

**KOPANE SCHOOL**  
**Reporting to the Board**  
**Pupil Achievement**  
**09.12.15**



## **Introduction**

It is a requirement of the National Administration Guidelines (2A) that where a school has students enrolled in Years 1-8 the Board of Trustees with the principal and teaching staff is required to use National Standards to:

- a. report to students and their parents on the student's progress and achievement in relation to the National Standards. Reporting to parents in plain language in writing must occur at least twice a year;
- b. report to the Secretary for Education by 1 March school-level data on the National Standards under four headings:
  - i. school strengths and identified areas for improvement;
  - ii. the basis for identifying areas for improvement;
  - iii. planned actions for lifting achievement; and
  - iv. how students are progressing in relation to the National Standards.
- c. report to the Secretary for Education by 1 March on the numbers and proportions of students achieving at, above, below or well below National Standards including by Maori, Pasifika, European/Pakeha, Asian, gender and by year level.
- d. report the NAG 2A(b) and NAG 2A (c) National Standards information in the format prescribed by the Secretary for Education from time to time.

This report is a prelude to the National Standard reporting requirements due to the Ministry by the 1<sup>st</sup> of March 2016.

The data and the issues raised in this report are a prelude to the above and are a chance to:

- a. Get a general overview of what the final report will look like.
- b. Update the report presented to the Board at its meeting of the 19<sup>th</sup> August as a result of:
  - the roll changing,
  - achievement data being updated.
- c. Give consideration to pupil achievement targets for 2016.

## **Curriculum Areas Reported On**

This report includes achievement information on reading, writing and mathematics. The report due to the Ministry of Education by 1 March and presented to the Board at its February 2016 meeting will include headings such as local goals, strategic aims, annual achievement aims, collection of data, school strengths and areas for improvement, basis of identifying areas for improvement and planned actions for lifting achievement.

This report will concentrate on:

1. Data that shows the achievement levels of Kopane pupils in relation to the National Standards in reading, writing and mathematics. Due to the relatively small roll numbers at some class levels and for the main purpose of this report these haven't been broken down into year levels, male or female or identified Maori students separately. This will be presented at the February 2016 meeting.
2. Data that is used at Kopane to be more specific about achievement levels in relation to National Standards.
3. Progress made with the 2015 annual achievement targets.
4. An overall summary.

### **1. Pupil Achievement Data**

This is a summary of the Ministry prescribed method of reporting pupil achievement. However no attempt has been made to further refine this data with regards to year groups, comparisons with boys and girls and also specifically considering Maori achievement.

The basis data is as follows:

	No. of Students	National Standards			
		Above	At	Below	Well Below
<b>Reading</b>	44	15 (34%)	28 (64%)	1 (2%)	
<b>Writing</b>	44	8 (18%)	33 (75%)	3 (7%)	
<b>Mathematics</b>	44	9 (20%)	33 (75%)	2 (5%)	

This shows that 98% of the children are achieving at or above the National Standard in reading, 93% in writing and 95% in mathematics.

In 2014 the results showed 100% were achieving at or above the National Standard in reading, 94% in writing and 96% in mathematics.

## **2. More Specific Kopane Data**

The grid below breaks the National Standards down into more defined categories. It also specifically considers children that the school is placing a special emphasis on.

Curriculum Area	No. of Students	Achieving Above		Achieving At The National Standard			Achieving Below		
		Gifted/Talented	Above	Very Securely	Solidly At	Just	At Risk of Not Achieving	Not Achieving	Special Needs
Reading	44		15 (34%)	8 (18%)	13 (30%)	7 (16%)	1 (2%)		
Writing	44		8 (18%)	9 (20%)	16 (36%)	9 (20%)	2 (5%)		
Mathematics	44	3 (7%)	6 (14%)	12 (27%)	13 (30%)	9 (20%)	1 (2%)		

While it is good to see the number of pupils in the top four categories with regards to the National Standards, the groups that will continue to receive special attention are:

- a. Those in the shaded area who are just achieving at the required standard.
- b. The 1-2 children who are achieving below the National Standard.

## **3. 2015 Pupil Achievement Targets**

Target: To increase the number of Year 4-8 pupils who are achieving within the “at” National Standards category in reading, writing and mathematics. Specifically we would like to see 60% of these pupils move up to the next band.

Curriculum Area	% of <u>Y4-8 Pupils</u> Who Are “At” But Not Solidly At (as at 1 <sup>st</sup> March)	Progress As At 1 <sup>st</sup> December
Reading	41%	8%
Writing	30%	8%
Mathematics	30%	23%

In the Year 4-8 area of the school there are presently 26 pupils. In both reading and writing a significant percentage (75%) have progressed as per the school’s achievement target. In maths, while the gain hasn’t looked so significant this is off-set by the fact that pupils have move into the school who are in the “just at” category, while others have moved into it from the “achieving below” category.

#### **4. Overall Summary**

While the overall achievement data and the collation of it is very pleasing there are still a number of issues to be aware of:

1. There is a discrepancy with the reading and the writing data with the overall level of reading higher than that for writing. The reason for this needs to be investigated closely.
2. There are 3-4 children who are struggling to move out of the general “achieving below” category and the specifically “just at” category. Could more be done for these children?
3. The targeted groups are going to be critically assessed on a more thorough and regular basis next year. Learning objectives for individual pupils are also going to be completed in smaller steps.

#### **5. Looking Ahead to 2016**

At this stage it appears likely that our achievement targets for 2016 will revolve around:

1. Writing: Specifically Year 5-6 and Year 2-3.
2. Maths: For the children who are “just at” the National Standard.
3. Reading: Mainly the Year 4-8 children who are “very securely at” the National Standard for reading, aiming to get them to “above” the standard.