

## Year One Mid Year report

As many of our students in Year 1 have only had 6 months at school they are all working at Early Level 1 of the New Zealand Curriculum.

When children start at school within the first month the Record of Oral Language is administered. This test provides information as to the child's oral language development as well as their ability to handle grammatical structures.

This test alerts teachers to the needs of their students as oral language underpins all literacy learning.

The scoring of this test is out of 42, with any child scoring 19 or less as "at risk" in terms of learning.

Early intervention programmes such as Kids Zone as well as extra support language support for our ESOL students are ways in which we are catering for these needs, as well as a big focus on oral language in the classroom setting.

66 students were tested on the Record of Oral Language in their 1<sup>st</sup> year at school.

41/66 or 62 % scored 19 or below so are "at risk" in terms of Literacy Learning.

10/41 or 24% have attendance issues (one child has health issues and has regular hospital stays)

17/41 or 41% attend the Kids Zone programme.

13/41 or 32% are ESOL.

10/41 or 24% are Maori.

21/41 or 51% are boys

20/41 or 49% are girls

There are 9 students who we do not have ROL scores for as they arrived at Katikati school later in their 1<sup>st</sup> year. 3 (33%) of these students are attending Kids Zone to support their learning.

At the end of the year when looking at Year 1 data it will be interesting to see how many of these students have progressed to Level 1 of the Curriculum.

## Analysis of Data for Years 2&3 Mid 2018

### Curriculum Levels and Years

Now that the National Standards have been abolished, instead of reporting against the National Standards, we are reporting against curriculum levels. The diagram below is taken from the New Zealand Curriculum document. It shows how the curriculum levels typically relate to years at school. For example children may be working within Level One in Years 1, 2, 3 and sometimes Year 4. You can see that children usually take between two and three years to work through each level of the curriculum. Many students do not, however fit this pattern including those with special learning needs or those who come from non-English speaking backgrounds.



As there is such a wide span of typical achievement, as a school we have set ourselves the following targets:-

Year Level	Where we would ideally like students in each year group to be by the end of the year
1	Working within Level 1
2	Completed Level 1
3	Working within Level 2
4	Completed Level 2
5	Working within Level 3
6	Completed Level 3

The achievement levels shown in this report are based upon the New Zealand Curriculum levels at the middle of the school year. Teachers are being asked to assess the children using on-going observations in the classroom as well as information gathered from standardised tests. As we are only half way through the year, some children may be working towards their expected curriculum level but will be at this level by the end of the year.

## **Analysis of Data for Years 2-3 Mid 2018**

The achievement levels shown in this report are based upon national curriculum levels for all those students in Years 2 and 3. Ideally :-

- At the end of Year 2 a child should be working at Level 1 of the curriculum
- At the end of Year 3 a child should be working at early level 2 of the curriculum

The teachers use their knowledge of the student's work in the classroom, combined with standardised tests to determine whether the students are making the required progress. The tests that have been used to provide valuable information to teachers have been:-

For Reading – Probe/Running Records.

For Writing – e-asTTle

For Maths – PAT and Gloss

Our students who receive funding for having English as a Second Language(ESOL) are included in this report and will be classed as below or well below their curriculum level. Teachers have used the English Language Learning Progressions (ELLPS) to make their decisions as to which level in the curriculum these students are working at. We recognise that for some of these students the process of learning English takes time and they can be on the ELLPS for a maximum of three years.

### **New enrolments in each year group in 2018 who are included in this data.**

6 students in Y2 (9 % of the total cohort)

7 students in Y3 (7% of the total cohort)

### **Abbreviations used in this report**

**ALiM**- Accelerated learning in Mathematics

**ESOL** – English as a Second Language

**RTLb** – Resource Teacher of Learning and Behaviour

**RTLIT** – Resource Teacher of Literacy

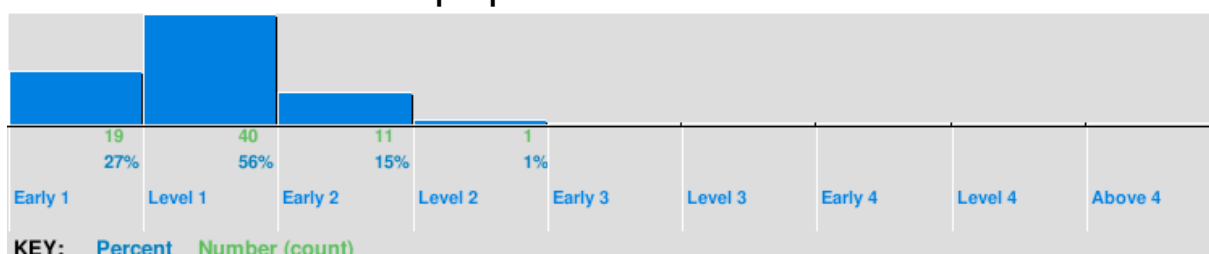
## Year 2

### Reading Overview

The following chart shows how the students in Year 2 are achieving against the different levels of the Reading curriculum mid-way through the year.

Reading	Early 1	Level 1	Early 2	Level 2
<b>Y2 Total Pupils (71)</b>	27% (19)	56% (40)	15% (11)	1% (1)

### Total pupils at each level



72% of students in Year 2 are currently at Level 1 of the curriculum or above. Some of the students working at Early Level 1 will also be at the end of Level 1 by the end of the year. Out of the 19 students who are working within Early Level 1 of the curriculum, 16 have been carefully tracked by senior management as well as their teachers and 3 are new enrolments. 2 of those 3 who are new enrolments were in the Reading Recovery programme at their past schools so have automatically gone into the Reading Recovery programme here. 8 of them have issues with their attendance which means they are not engaged in daily reading allowing them to practise the skills and strategies that are taught in a Junior classroom. 4 of them have English as a Second Language (ESOL). 3 of these children have high learning needs and have Teacher Aide assistance. 6 of these children are either in Reading Recovery or have been discontinued so are still “at risk” in terms of Reading and Writing.

*It is very pleasing to see that our Charter Goal which was to raise the achievement levels to 70% of students reading at or above their chronological age at the end of Year 2 compared to 62% on their 1st anniversary has already been met so it will be interesting to see by the end of the year what the percentage is.*

### Gender Comparisons

Y2 Reading	Early 1	Level 1	Early 2	Level 2
<b>Females (37)</b>	30% (11)	54% (20)	16% (6)	

<b>Males (34)</b>	24% (8)	59% (20)	15% (5)	3% (1)
<b>Total (71)</b>	27% (19)	56% (40)	15% (11)	1% (1)

In Reading 70% of girls are working at the correct Curriculum level at mid year, compared to 77% of boys. Both boys and girls have 6 students working within Level 2.

## Ethnicity Comparisons

The following table shows a breakdown for each ethnicity and the number of students at each curriculum level.

<b>Y2 Reading</b>	<b>Early 1</b>	<b>Level 1</b>	<b>Early 2</b>	<b>Level 2</b>
<b>Maori (17)</b>	59% (10)	41% (7)		
<b>NZ Euro (38)</b>	13% (5)	55% (21)	30% (11)	2% (1)
<b>Other (16)</b>	25% (4)	75% (12)		
<b>Total pupils 71</b>	27% (19)	56% (40)	15% (11)	2% (1)

. Out of the students working in Early 1 of the curriculum:-

- 6 of the 10 Maori students have issues with attendance and are being monitored by the Attendance Officer. They are all target or priority students who are closely tracked for Reading progress , with targeted teaching as well. 2 of these students have high learning needs. 4 of them are either in the Reading Recovery programme or have recently been discontinued.
- The 5 NZ European students are all target students in Reading who are being tracked. 2 of these are receiving Reading Recovery.
- 12 of the 19 students have received early intervention in their 1<sup>st</sup> year at school in the Kids Zone programme.

Currently, there are a number of support programmes operating for target students in Year 2 who need it. We have:-

- Volunteer readers who come in to support with reading mileage
- Teacher aide support either in class or in a small group
- An ESOL support programme run by Teacher Aides

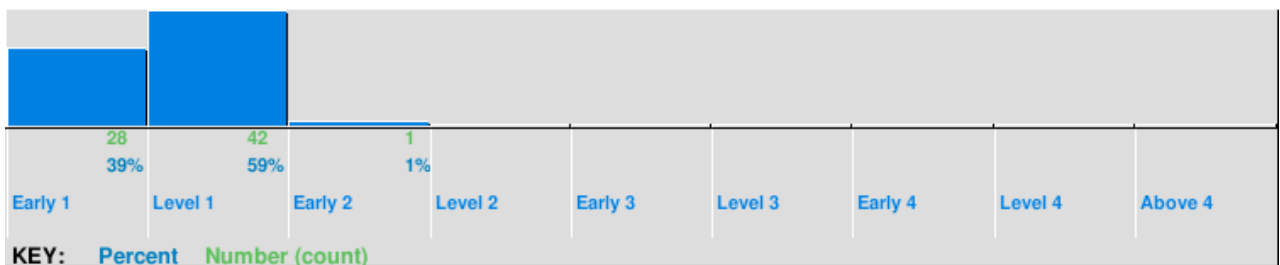
- Kids Zone 2 for Year 2 students (main focus on Writing)
- Reading Recovery

### Writing Overview

The following chart shows how the students in Year 2 are achieving against the different levels of the Writing curriculum mid-way through the year.

<b>Writing</b>	<b>Early 1</b>	<b>Level 1</b>	<b>Early 2</b>	<b>Level 2</b>
<b>Y2 Total Pupils (71)</b>	39% (28)	59% (42)	1% (1)	

### Total pupils at each level



60% of students in Year 2 are working at Level 1 or above of the writing curriculum. Some of the students working in Early 1 will be a strong Level 1 by the end of the year. Teachers will continue to do daily writing grouping according to needs having identified where to next for next term. For many of our students in Year 2 Writing mileage is critical for acceleration of progress. Out of the 28 students who are working at Early Level 1:-

- 18 of them are at Early Level 1 in reading too
- 7 are ESOL
- 3 are new enrolments
- 11 have attendance issues
- 5 are receiving or have received extra support in terms of Reading Recovery which comprises of intensive reading and writing.

- 3 have identified learning disabilities and have extra support with Teacher Aides
- All students who are working at Early Level 1 are on the special needs register.

Those children who will be able to be a strong Level 1 by the end of the year, will be targets for their teachers.

### Gender Comparisons

<b>Y2 Writing</b>	<b>Early 1</b>	<b>Level 1</b>	<b>Early 2</b>	<b>Level 2</b>
<b>Females (37)</b>	30% (11)	68% (25)	3% (1)	
<b>Males (34)</b>	50% (17)	50% (17)		
<b>Total (71)</b>	39% (28)	59% (42)	1% (1)	

The girls have 71 % of students working at Level 1 or above, compared to 50% of boys. In appraisal dialogue with staff some of these boys, as well as the girls, will be at Level 1 by the end of the year. For many of our boys in the early years at school it is the fine motor skills that impact on their writing ability as well as low language. 14 of the 34 boys (41%) when tested in their 1<sup>st</sup> 6 weeks at school using the Record of Oral Language scored less than 19 which means they are “at risk” in terms of literacy learning which has an impact on their writing. This year there is a programme for Year 2s following on from Kid Zone 1 where children go out for support with writing. There are 6 boys who are working at Early Level 1 who attend these sessions daily.

### Ethnicity Comparisons

The following table shows a breakdown for each ethnicity and the number of students at each curriculum level.

<b>Y2 Writing</b>	<b>Early 1</b>	<b>Level 1</b>	<b>Early 2</b>	<b>Level 2</b>
<b>Maori (17)</b>	53% (9)	47% (8)		
<b>NZ Euro (38)</b>	26% (10)	71% (27)	3% (1)	
<b>Other (16)</b>	56% (9)	44% (7)		
<b>Total pupils 71</b>	39% (28)	59% (42)	2% (1)	

Out of the students working in Early 1 of the curriculum:-

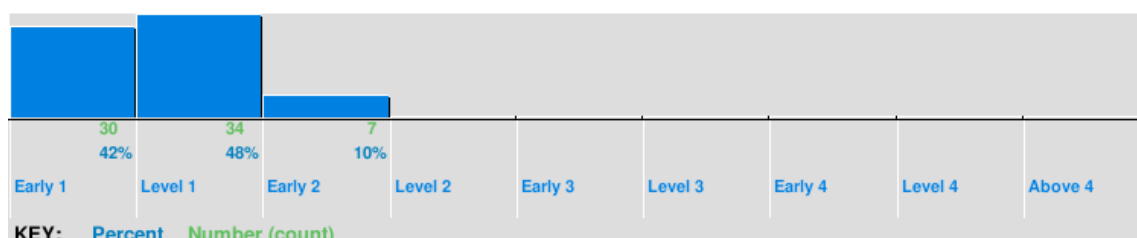
- 7 of the 10 Maori students have issues with attendance and are being monitored by the Attendance Officer. They are all target or priority students who are closely tracked for Writing progress, with targeted teaching as well. 2 of these children have high learning needs. 3 of them are either in the Reading Recovery programme or have recently been discontinued. 6 of the 10 students attend Kids Zone 2 with a focus on writing and also received extra support with Kids Zone 1 in 2017.
- The 10 NZ European students are all target students in Writing, 1 of these is receiving Reading Recovery. 2 are attending Kids Zone 2 and also received extra support with Kids Zone 1 last year.
- 16 of the 28 students (57%) have received early intervention in their 1<sup>st</sup> year at school in the Kids Zone programme.

### Maths Overview

The following chart shows how the students in Year 2 are achieving against the different levels of the Maths curriculum mid-way through the year.

<b>Maths</b>	<b>Early 1</b>	<b>Level 1</b>	<b>Early 2</b>	<b>Level 2</b>
<b>Y2 Total Pupils (71)</b>	42% (30)	48% (34)	10% (7)	

### Total pupils at each level





58% of students in Year 2 are working at Level 1 or above. In Years 2 and 3 staff are aware that there needs to be acceleration of progress and are targeting specific strategies and knowledge gaps, particularly with the those children they know could, with extra support, move to working at Level 1 by the end of the year. In Term 2 Professional Learning will take place in terms of acceleration of Maths for our Year 2 and 3 classes. The facilitator for this is our Maths Unit holder who has knowledge of Maths in the Senior School so knows how important it is for children to be working at their correct level for ongoing success.

### Gender Comparisons

<b>Y2 Maths</b>	<b>Early 1</b>	<b>Level 1</b>	<b>Early 2</b>	<b>Level 2</b>
<b>Females (37)</b>	30% (11)	68% (25)	3% (1)	
<b>Males (34)</b>	50% (17)	50% (17)		
<b>Total (71)</b>	39% (28)	59% (42)	1% (1)	

The girls are out performing the boys in Maths with 71% working at Level 1 or above compared to 50% of the boys.

### Ethnicity Comparisons

The following table shows a breakdown for each ethnicity and the number of students at each curriculum level.

<b>Y2 Maths</b>	<b>Early 1</b>	<b>Level 1</b>	<b>Early 2</b>	<b>Level 2</b>
<b>Maori (17)</b>	53% (9)	47% (8)		
<b>NZ Euro (38)</b>	34% (13)	50% (19)	16% (6)	
<b>Other (16)</b>	50% (8)	44% (7)	6% (1)	
<b>Total pupils 71</b>	42% (30)	48% (34)	10% (7)	

Out of the students who are working at Early 1 of the curriculum:-

- 15 are also at Early 1 of the Reading curriculum so this will impact on their ability to solve problems in Maths too
- 21 scored less than 19 on the Record of Oral Language when starting school so were deemed “at risk” in terms of language. In the Junior School Maths is very language orientated so this will be a major factor with these students.
- 6 are ESOL
- 3 are new enrolments
- 4 have identified high learning needs.
- 19 of these students are currently on the special needs register for learning concerns across the curriculum
- 6 of the 10 who are below in our Maori cohort have attendance issues and are being tracked by our Attendance Officer.

As mentioned before staff are aware of the need to have a major focus on Maths in the Year 2 and 3 area and are looking at ways to meet the needs of their students through problem solving, hands on activities, targeted teaching for strategies, mixed ability grouping, use of IT equipment.

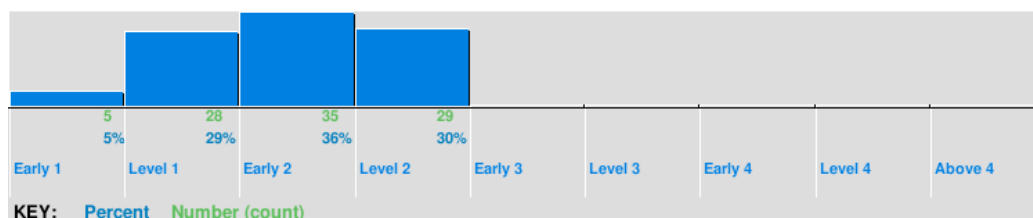
## Year 3

### Reading Overview

The following chart shows how the students in Year 3 are achieving against the different levels of the Reading curriculum mid-way through the year.

<b>Reading</b>	<b>Early 1</b>	<b>Level 1</b>	<b>Early 2</b>	<b>Level 2</b>
<b>Y3 Total Pupils (97)</b>	5% (5)	29% (28)	36% (35)	30% (29)

### Total pupils at each level



66% of students in Year 3 are currently at Early Level 2 of the curriculum or above and a further 29% have potential to get there by the end of the year (working at Level 1). Out of the 33 students who are working at Level 1 or Early Level 1 of the curriculum, 25 have been carefully tracked by senior management as well as their teachers.

## Gender Comparisons

<b>Y3 Reading</b>	<b>Early 1</b>	<b>Level 1</b>	<b>Early 2</b>	<b>Level 2</b>
<b>Females (44)</b>		25% (11)	39% (17)	36% (16)
<b>Males (53)</b>	9% (5)	32% (17)	34% (18)	25% (13)
<b>Total (97)</b>	5% (5)	29% (28)	36% (35)	30% (29)

In Reading 75% of girls are working at the correct Curriculum level at mid year, compared to 59% of boys.

## Ethnicity Comparisons

The following table shows a breakdown for each ethnicity and the number of students at each curriculum level.

<b>Y3 Reading</b>	<b>Early 1</b>	<b>Level 1</b>	<b>Early 2</b>	<b>Level 2</b>
<b>Maori (13)</b>	8% (1)	31% (4)	46% (6)	15% (2)
<b>NZ Euro (60)</b>	5% (3)	21% (13)	37% (22)	37% (22)
<b>Other (24)</b>	4% (1)	46% (11)	29% (7)	21% (5)
<b>Total pupils 97</b>	4% (4)	29% (28)	36% (35)	30% (29)

Out of the students working in Level 1 & Early 1 of the curriculum:-

- The 5 Maori students are target or priority students who are closely tracked for Reading progress, with targeted teaching as well.
- Under other 5 have received Reading Recovery, 8 are involved in the Volunteer Reading Programme providing opportunities for them to practise their reading skills in a supportive environment. All of our ESOL students receive extra support through the ESOL programme. As these students are closely tracked with targeted teaching for reading in class. .
- Of the 16 NZ European students, 13 are target or priority students in Reading who are being tracked. 3 have received Reading Recovery. 4 have less than 90% attendance. 5 are receiving extra support through the Volunteer Reading Programme.

Currently, there are a number of support programmes operating for target students in Year 3 who need it. We have:-

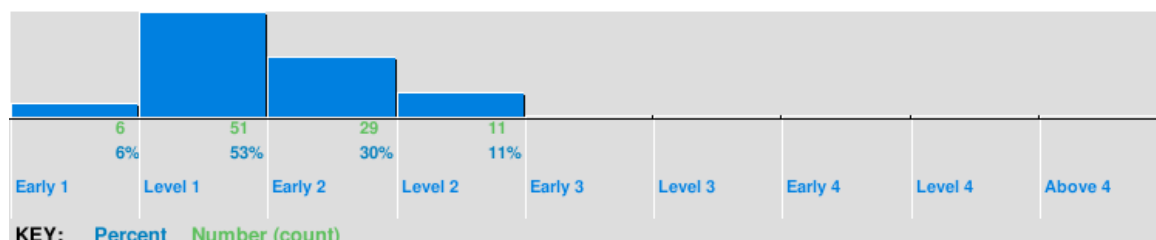
- Volunteer readers who come in to support with reading mileage
- Teacher aide support either in class or in a small group
- An ESOL support programme run by Teacher Aides

### Writing Overview

The following chart shows how the students in Year 3 are achieving against the different levels of the Reading curriculum mid-way through the year.

<b>Writing</b>	<b>Early 1</b>	<b>Level 1</b>	<b>Early 2</b>	<b>Level 2</b>
<b>Y3 Total Pupils (97)</b>	6% (6)	53% (51)	30% (29)	11% (11)

### Total pupils at each level



41% of students in Year 3 are working at Early Level 2 or above of the writing curriculum. Some of the students working in Level 1 will be an Early Level 2 by the end of the year. Teachers will continue to do daily writing grouping according to needs having identified where to next for the next term. This is of great importance for acceleration of progress as well as meeting our school goal which is to **raise the achievement levels to 80% writing at or above early Curriculum Level 2 in Writing at the end of Year 3**, For many of our students in Year 3 Writing mileage is critical for acceleration of progress.

### Gender Comparisons

<b>Y3 Writing</b>	<b>Early 1</b>	<b>Level 1</b>	<b>Early 2</b>	<b>Level 2</b>
<b>Females (44)</b>		43% (19)	43% (19)	14% (6)
<b>Males (53)</b>	11% (6)	60% (32)	19% (10)	9% (5)

<b>Total (97)</b>	6% (6)	53% (51)	30% (29)	11% (11)
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The girls have 57 % of students working at Early 2 or above, compared to 28% of boys. In appraisal dialogue with staff some of these boys as well as the girls will be at Early Level 2 by the end of the year. For many of our boys in the early years at school it is the fine motor skills that impact on their writing ability as well as low language. 22 of the boys in their 1<sup>st</sup> year at Katikati Primary School were at risk when tested on the ROL.

## Ethnicity Comparisons

The following table shows a breakdown for each ethnicity and the number of children at each curriculum level.

<b>Y3 Writing</b>	<b>Early 1</b>	<b>Level 1</b>	<b>Early 2</b>	<b>Level 2</b>
<b>Maori (13)</b>	8% (1)	69% (9)	15% (2)	8% (1)
<b>NZ Euro (60)</b>	5% (3)	48% (29)	30% (18)	17% (10)
<b>Other (24)</b>	8% (2)	54% (13)	38% (9)	
<b>Total pupils 97</b>	4% (6)	51% (50)	30% (29)	15% (11)

All the cohorts have high percentages of students working at Early Level 1 & Level 1 of the curriculum. Out of the children working in these levels of the curriculum:-

- 7 of the 10 Maori students are target or priority students who are closely tracked for Writing progress, with targeted teaching as well.
- Under other 4 students have been in the Reading Recovery programme. All these children are receiving extra support with the ESOL programme as well as targeted teaching in class.
- Of the 32 NZ European students 6 are new this year to our school, 4 have had Reading Recovery which focusses on Reading and Writing.
- Teachers have identified which students they believe could be working in Early Curriculum Level 2 at the end of this year and are focussing on acceleration and ways to hook these kids into Writing.

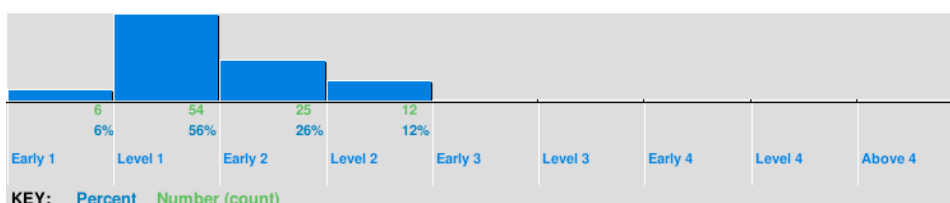
***Finally as we have identified the Year 3 cohort needs targeted teaching in writing the Junior Literacy Leader and another staff member will be running a workshop in the 1<sup>st</sup> week of Term 3 to introduce a variety of ways to accelerate progress. Many of these ideas will be on Google Drive so teachers can access them easily, as well as staff observing lessons where this is taking place.***

## Maths Overview

The following chart shows how the students in Year 3 are achieving against the different levels of the Reading curriculum mid-way through the year.

<b>Maths</b>	<b>Early 1</b>	<b>Level 1</b>	<b>Early 2</b>	<b>Level 2</b>
<b>Y3 Total Pupils (97)</b>	6% (6)	56% (54)	26% (25)	12% (12)

### Total pupils at each level



38% of students in Year 3 are working at Early Level 2 or above. As in the Year 2 cohort with our students in Year 3 staff are aware that there needs to be acceleration of progress and are targeting specific strategies and knowledge gaps, particularly with those children they know could with extra support move to working at Early Level 2 by the end of the year. In Term 2 Professional Learning will take place in terms of acceleration of Maths for our Year 2 and 3 classes. The facilitator for this is our Maths Unit holder who has knowledge of Maths in the Senior School so knows how important it is for children to be working at their correct level for ongoing success.

***Our school target is to raise the achievement levels to 80% working at or above Early Curriculum Level 2 in Maths at the end of Year 3, so it is of great importance we focus on acceleration of progress in this 2<sup>nd</sup> half year.***

### Gender Comparisons

<b>Y3 Maths</b>	<b>Early 1</b>	<b>Level 1</b>	<b>Early 2</b>	<b>Level 2</b>
<b>Females (44)</b>	5% (2)	70% (31)	18% (8)	7% (3)
<b>Males (53)</b>	8% (4)	43% (23)	32% (17)	17% (9)
<b>Total (97)</b>	6% (6)	56% (55)	26% (25)	12% (11)

The boys are out performing the girls in Maths with 49% working at Early Level 2 or above compared to 25% of the girls.

## Ethnicity Comparisons

The following table shows a breakdown for each ethnicity and the number of children at each curriculum level.

<b>Y3 Maths</b>	<b>Early 1</b>	<b>Level 1</b>	<b>Early 2</b>	<b>Level 2</b>
<b>Maori (13)</b>	8% (1)	77% (10)	15% (2)	
<b>NZ Euro (60)</b>	2% (1)	50% (30)	30% (18)	18% (11)
<b>Other (24)</b>	17% (4)	54% (13)	25% (6)	4% (1)
<b>Total pupils 97%</b>	4% (6)	55% (54)	26% (25)	15% (11)

All the cohorts have high percentages of students working at Early Level 1 & Level 1 of the curriculum. Out of the children working in these levels of the curriculum:-

- 10 of the 11 Maori students are target or priority students who are closely tracked for Maths progress, with targeted teaching as well. 5 of these students are on the Special Needs register for learning concerns across the Curriculum. 3 of them are new to our school.
- Of the other 24 students 5 of these students have attendance issues or have had time away overseas so have missed out on schooling while away.
- All our ESOL students are receiving extra support with the ESOL programme as well as targeted teaching in class. As Maths is very language orientated (eg positional language) in the 1<sup>st</sup> 3 years at school this support is critical.
- Of the 31 NZ European students 6 are new this year to our school.

Through appraisal discussions as to where to next for students teachers have identified which students they believe could be working in Early Curriculum Level 2 at the end of this year and are inquiring into practice as to how to support these children to achieve this:

- For those students needing extra support with number knowledge, Teacher Aides will be utilised to work with small groups.
- Ensure links to number knowledge are made when working with groups
- Utilise Jo Bolar ideas in terms of engaging students in Maths
- Mixed ability grouping
- Some of our teachers in the Year 2/3 area are inquiring into practice for their Action Research this year using Jo Bolar ideas, growth mindset techniques, teaching methods and strategies and how this can lead to acceleration
- Using IT equipment, Study Ladder, and Prodigy. Teachers have shared Study Ladder as a good way to develop home- school partnership

- Providing lots of “hands on” activities especially for those students who are still working in the early stages.