

National Standards – Reporting Student Achievement

Report for the Ministry of Education - required by 31 May, 2012

Reporting Student Achievement

From 2012, under NAG2A, schools and kura with learners in years 1-8 that use *The New Zealand Curriculum* to set their teaching and learning programmes need to use school-level National Standards data to report:

- i. School strengths and identified areas for improvement;
- ii. The basis for identifying areas for improvement; and
- iii. Planned actions for lifting achievement.

As well as

- i. the numbers and proportions of students at, above, below or well below the standards, including by Māori, Pasifika and by gender (where this does not breach an individual's privacy); and
- ii. how students are progressing against the standards as well as how they are achieving.

AREAS OF STRENGTH AND AREAS FOR IMPROVEMENT

2011 Reading – National Standards

School At or Above 83%

Male At or Above 80%

Female At or Above 88%

Maori At or Above 77%

Pacific At or Above 75%

Totals of other ethnic groups including Pacific are too small to provide reliable comparison information

Comments – Kapanui has a high overall percentage of students achieving at or above national standard expectations 83% and has improved this percentage by 3.5% from 2010 to 2011. Results indicate that girls score higher than boys.

Information from the student voice surveys Me and My School indicated - 74% of boys agree or strongly agree that they enjoy reading, while 90% girls agree or strongly agree that they enjoy reading. This trend was also evident in other question results indicating girls at Kapanui are more positive about school.

However in comparison to national norms Kapanui boys are more positive, while girls are similar to national norms. While both our boys and girls results are slightly above national norms it is still an area of concern that school is less positive for our boys.

Recommendations to develop boys' interest in reading and positive attitudes to school are included in the 2012 annual plan. Results for Maori are lower than for non Maori this trend is also evident in the percentages of Maori students in targeted groups. Increasing staff and school skill with the teaching of Maori students will be addressed in 2012 through staff development on Ka Hikitia the MOE document on success for Maori. Pacific student numbers are too small for the figures to be useful for any meaningful comparison. (12 students)

Kapanui results at each level exceed the MOE indications. However results also indicate that the percentage of students achieving at the NS or above drops significantly at Y6. This trend is not apparent in Ministry information which indicated the following - after 1 year 50%, at the end of Y4 60%, at the end of Y8 60% (MOE, NZCER). This difference will need to be monitored as we build an ongoing picture of national standard reading results at Kapanui School in relation to national results.

As a school we also need to continue to develop staff skills in making reliable OTJ,s and systems of moderation.

2011 Written language– National Standards

School At or Above 77%
Male At or Above 70%
Female At or Above 83%
Maori At or Above 79%
Pacific At or Above 75%

Totals of other ethnic groups including Pacific are too small to provide useful comparison information

Comments –Kapanui has a high overall percentage of students achieving at or above national standard expectations 74.7%. However this result is lower than the results for reading. Therefore written language will become a focus for school improvement in 2012 – 13. Results also indicate that boys score significantly lower than girls. An inquiry into this discrepancy and recommendations to address this will be included in the school wide focus on improving the quality of written language in 2012. Results for Maori are similar to All students. Pacific student numbers are too small for the figures to be useful for any meaningful comparison. (12 students)

Results indicate that the percentage of Kapanui students achieving at the NS or above drops significantly at Y5.

Ministry information indicates that many year 7 and 8 students are underachieving in writing. The national asTTle analysis of writing samples for 2001–2005 indicated that year 8 achievement was significantly below curriculum expectations, and the 2006 National Education Monitoring Project (NEMP) reported only a “modest improvement” in writing since 2002 for year 8 students.

However, analysis of data from the Literacy Professional Development Project (2004–2009) shows that student achievement in writing accelerated significantly when teachers adjusted and monitored the impact of their own practice as they engaged with professional development in literacy. It is possible, then, to accelerate students’ achievement in writing.

The success of the PLC approach at Kapanui to raising reading achievement at Kapanui in 2009/11 provides a model for a focus on accelerating writing progress in Y1-8. Writing achievement and the teaching of written language will be the next focus in 2012.

Individual students at the well below and below assessment will be matched against targeted student groups for 2012 to ensure appropriate support is in place to accelerate progress

2011 Mathematics – National Standards

School At or Above 78%
Male At or Above 82%
Female At or Above 74%
Maori At or Above 79%
Pacific At or Above 58%

Totals of other ethnic groups including Pacific are too small to provide reliable comparison information

Comments – Kapanui has a high overall percentage of students achieving at or above national standard expectations 78% and has improved this percentage by 5.7% from 2010 to 2011. Results indicate that the percentage of students achieving at the NS or above drops significantly at Y5. This would indicate that the NS level becomes more “aspirational” as the children progress through the year levels. Ministry information indicated the following - after 1 year 80%, at the end of Y4 70%, at the end of Y8 35%. (MOE, NZCER). **Kapanui results at each level exceed these MOE expectations.**

Over all boys score higher results than girls and this is particularly evident in Y7 and 8.

Inquiring into this will be included in 2012 recommendations.

Maori students achieve at similar levels to All students. Pacific student numbers are too small for the figures to be useful for any meaningful comparison. (12 students)

Summary Comments T4, 2011

Mathematics

The PLC programme has been effective in addressing the needs of these targeted students. Teachers have been creative in the strategies they've used to promote progress. Teachers readily share ideas/concerns/ successes with colleagues and challenge each others thinking. Teachers' content knowledge has improved over time as to the concepts at each stage and the ways that we can successfully move children up to the next stage.

Parental involvement has been a vital component to the success of the Programme. The importance of the home school partnership was stressed at the Parents Meeting in term one and the most significant gains have been made with the students whose parents attended the meeting and continued to work with their children at home.

Peer support has been a successful strategy in promoting progress. Careful pairing plays an important role in determining the outcomes. When 'tutors' are aware of the common goals and 'tutees' are comfortable with the support then very good achievement has been noted. While the data shows significant progress, I think all teachers involved would agree that these children will continue to need close monitoring next year when the expectations will be raised according to their year level.

While some of the students are secure at the current level there are some whose results remain inconsistent

Data indicates that most progress is made within the first two terms. We need to consider what this means and how we can continue to make accelerated progress for these students.

Literacy – Reading

The PLC process and the use of targeted student groups have been very successful. Teachers report in feedback that they feel very positive about the processes and the outcomes both for them in relation to professional practice and development and to the outcomes for the students. Despite the extra time and meetings involved the teachers all indicate that the school should continue with this approach.

The introduction of more opportunities to observe colleagues was positive and is to be continued in 2012. During 2012 we will also introduce more outside expertise to the process. Written language will also become more of a focus in the meetings and students needing support with written language will be targeted.

Monitoring of students who have been in targeted groups in previous years indicates that for many of these students progress remains fragile and ongoing support is needed.

The special needs programmes available to the students of Kapanui School and the professional support and advice provided for the teaching staff and parents are of the highest quality. Of note in 2011 was an ESOL verification audit carried out by the Ministry Of Education. This report highlighted the high quality of the programme developed and delivered by the SENCO and her team.

Achievement information indicated that percent of students at or above expectations for reading after one year at school have steadily risen since the literacy interventions beginning in 2009 (70% at or above 2008 to 90% at or above 2011). This positive staff development has provided a successful model which in 2012 will be used to focus on raising the quality of written language at Kapanui School. All staff have contributed to this positive increase in reading levels and deserve credit for the extra work and effort involved.

Student engagement plays a major role in raising student achievement. Results from the student voice Y7 surveys Me and my School completed in T4, 2011 indicate that overall the Kapanui results are consistent with national norms for Y7 students. This places the majority of our Y7 students in the positive percentages for attitudes to school, with most responses in the 80% + for agreeing or strongly agreeing with the positive statements regarding school. **The majority of our students are therefore positive about school and engaged students.**

Kapanui School has positive responses in areas such as –

- School often feels like a waste of time to me – 86% disagree or strongly disagree

- I feel safe at school – 99% agree or strongly agree
- People care about each other in this school – 89% agree or strongly agree
- My family’s culture is treated with respect by the teachers – 100% agree or strongly agree
- I am comfortable talking to teachers at this school about problems – 79% agree or strongly agree
- There is just the right amount of challenge for me at this school – 90% agree or strongly agree
- I pay attention in class – 90% agree or strongly agree
- I find it easy to concentrate on what I am doing in class – 81% agree or strongly agree
- I take notice of the comments my teacher makes about my work – 91% - agree or strongly agree

Planned Actions for lifting achievement – 2011 Annual Plan Recommendations

1. That the BOT continue to fund the PMP programme - \$3000
2. That the BOT provide a similar level of funding as in 2011 to top up ORRS, SEG and TEFA funding for special needs (\$17000).
3. That the BOT continue to fund where necessary any short fall in SENCO staffing up to 0.8. (\$35000).
4. That the school continues to provide up to 6 reading recovery places.
5. That an emphasis on providing early identification and intervention of students at risk of not achieving in literacy and numeracy be maintained and reflected in TA programmes.
6. That the school continue to identify students and set achievement targets based on the needs of identified students. Target groups to be identified from 2011 information and data.
7. Continue to identify students at risk or of concern, target and monitor progress, continue to involve parents
8. Be aware of developing positive attitudes to maths for girls
9. That the school continues to develop the professional skills and knowledge of the staff through active PLC’s. That the PLC’s continue to de-privatise classrooms and teacher practice by providing -
 - a. a supportive forum for professional conversation
 - b. opportunities to observe and be observed
 - c. support for teachers to be reflective of their own practices and that this is to include shared reflection
 - d. staff development to enhance teacher inquiry
 - e. the use of outside expertise to supplement current staff expertise
10. That the provision of programmes to meet the needs of identified GATE students continues to be a priority.
11. Evidence indicates that Maori and boys account for a disproportional percent of the SN registers therefore the school should provide development as suggested in the Ministry document Ka Hikitia and staff development on raising engagement and achievement for boys.
12. That support programmes for students Y3+ are developed and implemented in response to identified needs. In particular those students, who have been identified early, received early intervention but continue to achieve and progress well below expectations.
13. That the school continue to develop partnerships with the parent community to support student achievement and progress.
14. Research indicates that student engagement plays a significant role in student achievement and progress therefore the school should identify and develop programmes that enhance student engagement and in particular opportunities for “student voice”. As part of this the school should develop systems to evaluate student engagement.

Reliability of the national standard data

The Ministry requirement to use national standards as a tool to assess and report on our students has caused the staff and Board of Kapanui School some concern as to the reliability of the data. We have worked hard to try and use a system that has been imposed with little consultation, staff development or time to allow staff to be confident with the reliability of their judgments or the appropriateness of the standards themselves.

The following quotes are from Margaret Wu a Professor at Victoria University in Melbourne and express some of these concerns.

*Clearly, the assignment of students to categories of at, above, below and well-below is open to interpretation. There does not seem to be clear guidelines on how to distinguish the four categories. The lack of a clear definition of below and well-below categories may not be a problem provided the performance data is only used for information **within a school** for the allocation of resources.*

However, any other high-stake use of the data, such as for comparing between schools, or for evaluating teacher effectiveness, is not warranted because of the lack of reliability and validity of these data.

We caution against publishing this data at a national level and in comparison to other school as an unintended consequence of doing so is to create perverse incentives for some schools to provide positively skewed data thereby negating the validity of the data as a whole.

The Board of Trustees of Kapanui School has provided the information in the table below to the MoE as instructed on the proviso that if this information is to be published in any form, the above two paragraphs outlining our reservations are also published alongside the data.

We believe the data is best used and understood in a local situation only and provide it to our community on that basis.

Reading	Year (total)	Well Below	Below	At	Above
All Students	2011(484) 2010(459)	17(4%) 22(5%)	61(13%) 64(14%)	210(43%) 203(44%)	196(40%) 170(37%)
Male Students	2011(244) 2010(219)	10(4%) 14(6%)	40(16%) 29(13%)	99(40%) 99(45%)	96(40%) 77(35%)
Female Students	2011(239) 2010(228)	7(3%) 3(1%)	21(9%) 33(14%)	111(46%) 98(43%)	100(42%) 94(41%)
Maori Students	2011(44) 2010(39)	2(5%) 3(8%)	8(18%) 7(18%)	16(36%) 16(41%)	18(41%) 13(33%)
Pacifica	2011 (12)	0(0%)	3(25%)	5(42%)	4(33%)
Writing		Well Below	Below	At	Above
All Students	2011(483) 2010(455)	21(4%) 19(4%)	93(19%) 89(20%)	296(62%) 275(60%)	73(15%) 72(16%)
Male Students	2011(244) 2010(214)	17(7%) 6(3%)	56(23%) 51(24%)	143(58%) 132(62%)	28(12%) 25(12%)
Female Students	2011(239) 2010(228)	4(2%) 6(3%)	37(15%) 35(15%)	153(64%) 139(61%)	45(19%) 51(22%)
Maori Students	2011(44) 2010 (39)	2(5%) 3(8%)	7(16%) 8(20%)	31(70%) 20(51%)	4(9%) 8(20%)
Pacifica	2011 (12)	0(0%)	3(25%)	5(42%)	4(33%)
Mathematics		Well Below	Below	At	Above
All Students	2011(483) 2010(459)	17(4%) 20(4%)	86(18%) 103(22%)	298(61%) 258(57%)	82(17%) 78(17%)
Male Students	2011(244) 2010(216)	8(3%) 8(4%)	38(15%) 32(15%)	141(58%) 119(55%)	57(24%) 57(26%)

Female Students	2011(239)	9(4%)	48(20%)	157(64%)	25(10%)
	2010(228)	8(3%)	62(27%)	135(59%)	21(9%)
Maori Students	2011(43)	1(2%)	8(19%)	27(63%)	7(16%)
	2010 (41)	1(2%)	12(29%)	21(51%)	7(17%)
Pacifica	2011 (12)	1(8%)	4(33%)	7(58%)	0(0%)

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