORRS) & 2 females -)
  - 4/14 Year 2 students (3 males (1 x Maori Male) & 1 female -)
  - NB: 11 x Year 0 students not in data due to time at school.

##### Year 3 & 4:

- 11/41 (27%) students have made accelerated progress in their reading in 2019 of 18 months or more. This is made up of:
  - 6/16 Year 3 students (5 females (3 x Maori female) -).
  - 5/25 Year 4 students (5 females -).
  - Includes 3 x Yr 3 from Mangatutu ( 1 x female Maori ( ) whom had accelerated progress)

##### Year 5 & 6:

- 12/48 (25%) students have made accelerated progress in their reading in 2019 of 18 months or more. This is made up of:
  - 7/24 Year 5 students (3 females, 4 males -).
  - 5/24 Year 6 students (1 female, 4 males (1 Maori Male) -).

- Includes 2 x Yr 5 from Ngahape

#### **Year 7 & 8:**

- 5/29 (17%) students have made accelerated progress in their reading in 2019 of 18 months or more. This is made up of:
  - 3/18 Year 7 students (2 females, 1 male -).
  - 2/11 Year 8 students (2 males -).
  - Includes 1 x Yr 7 from Wharepuhunga

**Across the School:** 37/162 (23%) of all students have made accelerated progress of 18 months or more in Reading.

## **Actions**

### ***(What did we do)?***

Learning support most often happens as part of normal classroom programmes, based on feedback from students and whanau, with withdrawal only happening where it is necessary for noise level and to work one on one. We have tried a multi-layer approach for all learners to meet the diverse needs of each student, and to keep the engagement up.

#### **Year 3 target group:**

- Early Words games, rainbow reading, daily guided reading, Agility of Sounds, STEPSWEB have been used within classroom programmes for students within Mangatutu Hub - One student has moved up 13 levels however is still almost 1 year behind (this is due to lack of attendance at school) - reading at Level 18. She has made improvements in her confidence, and we have worked with the truancy officer and her family as this is related to their inability to get her to school. (Income related) The other student has made 8 levels progress however is still almost 1 year behind - reading at Level 18. He has made huge improvements in his mindset. He was involved in all the programmes listed above within the natural flow of his in-class programme, and over the 2019 year.
- Ngahape students have developed their confidence within reading by developing oral language skills as a focus group. They have had audio assisted reading (Rainbow reading) every morning - This will continue with in 2020

#### **Year 6 target group:**

- **Quick 60** - Target students involved in this thoroughly enjoyed working with Learning Assistant. This was a priority for them daily and they were often disappointed when Quick 60 was unable to happen i.e. during assessment weeks. This shows us the high engagement and value students placed on this reading learning programme.
- **Novel studies** - Anecdotal evidence - students were mostly highly engaged with novel study, it allowed them to work independently on projects at home and at school. Novel studies have a wide range of literacy that works really well through them, from workshops, to written opinion pieces, hands-on craft etc.
- **Comprehension** - When teaching inferencing we used discussion to develop the students' thinking. I.e. asking open-ended questions for discussions in small groups to discuss the time of day that the event may have occurred and why, what evidence supports that.

#### **Year 7 target group:**

- Reading has been integrated more within the classroom programme, as well as use of Reading boxes, and incentives for reading mileage to develop stamina. The reading boxes are shorter texts which cover a wide range of genres, with comprehension questions, vocabulary work and link to writing. Students enjoy the challenge of getting through the levels, and it exposes them to a wide variety of text types.
- Students were involved in novel studies - and supported by audio being available for their texts to enable students to read at their chronological age with their peers. They needed more support with comprehension questions and getting these completed. They had a balance of creative and critical responses. Their programme included more creative responses and hands on ways to display learning.

## **Reasons for Variance**

### ***(Why did it happen)?***

- 3/22 (14%) target students for reading moved from Korakonui School with 2019
- We gained 22 new students from the 1st June to year end. 11 students have had limited time at school - and therefore are not included in our end of year data.
- 8 students are included in our end of year data - however have had less than 6 months in our learning programmes. 4/8 (50 %) are below their expected curriculum level in Reading.
- If we removed the 8 new students that have been included in our end of year data we would have 110/141 (78%) students at or above. We did not reach our annual aim of increasing student achievement from 79% to 84 %. We achieved 78 % this is a drop of 1 %
- When we look at our data without the students that have been at Korakonui School for less than 6 months, and the students that have identified learning needs (diagnosed and undiagnosed due to being unable to access support services - as identified above) we have 110/126 (88%) of students achieving at or above their expected curriculum level in reading.
- We had two new staff members begin in 2019, and then another two new staff members begin in Term 3 - this is 50% of our teaching staff - this has had an impact on our learning programmes as they had needed time to gain knowledge of our learners, assessment practices including moderation, use of assessment tools, and analysis of data. Professional learning needs to be revisited to ensure sustained impact on learning programmes.
- 6 applications went in for Level 1 funding and we received 0 funding. Included in data are two orrs funded students, and Senco has broken down our learning support students within the data. Where students have been quoted as being undiagnosed there are two explanations - some students have not been diagnosed due to being unable to access support to do the formal diagnosis that are required. In other cases a diagnosis is not in place because we have respected whanau's decisions... evidence has been collated however we have been unable to proceed any further.

## Evaluation

### Same/Different?

- Continuation of in-school professional learning fully supported by the in-school release for the leadership team to do observations, and feedback sessions. We have work to be done around the use of model texts, reading material selection and a more connected curriculum.
- Professional development in data triangulation to make the most accurate overall teacher judgement of reading level. Staff have previously been supported with professional development in collecting, using and designing programmes based on the data. Across the school the next step is to effectively use this level of information for learning programme design. With two new staff in 2019, and another two new staff in the second half of 2019 we need time to sustain professional learning in this area. This will be using internal expertise.
- Applying the assessment modifications trialled for learners in 2019 - across the school to take out test anxiety for students.
- Develop use of assessment data with students to create situations of student agency, urgency for learning and appreciative model.
- Innovative learning programme design based on whole school analysis of previous years inquiries - collaborative problem solving approach to intervention, and programme design.
- High engagement and success in the Quick60 group in Year 5-6 - trial use of this tool within Year 7/8 ages group.
- Agility with sounds was a new programme in 2020, through the RTLB service, we will continue to monitor the impact, and wider use for year 3 students within Ngahape also.
- Oral language development has been supported through staff becoming Elkan trained - this includes understanding the development of oral language, and skills to encourage learners within their programmes. This will continue to be a focus for 2020 as we will train another teacher in each learning space, and their learning assistants.
- Developing reading stamina as a focus across the school.
- Tracking students in terms of whether they have gone up, gone down or held their level of achievement/learning throughout the year for students who are not using Asttle.

### What impact is there on current and ongoing teaching practice as a result of the actions taken and the results?

- We have used the ERO inquiry process at a learning space level as a collaborative inquiry tool into actions that impact student achievement, and as a monitoring tool for shifts in teaching practice. This has ensured more explicit unpacking of programme design and classroom practice to analyse effective programmes, planning and practice through collaborative learning spaces, and working collaboratively across the school. We have adopted a 'blameless autopsy' approach to the whole staff unpacking of programme analysis. This has been as a way to capture what has worked and shared understandings around what we are aiming to develop as effective use of assessment data and strengths based practice. This has seen huge growth in staff's ability to analyse student achievement data, and will continue as a growth area as they become more astute in the resulting actions, at this stage some innovations are being trialed as a result.

### Identified ongoing teacher or student needs?

- The learning and pedagogy is being developed through consistent self review of literacy programmes, moderation and more sources of accurate information and targeted discussion around data. Teacher knowledge around the need to apply what we know about individual students becoming more evident within reading programmes, and has had a positive impact on literacy developments through the whole school. Throughout 2019 we have monitored the effectiveness of our assessment practices for our target students. In 2020 we further trial some adjustments of how we capture data for our target students using what we know about them as learners. The focus will be on the effectiveness of the assessment information process, and learner centred programme design. This will ensure that programmes are designed specific to the needs identified, with acceleration of learning and engagement as focus areas, and how programmes are differentiated for targeting specific learner's needs.
- Senco has completed profiles for our interventions - this will be used to ensure that staff are able to design learning programmes that provide opportunities to explicitly teach to or deliberately provide for practice of specific needs evident through our knowledge of target learners needs. To achieve this we will need to provide support through release time for Senco.
- Senior leadership team has identified target priority learners, and Senco is to ensure that staff are supported with strategies, tools and access to interventions for their learners. The senior leadership team will ensure that staff are clear on effective programmes that accelerate learning in reading and learning from 2019 is utilised within literacy action plans - application of inquiries into programmes and practice from 2019 are embedded into learning programmes in 2020. Senior leadership team will monitor and track the progress in reading across the school.
- Senior leadership team will also ensure that all support staff time and skills are utilised effectively, and have access to professional learning, and that the professional learning is evident in learning support programmes.
- **Strengthen** the use of assessment practices to ensure specific learning needs are identified and programmes are designed to cater to specific needs.
- We have work to be done around the use of model texts, reading material selection and a more connected curriculum.
- **Authors** - Need to keep reading for NZ/Māori authors, NZ based, Māori authors writing about Māori, not just Pākehā writing about Māori, different cultural perspective

## SCHOOL STRENGTHS IN READING

- 9 students in Year 1 & 2 have had accelerated progress of 18 months or more progress (5 x Year 1 and 4 x Year 2)
- 10 students in Year 3 & 4 have accelerated progress of 18 months or more. 3 of these female students are Charter Target learners (4 Maori female -).
- 12 students in Year 5 & 6 have made accelerated progress of 18 months or more progress (7 x Year 5 and 5 x Year 6). 2 of these are Charter target learners ().
- 5 students in Year 7 & 8 have made accelerated progress of 18 months or more progress (3 x Year 7 and 2 x Year 8).
- We have increased the number of students achieving above their expected curriculum level by 21 students. 14 of these students have been at Korakonui School for all of their schooling. 7 students that have moved from at to above have come to Korakonui during their school. This is a 2:1 ratio.
- When we look at our data without the students that have been at Korakonui School for less than 6 months, and the students that have identified learning needs (diagnosed and undiagnosed due to being unable to access support services - as identified above) we have 110/126 (88%) of students achieving at or above their expected curriculum level in reading.

## AREAS FOR IMPROVEMENT IN READING

2020 Year 6 students - there is a group of 7 students ( ) that we will be tracking and monitoring.

This is based on 2019 Year 5 End of Year data 52 % ( 12 /23 ) cohort reading at or above the appropriate curriculum level for Reading.

2020 Year 7 students - there is a group of 5 students ( ) that we will be tracking and monitoring.

This is based on 2019 Year 6s End of Year data 70 % ( 17/24 ) cohort reading at or above the appropriate curriculum level for Reading. These students will continue to be tracked and monitored from previous years.

2020 Year 8 students - there is a group of 4 students ( ) that we will be tracking and monitoring.

This is based on 2019 Year 7s End of Year data 72% (13/18) cohort reading at or above the appropriate curriculum level for Reading.

Continue to close the gender disparity within reading.



This is based on 2019 Males End of Year data 71% (53/74) reading at or above the appropriate curriculum level compared to 80% (61/76) girls.

## BASIS FOR IDENTIFYING AREAS OF IMPROVEMENT IN READING

- Teachers have tracked student's progress and achievement in reading throughout the year using school tracking systems. Much dialogue has taken place at both team and whole staff meetings around teaching practice and programmes in relation to the achievement of all students but with particular emphasis on those at risk of not achieving or making progress.
- Analysis of data in relation to curriculum level expectations and OTJs using all relevant assessment tools confirm the areas of improvement in reading. 2020 will be our second year of self review through our inquiry processes for half of our staff - specifically in relation to our intervention programmes which are integrated into classroom programmes whenever possible. 2020 will have a focus on engagement, and effectiveness. We are tracking progress and acceleration of target and priority learners, and any deceleration across the school.
- Through assessment practices we have also identified specific gaps in phonological and phonemic awareness. This information has directed word work and personalised learning programmes, which has proven to be successful with increasing decoding ability in many students. We have also identified that by breaking down the length of time a target learner is tested for we have gained a more accurate picture of their current learning needs, and effectiveness of learning to date. We will continue to work with this as this is the best source of information to inform next steps learning for target students in reading.

## PLANNED ACTIONS FOR LIFTING ACHIEVEMENT IN READING IN 2020

**Senior Leadership Team** holds responsibility for development of Literacy student achievement within the annual plan for 2020 - with specific target groups of students needs identified, and deliberate actions planned. Target and priority learners within reading will be identified, and monitored through this plan. Professional development to support teacher capability will be planned, and in place. Resourcing and effectiveness of interventions in reading will be reviewed within the teaching team, and responsibility for cohesiveness across the school will be included in 2020 Literacy student achievement plan. All staff will be involved in a collaborative inquiry process with the aim to improve literacy achievement at Korakonui School.

### **Responsibilities include:**

- Development of schoolwide Oral Language framework in response to noticing a decline in the oral language skills of some students, and the implications for this on overall literacy learning.
- Development of a literacy foundation skills programme in our junior school, based on developmental stages rather than previous national standards base.
- Development of learning environments that are conducive to natural learning opportunities - ensuring mistakes are low stakes, with the aim of increased risk taking within reading focusing on a growth mindset approach to literacy learning.
- Development of literacy planning inclusive of deliberate targeted learning and practice opportunities for students.
- Consideration will be given to how a coaching model would raise student engagement, student agency and increase the quality of boys engagement in reading across the curriculum.
- Implementation of NZ Reading Progressions of Learning into Korakonui School literacy classroom practices.

### **2020 Planned Actions:**

- Student Engagement needs to be a big consideration in learning programme design - more engaging programmes for all students - play based learning for younger students encourages oral language development which is the foundation for all literacy learning, and also develops all of the Korakonui Competencies.
- Student Engagement for older students (students at different stages of development) can be stimulated through project based learning. Through the trials we have done over 2019 we have noticed improved student engagement when students are involved in project based learning situations. We have begun to trial project based learning and teachers are reporting that they had a noticeable increase in student engagement. This will be a focus for 2020, as will working with Parents/Whanau to be informed and involved in the development of this approach. The goal being increases in student engagement, retention of learning and development of all Korakonui Competencies.
- Learning Environments - the research around the zones of learning (learning, practising and performing) are incorporated into the classroom spaces and learning occurs naturally e.g when not in a learning workshop with a teacher they may be engaged in practising for mastery of a skill, or performing a skill that they have already been working on.
- Development of integrated curriculum - more real world learning experiences. This ensures an opportunity to acknowledge and honour the prior learning of students, and also to expand the experiences of students. It is also an opportunity to develop student agency through learning alongside other experts (students as experts too). Also teaching through the ARTS and STEM ensures more connections are made -therefore better chances of retention of learning, and new pathways of connections. (integrating the science of learning).

**Across the school we are all responsible for:**

- Data analysis in teams, identified areas of concern to inform needs in relation to personalised learning programmes.
- Moderation of assessment data, and the analysis of data to inform practice will be a focus area. The development of student agency within reading and the use of reading progressions to support teachers, and learners with awareness and next steps learning will be developed as standard practice within Korakonui literacy programmes.
- Inclusiveness in action: Targeted students continue to have access to the necessary aids (devices and where applicable reader writers and teacher aides) to enable them to express their ideas accurately. Teachers will work with Senco to personalise programmes where necessary, identifying and removing barriers to learning..

**Raising Maori Student Achievement:**

Maori student achievement leader works with leadership team, learning teams and Maori student achievement data analysed and programmes designed to include deliberate acts of teaching based on needs of all maori students

Maori student achievement leader works with leadership team, learning teams and attends whanau huis, and will work with students and whanau to collect, share and communicate in the area of maori student engagement and achievement within reading. 2020 specifically has the focus on ensuring that we are utilising the information we gained during 2019 through collecting the voice of stakeholders, to ensure that we have shared understandings of what “success for maori as maori” means in our community, and the impact of this on learning programmes.

- Maori student achievement data analysed and programmes designed to include deliberate acts of teaching based on needs of all maori students
- Targeted students identified and tracked over time
- Developing student agency of Maori learners - what does student agency look like for a Maori learner? Maori lead teacher will work collaboratively with teachers to ensure that our practices are culturally responsive.
- Coordination of gathering student, whanau and staff insights which is utilised within learning programmes.

## Speaking, Writing & Presenting End of Year Data: Comparison Over Time

Counts	Mid 2017	End 2017	Mid 2018	End 2018	Mid 2019	End 2019
Well Below Expectation	()	()	3 (1)	2 (1)	4 (1)	7 (2)
Below Expectation	1 (1)	1 (1)	27 (16)	30 (16)	33 (16)	44 (22)
At Expectation	1 (1)	1 (1)	65 (38)	59 (35)	84 (53)	67 (43)
Above Expectation	()	()	17 (10)	26 (14)	20 (12)	31 (15)
Total At or Above			82 out of 112 (48 out of 65)	85 out of 117 (49 out of 66)	104 out of 141 (65 out of 82)	98 out of 149 (58 out of 82)
Percentage At or Above	% (%)	% (%)	73% (74%)	73% (74%)	74% (79%)	66% (71%)

Counts	Mid 2017	End 2017	Mid 2018	End 2018	Mid 2019	End 2019
Well Below Expectation			3	2	4	7
Below Expectation	1	1	27	30	33	44
At Expectation	1	1	65	59	84	67
Above Expectation			17	26	20	31
Total At or Above			82	85	104	98
Percentage At or Above	%	%	73%	73%	74%	66%
Percentage At or Above who started at this school	%	%	74%	74%	79%	71%

## Speaking, Writing & Presenting End of Year Data: All Students★

OTJ	Mid Year 1	End of Year 1	End of Year 2	End of Year 3	End of Year 4	End of Year 5	End of Year 6	End of Year 7	End of Year 8	Totals
Above		3 (15.79%)		3 (16.67%)	8 (34.78%)	3 (13.04%)	6 (25.00%)	4 (23.53%)	4 (36.36%)	31
At		16 (84.21%)	13 (92.86%)	6 (33.33%)	9 (39.13%)	7 (30.43%)	6 (25.00%)	7 (41.18%)	3 (27.27%)	67
Below			1 (7.14%)	9 (50.00%)	6 (26.09%)	10 (43.48%)	10 (41.67%)	5 (29.41%)	3 (27.27%)	44
Well Below						3 (13.04%)	2 (8.33%)	1 (5.88%)	1 (9.09%)	7
Totals	0	19	14	18	23	23	24	17	11	149

*NB: Our data also includes all students who we have identified as either having a diagnosis of a learning concern (14/20) or an undiagnosed learning concern (number of indicators but no formal assessment) (6/20).*

*Of these 20 students there are currently below (15/20) / well below (5/20).*

*2 x yr 3 female ( - diagnosed speech)*

*4 x yr 3 male ( - 1 x undiagnosed, 2 x diagnosed speech, 1 x diagnosed - ORRS),*

*1 x yr 4 female ( - diagnosed)*

*1 x yr 4 male ( - diagnosed),*

*1 x yr 5 female ( - diagnosed)*

*3 x yr 5 male ( - diagnosed),*

*2 x yr 6 male ( - 1 x undiagnosed 1 x RTLB as Level 1 learner)*

*1 x yr 6 female (diagnosed & RTLB Level 1 learner),*

*2 x yr 7 male ( - undiagnosed),*

*1 x yr 8 female (diagnosed)*

*2 x yr 8 males ( - diagnosed)*

## Speaking, Writing & Presenting End of Year Data: Male★

OTJ	Mid Year 1	End of Year 1	End of Year 2	End of Year 3	End of Year 4	End of Year 5	End of Year 6	End of Year 7	End of Year 8	Totals
Above		1 (11.11%)		1 (10.00%)	1 (14.29%)	1 (8.33%)	1 (7.14%)	2 (22.22%)	1 (20.00%)	8
At		8 (88.89%)	7 (87.50%)	4 (40.00%)	4 (57.14%)	3 (25.00%)	4 (28.57%)	3 (33.33%)	1 (20.00%)	34
Below			1 (12.50%)	5 (50.00%)	2 (28.57%)	6 (50.00%)	8 (57.14%)	4 (44.44%)	2 (40.00%)	28
Well Below						2 (16.67%)	1 (7.14%)		1 (20.00%)	4
<b>Totals</b>	<b>0</b>	<b>9</b>	<b>8</b>	<b>10</b>	<b>7</b>	<b>12</b>	<b>14</b>	<b>9</b>	<b>5</b>	<b>74</b>

## Speaking, Writing & Presenting End of Year Data: Female★

OTJ	Mid Year 1	End of Year 1	End of Year 2	End of Year 3	End of Year 4	End of Year 5	End of Year 6	End of Year 7	End of Year 8	Totals
Above		2 (20.00%)		2 (25.00%)	7 (43.75%)	2 (18.18%)	5 (50.00%)	2 (25.00%)	3 (50.00%)	23
At		8 (80.00%)	6 (100.00%)	2 (25.00%)	5 (31.25%)	4 (36.36%)	2 (20.00%)	4 (50.00%)	2 (33.33%)	33
Below				4 (50.00%)	4 (25.00%)	4 (36.36%)	2 (20.00%)	1 (12.50%)	1 (16.67%)	16
Well Below						1 (9.09%)	1 (10.00%)	1 (12.50%)		3
<b>Totals</b>	<b>0</b>	<b>10</b>	<b>6</b>	<b>8</b>	<b>16</b>	<b>11</b>	<b>10</b>	<b>8</b>	<b>6</b>	<b>75</b>



### Speaking, Writing & Presenting End of Year Data: NZ Maori in this group★

OTJ	Mid Year 1	End of Year 1	End of Year 2	End of Year 3	End of Year 4	End of Year 5	End of Year 6	End of Year 7	End of Year 8	Totals
Above				2 (25.00%)	3 (60.00%)		1 (25.00%)	2 (40.00%)	1 (33.33%)	9
At		2 (100.00%)	4 (100.00%)	2 (25.00%)	2 (40.00%)	3 (50.00%)	1 (25.00%)	3 (60.00%)	1 (33.33%)	18
Below				4 (50.00%)		2 (33.33%)	2 (50.00%)		1 (33.33%)	9
Well Below						1 (16.67%)				1
<b>Totals</b>	<b>0</b>	<b>2</b>	<b>4</b>	<b>8</b>	<b>5</b>	<b>6</b>	<b>4</b>	<b>5</b>	<b>3</b>	<b>37</b>

### Speaking, Writing & Presenting End of Year Data: NZ European in this group★

OTJ	Mid Year 1	End of Year 1	End of Year 2	End of Year 3	End of Year 4	End of Year 5	End of Year 6	End of Year 7	End of Year 8	Totals
Above		3 (17.65%)		1 (11.11%)	5 (27.78%)	2 (12.50%)	5 (25.00%)	2 (16.67%)	3 (37.50%)	21
At		14 (82.35%)	8 (88.89%)	3 (33.33%)	7 (38.89%)	4 (25.00%)	5 (25.00%)	4 (33.33%)	2 (25.00%)	47
Below			1 (11.11%)	5 (55.56%)	6 (33.33%)	8 (50.00%)	8 (40.00%)	5 (41.67%)	2 (25.00%)	35
Well Below						2 (12.50%)	2 (10.00%)	1 (8.33%)	1 (12.50%)	6
<b>Totals</b>	<b>0</b>	<b>17</b>	<b>9</b>	<b>9</b>	<b>18</b>	<b>16</b>	<b>20</b>	<b>12</b>	<b>8</b>	<b>109</b>

### Speaking, Writing & PreSenting End of Year Data: Asian students in this group

OTJ	Mid Year 1	End of Year 1	End of Year 2	End of Year 3	End of Year 4	End of Year 5	End of Year 6	End of Year 7	End of Year 8	Totals
Above										0
At				1 (100.00%)						1
Below										0
Well Below										0
Totals	0	0	0	1	0	0	0	0	0	1

### Speaking, Writing & PreSenting End of Year Data: Middle Eastern, Latin American, African students in this group

OTJ	Mid Year 1	End of Year 1	End of Year 2	End of Year 3	End of Year 4	End of Year 5	End of Year 6	End of Year 7	End of Year 8	Totals
Above						1 (100.00%)				1
At			1 (100.00%)							1
Below										0
Well Below										0
Totals	0	0	1	0	0	1	0	0	0	2

★ (17 students not included - due to time in school or lack of assessment data in this area)

## Strategic Aim 1 - Every Learner Learning Everyday (Writing)

### Annual Aim 2:

To increase the number of students at or above their appropriate curriculum level for Writing from 73% to 80%.

**Baseline Data:** Analysis of 2018 school-wide Writing data indicates 119/164 (73%) are working at or above the expected New Zealand curriculum level in Writing. 38/47 (81%) of our Maori students are working at or above the expected New Zealand curriculum level in Writing. 76/111 (68%) of our NZ European students are working at or above the expected New Zealand curriculum level in Writing

52/84 (62%) boys are achieving at or above the expected New Zealand curriculum level in Writing. 67/80 (84%) girls are achieving at or above the expected New Zealand curriculum level in Writing.

**Target:** 75% of all boys will be writing at their appropriate curriculum level by the end of 2019.

Boys writing – 62% (52/84) of boys are at or above the appropriate curriculum level.

Our areas of concern are:

2019 Year 5 students - there is a group of 6 students ()

This is based on 2018 Year 4s End of Year data 76% cohort of writing at or above the appropriate curriculum level. This group consists of 4 male students and 1 Maori student

2019 Year 6 students - there is a group of 13 students ()

This is based on 2018 Year 5s End of Year data 38% (10/26) cohort writing at or above the appropriate curriculum level. This group consists of 10 male students and 3 females, includes 3 Maori male students

All students in this group will make an acceleration of in their Writing (at least 1 level of progress - this is made up of 3 sub levels - Beginning, Proficient and Advanced). This will ensure they make accelerated progress in relation to achieving their appropriate curriculum level in Writing.

## Achievement Summary in relation to 2019 target group in relation to the appropriate NZ curriculum level in Writing

### Actions (*What did we do?*)

#### Boys:

Focus school wide on how to engage boys in writing. Teachers have been using more hands on experiences and writing topics that are designed to interest boys.

#### Year 1/2 boys:

- Regular Wordwork (this is based on the needs of the students from their writing books and the gaps this shows).
- Regular guided writing at least 3 times per week (writing with the teacher that is marked with green for growth - handwriting / word practise, marked with pink for successes (using words I can write by heart, using punctuation correctly, editing my work before the teacher views).
- Spelling of Early Words (learning the words I can not spell by heart as my spelling words. Practise activities around spelling including writing in a sentence to show understanding.
- Setting a literacy must do around independent writing.
- Primitive Reflexes (initial testing suggested reflexes which were under developed from the early years and can affect learning performance- relevant reflexes were worked on individually and

post testing occurred alongside academic testing. Initial research shows success).

**Year 3/4 boys:**

See target students comments

**Year 5/6 boys:**

See target students comments

**Year 7/8 boys:**

- Write regularly, with clear structure and for a range of purposes. Connect with their worlds through memories and nature. Students have had opportunities to practice new concepts such as new sentence structures etc.
- Helping circle has had a healthy and collaborative culture
- Writers notebook/Sparks book in use - still opportunity to develop further.
- Incorporated literacy with the arts more. (particularly visual art)

**Years 5/6 Target Students :**

- Use of a helping circle. This ensures everyone is brought into focus and all learners are checked in with. Students sit with a writing buddy, and full participation is encouraged. Criteria is checked and everyone is engaged in editing.
- Use of pink and green highlighter - pink used to identify a strength, and green a growth area (quick practice of a skill) related to current individual needs/focus area. This process has been new for some staff - students are developing independence actively looking for their pink and green, and had a better understanding of their goals.
- Use of the model texts within the writing programme. Students have been developing a better understanding of 'how' to write and include things for impact and meaning.
- Oral language time is now integrated into writing programmes to share ideas and develop an understanding of success criteria. Also through sharing with buddies, and sharing writing as a class.
- Simplifying success criterias to make them more manageable for students.
- Sparks books, writing from our own experiences, the expectation of independent writing for all, clear criteria for writing, model texts, language experiences are working for our target students - especially our boys.

## **Outcomes (*What happened*)?**

**Gender Disparity:**

42/74 Males are at or above (57%) 56/75 (74%) Female. This is a gender disparity 17% - there was a 17% disparity in 2018 - therefore we have not closed the gender disparity.

**Charter Target Students:**

- Of the 6 students in the Year 5 target group we have had;
  - 2 males & 1 female have moved 2 sublevels in 12 months however both boys remain below where they need to be at the end of Year 5 ().
  - 1 Maori female has moved 1 sublevel in 12 months and is well below where she needs to be at the end of Year 5 ().
  - 1 Male has moved 2 sublevels in 12 months but is still well below where he needs to be at the end of Year 5 ().
  - 1 Male has moved 1 sublevel in 12 months and is below where he needs to be at the end of Year 5 ()
- Of the 13 students in the Year 6 target group we have had;
  - 3 students leave Korakonui School during 2019 (1 female ESOL-, 2 males Maori -).
  - 5/10 (50%) students have made accelerated progress in writing of 3 sublevels or more (2 females and 3 males -).
  - 1/10 male Year 6 student (10%) has made accelerated progress and is where he needs to be at the end of Year 6 ().
  - 1/10 Male Year 6 student (10%) has moved 2 sublevels in 12 months but is still below where he needs to be at the end of Year 6 ().
  - 3/10 Male Yr 6 students (30%) have moved 1 sublevel in 12 months and is well below where he needs to be at the end of Year 6 ().
  - 1/ 10 Male year 6 student (10%) has made no progress in 12 months and is well below where he needs to be at the end of Year 6 ().

- Of the 81/162 male students at Korakonui School we have had;
  - 7/81 male students are Year 0.
  - 74/ 81 males are included in the data.
  - 42/74 (57%) males are at or above in writing.

**Across the School:** 18/162 (11%) of all students have made accelerated progress of 3 sublevels or more in Writing. We achieved 66% of students achieving at or above their expected curriculum level with all our current students in the end of year data, 68 % of students without the students who had been at our school for less than 6 months, and 79% of students without the students who are have been at our school for less than 6 months and without the students who have identified barriers to learning.

#### **Year 1 & 2:**

- 1/19 (5%) ( Year 1 female student has made 4 sub levels accelerated progress in 12 months.

#### **Year 3 & 4:**

- 5/41 (12%) Year 3-4 students have made accelerated progress in writing of 3 sublevels or more in 2019.
- 2/16 (13%) ( Year 3 students have made accelerated progress in writing (2 Maori male x 3 sublevels -).
- 3/25 (12%) Year 4 students have made accelerated progress in writing (1 female x 4 sublevels -, 1 female & 1 male x 3 sublevels-).

Data includes 3 Yr 3 from Mangatutu.

#### **Year 5 & 6:**

- 9/48 (19%) Year 5-6 students have made accelerated progress in writing of 3 sublevels or more in 2019.
- 3/24 (13%) Year 5 students have made accelerated progress in writing (2 females x 3 sublevels -) and 1 male x 4 sub levels -).
- 6/24 (25%) Year 6 students have made accelerated progress in writing (1 female and 3 males x 3 sublevels -, 1 male x 4 sublevels - Leo and 1 female x 6 sublevels -.
- 5/6 Year 6 students with accelerated progress are charter target learners ().

Data includes 2 x Yr 5 from Ngahape.

#### **Year 7 & 8:**

- 3/29 (10%) Year 7-8 students have made accelerated progress in writing of 3 sublevels or more in 2019.
- 3/18 (17%) Year 7 students have made accelerated progress in writing (1 female & 1 male x 4 sublevels -, 1 male x 5 sublevels progress -).
- 1/18 (6%) male Year 7 student has made accelerated progress is now above his expected curriculum level for writing ().
- 1/18 (6%) female Year 7 student has made accelerated progress is now at her expected curriculum level for writing ().

Data includes 1 yr 7 from Wharepuhunga.

## **Reasons for Variance**

### ***(Why did it happen)?***

- 3/19 (16%) target students for writing moved from Korakonui School with 2019
- We gained 22 new students from the 1st June to year end. 8 students are included in our end of year data - however have had less than 6 months in our learning programmes. 6/8 (75 %) are below or well below their expected curriculum level in Writing. The 11 other students have had limited time at school - and therefore are not included.
- If we removed the 8 new students that have been included in our end of year data we would have 96/141 (68%) students at or above. We did not reach our annual aim of increasing student achievement from 73% to 80 %. We achieved 68 % this is a drop of 5 %
- When we look at our data without the students that have been at Korakonui School for less than 6 months, and the students that have identified learning needs (diagnosed and undiagnosed due to being unable to access support services - as identified above) we have 96//122 (79%) of students achieving at or above their expected curriculum level in writing.
- We had two new staff members begin in 2019, and then another two new staff members begin in Term 3 - this is 50% of our teaching staff - this has had an impact on our learning programmes as they had needed time to gain knowledge of our learners, assessment practices including moderation, use of assessment tools, and analysis of data. Professional learning



needs to be revisited to ensure sustained impact on learning programmes - this has had a significant impact in our target areas for writing, as we were in our second year of a two year professional learning programme. 4/8 staff have completed the two years, 2/8 have completed one year, and 2/8 have had minimal professional learning.

- 6 applications went in for Level 1 funding and we received 0 funding. Included in data are two orrs funded students, and Senco has broken down our learning support students within the data. Where students have been quoted as being undiagnosed there are two explanations - some students have not been diagnosed due to being unable to access support to do the formal diagnosis that are required. In other cases a diagnosis is not in place because we have respected whanau's decisions... evidence has been collated however we have been unable to proceed any further.

## Evaluation

### Same/Different?

- Continue with quality assessment practices - unpacking of explicit student needs, and programme design needs to be sustained and further developed. Professional learning has occurred with staff around use of data, and specifically marking writing using the AsTTle writing marking criteria, moderation across the school, and designing learning programmes based on more explicit knowledge of learners. Learning from this was tracked in teacher's inquiries including analysis of student achievement and shifts in practice. This has been a big growth area, and has been credited by staff as being effective for their knowledge of their learners, there remains work to do to continue growth and ensure that this knowledge is utilised effectively in learning programme design.
- Continue with inquiry process - teachers have developed their skills in examining their own practice, and collaboratively problem solving for target students. The concept of twice yearly 'blameless autopsy' and collaborative sensemaking sessions, prioritising actions and regular reviews have been successful - and needs to be given time to be embedded into practice. Staff have worked collaboratively across the school, as a way to capture what has worked with the aim of developing strengths based practice, and building teacher capability. This has been extremely effective as it links directly to student achievement of target learners, all learners and shifts in practice is analysed and recorded. This system needs to be continued to ensure it is embedded and sustained - while it has been a lot of work teacher's have voiced that they have valued the process, and can see the benefit for themselves professionally and their learners.
- 2020 will be focused on programme design - inclusive of bringing together aspects of 2019 professional learning, and further developing the strengths within staff expertise. In 2018/19 we began a two year professional development programme with Gail Loane. All teaching staff worked with Gail Loane as an outside expert - this included pre-observation discussions, formal observations sessions with Gail Loane and the senior leadership team, and feedback sessions with next steps for teacher development agreed upon. There were also staff meetings, and team sessions with Gail on whole school focus areas, and focus areas at team level. Senior leadership team has been involved in this process at a leadership level to ensure that changes to practice are sustained beyond Gail working within Korakonui School.

### What impact is there on current and ongoing teaching practice as a result of the actions taken and the results?

- 4 of 8 teachers were new in 2019 - two of those in the second half... this has meant that it has been hard to gain momentum with professional learning.
- We have developed expertise in our staff that have been through our focused professional learning for two years 2018/2019 - and need to take steps to grow our newer teachers practice - We need to carry on the same format for professional learning - as it is embedded in their inquiries, and linked to student achievement. These practices need time to develop and to be sustained - the value is evident and teachers are able to be very reflective and accurate.

### Identified ongoing teacher or student needs?

- Continue with professional learning based on using quality assessment for programme design - inclusive of three zones... learning, practice for mastery, and performance.
- Teachers inquiries will continue to focus on more explicit unpacking of teacher practice to analyse effectiveness.
- Opportunities need to be provided for observations, and feedback sessions. We have had a turnover of 50% of staff in 2019, therefore we need longer to fully develop the professional learning programme that we have been on with Gail Loane. Those that have completed two years say there has been significant changes to their practice, with results beginning to be evident in our students learning.
- We have applied an inclusive approach to supporting students with identified learning needs - interventions are included within classroom programmes where ever possible.
- Senco has completed profiles for our interventions - this will be used to ensure that staff are able to design learning programmes that provide opportunities to explicitly teach to or or deliberately provide for practice of specific needs evident through our knowledge of target learners needs. To achieve this we will need to provide support through release time for Senco.
- Senior leadership team will also ensure that all support staff time and skills are utilised effectively, and have access to professional learning, and that the professional learning is evident in learning support programmes.

## SCHOOL STRENGTHS IN WRITING

- 1 student in Year 1 & 2 has had accelerated progress of 3 sublevels or more in writing (1 x yr 1).
- 5 students in Year 3 & 4 have accelerated progress of 3 sublevels or more in writing. (2 x Year 3 & 3 x Yr 4 - includes 2 Maori male -).
- 9 students in Year 5 & 6 have made accelerated progress of 3 sublevels or more in writing (3 x Year 5 and 6 x Year 6- includes 5 Charter target learners ( - includes 1 Maori Male).
- 3 students in Year 7 & 8 have made accelerated progress of 3 sublevels or more in writing (3 x Year 7).
- 27/37 Maori students are at or above (73%) 68/109 NZ European students are at or above (62%) Our maori students are out performing our NZ European students by 11% in 2019 - In 2018 this was 13%

## AREAS FOR IMPROVEMENT IN WRITING

2020 Year 6 students - there is a group of 7 students () that we will be tracking and monitoring.  
This is based on 2019 Year 5s End of Year data 43% (10/23) cohort writing at or above the appropriate curriculum level.

2020 Year 7 students - there is a group of 8 students () that we will be tracking and monitoring.  
This is based on 2019 Year 6s End of Year data 50% (12/24) writing at or above the appropriate curriculum level.

2020 Year 8 students - there is a group of 4 students () that we will be tracking and monitoring.  
This is based on 2019 Year 7s End of Year data 65% (11/17) cohort writing at or above the appropriate curriculum level.

Close the gender disparity within writing.

This is based on 2019 Males End of Year data 57% (42/74) writing at or above the appropriate curriculum level compared to 75% (56/75) girls.

## BASIS FOR IDENTIFYING AREAS OF IMPROVEMENT IN WRITING

- Teachers have tracked student's progress and achievement in writing throughout the year using school tracking systems. Much dialogue has taken place at both team and whole staff meetings around teaching practice and programmes in relation to the achievement of all students but with particular emphasis on those at risk of not achieving or making progress.
- Analysis of data in relation to curriculum level expectations and OTJs using all relevant assessment tools confirm the areas of improvement in writing. 2020 will be our second year of self review through our inquiry processes for half of our staff - specifically in relation to our intervention programmes which are integrated into classroom programmes whenever possible. 2020 will have a focus on engagement, and effectiveness. We are tracking progress and acceleration of target and priority learners, and any deceleration across the school.

## PLANNED ACTIONS FOR LIFTING ACHIEVEMENT IN WRITING IN 2020

**Senior Leadership Team** holds responsibility for development of Literacy student achievement plan for 2020 - with specific target groups of students needs identified, and deliberate actions planned. Target and priority learners within writing will be identified, and monitored through this plan. Professional development to support teacher capability will be in planned, and in place. Resourcing and effectiveness of interventions in writing will be reviewed within the teaching team, and responsibility for cohesiveness across the school will be included in 2020 Literacy student achievement plan. All staff will be involved in a collaborative inquiry process with the aim to improve literacy achievement at Korakonui School.

### Responsibilities include:

- Development of schoolwide Oral Language learning opportunities in response to noticing a decline in the oral language skills of some students, and the implications for this on overall literacy learning.

- Development of a literacy foundation skills programme in our junior school, with greater consideration placed on developmental stages.
- Leaders will hold regular professional learning meetings focusing on engaging boys in the writing process, providing relevant contexts, how to provide gender relevant exemplars and consideration will also be given to gender inclusive writing scenarios.
- Consideration will be given to raising student engagement, student agency and increase the quality of boys written work across the curriculum.
- Review of English Curriculum Implementation Plan and associated documents.
- Review of digital medium programmes and the implementation of these through the school.

#### **2020 Planned Actions:**

- 2020 we will continue to build teacher capabilities within the teaching of writing. All teaching staff will work with Gail Loane as an outside expert - this will include pre-observation discussions, formal observations sessions with Gail Loane and the senior leadership team, and feedback sessions with next steps for teacher development agreed upon. There will be professional learning sessions with Gail on whole school focus areas, and focus areas at team level. Senior leadership team will be involved in this process at a leadership level to ensure that changes to practice are sustained beyond Gail working within Korakonui School. Senior leadership team will also lead staff professional learning sessions based on their learning through previous work with Gail Loane.
- In 2020 we will complete a process of self-review of the use of assessment information - focusing on strengthening the learning cycle. This will give depth to how assessment data is being unpacked to inform programme design, and will be inclusive of the day to day learning and regular reflection on draft books. This will ensure that programmes are designed specific to the needs identified, with acceleration of learning and engagement as focus areas, and how programmes are differentiated for targeting specific learner's needs.
- Student Engagement needs to be a big consideration in learning programme design - more engaging programmes for all students - play based learning for younger students encourages oral language development which is the foundation for all literacy learning, and also develops all of the Korakonui Competencies.
- Student Engagement for older students (students at different stages of development) can be stimulated through project based learning. Through the trials we have done over 2019 we have noticed improved student engagement when students are involved in project based learning situations. We have begun to trial project based learning and teachers are reporting that they had a noticeable increase in student engagement. This will be a focus for 2020, as will working with Parents/Whanau to be informed and involved in the development of this approach. The goal being increases in student engagement, retention of learning and development of all Korakonui Competencies too.
- Learning Environments - the research around the zones of learning (learning, practising and performing) are incorporated into the classroom spaces and learning occurs naturally e.g when not in a learning workshop with a teacher they may be engaged in practising for mastery of a skill, or performing a skill that they have already been working on.
- Development of integrated curriculum - more real world learning experiences. This ensures an opportunity to acknowledge and honour the prior learning of students, and also to expand the experiences of students. It is also an opportunity to develop student agency through learning alongside other experts (students as experts too). Also teaching through the ARTS and STEM ensures more connections are made -therefore better chances of retention of learning, and new pathways of connections. (integrating the science of learning).

#### **Across the school we are all responsible for:**

- Data analysis in teams, identified areas of concern to inform needs in relation to personalised learning programmes.
- Moderation of assessment data, and the analysis of data to inform practice will be a focus area. The development of student agency within literacy and the use of literacy progressions to support teachers, and learners with awareness and next steps learning will be developed as standard practice within Korakonui literacy programmes.
- Inclusiveness in action: Targeted students continue to have access to the necessary aids (devices and where applicable reader writers and teacher aides) to enable them to express their ideas accurately. Teachers will work with Senco to personalise programmes where necessary, identifying and removing barriers to learning.

#### **Raising Maori Student Achievement:**

Maori student achievement leader works with leadership team, learning teams and Maori student achievement data analysed and programmes designed to include deliberate acts of teaching based on needs of all maori students

Maori student achievement leader works with leadership team, learning teams and attends whanau hui, and will work with students and whanau to collect, share and communicate in the area of maori student engagement and achievement within reading. 2020 specifically has the focus on ensuring that we are utilising the information we gained during 2019 through collecting the voice of stakeholders, to ensure that we have shared understandings of what "success for maori as maori" means in our community, and the impact of this on learning programmes.

- Maori student achievement data analysed and programmes designed to include deliberate acts of teaching based on needs of all maori students

- Targeted students identified and tracked over time
- Developing student agency of Maori learners - what does student agency look like for a Maori learner? Maori lead teacher will work collaboratively with teachers to ensure that our practices are culturally responsive.
- Coordination of gathering student, whanau and staff insights which is utilised within learning programmes.

## Number & Algebra End of Year Data: Comparison Over Time

Counts	Mid 2017	End 2017	Mid 2018	End 2018	Mid 2019	End 2019
Well Below Expectation	()	()	1 (1)	2 (1)	3 (1)	4 (1)
Below Expectation	()	()	24 (11)	23 (11)	25 (12)	37 (17)
At Expectation	2 (2)	2 (2)	77 (50)	68 (42)	92 (56)	80 (51)
Above Expectation	()	()	11 (4)	24 (12)	22 (13)	29 (13)
Total At or Above			88 out of 113 (54 out of 66)	92 out of 117 (54 out of 66)	114 out of 142 (69 out of 82)	109 out of 150 (64 out of 82)
Percentage At or Above	% (%)	% (%)	78% (82%)	79% (82%)	80% (84%)	73% (78%)

Counts	Mid 2017	End 2017	Mid 2018	End 2018	Mid 2019	End 2019
Well Below Expectation			1	2	3	4
Below Expectation			24	23	25	37
At Expectation	2	2	77	68	92	80
Above Expectation			11	24	22	29
Total At or Above			88	92	114	109
Percentage At or Above	%	%	78%	79%	80%	73%
Percentage At or Above who started at this school	%	%	82%	82%	84%	78%

## Number & Algebra End of Year Data: All Students★

OTJ	Mid Year 1	End of Year 1	End of Year 2	End of Year 3	End of Year 4	End of Year 5	End of Year 6	End of Year 7	End of Year 8	Totals
Above			4 (28.57%)		6 (26.09%)	4 (16.67%)	5 (20.83%)	6 (35.29%)	4 (36.36%)	29
At		18 (94.74%)	9 (64.29%)	10 (55.56%)	11 (47.83%)	11 (45.83%)	12 (50.00%)	5 (29.41%)	4 (36.36%)	80
Below		1 (5.26%)	1 (7.14%)	8 (44.44%)	6 (26.09%)	9 (37.50%)	6 (25.00%)	5 (29.41%)	1 (9.09%)	37
Well Below							1 (4.17%)	1 (5.88%)	2 (18.18%)	4
<b>Totals</b>	<b>0</b>	<b>19</b>	<b>14</b>	<b>18</b>	<b>23</b>	<b>24</b>	<b>24</b>	<b>17</b>	<b>11</b>	<b>150</b>

NB: Our data also includes all students who we have identified as either having a diagnosis of a learning concern (13/17) or an undiagnosed learning concern (number of indicators but no formal assessment) (4/17).

Of these 17 students there are (13/17) currently below (3/17) well below and (1/17) at.

1 x yr 1 male ( - RTLB)

1 x yr 2 female ( - undiagnosed),

4 x yr 3 male ( - 1 x undiagnosed, 2 x diagnosed speech, 1 x diagnosed - ORRS),

1 x yr 4 female ( - diagnosed),

1 x yr 4 male ( - diagnosed),

1 x yr 5 female ( - diagnosed),

2 x yr 5 male ( - diagnosed & diagnosed),

1 x yr 6 male ( - 1 x RTLB as Level 1 learner),

1 x yr 6 female ( - diagnosed & RTLB Level 1 learner),

2 x yr 7 male ( - undiagnosed),

1 x yr 8 males ( - diagnosed)

1 x yr 8 female ( - diagnosed)

**This is our first year of comparative data - utilising standardised tools. We have developed a greater accuracy with our data.**



### Number & Algebra End of Year Data: Male★

OTJ	Mid Year 1	End of Year 1	End of Year 2	End of Year 3	End of Year 4	End of Year 5	End of Year 6	End of Year 7	End of Year 8	Totals
Above			3 (37.50%)			1 (8.33%)	1 (7.14%)	4 (44.44%)	1 (20.00%)	10
At		8 (88.89%)	5 (62.50%)	5 (50.00%)	5 (71.43%)	8 (66.67%)	9 (64.29%)	3 (33.33%)	2 (40.00%)	45
Below		1 (11.11%)		5 (50.00%)	2 (28.57%)	3 (25.00%)	4 (28.57%)	2 (22.22%)	1 (20.00%)	18
Well Below									1 (20.00%)	1
<b>Totals</b>	<b>0</b>	<b>9</b>	<b>8</b>	<b>10</b>	<b>7</b>	<b>12</b>	<b>14</b>	<b>9</b>	<b>5</b>	<b>74</b>

### Number & Algebra End of Year Data: Female★

OTJ	Mid Year 1	End of Year 1	End of Year 2	End of Year 3	End of Year 4	End of Year 5	End of Year 6	End of Year 7	End of Year 8	Totals
Above			1 (16.67%)		6 (37.50%)	3 (25.00%)	4 (40.00%)	2 (25.00%)	3 (50.00%)	19
At		10 (100.00%)	4 (66.67%)	5 (62.50%)	6 (37.50%)	3 (25.00%)	3 (30.00%)	2 (25.00%)	2 (33.33%)	35
Below			1 (16.67%)	3 (37.50%)	4 (25.00%)	6 (50.00%)	2 (20.00%)	3 (37.50%)		19
Well Below							1 (10.00%)	1 (12.50%)	1 (16.67%)	3
<b>Totals</b>	<b>0</b>	<b>10</b>	<b>6</b>	<b>8</b>	<b>16</b>	<b>12</b>	<b>10</b>	<b>8</b>	<b>6</b>	<b>76</b>

## Number & Algebra End of Year Data: NZ Maori in this group★

OTJ	Mid Year 1	End of Year 1	End of Year 2	End of Year 3	End of Year 4	End of Year 5	End of Year 6	End of Year 7	End of Year 8	Totals
Above			2 (50.00%)		2 (40.00%)			2 (40.00%)	1 (33.33%)	7
At		1 (50.00%)	1 (25.00%)	5 (62.50%)	3 (60.00%)	4 (57.14%)	4 (100.00%)	2 (40.00%)	2 (66.67%)	22
Below		1 (50.00%)	1 (25.00%)	3 (37.50%)		3 (42.86%)		1 (20.00%)		9
Well Below										0
<b>Totals</b>	<b>0</b>	<b>2</b>	<b>4</b>	<b>8</b>	<b>5</b>	<b>7</b>	<b>4</b>	<b>5</b>	<b>3</b>	<b>38</b>

## Number & Algebra End of Year Data: NZ European in this group★

OTJ	Mid Year 1	End of Year 1	End of Year 2	End of Year 3	End of Year 4	End of Year 5	End of Year 6	End of Year 7	End of Year 8	Totals
Above			2 (22.22%)		4 (22.22%)	3 (18.75%)	5 (25.00%)	4 (33.33%)	3 (37.50%)	21
At		17 (100.00%)	7 (77.78%)	5 (55.56%)	8 (44.44%)	7 (43.75%)	8 (40.00%)	3 (25.00%)	2 (25.00%)	57
Below				4 (44.44%)	6 (33.33%)	6 (37.50%)	6 (30.00%)	4 (33.33%)	1 (12.50%)	27
Well Below							1 (5.00%)	1 (8.33%)	2 (25.00%)	4
<b>Totals</b>	<b>0</b>	<b>17</b>	<b>9</b>	<b>9</b>	<b>18</b>	<b>16</b>	<b>20</b>	<b>12</b>	<b>8</b>	<b>109</b>

### Number & Algebra End of Year Data: Asian students in this group

OTJ	Mid Year 1	End of Year 1	End of Year 2	End of Year 3	End of Year 4	End of Year 5	End of Year 6	End of Year 7	End of Year 8	Totals
Above										0
At										0
Below				1 (100.00%)						1
Well Below										0
<b>Totals</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>

### Number & Algebra End of Year Data: Middle Eastern, Latin American, African students in this group

OTJ	Mid Year 1	End of Year 1	End of Year 2	End of Year 3	End of Year 4	End of Year 5	End of Year 6	End of Year 7	End of Year 8	Totals
Above						1 (100.00%)				1
At			1 (100.00%)							1
Below										0
Well Below										0
<b>Totals</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>

★ (16 students not included - due to time in school or lack of assessment data in this area)

### Strategic Aim 1 - Every Learner Learning Everyday (Mathematics)

**Annual Aim 2:** To increase the number of students at or above their appropriate curriculum level for Mathematics from 78% to 84%.

**Baseline Data:** Analysis of 2018 school-wide Number and Algebra mathematics data indicates 128/164 (78%) are working at or above the expected curriculum level in Number and Algebra. 44/47 (94%) of Maori Students are working at or above the expected curriculum level in Number and Algebra.

63/84 (75%) boys are working at or above and

65/80 (81%) girls are working at or above the expected curriculum level in Number and Algebra.

Analysis of 2018 school-wide Measurement and Geometry mathematics data indicates 137/164 (84%) are working at or above the expected curriculum level in Measurement and Geometry. 42/47 (89%) of Maori Students are working at or above the expected curriculum level in Measurement and Geometry.

69/84 (82%) boys are working at or above

68/80 (85%) girls are working at or above the expected curriculum level in Measurement and Geometry.

Analysis of 2018 school-wide Statistics mathematics data indicates 116/164 (71%) are working at or above the expected curriculum level in Statistics.

35/47 (74%) of Maori Students are working at or above the expected curriculum level in Statistics.

58/84 (69%) boys are working at or above a

58/80 (73%) girls are working at or above the expected curriculum level in Statistics.

**Target:**

2019 Year 5 students - there is a group of 7 students ()

- This is based on Year 4 students end of Level 2 data ; Number & Algebra 72% (18/25), Geometry & Measurement 80% (20/25), Statistics 76% (19/25). This group of students includes 3 male students, and 2 maori students

2019 Year 6 students - there is a group of 7 students ()

- This is based on Year 5 students end of year data within Level 3 ; Number & Algebra 62% (16/26), Geometry & Measurement 69% (18/26), Statistics 38% (10/26). This group of students includes 4 male students, and 0 maori students.

2019 Year 7 students to be exposed to Statistics at level 3 & 4 - there is a group of 6 students (). This group of students includes 2 male students, and 2 Maori students

- This is based on Year 6 students end of Level 3 data; Statistics 54% (13/24)

All students in this group will make an acceleration of in their maths (at least 1 level of progress - this is made up of 3 sub levels - Beginning, Proficient and Advanced). This will ensure they make accelerated progress in relation to achieving their appropriate curriculum level in maths

## Achievement Summary in relation to 2019 target group in relation to the appropriate NZ curriculum level in Mathematics

### Actions

*(What did we do)?*

#### Year 0-2

- Unpack data thoroughly. Focused on needs based teaching as opposed to teaching whole class certain concepts
- Used AWS assessment tool to gain more data and information re. Student needs
- Introduced maths 'must dos' as practice activities
- Taught students how to take tests and record answers
- Removed barriers e.g. reading. Adapted the test on an individual basis.
- Used mixed ability groups for strand teaching as this was more effective

#### Year 3-4

- Use of AWS to inform learning.
- Repeated lessons across the two classrooms to enable teachers to reflect and improve their delivery of lessons
- Used the learning pit and mindset messages
- Number talks were introduced and the use of these were targeted.

#### Year 5-6

- Using data more effectively to inform learning programmes - use of AWS assessment tool
- Used exit tickets for ongoing assessment
- Workshops were needs based but open to all learners
- Integrated measurement unit with their vehicles science unit. Engagement was high.

#### Year 7-8

- All students completed Jo Boaler's Mindset Course for students. Parents were also given the opportunity to complete it should they have wished to.
- Mixed ability groups for problem solving
- More practice activities/opportunities for learners to grasp new concepts
- AWS used to gather more thorough data and used to inform planning
- Range of approaches used - number talks, 3 acts, mindset maths activities

### Outcomes

*(What happened)?*

#### Charter Target Students:

Of the 7 students in the **Year 5** target group we have had:

#### Number Results:

- 1 female has moved 3 sublevels in 12 months (accelerated progress), however she remains below the expected curriculum level in number and algebra ().
- 2 females & 3 males has moved 1 sublevels in 12 months (expected growth) however they remain below the expected curriculum level in number and algebra ().
- 1 female has made no progress in 12 months and remains below the expected curriculum level in number and algebra ().

#### Strand Results - (Geometry, Measurement, Statistics):

- 1 female has moved 3 sublevels in 12 months (accelerated progress), however she remains below the expected curriculum level in strand maths ().
- 1 female & 1 male has moved 1 sublevels in 12 months (expected growth) however they remain below the expected curriculum level in strand maths ().
- 1 female and 1 male have made no progress in 12 months and remain below the expected curriculum level in strand maths ().

Of the 7 students in the **Year 6** target group we have had:

Number Results:

- 1/7 (1 female ESOL) left Korakonui School during the 2019 year (.
- 4/7 (2 females & 2 males) have moved 2 sublevels in 12 months however they remain below the expected curriculum level in number and algebra (). This is expected growth over a year.
- 2/7 (2 males) have moved 1 sublevels in 12 months (expected growth) however they remain below their expected curriculum level in number and algebra().

Strand Results- (Geometry, Measurement, Statistics):

- 1/7 (1 female ESOL) left Korakonui School during the 2019 year (.
- 1/7 (1 female) has moved three sublevels (accelerated progress), however remains below her expected curriculum level in strand maths (.
- 2/7 (1 female & 1 male) have moved 2 sublevels in 12 months however they remain below the expected curriculum level in strand maths (. This is expected growth over a year.
- 3/7 male students have made no progress in 12 months and remain below the expected curriculum level in strand maths (.

Of the 6 students in **Year 7** target group we have had:

Number Results:

- 3/6 (2 females & 1 male) have moved 2 sublevels in 12 months in number and algebra (expected growth). Of this group- 1 female () is working at their expected curriculum level, 1 male ( is working below their expected curriculum level, and 1 female () is working well below their expected curriculum level in number and algebra.
- 3/6 (2 females & 1 male - 2 Maori students) have moved 1 sublevels in 12 months (expected growth). Of this group: 1 x Maori female () is working at their expected curriculum level, and 1 x Maori female & 1 male are working below their expected curriculum level in number and algebra (.

Strand Results (Geometry, Measurement, Statistics):

- 1/6 (1 female maori student) has moved 3 sublevels in 12 months in strand maths (accelerated growth). She is operating at her expected curriculum level (.
- 3/6 (1 male and 2 female) have moved 2 sublevels in 12 months in strand maths (expected growth) 2 of these students are operating at their expected curriculum level (.
- 1/6 (1 male) has moved 1 sublevel in 12 months (expected growth) he remains below his expected curriculum level (.
- 1/6 (1 female) has made no progress in 12 months and remains below expected curriculum level. (.

**Across the School:**

**Year 1 & 2 Students:**

- Number Results:
- No accelerated progress in number within mathematics at Year 1-2.

Strand Results - (Geometry, Measurement, Statistics):

- *2019 is the first year of using AWS resource as a tool for capturing assessment data in the under Year 4s.*

**Year 3 & 4**

- Number Results:
- No accelerated progress in number within mathematics at Year 3-4.

Strand Results - (Geometry, Measurement, Statistics):

- *2019 is the first year of using AWS resource as a tool for capturing assessment data in the under Year 4s.*

**Year 5 & 6**

- Number Results:
  - 8/21 (38%) Year 5 students have made accelerated progress in number and algebra (4 x females & 4 x males -). Of the 8 students that made accelerated progress 4 (50%) are operating above their expected curriculum level for maths (. 3/8 (38%) are at their expected curriculum level (.
- and 1/8 (12%) are operating below their expected curriculum level. (.
- This includes 2

Maori students.

- 6/25 (24%) Year 6 students have made accelerated progress in number and algebra (4 females (1 x Maori) and 2 males (1x Maori) -). 4/6 (67 %) Year 6 students are operating above their expected curriculum level for mathematics for the end of Year 6 (). 2/6 (33%)(Year 6 students are now at their expected curriculum level for mathematics for the end of Year 6 (). Both are maori students.

Strand Results (Geometry, Measurement, Statistics):

- 7/24 (29%) Year 6 students have made accelerated progress in strand maths of 3 sublevels or more in 2019 (). This includes one male, and one Maori student. Of the 7 students that have made accelerated progress 4 (57%)are operating above their expected curriculum level, and 3 (43%)are operating within their expected curriculum level.
- 10/23 (43%) Year 5 students have made accelerated progress in strand maths of 3 sublevels or more in 2019 (. This includes 4 males, and 2 maori students. Of the 4 of the 10 (40%) students are operating above their expected curriculum level, 5/10 (50%) students are operating within their expected curriculum level and 1 student (10%) has had accelerated progress, and is operating below their expected curriculum level in strand maths.

#### **Year 7 & 8 Students:**

- Number Results:

- 2/17 (12%) Year 7 students have made accelerated progress in number and algebra of 3 sublevels or more in 2019(2 Males ( 1 x Maori) -).
- 2/11 (18%) Year 8 students have made accelerated progress in number and algebra of 3 sublevels or more in 2019 (1 Maori female & 1 male -).

Strand Results(Geometry, Measurement, Statistics):

- 5/17 (29%) Year 7 students have made accelerated progress in strand maths of 3 sublevels or more in 2019 3 Males ( 2 x Maori) - () and 2 Females (). These students are all operating above their expected curriculum level, with 3 of them moving from their expected curriculum level to operating above their expected curriculum level in 2019.
- 1/11 Year 8 students (female) have made accelerated progress in strand maths of 3 sublevels or more in 2019 (). She is now operating above her expected curriculum level, moving from her expected level over 2019.

## **Reasons for Variance**

### ***(Why did it happen)?***

- 1/20 (5%) target students for maths moved from Korakonui School with 2019
- We gained 22 new students from the 1st June to year end. 4/9 (44 %) are below their expected curriculum level in Number/Algebra. If we removed the 9 new students that have been included in our end of year data we would have 104/141 (74%) students at or above in Number and Algebra. This is our first year of comparative data - utilising standardised tools. We have developed a greater accuracy with our data in the three areas of mathematics.
- Of the 22 new students from the 1st June to year end - 4/8 (50%) are below their expected curriculum level in Geometry/Measurement. If we removed the 8 new students that have been included in our end of year data we would have 112/141 (80%) students at or above in Geometry and Measurement. We achieved 80 % of students achieving at or above in these strand areas.
- Of the 22 new students from the 1st June to year end - 5/8 (63%) are below their expected curriculum level in Statistics If we removed the 8 new students that have been included in our end of year data we would have 105/140 (75%) students at or above in Statistics.
- When we look at our data without the students that have been at Korakonui School for less than 6 months, and the students that have identified learning needs (diagnosed and undiagnosed due to being unable to access support services - as identified above) we have 103//126 (82%) of students achieving at or above their expected curriculum level in Number and Algebra.
- When we look at our data without the students that have been at Korakonui School for less than 6 months, and the students that have identified learning needs (diagnosed and undiagnosed due to being unable to access support services - as identified above) we have 111//128 (87%) of students achieving at or above their expected curriculum level in Geometry and Measurement.
- When we look at our data without the students that have been at Korakonui School for less than 6 months, and the students that have identified learning needs (diagnosed and undiagnosed due to being unable to access support services - as identified above) we have 103//128 (80%) of students achieving at or above their expected curriculum level in Statistics.



- As we have just completed our first year of having comparable data - we have seen an improvement in the information that we have gathered to inform our learning programmes, and teachers are developing their ability to structure learning to cater to student needs. There is a greater sense of accountability for balance within the strand areas, and we are ensuring that students are exposed to a wider variety of mathematical learning.
- 6 applications went in for Level 1 funding and we received 0 funding. Included in data are two orrs funded students, and Senco has broken down our learning support students within the data. Where students have been quoted as being undiagnosed there are two explanations - some students have not been diagnosed due to being unable to access support to do the formal diagnosis that are required. In other cases a diagnosis is not in place because we have respected whanau's decisions... evidence has been collated however we have been unable to proceed any further.

## Evaluation

### Same/Different?

- Continue with quality assessment practices - unpacking of explicit student needs, and programme design needs to be sustained and further developed. Professional learning has occurred with staff around use of data, and designing learning programmes based on more explicit knowledge of learners. Learning from this was tracked in teacher's inquiries including analysis of student achievement and shifts in practice. This has been a big growth area, and has been credited by staff as being effective for their knowledge of their learners, there remains work to do to continue growth and ensure that this knowledge is utilised effectively in learning programme design.
- Continue with inquiry process - teachers have developed their skills in examining their own practice, and collaboratively problem solving for target students. The concept of twice yearly 'blameless autopsy' and collaborative sensemaking sessions, prioritising actions and regular reviews have been successful - and needs to be given time to be embedded into practice. Staff have worked collaboratively across the school, as a way to capture what has worked with the aim of developing strengths based practice, and building teacher capability. This has been extremely effective as it links directly to student achievement of target learners, all learners and shifts in practice is analysed and recorded. This system needs to be continued to ensure it is embedded and sustained - while it has been a lot of work teacher's have voiced that they have valued the process, and can see the benefit for themselves professionally and their learners.
- 2020 will be focused on programme design - inclusive of bringing together aspects of 2019 professional learning, and further developing the strengths within staff expertise.

### What impact is there on current and ongoing teaching practice as a result of the actions taken and the results?

- Teachers are developing their use of a range of teaching tools within Maths based on international research in this area - 3 acts, Number talks, Mindset Maths, and utilising work by Professor Jo Boaler from Stamford University, and her Youcubed site. This is an area that we have trialled throughout the school in 2019. We will further build teacher capability in this area, and support this through professional learning - mainly based on within school expertise.
- An emphasis on exposure to strand maths is having an impact on student data, and teacher's are developing their capabilities in these areas.
- 2020 professional learning will include pre-observation discussions, formal observations sessions with the senior leadership team, and feedback sessions with next steps for teacher development agreed upon. There will also be staff meetings, and team sessions with focus areas at team level.

### Identified ongoing teacher or student needs?

- Build teacher capability in the areas of unpacking assessment data, and using assessment data effectively for learning programme design that engages and extends learners.
- Effective data gathering at the Year 3/4 level - there is a gap between JAM and Asttle. We have trialled utilising the AWS assessments in 2019, and we need to refine our use, and effectively collate information on our student database.
- Our students need to have exposure to mathematical learning within a balanced programme, and this will continue to be a focus for 2020

## SCHOOL STRENGTHS IN MATHEMATICS

### Number and Algebra:

- 55/74 74% of males are achieving at or above - 54/76 71% females - no gender disparity
- 29/38 76 % Maori 78/109 NZ European 71% - no ethnicity disparity

- 29/149 (19%) of all students are operating above their expected curriculum level

#### **Geometry and Measurement:**

- 60/74 (81%) of females are at or above in Geometry and measurement. 56/74 males (76 %)
- 32/37 (86%) of Maori students are achieving at or above their expected curriculum level
- 28/148 (19) % of all students are achieving above their expected curriculum level

#### **Statistics:**

- 24/147 (16%) of all students are above their expected curriculum level in statistics
- 55/74 (74%) of females are at or above, 53/73 (73%) males - no gender disparity
- 32/36 (89%) of our maori students are achieving at or above their expected curriculum level in statistics. Our maori students are outperforming our NZ european students 64/108 (69%)

### **AREAS FOR IMPROVEMENT IN MATHEMATICS**

2020 Year 6 students - there is a group of 5 students () that we will be tracking and monitoring.  
This is based on 2019 Year 5s 15/24 (63%) of students are achieving at or above their expected curriculum level

2020 Year 7 students - there is a group of 4 students () that we will be tracking and monitoring.  
This is based on 2019 Year 6s 17/24 (71%) of students are achieving at or above their expected curriculum level

2020 Year 8 students - there is a group of 5 students () that we will be tracking and monitoring.  
This is based on 2019 Year 7s 8/11 (73%) of students are achieving at or above their expected curriculum level

### **BASIS FOR IDENTIFYING AREAS OF IMPROVEMENT IN MATHEMATICS**

- Teachers have tracked student's progress and achievement in maths throughout the year using school tracking systems. Much dialogue has taken place at both team and whole staff meetings around teaching practice and programmes in relation to the achievement of all students but with particular emphasis on those at risk of not achieving or making progress. OTJs based on all relevant assessment data and knowledge of learners confirm the areas of improvement needed in mathematics.
- A review has begun in relation to effectiveness of current programmes and we have begun tracking progress and acceleration of target and priority learners, and any deceleration across the school.
- Through the implementation of a wider variety of assessment tools we have also identified specific gaps as our learners transition from Level 1 into Level 2 of the curriculum. This information instigated the trial of assessment tools at Years 1 & 2 and at Years 3 & 4, which we will aim to make a standard whole school approach together with personalised learning programmes.
- 2019 is the first year we planned programmes based on true baseline data in strand. The different areas of maths (number, geometry, measurement and statistics) are reported on separately. AWS multileveled strand testing was trialed with Years 1-2 and with Years 3 & 4 students in order to gain more in-depth strand data. This was successful and will be refined in 2020 in order to capture strand data for students who do not do Asttle, therefore do not have adequate strand data to develop learning programmes from. This will be used to inform the design of classroom programmes in order to meet the needs of their students in strand.

## PLANNED ACTIONS FOR LIFTING ACHIEVEMENT IN MATHEMATICS IN 2020

**Senior Leadership Team** holds responsibility for development of Mathematics through our annual achievement plan for 2020 - specific target groups of students are identified, and deliberate actions planned. Professional development to support teacher capability will be in planned, and in place. Resourcing and effectiveness of interventions in maths will be reviewed within the teaching team, and responsibility for cohesiveness across the school will be included in 2020 Mathematics annual plan. All staff will be involved in a collaborative inquiry process with the aim to improve mathematical achievement at Korakonui School.

### **Responsibilities include:**

- Development of a maths foundation skills programme in our junior school, based on developmental stages.
- Leaders will hold regular professional learning meetings focusing on engaging students in Mathematical learning, providing relevant contexts, how to move beyond operations as the focus and link to real world situations.
- Consideration will be given to raising student engagement, student agency and increased opportunities for integration across the curriculum.
- Review of Maths Implementation Plan and associated documents.

### **Across the school we are all responsible for:**

- Data analysis in teams, identified areas of concern to inform needs in relation to personalised learning programmes.
- The development of student agency within mathematics and the use assessment data with students, so learners develop an awareness and next steps learning will be developed as standard practice within Korakonui maths programmes.
- Inclusiveness in action: Targeted students continue to have access to the necessary aids (devices and where applicable reader writers and teacher aides) to enable them to access learning and assessment tools. Teachers will work with Senco or Maths leader to personalise programmes where necessary, identifying and removing barriers to learning.

### **2020 Planned Actions:**

- Student Engagement needs to be a big consideration in learning programme design - more engaging programmes for all students - play based learning for younger students encourages maths development, and also develops all of the Korakonui Competencies.
- All staff to do online learning courses with Jo Boaler through Stanford University (x2) with aim to strengthen knowledge around the teaching of Maths. This will focus on the need for programmes to be taught in visual, creative, open and conceptual ways that align with the neuroscience.
- Nat will provide professional learning for all staff in 2020 - including learning assistants. The focus for this will be based around designing a balanced programme. Approaches such as 3 Acts, Mindset Mathematical tasks (Jo Boaler) and Number Talks will be core strategies used in maths learning.
- Use of assessment data - time for staff to work with leadership team around using data to inform programmes within responsive learning environments/curriculum. 2019 has seen wider and more accurate information about learners in mathematics gathered through strengthening assessment and evaluation processes, our next focus area is increasing the knowledge base of staff around effective use of information, implementing responsive learning programmes, and strengthening the learning cycle.
- Learning environments are set up as a resource for students in order to access practise material. Learning zones will be incorporated in learning spaces. These could be guided by a teacher, learning assistant or other students. The environment will provide opportunities for practising a concept or skill (for mastery), performing (checking for attainment of learning).
- Student Engagement needs to be a big consideration in learning programme design. Project based learning has greater retention of learning as it is the applications (the doing) of learning, and causes learning. Student have a need to learn something to complete a project - therefore the motivation is intrinsic. These concepts are collaborative by nature, and therefore provide for a more culturally responsive curriculum also.
- Curriculum Implementation Plan review - Learning is most effective when students can link it to their own prior experiences or see the worth of the new learning - not learning 'subjects' in isolation. Professional learning is needed and can be covered internally, and by continuing to grow our school's leaders in this area. A focus for staff will be on looking for opportunities for curriculum integration in order to better connect mathematical learning with the real world.
- All students will be tracked in terms of whether they have gone up, gone down or held their level of achievement/learning throughout the year in number and strand. A system will be created in order to track students who do not get Asttled and these students will be tested using both JAM and AWS multileveled testing.

**Raising Maori Student Achievement:**

Maori student achievement leader works with leadership team, learning teams and Maori student achievement data analysed and programmes designed to include deliberate acts of teaching based on needs of all maori students

Maori student achievement leader works with leadership team, learning teams and attends whanau hui, and will work with students and whanau to collect, share and communication in the area of maori student engagement and achievement within reading. 2020 specifically has the focus on ensuring that we are utilising the information we gained during 2019 through collecting the voice of stakeholders, to ensure that we have shared understandings of what "success for maori as maori" means in our community, and the impact of this on learning programmes.

- Maori student achievement data analysed and programmes designed to include deliberate acts of teaching based on needs of all maori students
- Targeted students identified and tracked over time
- Developing student agency of Maori learners - what does student agency look like for a Maori learner? Maori lead teacher will work collaboratively with teachers to ensure that our practices are culturally responsive.
- Coordination of gathering student, whanau and staff insights which is utilised within learning programmes.

**Geometry & Measurement End of Year Data: Comparison Over Time**

Counts	Mid 2017	End 2017	Mid 2018	End 2018	Mid 2019	End 2019
Well Below Expectation	()	()	1 ()	()	1 ()	3 (1)
Below Expectation	()	()	22 (14)	15 (5)	25 (13)	30 (10)
At Expectation	2 (2)	2 (2)	81 (48)	83 (51)	99 (60)	88 (55)
Above Expectation	()	()	8 (4)	19 (10)	15 (9)	28 (16)
Total At or Above			89 out of 112 (52 out of 66)	102 out of 117 (61 out of 66)	114 out of 140 (69 out of 82)	116 out of 149 (71 out of 82)
Percentage At or Above	% (%)	% (%)	79% (79%)	87% (92%)	81% (84%)	78% (87%)

Counts	Mid 2017	End 2017	Mid 2018	End 2018	Mid 2019	End 2019
Well Below Expectation			1		1	3
Below Expectation			22	15	25	30
At Expectation	2	2	81	83	99	88
Above Expectation			8	19	15	28
Total At or Above			89	102	114	116
Percentage At or Above	%	%	79%	87%	81%	78%
Percentage At or Above who started at this school	%	%	79%	92%	84%	87%

## Geometry & Measurement End of Year Data: All Students★

OTJ	Mid Year 1	End of Year 1	End of Year 2	End of Year 3	End of Year 4	End of Year 5	End of Year 6	End of Year 7	End of Year 8	Totals
Above		4 (21.05%)			5 (21.74%)	4 (17.39%)	5 (20.83%)	7 (41.18%)	3 (27.27%)	28
At		15 (78.95%)	14 (100.00%)	10 (55.56%)	12 (52.17%)	14 (60.87%)	13 (54.17%)	5 (29.41%)	5 (45.45%)	88
Below				8 (44.44%)	6 (26.09%)	5 (21.74%)	6 (25.00%)	4 (23.53%)	1 (9.09%)	30
Well Below								1 (5.88%)	2 (18.18%)	3
<b>Totals</b>	<b>0</b>	<b>19</b>	<b>14</b>	<b>18</b>	<b>23</b>	<b>23</b>	<b>24</b>	<b>17</b>	<b>11</b>	<b>149</b>

NB: Our data also includes all students who we have identified as either having a diagnosis of a learning concern (13/17) or an undiagnosed learning concern (number of indicators but no formal assessment) (4/17).

Of these 17 students there are (13/17) currently below (3/17) well below and (1/17) at.

1 x yr 1 male ( - RTLB)

1 x yr 2 female ( - undiagnosed),

4 x yr 3 male ( - 1 x undiagnosed, 2 x diagnosed speech, 1 x diagnosed - ORRS),

1 x yr 4 female ( - diagnosed),

1 x yr 4 male ( - diagnosed),

1 x yr 5 female ( - diagnosed),

2 x yr 5 male ( - diagnosed & diagnosed),

1 x yr 6 male ( - 1 x RTLB as Level 1 learner),

1 x yr 6 female ( - diagnosed & RTLB Level 1 learner),

2 x yr 7 male ( - undiagnosed),

1 x yr 8 males ( - diagnosed)

1 x yr 8 female ( - diagnosed)

**This is our first year of comparative data - utilising standardised tools. We have developed a greater accuracy with our data.**

### Geometry & Measurement End of Year Data: Male★

OTJ	Mid Year 1	End of Year 1	End of Year 2	End of Year 3	End of Year 4	End of Year 5	End of Year 6	End of Year 7	End of Year 8	Totals
Above		2 (22.22%)				1 (8.33%)	1 (7.14%)	5 (55.56%)	1 (20.00%)	10
At		7 (77.78%)	8 (100.00%)	5 (50.00%)	5 (71.43%)	8 (66.67%)	9 (64.29%)	2 (22.22%)	2 (40.00%)	46
Below				5 (50.00%)	2 (28.57%)	3 (25.00%)	4 (28.57%)	2 (22.22%)	1 (20.00%)	17
Well Below									1 (20.00%)	1
<b>Totals</b>	<b>0</b>	<b>9</b>	<b>8</b>	<b>10</b>	<b>7</b>	<b>12</b>	<b>14</b>	<b>9</b>	<b>5</b>	<b>74</b>

### Geometry & Measurement End of Year Data: Female★

OTJ	Mid Year 1	End of Year 1	End of Year 2	End of Year 3	End of Year 4	End of Year 5	End of Year 6	End of Year 7	End of Year 8	Totals
Above		2 (20.00%)			5 (31.25%)	3 (27.27%)	4 (40.00%)	2 (25.00%)	2 (33.33%)	18
At		8 (80.00%)	6 (100.00%)	5 (62.50%)	7 (43.75%)	6 (54.55%)	4 (40.00%)	3 (37.50%)	3 (50.00%)	42
Below				3 (37.50%)	4 (25.00%)	2 (18.18%)	2 (20.00%)	2 (25.00%)		13
Well Below								1 (12.50%)	1 (16.67%)	2
<b>Totals</b>	<b>0</b>	<b>10</b>	<b>6</b>	<b>8</b>	<b>16</b>	<b>11</b>	<b>10</b>	<b>8</b>	<b>6</b>	<b>75</b>



### Geometry & Measurement End of Year Data: NZ Maori in this group★

OTJ	Mid Year 1	End of Year 1	End of Year 2	End of Year 3	End of Year 4	End of Year 5	End of Year 6	End of Year 7	End of Year 8	Totals
Above					2 (40.00%)	1 (16.67%)		3 (60.00%)	1 (33.33%)	7
At		2 (100.00%)	4 (100.00%)	5 (62.50%)	3 (60.00%)	3 (50.00%)	4 (100.00%)	2 (40.00%)	2 (66.67%)	25
Below				3 (37.50%)		2 (33.33%)				5
Well Below										0
<b>Totals</b>	<b>0</b>	<b>2</b>	<b>4</b>	<b>8</b>	<b>5</b>	<b>6</b>	<b>4</b>	<b>5</b>	<b>3</b>	<b>37</b>

### Geometry & Measurement End of Year Data: NZ European in this group★

OTJ	Mid Year 1	End of Year 1	End of Year 2	End of Year 3	End of Year 4	End of Year 5	End of Year 6	End of Year 7	End of Year 8	Totals
Above		4 (23.53%)			3 (16.67%)	3 (18.75%)	5 (25.00%)	4 (33.33%)	2 (25.00%)	21
At		13 (76.47%)	9 (100.00%)	5 (55.56%)	9 (50.00%)	10 (62.50%)	9 (45.00%)	3 (25.00%)	3 (37.50%)	61
Below				4 (44.44%)	6 (33.33%)	3 (18.75%)	6 (30.00%)	4 (33.33%)	1 (12.50%)	24
Well Below								1 (8.33%)	2 (25.00%)	3
<b>Totals</b>	<b>0</b>	<b>17</b>	<b>9</b>	<b>9</b>	<b>18</b>	<b>16</b>	<b>20</b>	<b>12</b>	<b>8</b>	<b>109</b>



### Geometry & Measurement End of Year Data: Asian students in this group

OTJ	Mid Year 1	End of Year 1	End of Year 2	End of Year 3	End of Year 4	End of Year 5	End of Year 6	End of Year 7	End of Year 8	Totals
Above										0
At										0
Below				1 (100.00%)						1
Well Below										0
Totals	0	0	0	1	0	0	0	0	0	1

### Geometry & Measurement End of Year Data: Middle Eastern, Latin American, African students in this group

OTJ	Mid Year 1	End of Year 1	End of Year 2	End of Year 3	End of Year 4	End of Year 5	End of Year 6	End of Year 7	End of Year 8	Totals
Above										0
At			1 (100.00%)			1 (100.00%)				2
Below										0
Well Below										0
Totals	0	0	1	0	0	1	0	0	0	2

★ (17 students not included - due to time in school or lack of assessment data)

## Statistics End of Year Data: Comparison Over Time

Counts	Mid 2017	End 2017	Mid 2018	End 2018	Mid 2019	End 2019
Well Below Expectation	()	()	2 ()	()	2 ()	6 (2)
Below Expectation	()	()	17 (11)	32 (16)	46 (21)	34 (16)
At Expectation	2 (2)	2 (2)	56 (32)	67 (41)	80 (54)	84 (49)
Above Expectation	()	()	16 (8)	18 (9)	12 (6)	24 (15)
Total At or Above			72 out of 91 (40 out of 51)	85 out of 117 (50 out of 66)	92 out of 140 (60 out of 81)	108 out of 148 (64 out of 82)
Percentage At or Above	% (%)	% (%)	79% (78%)	73% (76%)	66% (74%)	73% (78%)

Counts	Mid 2017	End 2017	Mid 2018	End 2018	Mid 2019	End 2019
Well Below Expectation			2		2	6
Below Expectation			17	32	46	34
At Expectation	2	2	56	67	80	84
Above Expectation			16	18	12	24
Total At or Above			72	85	92	108
Percentage At or Above	%	%	79%	73%	66%	73%
Percentage At or Above who started at this school	%	%	78%	76%	74%	78%

## Statistics End of Year Data: All Students★

OTJ	Mid Year 1	End of Year 1	End of Year 2	End of Year 3	End of Year 4	End of Year 5	End of Year 6	End of Year 7	End of Year 8	Totals
Above		5 (26.32%)			4 (17.39%)	4 (17.39%)	4 (16.67%)	5 (29.41%)	2 (18.18%)	24
At		14 (73.68%)	14 (100.00%)	8 (47.06%)	13 (56.52%)	12 (52.17%)	12 (50.00%)	5 (29.41%)	6 (54.55%)	84
Below				9 (52.94%)	5 (21.74%)	7 (30.43%)	6 (25.00%)	6 (35.29%)	1 (9.09%)	34
Well Below					1 (4.35%)		2 (8.33%)	1 (5.88%)	2 (18.18%)	6
<b>Totals</b>	<b>0</b>	<b>19</b>	<b>14</b>	<b>17</b>	<b>23</b>	<b>23</b>	<b>24</b>	<b>17</b>	<b>11</b>	<b>148</b>

NB: Our data also includes all students who we have identified as either having a diagnosis of a learning concern (13/17) or an undiagnosed learning concern (number of indicators but no formal assessment) (4/17).

Of these 17 students there are (13/17) currently below (3/17) well below and (1/17) at.

1 x yr 1 male ( - RTLB)

1 x yr 2 female ( - undiagnosed),

4 x yr 3 male ( - 1 x undiagnosed, 2 x diagnosed speech, 1 x diagnosed - ORRS),

1 x yr 4 male ( - diagnosed),

1 x yr 4 female ( - diagnosed),

2 x yr 5 male ( - diagnosed & diagnosed),

1 x yr 5 female ( - diagnosed),

1 x yr 6 female ( - diagnosed & RTLB Level 1 learner),

1 x yr 6 male ( - 1 x RTLB as Level 1 learner),

2 x yr 7 male ( - undiagnosed),

1 x yr 8 female ( - diagnosed)

1 x yr 8 males ( - diagnosed)

**This is our first year of comparative data - utilising standardised tools. We have developed a greater accuracy with our data.**

## Statistics End of Year Data: Male★

OTJ	Mid Year 1	End of Year 1	End of Year 2	End of Year 3	End of Year 4	End of Year 5	End of Year 6	End of Year 7	End of Year 8	Totals
Above		2 (22.22%)				1 (8.33%)	1 (7.14%)	3 (33.33%)		7
At		7 (77.78%)	8 (100.00%)	5 (55.56%)	5 (71.43%)	8 (66.67%)	8 (57.14%)	2 (22.22%)	3 (60.00%)	46
Below				4 (44.44%)	2 (28.57%)	3 (25.00%)	4 (28.57%)	4 (44.44%)	1 (20.00%)	18
Well Below							1 (7.14%)		1 (20.00%)	2
<b>Totals</b>	<b>0</b>	<b>9</b>	<b>8</b>	<b>9</b>	<b>7</b>	<b>12</b>	<b>14</b>	<b>9</b>	<b>5</b>	<b>73</b>

## Statistics End of Year Data: Female★

OTJ	Mid Year 1	End of Year 1	End of Year 2	End of Year 3	End of Year 4	End of Year 5	End of Year 6	End of Year 7	End of Year 8	Totals
Above		3 (30.00%)			4 (25.00%)	3 (27.27%)	3 (30.00%)	2 (25.00%)	2 (33.33%)	17
At		7 (70.00%)	6 (100.00%)	3 (37.50%)	8 (50.00%)	4 (36.36%)	4 (40.00%)	3 (37.50%)	3 (50.00%)	38
Below				5 (62.50%)	3 (18.75%)	4 (36.36%)	2 (20.00%)	2 (25.00%)		16
Well Below					1 (6.25%)		1 (10.00%)	1 (12.50%)	1 (16.67%)	4
<b>Totals</b>	<b>0</b>	<b>10</b>	<b>6</b>	<b>8</b>	<b>16</b>	<b>11</b>	<b>10</b>	<b>8</b>	<b>6</b>	<b>75</b>

### Statistics End of Year Data: NZ Maori in this group★

OTJ	Mid Year 1	End of Year 1	End of Year 2	End of Year 3	End of Year 4	End of Year 5	End of Year 6	End of Year 7	End of Year 8	Totals
Above					1 (20.00%)	1 (16.67%)		2 (40.00%)		4
At		2 (100.00%)	4 (100.00%)	4 (57.14%)	4 (80.00%)	4 (66.67%)	4 (100.00%)	3 (60.00%)	3 (100.00%)	28
Below				3 (42.86%)		1 (16.67%)				4
Well Below										0
<b>Totals</b>	<b>0</b>	<b>2</b>	<b>4</b>	<b>7</b>	<b>5</b>	<b>6</b>	<b>4</b>	<b>5</b>	<b>3</b>	<b>36</b>

### Statistics End of Year Data: NZ European in this group★

OTJ	Mid Year 1	End of Year 1	End of Year 2	End of Year 3	End of Year 4	End of Year 5	End of Year 6	End of Year 7	End of Year 8	Totals
Above		5 (29.41%)			3 (16.67%)	3 (18.75%)	4 (20.00%)	3 (25.00%)	2 (25.00%)	20
At		12 (70.59%)	9 (100.00%)	4 (44.44%)	9 (50.00%)	7 (43.75%)	8 (40.00%)	2 (16.67%)	3 (37.50%)	54
Below				5 (55.56%)	5 (27.78%)	6 (37.50%)	6 (30.00%)	6 (50.00%)	1 (12.50%)	29
Well Below					1 (5.56%)		2 (10.00%)	1 (8.33%)	2 (25.00%)	6
<b>Totals</b>	<b>0</b>	<b>17</b>	<b>9</b>	<b>9</b>	<b>18</b>	<b>16</b>	<b>20</b>	<b>12</b>	<b>8</b>	<b>109</b>

### Statistics End of Year Data: Asian students in this group

OTJ	Mid Year 1	End of Year 1	End of Year 2	End of Year 3	End of Year 4	End of Year 5	End of Year 6	End of Year 7	End of Year 8	Totals
Above										0
At										0
Below				1 (100.00%)						1
Well Below										0
<b>Totals</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>

### Statistics End of Year Data: Middle Eastern, Latin American, African students in this group

OTJ	Mid Year 1	End of Year 1	End of Year 2	End of Year 3	End of Year 4	End of Year 5	End of Year 6	End of Year 7	End of Year 8	Totals
Above										0
At			1 (100.00%)			1 (100.00%)				2
Below										0
Well Below										0
<b>Totals</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>

★ (18 students not included - due to time in school or lack of assessment data in this area)

**Kiwisport Funding**

In 2019 we received \$2334.71 for Kiwisport. These funds were spent on: A swimming teacher for 5 weeks, funding of general sports equipment and entry to the Otorohanga pools for Year 1-8 swimming and water safety lessons.