



Grant's Braes School

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Title: National Standards 2013	Date: 6th Dec 2013	Level: Year 1 - 6	Subject area: Reading ,writing ,Math
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Rational/ Explanation: National standards are a description set by the Ministry of Education of the level at which children are expected to be achieving after certain amounts of time at school. Teachers assess students against this criteria and make overall teacher judgments on their level of achievement using a variety of assessment tools in the areas of reading, writing and Mathematics. Teachers are asked to make these assessments after the children have been at school 12 months, 24 months, 36 months and then at the end of year 4, year 5 and year 6.

At Grant's Braes a number of children will not be assessed against the end of 36 months criteria as they will have already entered year 4 by this milestone and are therefore assessed against the end of Year 4 criteria.

Natational Standards information is not entered until children have been at school for a year and therefore this data does not include children in Year 0 or those children who have had less than nine months at school. There are currently 27 students in this category who have been excluded from the data.

Also of note is that the Year 6 children from 2012 are not present in the year group data as they have left the school. There are also a number of children who have entered the school this year and therefore have no data for 2012. For this reason only 110 students are represented in the 2012 year based data.

	Reading				Writing				Math			
	2012 Anniversary		2013 Anniversary		2012 Anniversary		2013 Anniversary		2012 Anniversary		2013 Anniversary	
Above	25	18%	32	21%	14	10%	19	12%	22	16%	22	14%
At	86	62%	97	62%	84	60%	94	60%	98	71%	108	69%
Below	21	15%	22	14%	35	25%	35	22%	15	11%	24	15%
Well below	7	5%	5	3%	6	4%	8	5%	4	3%	2	1%
Total	139		156		139		156		139		156	

Analysis :

- The data from 2012 and 2013 are very similar in distribution and percentage at each level
- There has been a small number of well below children move into the below area.
- The number of children achieving above has increased slightly particularly in the literacy areas

Evaluation

- A high percentage of children are achieving the National Standards.
- Writing is still the area of lowest achievement despite two years of professional work in this area.
- Our school target in 2012 was to try and get 85% of our students achieving at or above the standards in all areas. We did not achieve this last year or this year but have moved slightly closer with 83% in reading 73% in writing and 84% in maths.
- The new children into the school appear to have been evenly distributed across the achievement levels.

Student achievement in Reading for 2012

Curriculum Level	National Standards	Achievement					
		After 1 year	After 2 years	After 3 years	End Year 4	End Year 5	End Year 6
4	End Year 8						
	End Year 7						Above
3	End Year 6				7 (32%)		At
	End Year 5				5 (17%)	14 (64%)	Below
2	End Year 4				23 (77%)		Well Below
	After 3 years		1 (4%)	7 (64%)		1 (5%)	
1	After 2 years	2 (11%)	23 (82%)	3 (27%)	2 (7%)		
	After 1 year	4 (21%)	2 (7%)	1 (9%)			
		13 (68%)	2 (7%)				

Total Count of Students: 110

Student achievement in Reading for 2013

Curriculum Level	National Standards	Achievement					
		After 1 year	After 2 years	After 3 years	End Year 4	End Year 5	End Year 6
4	End Year 8						
	End Year 7					6 (25%)	Above
3	End Year 6				9 (26%)	15 (63%)	At
	End Year 5				5 (21%)	23 (88%)	Below
2	End Year 4				18 (73%)	1 (3%)	Well Below
	After 3 years		8 (38%)	13 (68%)	1 (4%)	1 (3%)	
1	After 2 years	5 (15%)	6 (29%)	5 (26%)			
	After 1 year	22 (65%)	6 (29%)	1 (5%)			
		7 (21%)	1 (5%)				

Total Count of Students: 156

Student achievement in Writing for 2012

Curriculum Level	National Standards	Achievement					
		After 1 year	After 2 years	After 3 years	End Year 4	End Year 5	End Year 6
4	End Year 8						
	End Year 7						Above
3	End Year 6				2 (9%)		At
	End Year 5				3 (10%)	17 (77%)	Below
2	End Year 4			1 (9%)	19 (82%)	2 (9%)	Well Below
	After 3 years		3 (11%)	4 (36%)	7 (23%)	1 (5%)	
1	After 2 years	1 (5%)	17 (61%)	4 (36%)	1 (3%)		
	After 1 year	11 (56%)	7 (25%)	2 (18%)			
		7 (37%)	1 (4%)				

Total Count of Students: 110

Student achievement in Writing for 2013

Curriculum Level	National Standards	Achievement					
		After 1 year	After 2 years	After 3 years	End Year 4	End Year 5	End Year 6
4	End Year 8						
	End Year 7					3 (13%)	Above
3	End Year 6				7 (21%)	16 (67%)	At
	End Year 5				6 (25%)	24 (71%)	Below
2	End Year 4			1 (5%)	14 (58%)	2 (6%)	Well Below
	After 3 years		2 (10%)	7 (37%)	3 (13%)	1 (3%)	
1	After 2 years		12 (57%)	9 (47%)	1 (4%)		
	After 1 year	22 (65%)	6 (29%)	2 (11%)			
		12 (35%)	1 (5%)				

Total Count of Students: 156

Student achievement in Mathematics for 2012

Curriculum Level	National Standards	Achievement					
		After 1 year	After 2 years	After 3 years	End Year 4	End Year 5	End Year 6
4	End Year 8						
	End Year 7						Above
3	End Year 6				6 (27%)		At
	End Year 5				9 (30%)	15 (88%)	Below
2	End Year 4				17 (57%)	1 (5%)	Well Below
	After 3 years		2 (7%)	8 (55%)	2 (7%)		
1	After 2 years		33 (82%)	6 (45%)	2 (7%)		
	After 1 year	16 (84%)	2 (7%)				
		3 (16%)	1 (4%)				

Total Count of Students: 110

Student achievement in Mathematics for 2013

Curriculum Level	National Standards	Achievement					
		After 1 year	After 2 years	After 3 years	End Year 4	End Year 5	End Year 6
4	End Year 8						
	End Year 7					7 (29%)	Above
3	End Year 6				7 (21%)	12 (50%)	At
	End Year 5				6 (25%)	24 (71%)	Below
2	End Year 4				17 (71%)	2 (6%)	Well Below
	After 3 years			12 (63%)	1 (4%)	1 (3%)	
1	After 2 years	2 (5%)	18 (86%)	7 (37%)			
	After 1 year	26 (76%)	2 (10%)				
		6 (18%)	1 (5%)				

Total Count of Students: 156

Analysis

- There has been significant movement for children in Year 1 2012 moving to Year 2 2013 in reading.
- There is a much smaller group of below children in Year 1 this year than last year.
- There has been significant movement for the children in year 4 2012 in writing.
- Year 6 are showing a larger number of children below in maths than previously.

Evaluation

- As shown previously children in year 1 move at very different rates and this tends to be an area where more children do not make the standards. They do however make up this ground once they have

learned the basics and percentages drop off significantly once they get through their second year at school.

- Changes to the testing of reading to align it with the guidelines set out in the National Standards book have contributed to the reduced number of children below after 1 year.
- The writing intervention programme has moved a number of children in the year 5 and 6 group for writing and this is reflected in the data. The junior intervention group in 2014 will hopefully do the same for the junior classes. We would expect to see a further narrowing of the gap as programmes developed from our intervention programmes continue into next year.
- The change from after 3 years at school to at the end of year 4 means the after year 3 group is smaller and this increases the percentages for each child in this group exaggerating movement or lack of movement.
- Moderation of borderline children is very important to ensure consistency between classes and teachers and while this is done I think practices need strengthened in some areas and guidelines put in place so that these students are clearly identified and checks made.

Maori and Pacifica data where they were previously

	Well Below		Below		At		Above		Total
Maori Reading 2012	1	9%	2	18%	6	55%	2	18%	<u>11</u>
Pacifica Reading 2012									
Maori Writing 2012	1	9%	2	18%	6	55%	2	18%	<u>11</u>
Pacifica Writing 2012									
Maori Math 2012	1	9%	1	9%	7	64%	2	18%	<u>11</u>
Pacifica Math 2012									

Maori and Pacifica data where they are at now

	Well Below		Below		At		Above		Total
Maori Reading 2013	1	6%	3	18%	8	47%	5	29%	<u>17</u>
Pacifica Reading 2013									
Maori Writing 2013	2	12%	3	18%	10	59%	2	12%	<u>17</u>
Pacifica Writing 2013									
Maori Math 2013	1	6%	3	18%	10	59%	3	18%	<u>17</u>
Pacifica Math 2013									

Analysis

- The data shows similar results to last year. The increase in numbers due to new children into the school has a significant impact on the data and identifying any trends due to the low number of students within groups especially Pacifica.

Gender

2013 Reading	Well Below		Below		At		Above		Total
Male	4	5%	12	14%	52	59%	20	23%	<u>88</u>
Female	1	1%	10	15%	45	66%	12	18%	<u>68</u>
2013 Writing									
Male	6	7%	21	24%	53	60%	8	9%	<u>88</u>

Female	2	3%	14	21%	41	60%	11	16%	<u>68</u>
2013 Math									
Male	1	1%	14	16%	56	64%	17	19%	<u>88</u>
Female	1	1%	10	15%	52	76%	5	7%	<u>68</u>

Analysis - The percentage of students within each group is evenly distributed between the genders. The biggest differences are in the above category where more boys are present in Maths and more girls in Writing.

Overall recommendations/Next steps

Use the Accelerated Literacy Learning funding to focus on struggling writers in the junior school in 2014 with the plan to refine classroom programmes and implement programmes that will benefit all writers in the junior school. This should then have a flow through effect to the senior classrooms with less struggling writers moving through the school.

Continue focus writing groups in the senior school in an effort to further reduce the deficit in the area of writing.

Develop and implement guidelines for identifying children not progressing against the standards from year to year and have procedures of moderation checks for these students to eliminate differences between teachers and to ensure these students receive the assistance they need.