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Title:	Date:	Level:	Subject area:
How can we use the production process to contribute to the school fair?	**Term 4 2013- report February 2014**	**1-3**	**Technology**

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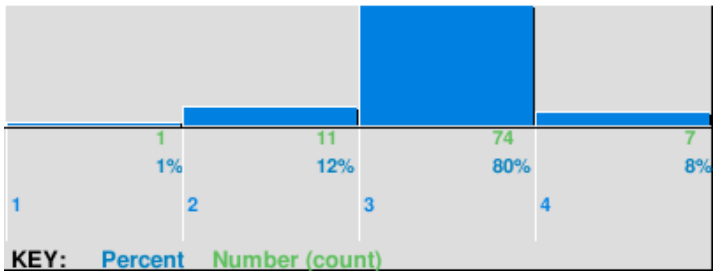
Rational/ Explanation:

We were involved in a school fair and wanted to use it as a realistic, practical learning opportunity so pupils could actively contribute to the fair. Being a technology based topic they could develop an understanding of the processes involved.
We are leading the children to the understanding that making things is a process and requires planning and reflection.
This topic also fitted constructively with the values, principles and key competencies focus for the term.
Value_ Aiming high- (product quality, presentation quality.)
Key Competencies - Participating and contributing – active involvement in a school community event
Principles - community engagement and high expectations. Refer to unit plans for more detail

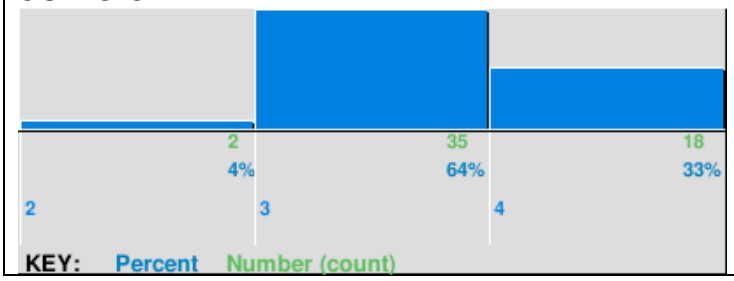
Key:
2012 data is not applicable in this report as the technology focus differs.

Overall data 2013

Juniors



Seniors



Analysis (Factual)

What this shows us:

Junior school – 88% achieved or exceeded the requirements of the task. There were 12 pupils who did not meet the requirements. 4 of these were Y0 pupils and new to school, 5 have previous histories of requiring support for things such as ESOL or delayed learning and are on the register of pupils we monitor and support closely. In the teachers' notes all these pupils were given additional support to attempt the tasks and all but one gained partial completion. One ORS child did not undertake the assessment task but was involved in the unit and another one completed a modified assessment to the point where they were given a pass mark.

Senior School

97% of our Senior children achieved at or above the indicators. We feel this reflects the high level of interest the children had in making their own products to sell at the school fair.

Evaluation

Because of the "hands on" process and producing a tangible, saleable product this unit was really meaningful to all the children and allowed for contextual learning. We feel that by linking our technology production and process to real life that our children were more engaged.

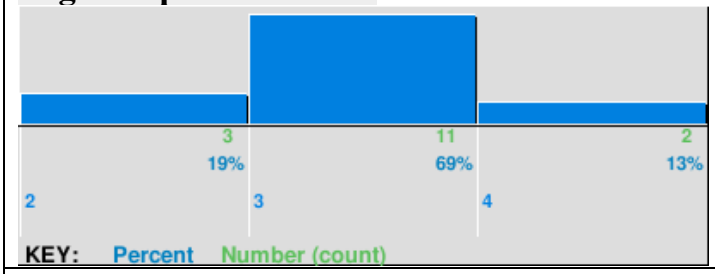
Why/Why we haven't made progress?

For those children who have not achieved the indicators in this task, it was noted they have partly achieved the indicators but were not able to fully explain their thinking.

They are all children who either struggle with writing or reading and due to the nature of the assessment tasks were unable to fully complete them.

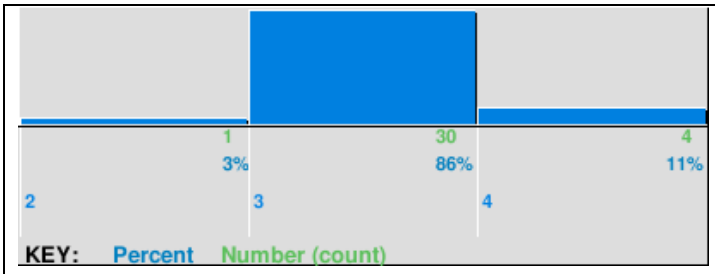
Year 0 2013

Y0- can talk about a product that might be developed by us for the fair and 2 things they might require to do so.



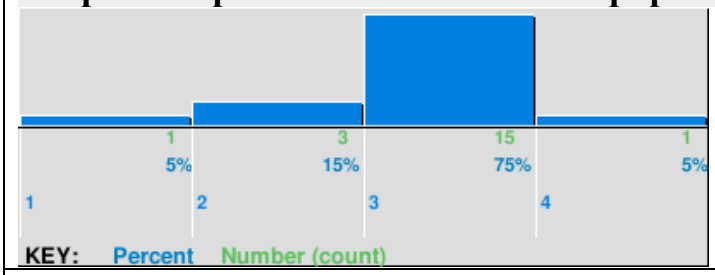
Year 1 2013

Y1- can identify 3 of the steps involved in developing their product idea



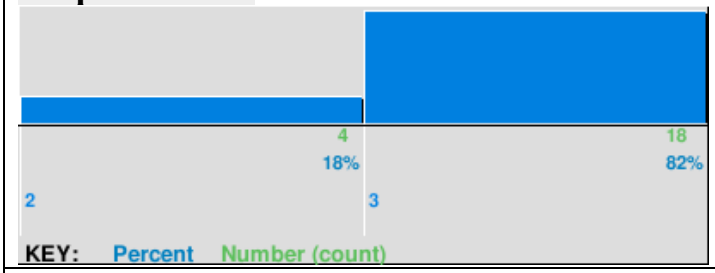
Year 2 2013

Y2 - can identify 3 or more of the steps involved in developing their product idea including one possible problem such as cost or equipment concerns



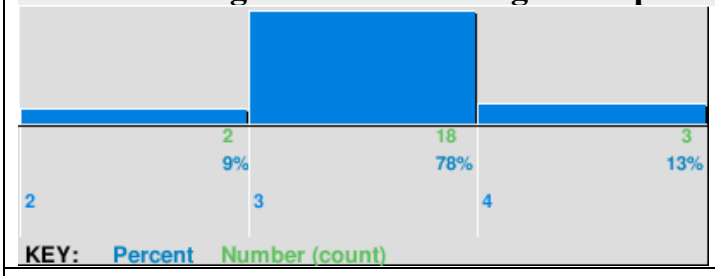
Year 3 2013

Y3- can model the process of production and identify a positive and a problem involved in the production



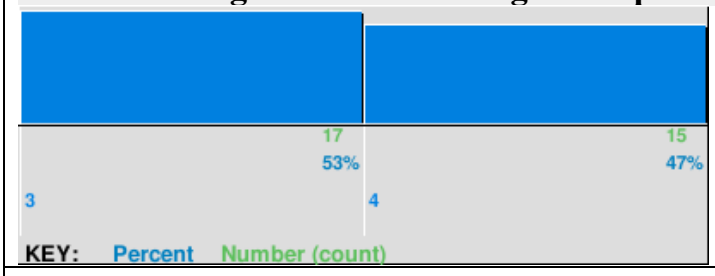
Year 4 2013

Y4: I can design and make changes to a prototype



Year 5 2013

Y5: I can design and make changes to a prototype and explain why I made them.



Year 6 2013

no data available as the 2013 year 6 group have been removed form the system.

Maori and Pacifica data where they are at now

	Below	At	Above
Maori	Seniors 13% (1)	juniors 100% (9) Seniors 50% (4)	seniors 38% (3)
Pacifica		Juniors 100% (1) Seniors 100% (1)	

Analysis (Factual)

A high proportion of our Maori students achieved at or above the standard. The one child who was below is receiving help with Literacy. The assessment task was a written task.

Gender data where they were 2013

	Below	At	Above
Male	juniors 12% (6) Seniors 3% (1)	juniors 84%(41) Seniors 79%(23	juniors 4% (2) Seniors 17%(6)
Female	Juniors 14%(6) Seniors 4%(1)	Juniors 75% (33) Seniors 46%(12)	Juniors 11%(5) Seniors 50% (13)

Analysis (Factual)

More girls achieved highly in this task than boys which was unexpected because it was a hands on task, however this may be because the assessment task was a written task.

Overall recommendations/Next steps

We will continue to give children opportunities to use "Real Life " contexts for the delivery of Technology. This was a high interest topic for the children and was reflected by the high levels of achievement.