

2020 Postgate School- End of Year School Wide Achievement Data – October 2020

The following is a summary of student achievement across Postgate School. The report provides a summary of achievement for Reading and Writing and Mathematics in Years 4-8. The information in this report is based off our National Norm Testing results' PAT Reading, STAR Reading, PAT Mathematics and STAR Reading. It is a comparison between the testing done at the end of Term 1 and the end of Term 3.

Teachers have a spreadsheet which shows 'Value Added' for students in their class. This is based off the Scale Score results, not the stanines that are used in this report.

Students not included are our five ORS Funded pupils and those enrolled since the end of Term 1.

Please note: This report does not include our Postgate School Expectations Data for 2020. This is still to be loaded; to be completed by teachers by the end of Week 6. As a school we have spent a considerable amount of time this term working on making an effective Overall Teacher Judgement (OTJ). Our OTJ's are being made using the following assessment practices:

- Achievement data
- Teacher observations
- Student work samples
- And to manage the subjectivity of making judgements, teachers have been involved in a school, and team moderation process.

Summary of Findings

Our extended period of Lockdown during Term 1 and Term 2 has had a slight effect on our achievement levels in 2020. The students who have suffered the most are those students who did not engage with Distance Learning. Postgate tried numerous times and ways for those students who did not engage with Distance Learning. Every family had different needs at the time and we respected families views.

- **Reading Recovery**
 - Our Reading Recovery Teacher was .4 in 2020. A Reading Recovery Report will be presented at our final BOT Meeting for 2020. In 2020, the MOE only funded .115
 - Our Reading Recovery Teacher will be .4 in 2021; hopefully. The MOE will fund .2 and we will fund the rest, at an additional expense to Postgate School. (Schools are required to match the funding they receive from the MOE) The benefit this brings to our pupils future achievement success is very clear in our results, therefore investing heavily in the first three years at school is critical to the overall success.
- **Reading**
 - This continues to be very good in our school. Our STAR Results for the end of Term 3 2020 were lifted again ranging from Year 4 to Year 8; these have continued to slowly increase most years
 - We have 40 (33 last year and 48 the year before) students who are currently achieving at Stanine 2-4 (we have no pupils in stanine 1) in our Reading Comprehension PAT- Years 4-8 compared with 83 at the beginning of the year. The biggest group in Year 6 (14 pupils).
 - 28 pupils who are achieving Stanine 1-4 for STAR Reading. (we have 0 pupils in Stanine 1) Of note, there are 8 pupils who are stanine 2 or 3; the other 20 being in stanine 4.

STAR Reading Test – Supplementary Test of Achievement in Reading (STAR)

The STAR reading tests are standardised assessment tools, designed to supplement the assessments that teachers make about their students' progress and achievement in reading. Each test assesses a range of

reading skills that correspond closely to the main components of reading skill outlined in *The Literacy Learning Progressions* (Ministry of Education, 2010).

STAR was originally developed between 1999 and 2003. The NZCER test development team has spent two years on a full revision, which included pilots, two national trials, review of items, and working with external experts. The original author of STAR, Warwick Elley, led the NZCER team for this redevelopment. The edition is known as STAR Reading Test.

Our end of Term 3 STAR data showed outstanding achievement levels when compared with the NZCER bell-shaped distribution. This bell-shaped distribution states that- 4% of the school population should be in stanine 1; 19% in stanine 2/3; 54% in stanine 4,5,6; 19% in stanine 7/8 and 4% in stanine 9;

- Overall our Year 3s (who were not tested at during Term 1) are achieving at an average stanine of 7.3 Two students were in stanines 4. 75% of Year 3 pupils achieving at Stanine 7, 8, or 9. Of this group 67% of Maori students were achieving at Stanine 7, 8, 9 compared with 77% for Pasifika pupils and 100% for NZ European. 9 pupils were at Stanine 9.
 - Boys average = 7.3 Girls average = 7.3
- Overall our Year 4s are achieving at an average stanine of 6.3 47% of Year 4 pupils achieving at Stanine 7, 8, or 9. Of this group 28% of Maori students (only 7 Maori pupils in this cohort) were achieving at Stanine 7, 8, 9 compared with 47% for Pasifika pupils and 50% for NZ European.

There are over 5 Asian students in Year 4. At the start of the Year the Asian average was 4.4 with 2 students in Stanine 1-4. The end of year average was 6.4 with no students in Stanines 1-4

 - All Boys average = 6.2 All Girls average = 5.8
- Overall our Year 5 pupils are achieving at an average stanine of 5.6. There are 11 who are stanine 4 or below. 28% of Year 5 pupils achieving at Stanine 7, 8, or 9. Of this group 19% of Maori students were achieving at Stanine 7, 8, 9 compared with 27% for Pasifika pupils and 33% for NZ European.
 - Boys average = 5.2 Girls average = 5.9
- Overall our Year 6 pupils are achieving at an average stanine of 6. There are 3 pupils achieving at stanine 2/3; 37% of Year 6 pupils achieving at Stanine 7, 8, or 9. Of this group 35% of Maori students were achieving at Stanine 7, 8, 9 compared with 37% for Pasifika pupils and 38% for NZ European.
 - Boys average = 6.1 Girls average = 5.7
- Overall our Year 7 pupils are achieving at an average stanine of 6.2. There are 2 pupils achieving at stanine 4. 32% of Year 7 pupils are achieving at Stanine 7, 8, or 9. Of this group 44% of Maori students were achieving at Stanine 7, 8, 9 compared with 22% for Pasifika pupils and 50% for NZ European (6 pupils in total).
 - Boys average = 5.9 Girls average = 6.4
- Overall our Year 8 pupils are achieving at an average stanine of 6.2. There are 6 pupils who are achieving at stanine 4 and 1 at S.3. 45% of Year 8 pupils achieving at Stanine 7, 8, or 9. Of this group 40% of Maori students were achieving at Stanine 7, 8, 9 compared with 44% for Pasifika pupils and 60% for NZ European (5 pupils in total).

There are over 5 Asian students in Year 8. At the start of the year the Asian average was 5.4 with 2 students in Stanine 1-4. The end of year average was 6.4 with one student in Stanine 4

 - All Boys average = 6.1 All Girls = 6.3

Progress and Achievement Test (PAT) Reading Comprehension 2020

About this Assessment:

PAT Reading Comprehension Stanines enables a student's achievement to be compared against National Norms. They also enable teachers and parents to compare student performance across cohort groups. Stanines and their associated test scores have been scaled and 'normed' to fit the "Bell Curve of Normal Distribution".

This test assesses a student's level of reading comprehension. It provides excellent insights into the next learning steps for learning and teaching. It also tells us, the teacher, how effect our teaching has been. Our **Reading Comprehension** results are similar for our stanine 7, 8, 9 however there are more pupils in stanine 2, 3, and 4 as opposed to STAR; 30 compared with 49. There are no pupils in stanine 1 for STAR or Reading Comp.

There are 14 pupils who are Stanine 2/3 (12 last year) or below with the most being in Year 6. (14 pupils). Overall, there are 49 pupils who are stanine 4 or below compared with 83 at the beginning of the year.

Year 8 Reading Comprehension breakdown:

- Overall stanine 5.9 up .9 from the beginning of the year. Our Maori pupils lifted .7 overall compared with our Pasifika pupils who lifted by 1.1. Our NZE pupils stayed the same.
- 41% of pupils are in stanine 7-9 compared with 4% in stanine 2-3. There is little difference between ethnicities with 55% of students in the 4-6 bracket; Maori- 47%, Pasifika- 69%, NZE 40%

Our Year 4 pupils lifted by **1.1** of a stanine compared with **1.0** in Year 5; **.9** in Year 6; **1.0** in Year 7 and **.9** in Year 8

To highlight some areas of celebration:

- Overall, there is little difference in achievement for any ethnicity. NZE do score higher, however, the most in anyone cohort is 8 pupils. There are 14 pupils overall who are stanine 2/3; 3 Maori pupils, 6 Pasifika, 1 NZE pupil who are stanine 2-3. There are no pupils in stanine 1.
- Year 7- 43% of pupils are achieving at Stanine 7,8 or 9; 44% of Maori, 39% Pasifika pupils and 67% of New Zealand European; there are 6 NZE in this cohort.
- Year 8- 41% of pupils are achieving at Stanine 7, 8 or 9; 47% of Maori, 25% of Pasifika and 60% of New Zealand European; there are 4 NZE in this cohort.
- At the beginning of the year, our Year 7 cohort had 19 pupils who were stanine 4 or below; there are now 8. Our Year 4s had 14 who were 4 or below, now 5

Mathematics

PAT: Mathematics helps teachers determine their students' levels of achievement in the knowledge, skills and understanding of mathematics in the New Zealand curriculum. It is directly aligned with the New Zealand Curriculum and targets the big ideas students need to understand in order to make progress.

PAT: Mathematics assesses: number knowledge; number strategies; algebra; geometry and measurement; statistics

- Early results show that Mathematics, which was becoming a strength, has suffered the most during 2020. This is based on our PAT testing when comparing to other years
- Teachers have been 'inquiring' into their Numeracy teaching, however, not at the same intensity as 2018. There has been a more balanced approach taken to inquiring into maths, reading and writing; depending on the need of the class/student
- With an extended period of no formal teaching during Lockdown, Mathematics has taken a hit.

Key points noted were:

- At the end of **Term 1 2020 there were 104 pupils** who were stanine 1-4; at the end of Term 3 this number was 41, with 14 pupils who are in stanine 1-3.
- By Year Level number of children who were stanine 1, 2, 3 or 4

Year Level	Term 1	Term 3
4	20	13
5	16	19
6	20	15
7	19	9
8	25	11

- Stanine Averages

Year Level	Term 1	Term 3
4	4.3	5.4 (up 1.1)
5	4.7	5.1 (up .4)
6	4.9	5.4 (up .5)
7	4.6	5.7 (1.1)
8	4.7	5.8 (up 1.1)

Our school wide intervention programme SPRING into Maths which has been taught by Denise Knipping, did not run in 2020. Denise gave us late notice in resigning and we believed we could successfully run the programme in a different mode. This was not so. We will need to return to this programme in 2021

Asmita Rama, DP on Maternity Leave, returned at the start of Term 3 to work with students in Years 4-6 as our Mid-Term data following Lockdown, showed us this cohort was at the greatest risk. At risk because one class 'lost' a teacher during Lockdown and two other classes had beginning teachers. While all teachers are doing a superb job, our maths programme has taken a hit!

Areas of concern from our PAT Mathematics Data:

- The 19 Year 5 pupils who are in stanines 2-4. Our Year 5 cohort are a target now and will be in 2021
- Our Pasifika pupils in Year 7 are over represented in stanines 1-4. Of the 10 pupils who are stanine 1-4, 6 are Pasifika.
- There is little difference between ethnicities across our school; they are all achieving at the same rates as others, or very similar.

What is the difference/How has the achievement of our pupils improved?

2020 has been a challenging year. Term 1 and Term 2 were especially challenging to monitor and improve student achievement. With only a few weeks under our belt, we went into Lockdown. While we had a large percentage of Postgate involved in Distance Learning, children who were not engaged for whatever reason, are the ones who have made minimal or no progress. Early assessment data showed that students who were engaged meaningfully with Distance Learning continued to improve/move forward

Upon returning from Lockdown, our focus was on student wellbeing. We noticed some very unlike Postgate behaviours and worked to address these within classes and in the playground.

Term 3 and the beginning of Term 4 has seen our data move positively.

We are putting it down to a few factors, in the order of importance; as we see it:

- ✓ Teacher as Inquiry. Teacher's investigating into their practice; what is working to lift achievement and change what is having no effect. With this has been the lift in teacher capability. What has become clear is the teachers who actively inquire into their practice are having the greatest effect on student achievement. Teacher's investigating into their practice; what is working to lift achievement and change what is having no effect.
- ✓ The quality of learning and teaching taking place at Postgate School. "We must ensure that best practice becomes common practice". There has been a number of staffing changes as expectations continually increase/lift.
- ✓ Postgate School is a place of learning
- ✓ The 'true' involvement of our school community. Through parent led groups such as Te Whanau Kaitiaki, Pasifika Advisory Group and The Early Reading Together Programme. Parents are becoming "demanding consumers of education". There is still more work to do in this area especially following Lockdown and the restrictions on parents/families.
- ✓ 'Personalised Learning'. This means students having their own goals for Reading, Writing and Mathematics. John Hattie, educational researcher, has this as "off the chart" as effect size on achievement. Pockets of Postgate School have this as a natural part of their classroom practice/environment. "Just because it is common sense does not mean it is common practice". Teachers develop a personalised learning profile by following these four points:
 1. Understanding student achievement using a variety of assessment tools,
 2. Collaboratively set learning and achievement targets- teachers collaborating and student conferencing
 3. Plan personalised learning programmes for children and
 4. Share these plans with children and whanau and clearly communicate learning goals.

For our pupils it means- understanding what they are doing in class and what their next steps for learning are. So they need:

- ✓ A set of achievable learning goals to meet over time
- ✓ To have their individual needs addressed, both in school and beyond the classroom
- ✓ A coordinated support approach to enable them to succeed to their potential, whatever their talent or background
- ✓ A safe and secure environment in which to learn and have problems dealt with effectively
- ✓ To be able to make a contribution to designing what they are learning.

For our school it means – we understand processes around how to personalise learning for the children of Postgate School and why it is so important. So we need:

- ✓ A professional ethos that accepts and assumes every child comes to the classroom with a different knowledge base and skill set, as well as varying aptitudes and aspirations
- ✓ A determination for every young person's needs to be assessed and their talents developed through diverse teaching strategies.

For our teachers it means- they have the skills to put personalised learning into action. So they will need:

- ✓ High expectations of every learner, giving them the confidence and skills to succeed
- ✓ Access to and use data on each pupil to inform learning and teaching, with more time for assessment and lesson planning
- ✓ Professional learning to develop a wide repertoire of teaching strategies, including ICT and Inquiry Learning
- ✓ Access to a comprehensive, continuing professional learning program, namely Teacher Inquiry.

For parents and our school community it means they have:

- Regular updates, that give clear understandings of what their child can currently do, how they can progress and what help can be given at home
- Being involved in planning their children's future education

- The opportunity to play a more active role in school life and know their contribution is valued.

Personalised learning is a structured and responsive approach to learning for each individual child and young person. It creates an ethos in which all pupils are able to progress, achieve and participate as both an individual and as a member of a class and school community.

Key Components of Personalised Learning

Personalised learning typically has five key components that all staff (teaching and leadership) must understand to enable pupils to engage actively in the management and design of their own learning:

1. Learning how to learn; helping pupils develop a repertoire of learning skills and strategies to support their development as self-directed learners.
2. Assessment for Learning; using a range of assessment techniques, with the emphasis on formative assessment that engages the learner.
3. Learning and Teaching Strategies; deploying a repertoire of strategies, where pupil and teacher make informed decisions about which to use and when.
4. Curriculum Choice; providing pupils with guided opportunities to develop individual learning pathways that develop skills rather than knowledge.
5. Mentoring and Support; ensuring pupils have a one-to-one mentoring relationship with an adult, and benefit from peer support.

Management of Personalised Learning

Personalised learning requires effective structures and systems to support it. These can be summarised in four management strategies:

1. Minimising within-school variation; reducing variations to ensure consistent, high quality learning experiences for all pupils
2. Student Voice and Choice; engaging children to become active partners in designing their learning, and to make real choices
3. Curriculum Design; Providing 'Umbrella' topics that make strong links with their family and culture. Moving school values to be closer to home/culture values.

Leadership for Personalised Learning

Personalised Learning needs leadership that can take the school forward through a period of major change, where the school becomes a place of learning as opposed to a place of teaching. Five areas of focus emerge:

1. Culture and Values; securing a set of values focused on the learning of individual pupils and supporting it. The values must be designed with the school community ensuring an alignment between school and home.
2. Learning-Centred Leadership; using and encouraging modelling, monitoring and dialogue.
3. Distributed Leadership; building leadership capability across the school, linked to syndicates and the learning situation rather than to hierarchical status.
4. Networks and Partnerships; developing partnerships with individuals, families, advisory groups and organisations that contribute to effective learning
5. Leading Change; using a best practice change process in order to lead the shift towards personalised learning.