

Henderson South School National Standards Achievement Results for 2016

HENDERSON SOUTH SCHOOL 2016

ANALYSIS OF VARIANCE.

Strategic aim = *On-going improvement in the children's achievement with a focus on writing.*

Annual aim = *For all students to make accelerated progress and achievement in writing.*

Target = *For all Maori and Pasifika students who were well below the National Standard for writing, reading and mathematics to achieve at or above the National Standard in Writing by the end of Year 6 and all other students.*

Literacy.

- ◆ *By the end of term 4, for reading our cohorts were performing between the range of 49.2% 30/61 through to 86.5% 51/59 either at or above. The average percentage for our six groups was 70.2%. Lowest percentage was 49.2% for our year 1s up to 86.5% which were our year 2s. For writing the overall average was 76.5% for at and above National Standard. Our lowest cohorts were our Year 4s 61.5% 8/13 and the highest were our year 2s at 89.8% 53/59 for writing.*
- ◆ *The average for all cohorts for writing and reading is 73.4% at or above National Standard tracking toward the 85% ministry benchmark threshold.*
- ◆ *The cohort for reading 2016 (looking at year) that showed the least number of students at or Above National Standard Expectation in reading were our Year 1s / 49.2% and 4s = 61.5% the highest being Year 2s= 86.5% which is 1.5% above the threshold of 85%. The other*
- ◆ *Reading results for: 2013/ 2014/ 2015/ 2016 end of year –
After One Year = 78.6% / 55.5% / 59% / 49.2%*

Two = 65% / 72.7% / 71.9 / 86.5%

Three = 89.8% / 75.6% / 68.4% / 65.9%

Four= 80% / 70.4% / 59% / 61.5%

Five = 69.8% / 77.1% / 68.1% / 83.4%

Six= 70% / 78.3% / 73.5% / 74.4%

- ◆ *Writing results for: 2013/2014/2015/2016 end of year –
After Year One = 60.7% / 59.3% / 60.7% / 70.5%*

Two = 55% / 70.9% / 50.9% / 89.8%

Three = 56.4% / 63.4% / 47.4% / 79.5%

Four = 57% / 61.4% / 68.9% / 61.5%

Five=51.2% / 56.3% / 66.0% / 83.4%

Six=60% / 54.4% / 73.6% / 74.4%

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- ◆ The cohort for writing 2016 (looking at year) that showed the least number of students at or Above National Standard Expectation in writing were our Year 4s= 61.5% 8/13 the highest being our Year 2s at 89.8 % 53/59 which is 4.8% above the threshold of 85%. There will be further embedding the skills in writing for 2017 to shift progress in this area. The results to date have demonstrated a significant overall improvement in this area as a subject. One of the factors contributing to these results was the introduction of the e-asTTLe writing tool and building teacher capability. The Assessment and Leadership programme combined with in school expertise has also contributed to the rise in our data results in writing. It has been a three-year journey to arrive at this point. There has been overall improvement in teacher practice attributable to this is the excellent PD we are receiving to build teacher content knowledge and overall capability. We will be self-sustaining in 2017 implementing PD for our staff with the expertise we now have at our school. Teacher observation and feedback based around PAC (Practice analysis conversations) will be an integral part of teacher professional development
- ◆ Maori have continued to make significant shifts overall in reading 66.2% 51/77 are at or above. Pasifika has also maintained significant movement overall in reading 72.4% 121/167 at and above national standard.
- ◆ For writing Maori students that are at and above national standard are at 72.7% 56/77 and Pasifika is at 81.5% 136/167 these results are pleasing.
- ◆ For mathematic's Maori are progressing well at 66.3% 51/77 and Pasifika at 76.7% 128/167 which is excellent.
- ◆ PLC within the school has continued to focus on looking closely at data and talking about quality teaching practice. Focusing on target students is making an impact on children that are below and well below.
- ◆ Leadership and Assessment PD taken by our Deputy Principal's has made a significant impact on our teachers and management team in improving their overall capabilities in Writing. We will be consolidating these skills learnt in 2016 using the senior management team to embed the skills required to improve writing skills in the children and further improve teacher capability.

Mathematics

- ◆ *By the end of term 4, Year One, Year Two were above 80%, Year Five, Year Six were above 70% and Year Three and Year Four above 50% achieving at or above their expected level as compared to National Standards.*
- ◆ Mathematics results for: 2013 /2014/ 2015 /2016 end of year – Overall all cohorts were above 50% and the average for all six cohorts was 71.4%.

The range was between 52.3% and 86.5%.

After One Year = 85.7%/ 96.3% / 91%/ 82%

Two = 65%/75.1%/ 78.9%/ 86.5%

Three = 56.4%/ 65.8%/ 84.2%/ 52.3%

Four = 77.8%/ 72.8%/ 65.5%/ 53.9%

Five = 69.7%/ 58.4%/ 71.4%/ 79.0%

Six = 70%/ 56.6%/ 70.0%/ 74.4%

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- ◆ All teachers set targets with accelerated learning and the majority of teachers met their class targets.
- ◆ Continued Professional learning around early stage 5 for the staff.

IDENTIFIED AREAS OF IMPROVEMENT and how these areas were identified

- ◆ Students will be targeted by teachers and will get an opportunity to work in depth with them in conjunction with DPs team teaching with them in their classrooms.
- ◆ COL in school leaders will work alongside identified teachers through appraisal needs and data information
- ◆ Cohorts of concern at the end of year 2016 were Year 4s 6/13 in Mathematics, Year 1s - 31/61/ Year 4s -5/13 in Reading and Year 3s- 9/44 and Year 4s - 5/13 in Writing
- ◆ Continue to raise the number of children Above National Standard Expectation in Numeracy and Literacy to the 85% ministry benchmark.
 - ❖ Blue indicates 2013 end of year % totals or cohorts, black indicates 2014 end of year % totals or cohorts in red indicates 2015 end of year % totals or cohorts, purple indicates 2016 cohort % totals.