



# National Standards NAG2A(b) Commentary Reporting

Schools that use *The New Zealand Curriculum* for their students in years 1 to 8 must use this template to report school-level data on National Standards.

**Important please note:** Do not include any information in this template that will result in an individual student or their achievement being identified. In cases where a cohort is less than four students **you should not** specify ethnic groups or group breakdowns in order to prevent breaching the privacy of individuals.

<b>Date:</b>	8/02/2017
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<b>School Name:</b>	Russell Street School	<b>School Number:</b>	2441
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## NAG2A (b)(i) Areas of Strength

### National Standard area(s): Reading, Maths, Writing

#### Discussion:

##### Introduction:

There is a lot to celebrate but equally there are new, emerging challenges.

The school makeup has undergone a moderate transformation and while, on the whole we have had positive impact on individuals, especially those targeted, there has been a higher proportion of students below or well below standard, across the ages (and especially at year 5) that have joined us in 2016. This group has a range of challenges that we are responding to, with positive results. Our resources (time, money) are stretched and we are delighted that in 2017 we have been successful in accessing further support especially in maths.

The drop in Maori achievement is consistent with the above. Keeping these children at one school, supporting and engaging with their whanau and celebrating strengths is critical.

Despite a small fall in literacy results, our profile remains higher than the national cohort and indeed that of the community of learning. Our participation in the International Reading study (end of 2015, results in 2016) confirmed that our reading results were better than the national average for high decile schools in NZ. This was before a change in our profile. Our drop (and new challenge) is to accelerate the learning of new students, those that have English as a second language and to work intensively with some students/ families in social work.

We need to be even more strategic/targeted and for that reason a lot of our intervention is focused around lifting achievement with individuals or small groups, primarily in reading and maths.

The national standards data has been 'workshopped' with leadership and the full board of trustees working together to identify strengths, areas for improvement, trends, emerging issues and possible solutions. All of these people have contributed to this report.

#### Reading:

91.3% of students reading at or above standard. (Compared with 77% for Community of Learning and 78% nationally)

All Pasifika students achieve at or above standard. 86% are above.



59% of students are above standard. For girls this is slightly higher at 62%.

There is an upward trend as students continue throughout their years at school. This reflects accelerated achievement for many students. Over 96% of Year 6 leavers were at or above, with 73% of them above.

Our ORS students continue to make gains in their learning and development relative to the individual learning goals set.

**Maths:**

91% of students at or above standard. 43% of students above standard. This profile remains largely similar to last year (despite the notes in the introduction). Our Community of Learning is 74% and nationally it is 75%.

98% of students are at or above standard after one year at school.

There is an upward shift from 'at standard' to 'above standard' (proportionately) from year 1 to 2 to 3 to 4. This reflects accelerated achievement particularly in the first three years of school.

Several students have made accelerated progress and moved from well below to below. Three out of five that were identified have moved at least one band.

All Pasifika students are at or above standard. 57% are above.

While the % of boys and girls at or above standard is almost the same, there is a much higher % of boys that are above (52% compared with 34%)

Maori achievement in maths has lifted from 88 to 89%, a small margin.

**Writing:**

87% of students at or above standard. For the Community of Learning this is 74% and nationally 71%.

100% of Pasifika at or above standard. 100% of 'other students' at or above standard.

92% of girls at or above standard, 31% of which are above.

92% of year 6 leavers in 2016 were at or above standard.

As students move up through the school, the % of students above standard increases.

## NAG2A (b)(i) Areas for Improvement

### National Standard area(s): Reading, Maths, Writing

**Discussion:**

**Reading:**

A drop of 3% from the previous year, though this is almost all related to new students, including ESOL, joining us in 2016. Just over 91% are reading at or above standard, a drop of just under 3% from the previous year (This is 9 students across the cohort). All nine are on the learning support register (3 ESOL, 5 new children, 2 experiencing or have experienced trauma) and are being monitored closely with mostly positive progress being made. Reading achievement for Maori has dropped from 92% to 86% (nine Maori in 2016 compared with five in 2015 who were either below or well-below standard) This is four more Maori learners. Note –five new children of Maori descent joined us in 2016 and were below or well below standard.

16% of Asian are below or well-below standard. These are students with English as a second language.

We need to focus on achievement for those students in the first first two years of school –to have the earliest possible intervention and in doing so setting children up for further success.

**Maths:**

As children get to year 3 there are more children below or well standard. This is especially the case for year 5 students where 20% are now below or well below standard.

Despite two years of focused PLD and in the second year an even greater focus on the tail of achievement, we



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haven't yet reached our goals in this area. While some children made accelerated progress, a group did not. This is primarily in the senior part of the school.

**Writing:**

A drop of 3.5%, across the cohort from the year earlier. (90 to 87%), similar to the drop in reading, and with a similar background.

19% of students in year one, are below or well below standard.

Only 82% of students in year five meeting or exceeding the national standard –the lowest year group.

¼ of the students below or well below standard have been 'after twelve months at school'.

Maori achievement remains lower at 82% (at or above standard). Last year this was 83%. Nationally the figure is 62%.



## NAG2A (b)(ii) Basis for Identifying Areas for Improvement

### Discussion:

In reading we need to focus on achievement in the early years, as there is an emerging group of higher needs students and more students for which English is their second language. The proportion below or well below standard is disproportionately higher than other levels. This has been our approach for several years and the profile of achievement reflects this. We also need to do everything possible to ensure our senior school children are 'habitual readers', so they can continue to meet milestones.

We are focusing our national standards work on the area of maths, as there is outstanding work remaining, especially for the tail. We have not yet made the kind of difference for the 'tail' of achievement in maths that we hoped to, despite believing that long term improvement would require more than a short-term acceleration. This work fits with our strategic plan, the goals of the PN Community of Learning and emerging focus on STEM education. There are rich resources and opportunities that we will make good use of.

While achievement and progress is lower in writing, we see the approaches to lifting achievement in reading as very likely to have impact on this important area. Strategically we cannot fit anymore in and if we do, we run the risk of losing the advantage of being strategic and focused in our work.

## NAG2A (b)(iii) Planned Actions for Lifting Achievement

### Discussion:

All teacher inquiries and *jūyō kenkyū* (collaborative inquiries) and engagement in community of learning, are expected to have impact on these areas.

### Reading:

Sustain reading recovery –likely up to eight students will benefit in both reading and writing.

Redeploy some resources to provide some additional instructional teacher support for ESOL learners (Using sabbatical management units) in term one.

Provide parallel reading recovery programme for one year three student (last year's year 2 student that missed out on reading recovery) from sabbatical management units as above.

Male teacher working with year 3 boy showing readiness, twenty minutes per day. Additional instructional reading time from staffing resources.

Re-deploy teaching assistants in many instances, so that teachers are primarily carrying out the instructional work with high needs students.

Senior classes to get students to record their reading so it can be monitored (home reading diary) and that students are working towards reading being a habit, if it isn't already. Employ Librarian for additional hour per week to support the book selection and keeping target group on track.

We are enacting/rolling out further our Perceptual Motor Programme and also other interventions such as 'Toe to Toe'

### Maths:

Engage consultant for PLD, primarily focused on coaching Team Leaders to sustain recent improvements to maths curriculum delivery. Consultant also works with new staff, staff that has current or further professional needs, and/or teachers where there may be a disproportionate group of students below or well-below standard.

Engage an MST (0.5 Maths Support Teacher). Part Ministry funded and part-school funded. Focus on accelerating learning of students below and well-below standard. Students get additional maths instruction i.e. on top of regular class time.

Engage in Community of Learning inquiry/focus area in maths. Make good use of the 'across school', 'within school' leaders and the inquiry time. Detail yet to be fully worked out.

Consider other ways of sustaining/further developing maths education, especially for those not experiencing success. Foster the place of our staff engaging in across-school (or sector) knowledge building e.g. join Maths Association of Victoria, get involved in local Maths Association.



Deputy Principal working with senior maths students that have gifts or talents in maths. This further extends them but also reduces class size in senior classes.

**Writing:**

The reading interventions listed above will have impact on writing achievement, especially those participating in reading recovery.

Extend genre and explicitly plan for experiences that lead to a higher level of engagement in writing for boys (e.g. writing opportunity when Warriors visit –competition to have their writing published as a book)

Ensure student blogs (see-saw) place value on the writing process, by having at least one portfolio sample each half year.

**NAG2A (b) (iv) Progress Statement**

**Discussion:**

Progress for almost all students has been at least one year's development. Almost all students in all three domains have continued to achieve at or above the relative standard, or made accelerated progress. A new group of students that are disproportionately below or well below have skewed results in 2016 –hence a small drop in literacy in particular. This is not so evident in maths as this is the area that we have been strategically focusing our attention on.

We have carried out both leadership inquiries and teacher inquiries that have shown most students have made appropriate progress. When looking behind the data to names and needs, we recognise that there are multiple issues that we need to further look into. These include responding to:

- a higher number of ESOL students (What is required to accelerate their progress, especially in the early years?);

- A group of students that have been mobile and have not yet formed a secure identify as learners;

- A small group of students for which outside school matters are influencing their well-being (and are managing 'trauma')

The data shows we did not get the shift in maths that we aimed for. However we did get the shift for many students –it was just that these were balanced out by students that were either new or had new challenges. There are new challenges.

There are students on our learning support register, for which their progress is monitored against individual goals, as set out in individual education plans. The progress of these children is regularly evaluated. Each of them have made appropriate, often exciting progress.