



## Reporting commentary on students in years 1 to 8 that use *The New Zealand Curriculum*.

Date: February 2017

School name: Cashmere Primary School

School number: 3310

### NAG2A (b)(i) Areas of strength

#### National Standard subjects: Reading, Writing and Maths

Discussion:

#### Reading:

We met our 2016 target of 'To maintain a 90%+ result of students across the school reaching "at" or "above" the national standard in Reading' and the following are particular areas of strength.

- 90% of our Maori students are "at" or "above" the national standard in Reading, achieving our 2016 student achievement target.
- 100% of our 'after 2 years' students are "at" or "above" the national standard in Reading
- 96% of our Year 8 students are "at" or "above" the national standard in Reading
- 38% of all students across the school are working 'above' the national standard in Reading
- Only 3 (0.7 %) children are "well below" the national standard in Reading

#### Writing:

We met our 2016 target 'To maintain 82% - 88% of all students across the school reaching "at" or "above" the national standard in written language' **we achieved 87%** and the following groups are particular areas of strength,

- 84% of our Māori students are "at" or "above" the national standard in writing
- 96% of our Y8 leavers are "at" or "above" the national standard in writing
- Only 6 (1.3%) of our children across the whole school are "well below" the national standard in writing

### Maths:

Whilst we met our 2016 target 'To maintain a 90% - 94% result of students across the school reaching "at" or "above" the national standard in Mathematics' **we achieved 93%** the following groups are particular areas of strength

- 94% of our Maori students are "at" or "above" the national standard in mathematics
- 98 % of our After 2 years and Y4 and 99% after Y5 students are "at" or "above" the national standard in mathematics
- 92 % of our Y8 students are "at" or "above" the national standard in mathematics
- 40% of all students across the school are working 'above' the national standard in mathematics
- Only 4 (0.4%) of our children across the whole school are "well below" the national standard in mathematics

### **NAG2A (b)(i) Areas for improvement**

#### **National Standard subjects: Writing**

##### Discussion:

Since 2011 (when we began cumulative data collection in relation to national standards) we have made steady gains in written language (students working 'at' or 'above') from 77% in 2011 to 88% in 2014. In 2015 we did not meet our target or continue this trend achieving only 84%.

This improved in 2016 to 87% of our students now working "at" or "above" the national standard in writing

Based on the analysis of 2016 EOY achievement data we had 6 (1.3%) students working 'well below' and 54 (11.9%) 'below' the national standard in writing. This is an improvement on the year before however we still aim to lift the achievement of all priority learners (those working below and well below the NS in writing.)

The Y7 cohort have been identified as a target group for 2017 as they have the largest amount of children working below and well below the national standard in writing.

In addition to the above target group we will continue to focus on all all priority learners (those working below and well below the NS in writing) through our collaborative teaching and learning overviews, collaborative discussions and meetings and teaching as inquiry.

### **NAG2A (b)(ii) Basis for identifying areas for improvement**

##### Discussion:

At Cashmere Primary school we continuously strive to improve student achievement. Following on from a school leaders PLG (internal review) we have identified not only the cohorts of children that we wish to move but also the practices that we will implement in 2017 to achieve this.

Our PLG process is researched based and is best practice. We have used ERO's process of internal review to identify our priority learners, the shifts in practice and the desired outcomes for learners.

The achievement levels presented in the data reporting template and referred to above are based on multi-sourced norm referenced assessment tools and qualitative criterion based evidence, including work samples, learning progressions of curriculum levels and the knowledge of the student from teacher, peer and parent perspective to inform us of an overall teacher judgment (OTJ) to determine where a student is in relation to national standards.

### Cashmere Primary School: End of the Year AT expected level

	Reading	Writing	Maths numeracy	Maths Other strands
<b>After 1 year</b>	Green 1 -3 Orange	Curriculum Level 1p	Stage 3	Curriculum Level 1p
<b>After 2 years</b>	Turquoise Purple	Curriculum Level 1a	Mid/ end stage 4	Curriculum Level 1a
<b>After 3 years</b>	Gold 1 and 2 Silver 1 and 2: Level 2b	The equivalent of NZC Level 2b	Beginning/Mid stage 5	Curriculum Level 2b
<b>Year 4</b>	The equivalent of NZC Level 2p/2a	The equivalent of NZC Level 2p/2a	Mid/ End stage 5	Curriculum Level 2p/2a
<b>Year 5</b>	The equivalent of NZC Level 3b	The equivalent of NZC Level 3b	Begin / mid stage 6	Curriculum Level 3b
<b>Year 6</b>	The equivalent of NZC Level 3p/3a	The equivalent of NZC Level 3p/3a	Mid/ End of stage 6	Curriculum Level 3a
<b>Year 7</b>	The equivalent of NZC Level 4b	The equivalent of NZC Level 4b	Beg/ Mid stage 7	Curriculum Level 4b
<b>Year 8</b>	The equivalent of NZC Level 4p/4a	The equivalent of NZC Level 4p/4a	End of stage 7	Curriculum Level 4p/4a

- NB We moderate achievement levels conservatively so that we don't overstate individual or cohort achievement.

#### NAG2A (b)(iii) Planned actions for lifting achievement

Discussion:

The 2016 EOY achievement data was analysed at a whole school level where we set our 2017 achievement targets. From this, individual teams held their own year level PLG's where they have determined their team goals and plans for lifting student achievement (in writing) across their team. Target children are identified and specific strategies are explored and documented, in order to support the identified children's learning needs. Ongoing OTJ's will provide evidence of progress and enable teachers, team leaders and senior leadership to have evidence based discussions around these priority learners and whether we are on track to meet our targets (mid year data will give a good indication if our plans are effective). Whole school professional development around teacher inquiry (ongoing) , collaborative practices (ongoing) and Accelerated Literacy Learning (ALL) are all specific strategies to scaffold, empower and support teachers to raise achievement. School systems and documents will support this process, e.g. TLO ( Teaching and Learning Overview), collaboration meetings, team meetings, PLG's and moderation (both within and across teams).

#### NAG2A (b) (iv) Progress Statement

Discussion:

Data has shown that we have made improvements in written language each year since 2011(although in 2015 this was not the case). Although data can vary from year to year (differing cohorts, experiences and needs) our plan is to strive for continual improvement and our 2017 improve on the previous years results.

**Our 2017 goals are:**

1. To have 88% of all students across the school achieving “at” or “above” the national standard in written language. This includes having 25% of our students achieve above the national standard in written language.
2. To have 88% of our māori students achieving “at” or “above” the national standard in written language. This includes having 25% of our students achieve above the national standard in written language.

Whole school <i>at</i> or <i>above</i> <b>Writing</b>	2011 Total <b>77%</b> for <i>at</i> or <i>above</i> . %	2012 Total <b>80%</b> for <i>at</i> or <i>above</i> %	2013 Total <b>81%</b> for <i>at</i> or <i>above</i> %	2014 Total <b>87 %</b> for <i>at</i> or <i>above</i> . <b>N = 479</b> %	2015 Total <b>84 %</b> for <i>at</i> or <i>above</i> .	<b>2016</b> Total <b>87 %</b> for <i>at</i> or <i>above</i> .
Year 1	<b>74</b>	<b>97</b>	<b>90</b>	<b>90</b>	<b>88</b>	<b>91</b>
Year 2	<b>88</b>	<b>72</b>	<b>78</b>	<b>90</b>	<b>77</b>	<b>98</b>
Year 3	<b>80</b>	<b>90</b>	<b>73</b>	<b>74</b>	<b>77</b>	<b>89</b>
Year 4	<b>76</b>	<b>82</b>	<b>83</b>	<b>87</b>	<b>87</b>	<b>87</b>
Year 5	<b>79</b>	<b>73</b>	<b>79</b>	<b>86</b>	<b>85</b>	<b>85</b>
Year 6	<b>73</b>	<b>87</b>	<b>81</b>	<b>92</b>	<b>88</b>	<b>84</b>
Year 7	<b>58</b>	<b>63</b>	<b>76</b>	<b>76</b>	<b>72</b>	<b>69</b>
Year 8	<b>88</b>	<b>75</b>	<b>82</b>	<b>98</b>	<b>95</b>	<b>96</b>