School Board Report

Report Title: Whole School Student Achievement Data Report
Author: Bridget Watkins
DATE: 20th July 2018

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1. Link to the Charter: School wide targets - student learning

e.g. priority learners, Term 1 achievement data, Term 2 achievement data.

This report is based on the Overall Teacher Judgements (OTJ) made by classroom teachers for each student. The OTJ is made based on information that the teacher has gathered from observations, conversations and conferences, tasks/assignments, and formal assessments.

Cambridge Middle School uses a variety of assessment tools throughout the year to ensure that we have in-depth knowledge of where each student is achieving, and what any gaps or weaknesses may be, along with areas of strength and acceleration. To make an OTJ for each student, the teachers use data and information gathered during Term 1 and 2 - a combination of formative assessment and anecdotal information, along with testing such as PAT, STAR, ARBs, e-asTTle Reading, Writing and Mathematics.

CMS Charter 2018:

ANNUAL AIM 1.
Accelerate the progress in writing of all students achieving below Level 4 of the New Zealand Curriculum (more than one year's progress for one year of learning).

TARGET 1.	TARGET 2.
By the end of 2018 increase the number of Year 8 'Level 3 or below' students to 'early Level 4 or above' from 53.7% to 70%	By the end of 2018 increase the number of Year 8 'Level 3 or below' Māori students to 'early Level 4 or above' from 30.6% to 50%

ANNUAL AIM 2.
Accelerate the progress in Mathematics of all students achieving below Level 4 of the New Zealand Curriculum (more than one year's progress for one year of learning).

TARGET 1.	TARGET 2.
By the end of 2018 increase the number of Year 8 'Level 3 or below' students to 'early Level 4 or above' from 64% to 75%	By the end of 2018 increase the number of Year 8 'Level 3 or below' Māori students to 'early Level 4 or above' from 38.9% to 60%

2. Relevant Data:

- Term One whole school curriculum level data tables (both numbers and percentages) - 2018 Year 7, 8, 9 and 10 students - for comparison purposes:
  - Reading
  - Writing
  - Mathematics
- Term Two whole school curriculum level data tables (both numbers and percentages) - 2018 Year 7, 8, 9 and 10 students:
  - Reading
  - Writing
  - Mathematics
- Cohort 2017-2018 data tracking and acceleration figures.
- Priority Learners progress data in relation to Charter goals.

Reading

Mid Year 2018 Reading OTJ Data:

Number:

Term 2 2018
Whole school - Reading

	At 1	Early 2	At 2	Early 3	At 3	Early 4	At 4	Early 5	At 5	Total
Year 10							1			1
Year 7		5	16	68	144	74	4			311
Year 8	1	3	4	16	45	107	84	19		279
Year 9				1	2	3	1		1	8
Total	1	8	20	85	191	184	90	19	1	599

Percentage:

Term 2 2018
Whole school - Reading

	At 1	Early 2	At 2	Early 3	At 3	Early 4	At 4	Early 5	At 5	Total
Year 10							100.0			100.0
Year 7		1.6	5.1	21.9	46.3	23.8	1.3			100.0
Year 8		1.1	1.4	5.7	16.1	38.4	30.1	6.8		100.0
Year 9				12.5	25.0	37.5	12.5		12.5	100.0
Total		1.3	3.3	14.2	31.9	30.7	15.0	3.2		100.0

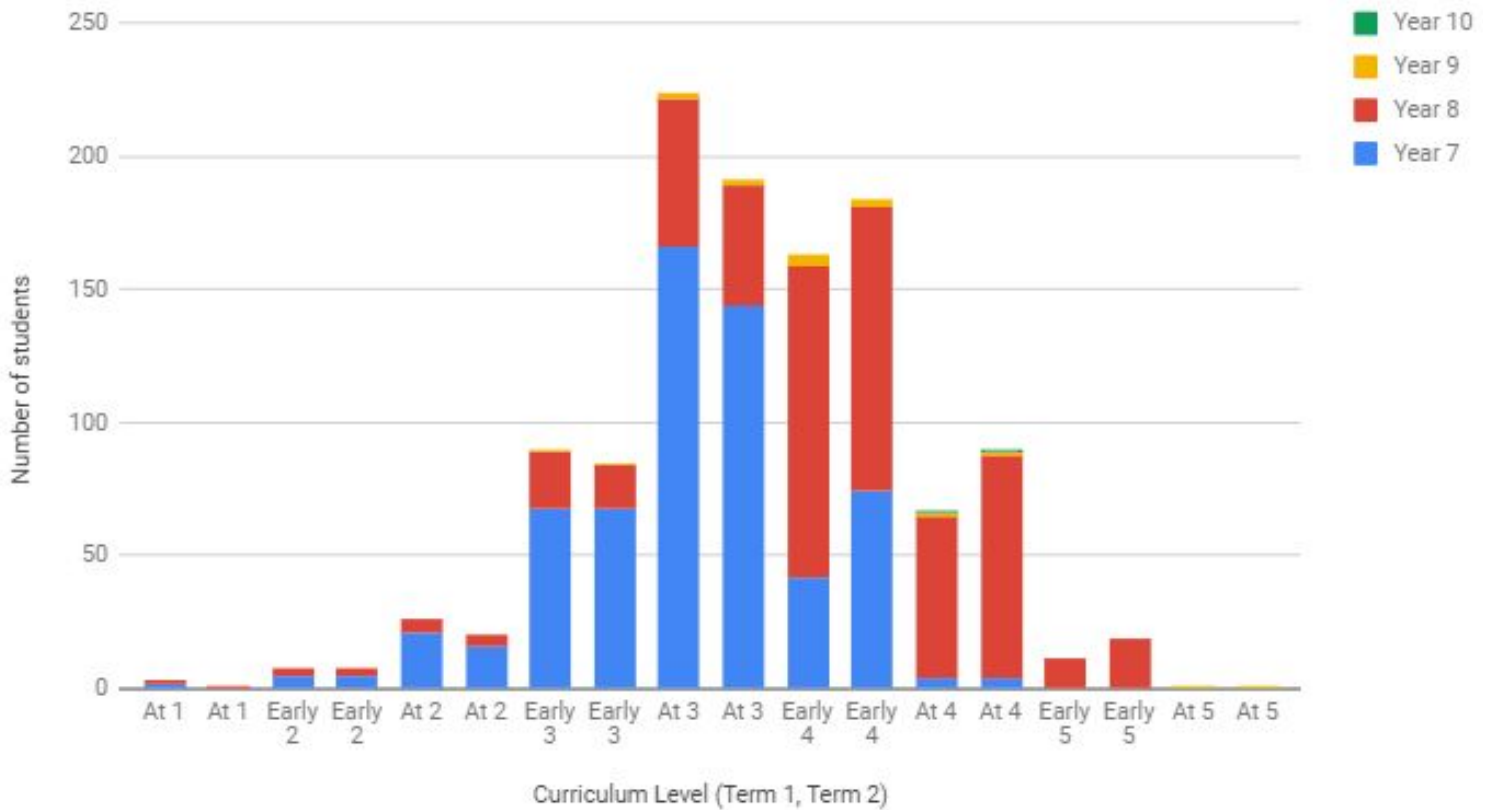Term 2 Reading Data Breakdown by Gender and Ethnicity
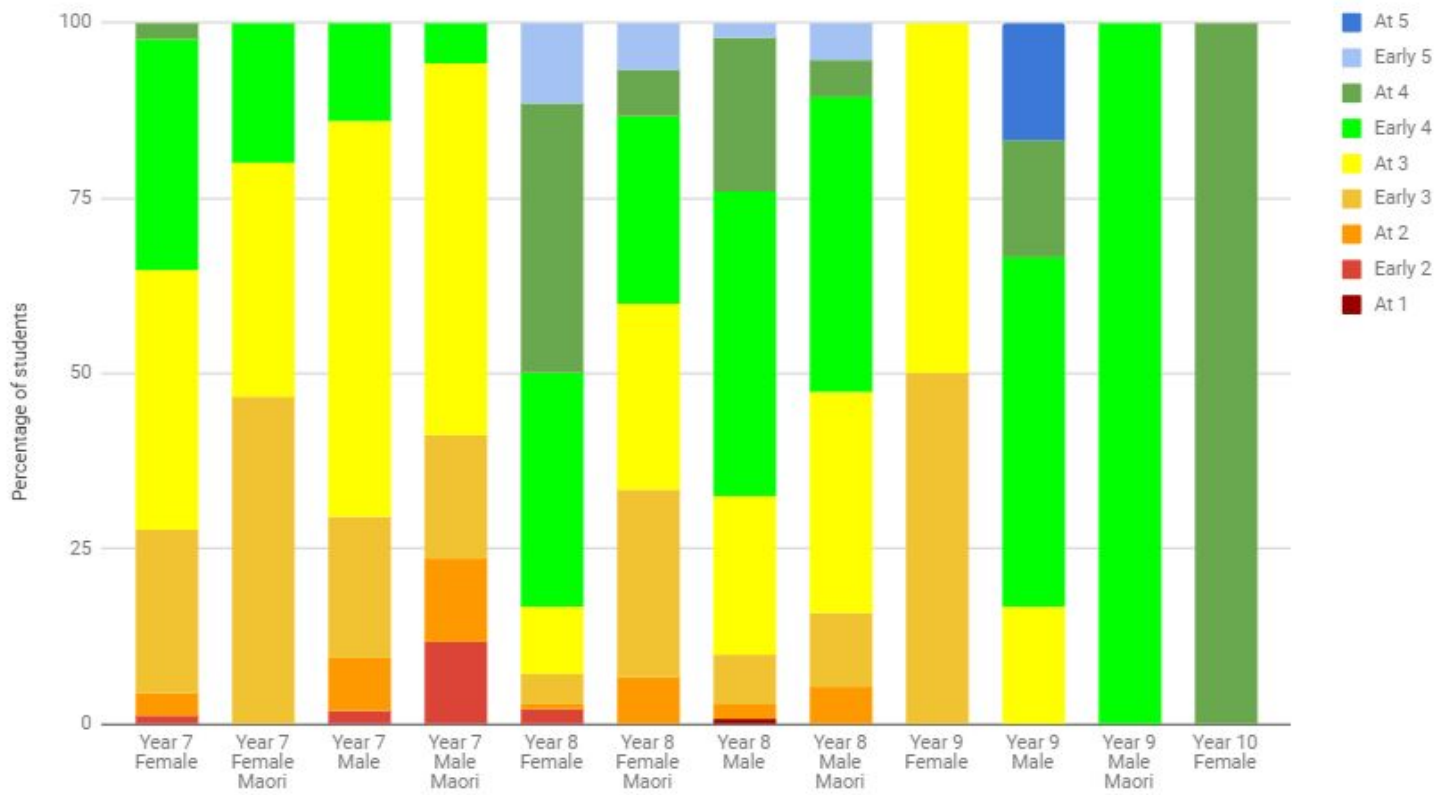
Term One Reading Breakdown (for reference):

Term 1 Reading Data Breakdown by Year Group and Ethnicity
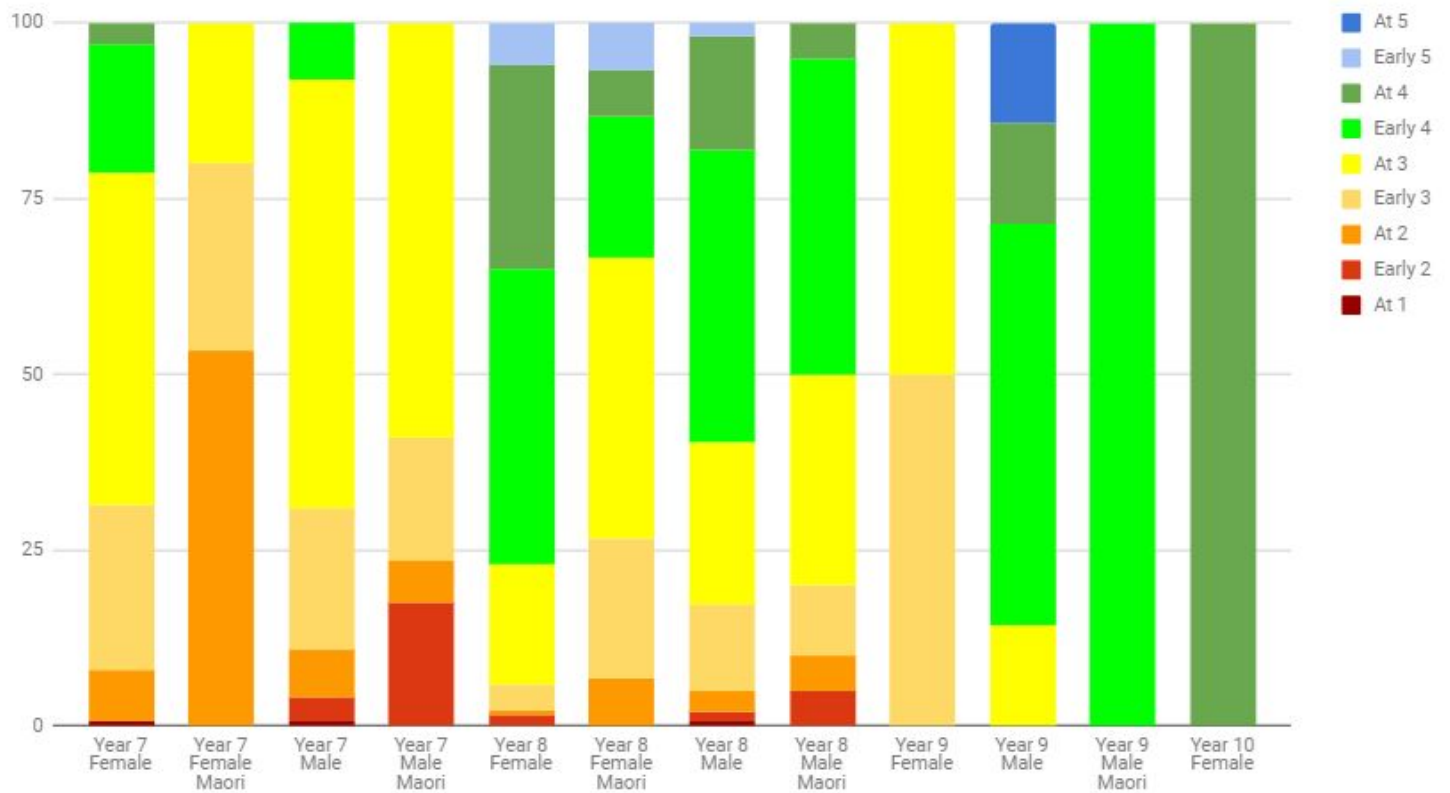
Reading Data - Term 1 and 2 2018

Term Two Narrative explanation:
Of significance is our cohort of Year 7 Female Maori students - they have shown a marked upward shift in their curriculum levels.

The Year 7 cohort has made good gains in curriculum level progress.

Our Year 7 and 8 Maori cohorts are still showing a disparity when compared to our total year group cohorts but this gap has shown a significant decrease in size.

Term 1 to Term 2 comparison - a general positive shift with fewer students At 2/Early 3 and an increase in students working at Early 4/At 4.

Our Year 9 and 10 cohorts consist of a small group of students and thus their results need to be read with this in mind. As this is such a small group of students their needs will be addressed by the class teacher.

Writing

Mid Year 2018 Writing OTJ:

Number:

Term 2 2018
Whole school – Writing

	At 1	Early 2	At 2	Early 3	At 3	Early 4	At 4	Early 5	At 5	Total
Year 10							1			1
Year 7		6	24	72	156	47	6			311
Year 8	1	2	8	16	91	95	55	11		279
Year 9			1		4	2			1	8
Total	*1*	*8*	*33*	*88*	*251*	*144*	*62*	*11*	*1*	*599*

Percentage:

Term 2 2018
Whole school – Writing

	At 1	Early 2	At 2	Early 3	At 3	Early 4	At 4	Early 5	At 5	Total
Year 10							100.0			100.0
Year 7		1.9	7.7	23.2	50.2	15.1	1.9			100.0
Year 8			2.9	5.7	32.6	34.1	19.7	3.9		100.0
Year 9			12.5		50.0	25.0			12.5	100.0
Total		*1.3*	*5.5*	*14.7*	*41.9*	*24.0*	*10.4*	*1.8*		*100.0*

Term 2 Writing Data Breakdown by Gender and Ethnicity
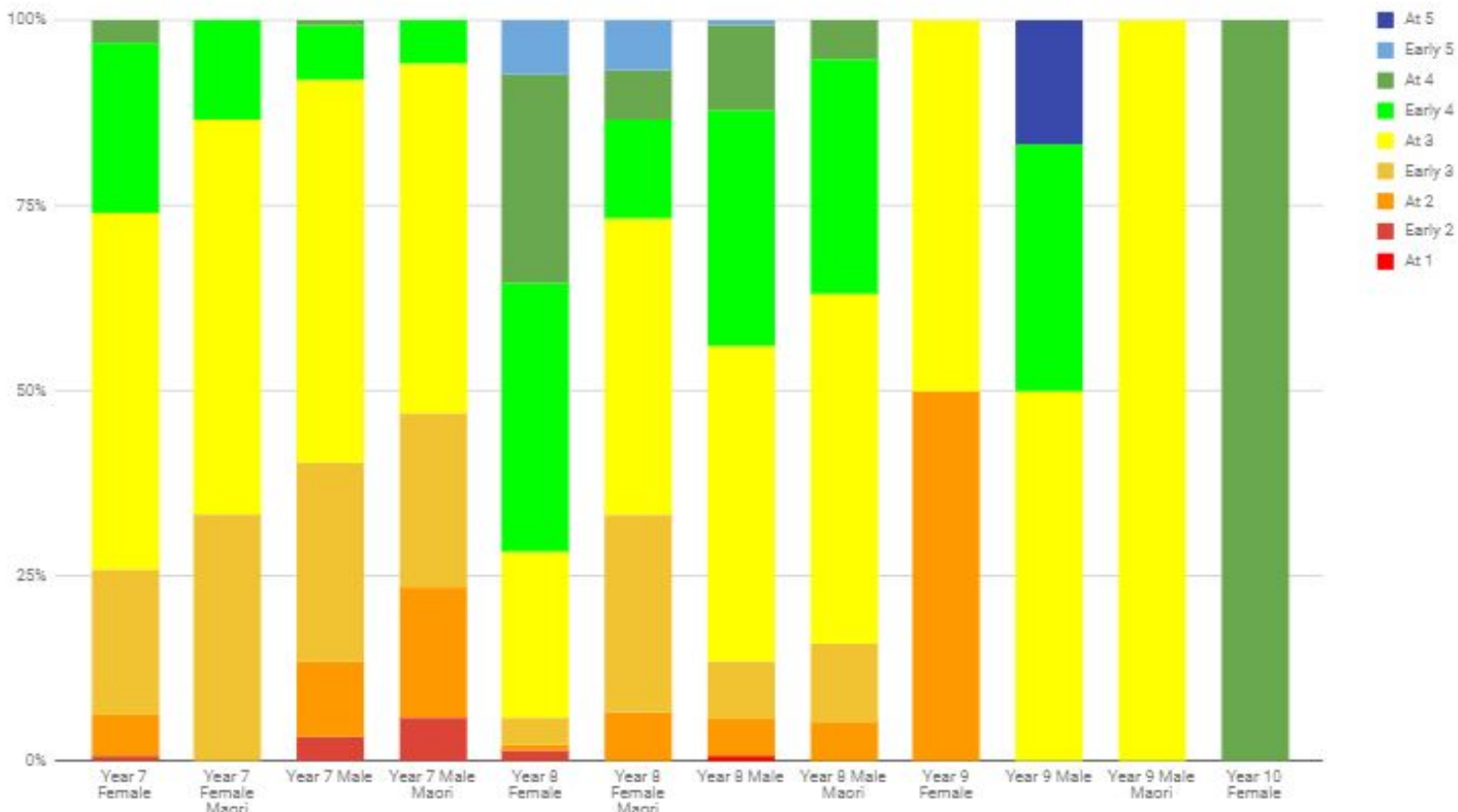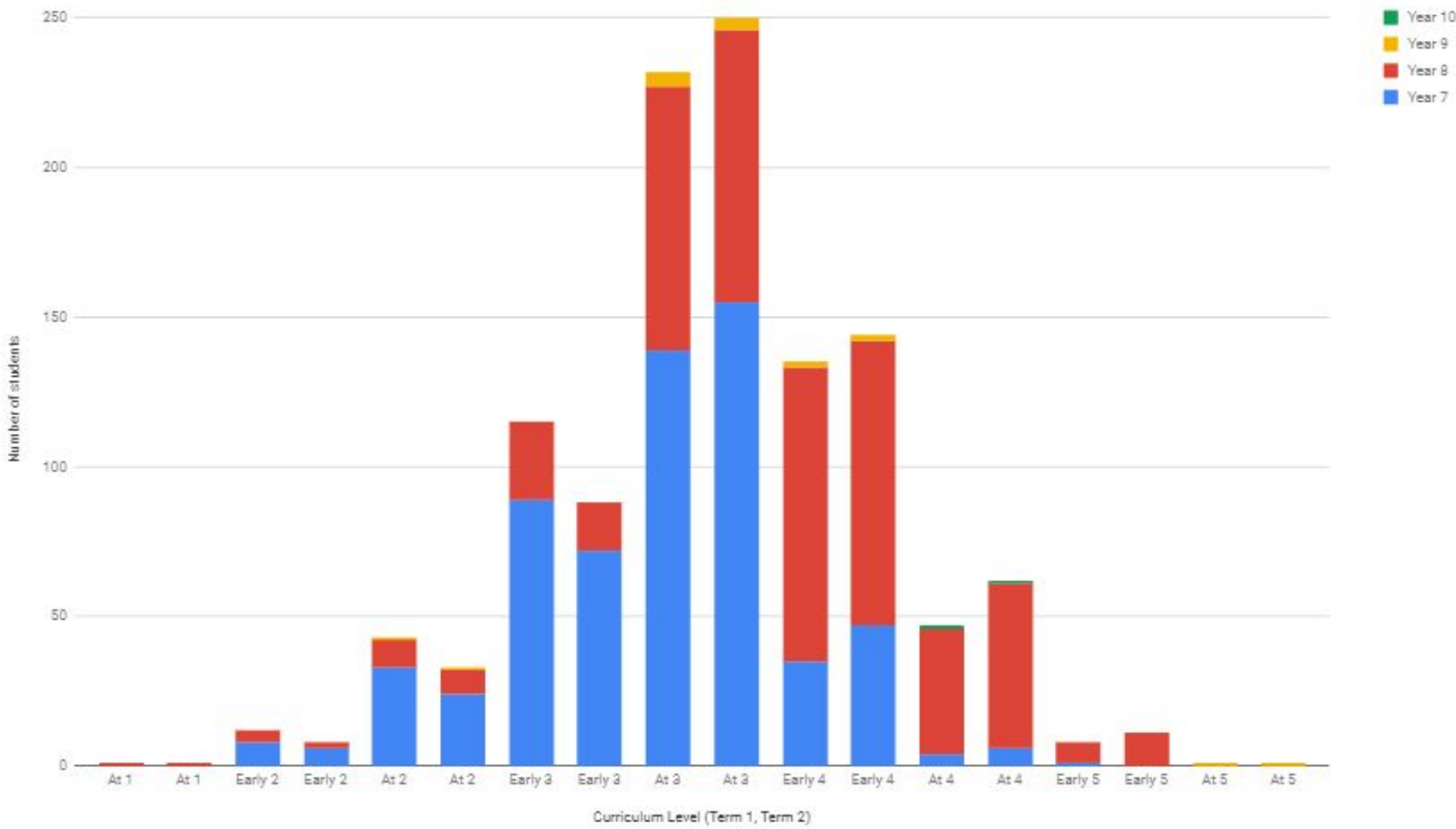
Term 1 Writing Data Breakdown (for reference purposes):

Writing Data Breakdown by Year Group and Ethnicity
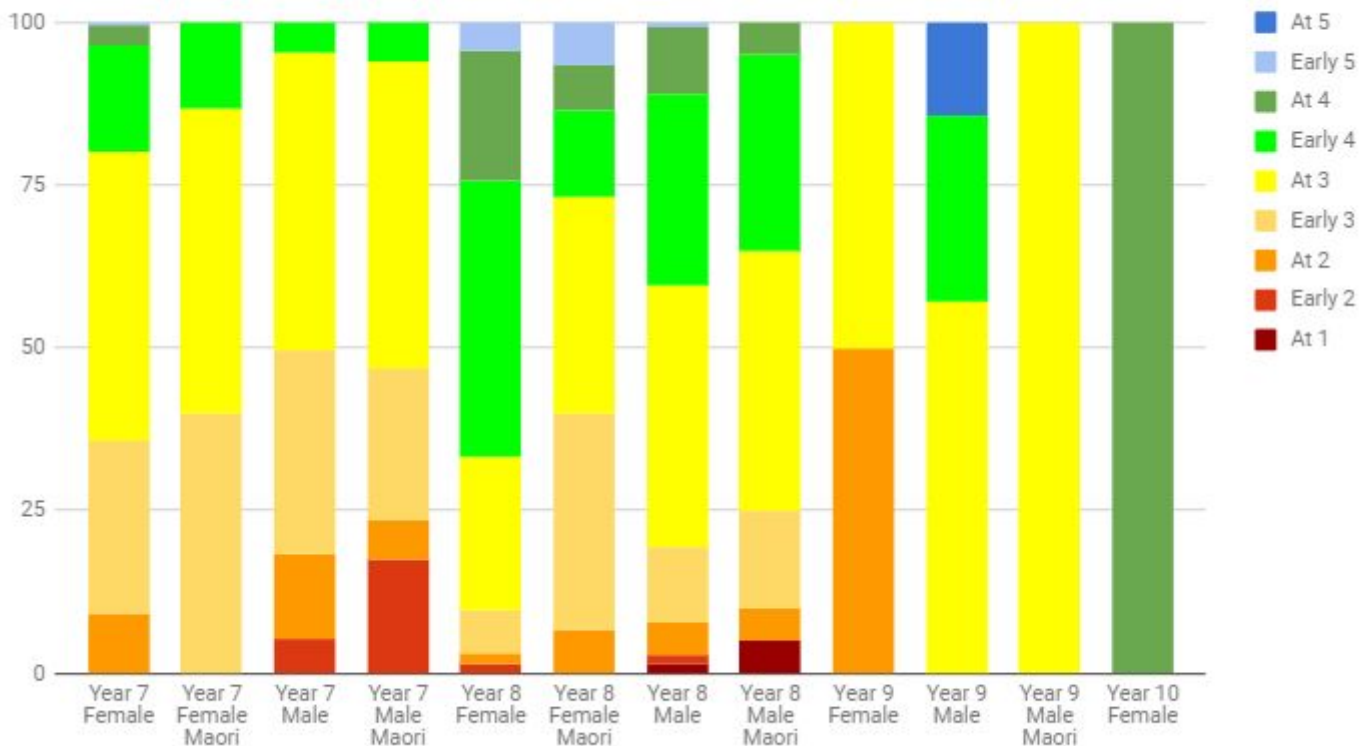
Writing Data - Term 1 and 2 2018

Narrative explanation:

The overall Male cohort is making noticeable progress through the curriculum levels. They are making more progress in comparison to their Female counterparts.

Year 7 and Year 8 Male Maori cohorts have made pleasing progress from the lower curriculum levels.

Significant lower numbers of students are now in the earlier curriculum levels than in Term One. The higher curriculum levels have seen a significant shift in the number of students now in them. This is a natural ripple effect of the progress the students are making as a whole.

Our Year 9 and 10 cohorts consist of a small group of students and thus their results need to be read with this in mind. As this is such a small group of students their needs will be addressed by the class teacher.

Mathematics

Mid Year 2018 Mathematics OTJ:

Number:

Term 2 2018
Whole school - Best Fit

	At 1	Early 2	At 2	Early 3	At 3	Early 4	At 4	Early 5	At 5	Total
Year 10							1			1
Year 7		4	22	60	146	70	9			311
Year 8	1	3		15	67	106	73	14	1	280
Year 9	1			1	3		2		1	8
Total	*2*	*7*	*22*	*76*	*216*	*176*	*85*	*14*	*2*	*600*

Percentage:

Term 2 2018
Whole school - Best Fit

	At 1	Early 2	At 2	Early 3	At 3	Early 4	At 4	Early 5	At 5	Total
Year 10							100.0			100.0
Year 7		1.3	7.1	19.3	46.9	22.5	2.9			100.0
Year 8		1.1		5.4	23.9	37.9	26.1	5.0		100.0
Year 9	12.5			12.5	37.5		25.0		12.5	100.0
Total		*1.2*	*3.7*	*12.7*	*36.0*	*29.3*	*14.2*	*2.3*		*100.0*

Term 2 Mathematics Data Breakdown

Term 2 Mathematics Data Breakdown by Gender and Ethnicity
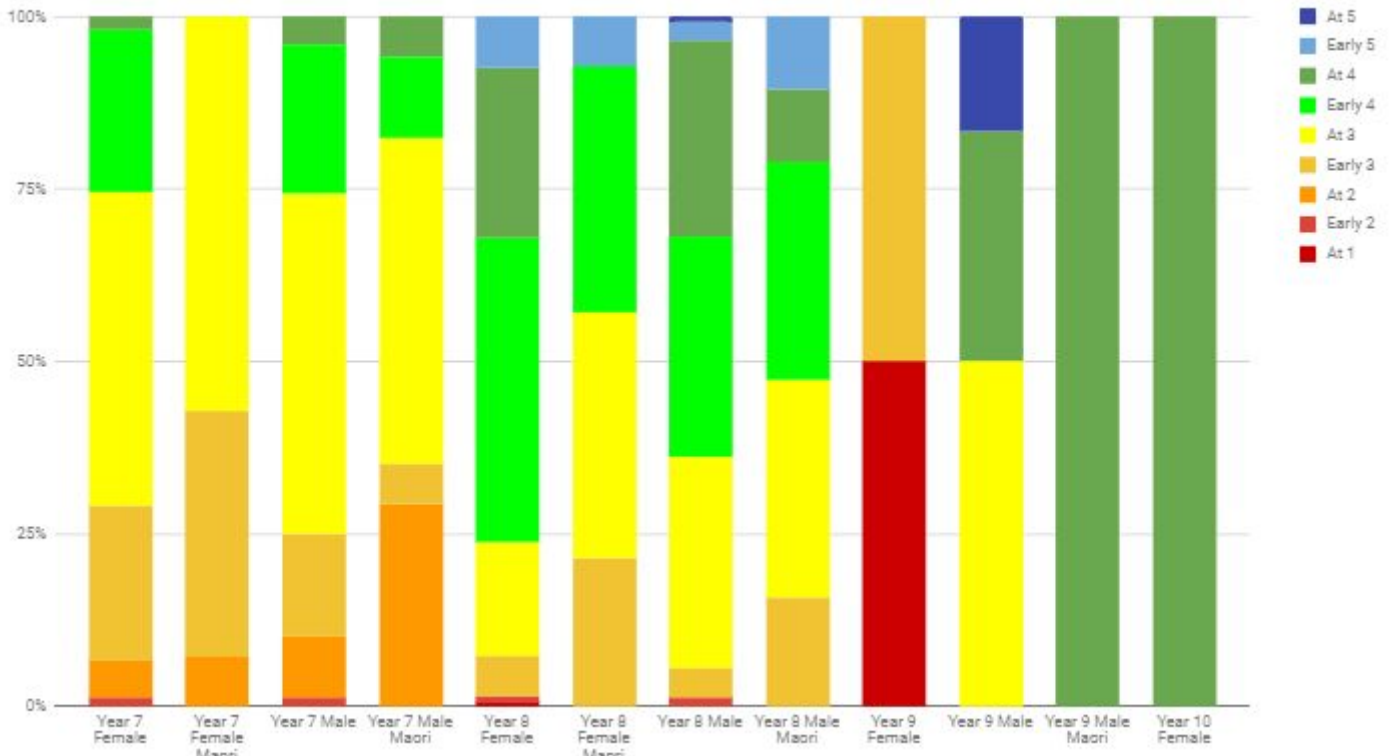
Term 1 Mathematics Data Breakdown (for reference purposes):

Mathematics Data Breakdown by Year Group and Ethnicity

Mathematics Data - Term 1 and 2 2018

Narrative explanation:

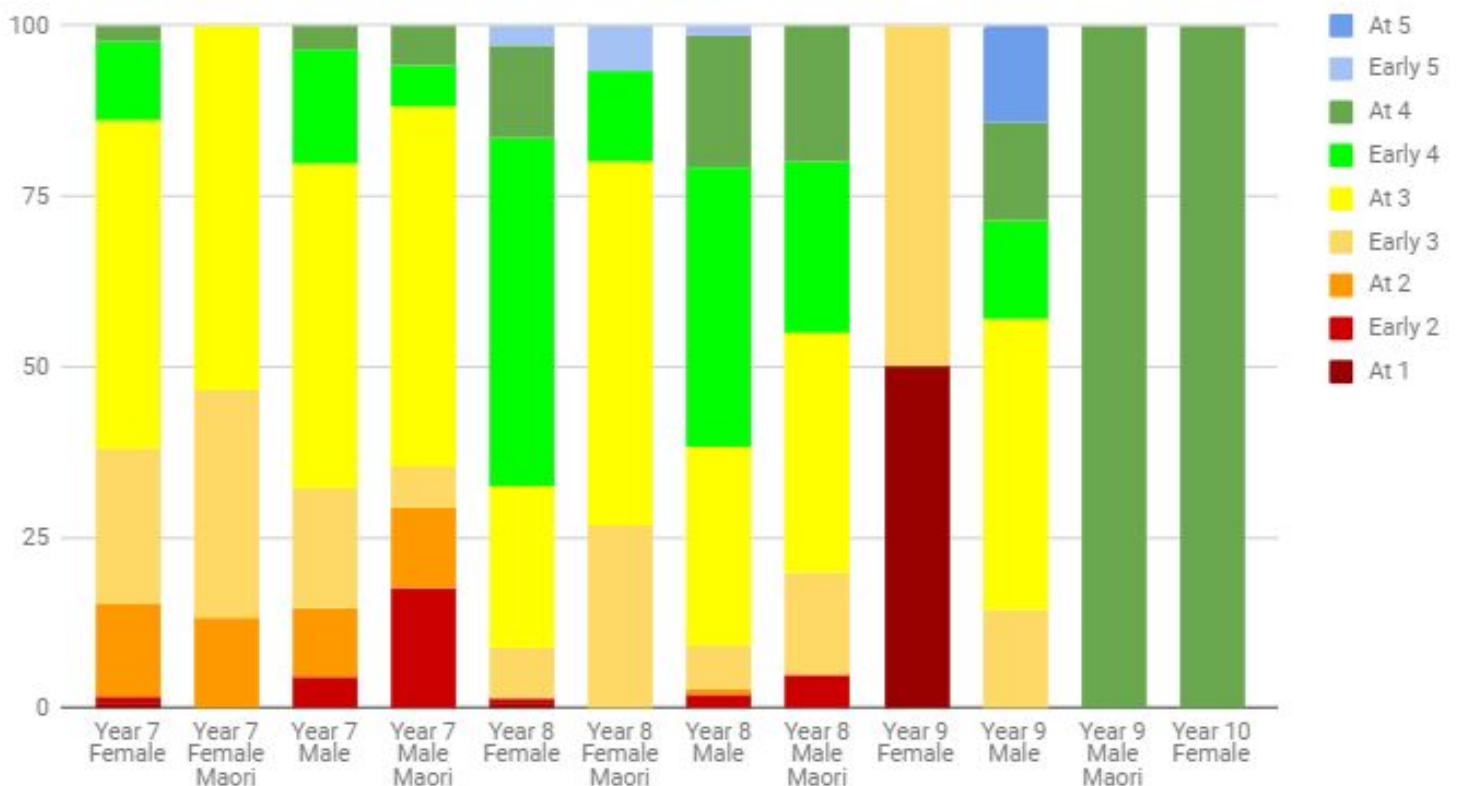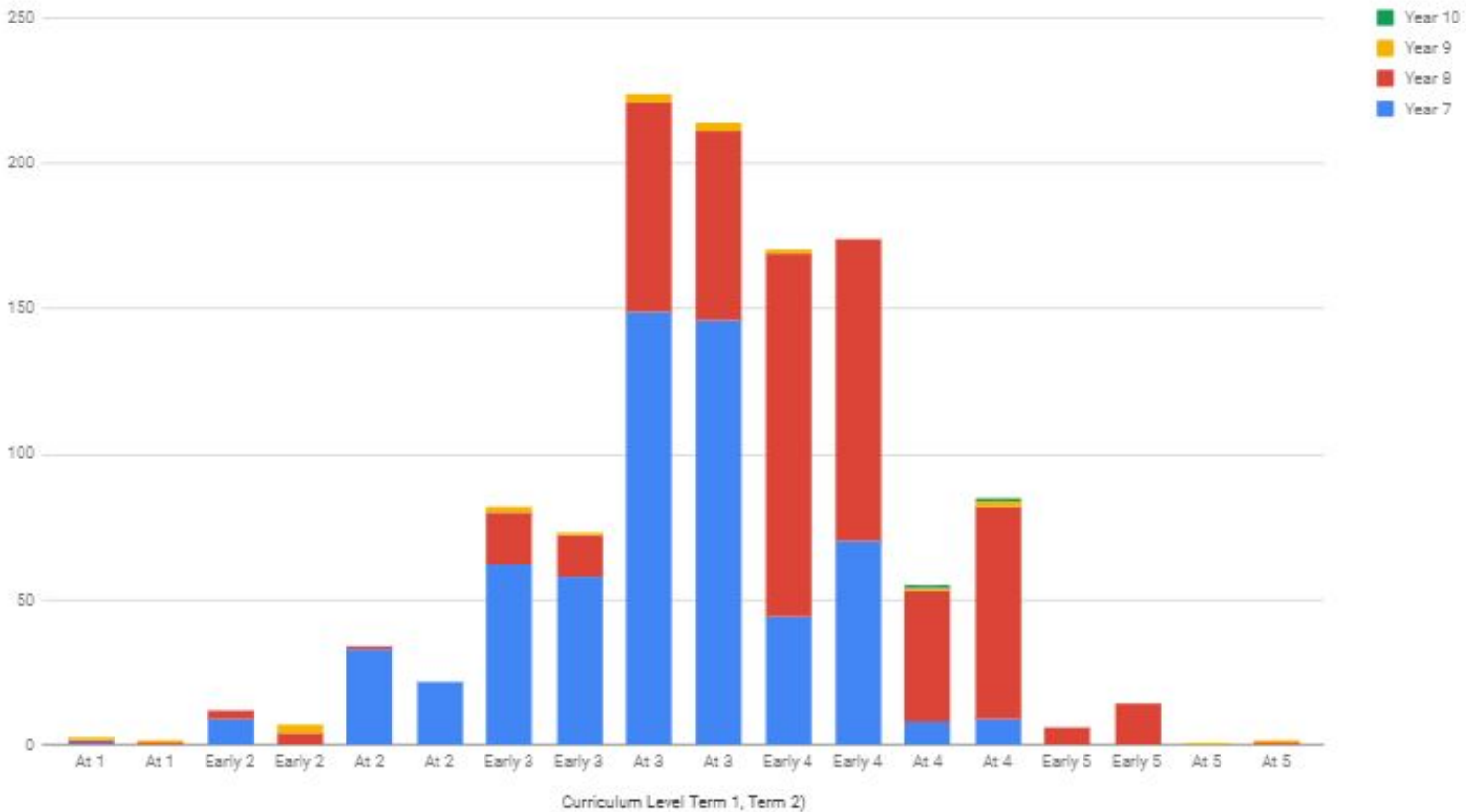Significant movement into the At Level 4 category which is very encouraging to see. There are also a lot less students in the early curriculum levels (At 1 - At 3).

The Year 7 Female Maori cohort is still tracking lower than the Female cohort as a whole. Year 8 Female Maori are achieving significantly lower than the Female cohort as a whole. These are two groups that need significant acceleration during the latter part of this year to decrease this disparity.

Our Year 9 and 10 cohorts consist of a small group of students and thus their results need to be read with this in mind. As this is such a small group of students their needs will be addressed by the class teacher.

Belle Paterson's Target Mathematics Group began weekly sessions with her at the beginning of Term 2. Already she is reporting significant shifts in student attitude and achievement after 14 weeks. Students were selected for this group based on the following criteria - Year 8, working At Level 3 OTJ, Stanine 3 or 4 in Mathematics PAT results. Statistics results showed 72% of the group reached Level 4.

Priority Learners

Annual Aim 1 (from Charter)

ANNUAL AIM 1.
Accelerate the progress in writing of all students achieving below Level 4 of the New Zealand Curriculum (more than one year's progress for one year of learning).

TARGET 1.	TARGET 2.
By the end of 2018 increase the number of Year 8 'Level 3 or below' students to 'early Level 4 or above' from 53.7% to 70%	By the end of 2018 increase the number of Year 8 'Level 3 or below' Māori students to 'early Level 4 or above' from 30.6% to 50%

Annual Aim 1 - Target 1

MID YEAR DATA:

Curriculum Level	A1	E2	A2	E3	A3	E4	A4	E5	A5	Total
Year 8 %	0	0	2.9	5.7	32.6	34.1	19.7	3.9	0	100%
Number	1	2	8	16	91	95	55	11	0	279

Term Two data shows that 161 students are achieving at Early Level 4 or higher - this is an upward shift of 13 students into the desired levels. We still need to move 34 students (from the At Level 3 category or below) to reach our aspirational target of 70% of Year 8 students achieving at Early Level 4 or higher in the curriculum.

TERM ONE DATA (for comparison purposes):
Writing - Year 8 students at Level 3 or below (move these students to E4 or above) - 53.7% of our Year 8 students were achieving at E4+ at end of 2017.

Curriculum Level	A1	E2	A2	E3	A3	E4	A4	E5	A5	Total
Year 8 %	0	1.4	3.2	9.3	32.3	35.5	15.1	2.5	0	100%
Number	2	4	9	26	90	99	42	7	0	279

Annual Aim 1 - Target 2

MID YEAR DATA:

Curriculum Level	A1	E2	A2	E3	A3	E4	A4	E5	A5	Total
Year 8 Maori %	0	0	5.9	17.6	44.1	23.5	5.9	2.9	0	100%
Number	0	0	2	6	15	8	2	1	0	34

There has been an upward shift of three Maori students in the Term 2 Writing Data into higher curriculum levels, however we haven't seen a shift as of yet into the desired category of Early Level 4 or higher. This is promising however, as we are seeing a general upward trend. We still need to move 7 out 23 students in the latter portion of 2018 to meet our 50% target of students achieving at Early Level 4 or above.

TERM ONE DATA (for comparison purposes):
Writing - Year 8 Maori students at Level 3 or below (move these students to E4 or above) 30.6% of our Year 8 Maori students were achieving at E4+ at end of 2017.

Curriculum Level	A1	E2	A2	E3	A3	E4	A4	E5	A5	Total
Year 8 Maori %	2.9	0	5.7	22.9	37.1	22.9	5.7	2.9	0	100%
Number	1	0	2	8	13	8	2	1	0	35

Annual Aim 2 (from Charter)

ANNUAL AIM 2.
Accelerate the progress in Mathematics of all students achieving below Level 4 of the New Zealand Curriculum (more than one year's progress for one year of learning).

TARGET 1. By the end of 2018 increase the number of Year 8 'Level 3 or below' students to 'early Level 4 or above' from 64% to 75%	**TARGET 2.** By the end of 2018 increase the number of Year 8 'Level 3 or below' Māori students to 'early Level 4 or above' from 38.9% to 60%

Annual Aim 2 - Target 1

MID YEAR DATA:

Curriculum Level	A1	E2	A2	E3	A3	E4	A4	E5	A5	Total
Year 8 %	0	1.1	0	5.4	23.9	37.9	26.1	5.0	0	100%
Number	1	3	0	15	67	106	73	14	1	280

86 students are now achieving at Level 3 or below. This is a shift of 13 students into the desired category. We still need to move 17 students to meet our target of having 75% of students achieving at Early Level 4 or above.

TERM ONE DATA (for comparison purposes):
Mathematics - Year 8 students at Level 3 or below (move these students to E4 or above) - 64% of our Year 8 students were achieving at E4+ at end of 2017.

Curriculum Level	A1	E2	A2	E3	A3	E4	A4	E5	A5	Total
Year 8 %	0	1.4	0	6.8	26.5	45.9	16.5	2.2	0	100%
Number	1	4	1	19	74	128	46	6	0	279

Annual Aim 2 - Target 2

MID YEAR DATA:

Curriculum Level	A1	E2	A2	E3	A3	E4	A4	E5	A5	Total
Year 8 %	0	0	0	17.6	35.3	32.4	5.9	8.8	0	100%
Number	0	0	0	6	12	11	2	3	0	34

16 students are achieving at Early Level 4 or above, this is an upward movement of four students since the end of Term 1. 18 students are currently achieving at Level 3 or below, compared to Term 1 data which showed 23 students in this category. This is a significant shift towards our goal of moving nine students into the Early Level 4 or above category.

TERM ONE DATA (for comparison purposes):

Mathematics - Year 8 Maori students at Level 3 or below (move these students to E4 or above) - 38.9% of our Year 8 students were achieving at E4+ at end of 2017.

Curriculum Level	A1	E2	A2	E3	A3	E4	A4	E5	A5	Total
Year 8 Maori %	0	2.9	0	20	42.9	20	11.4	2.9	0	100%
Number	0	1	0	7	15	7	4	1	0	35

Cohort Data Tracking:

Beginning 2017 (Year 7) - Mid 2018 (Year 8)

We are tracking the students (so far) over an 18 month period from when they entered Cambridge Middle School as a Year 7 student in 2017 up until now when they are midway through their Year 8 year. There are 256 students in this data cohort.

The data below is interesting as we are looking at it mid way through the students Year 8 year - and we know that Year 8's typically follow a pattern of making two thirds of their progress during this year so we would expect to see even more acceleration during the latter part of 2018.

Acceleration is an upwards shift of more than one sub-level in a year, and for the purpose of this report I have defined acceleration as 2 sublevels or more - Early/At which equates to two years or more progress - over an 18 month period.

Curriculum Area	Number below beginning 2017	Number below mid 2018	Number of students who accelerated	Number accelerated from 'below' to 'at'	Number accelerated within 'below'	Number of priority learners accelerated	Number of Maori students who accelerated	% of priority learners accelerated
Reading	83	60	23	35	2	37/83	4/17 (25%)	42%
Writing	99	95	4	29	14	43/99	4/18 (22%)	43%
Mathematics	81	76	5	25	12	37/81	7/15 (47%)	46%

Additional acceleration in the same cohort

The information below shows acceleration figures from within and between the well below/below; at/above bands that may not be reflected in the table above due to it not being easy to observe, or even captured, in the above data constraints ('below' category in 2017 and 2018).

Reading:
Within 'at/above' group - 42 showed acceleration
From 'below/well below' group to 'at/above' group - 35 showed acceleration (35/83)
Within 'below/well below' group' - 2 showed acceleration (2/83)

17 students have remained consistently at Curriculum Level 3 or lower for the past 18 months showing no discernable progress. Of these 7 have moderate-high learning and/or behaviour needs and another 3 have suffered significant loss/change.

Writing:
Within 'at/above' group - 33 showed acceleration
From 'below/well below' group to 'at/above' group - 29 showed acceleration (29/99)
Within 'below/well below' group' - 14 showed acceleration (14/99)

31 students have remained consistently at Curriculum Level 3 or lower for the past 18 months showing no discernable progress. Of these 6 have moderate-high learning and/or behaviour needs and another 5 have suffered significant loss/change.

Mathematics:
Within 'at/above' group - 40 showed acceleration
From 'below/well below' group to 'at/above' group - 25 showed acceleration (25/81)
Within 'below/well below' group' - 12 showed acceleration (12/81)

23 students have remained consistently at Curriculum Level 3 or lower for the past 18 months showing no discernable progress. Of these 9 have moderate-high learning and/or behaviour needs and another 3 have suffered significant loss/change.

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3. Professional Narrative:

Curriculum Level reporting:
Our OTJ school data will no longer be confined to a narrow band of achievement as National Standards prescribed (e.g. Year 7 need to be Early Level 4, and Year 8 students need to be At Level 4 to be considered 'at' standard). Instead we may have more flexibility as the NZC outlines the progression of student learning as being more fluid and understands that students do not learn in such as prescribed fashion.

The targets in our Charter were created in response to the removal of National Standards. These targets are aspirational and will require targeted resources towards our Priority Learners and our staff to be focused on improving educational outcomes by increasing their knowledge and skills in effective pedagogy and practice.

Below is an image from the NZC demonstrating this progression:

Years and Curriculum Levels

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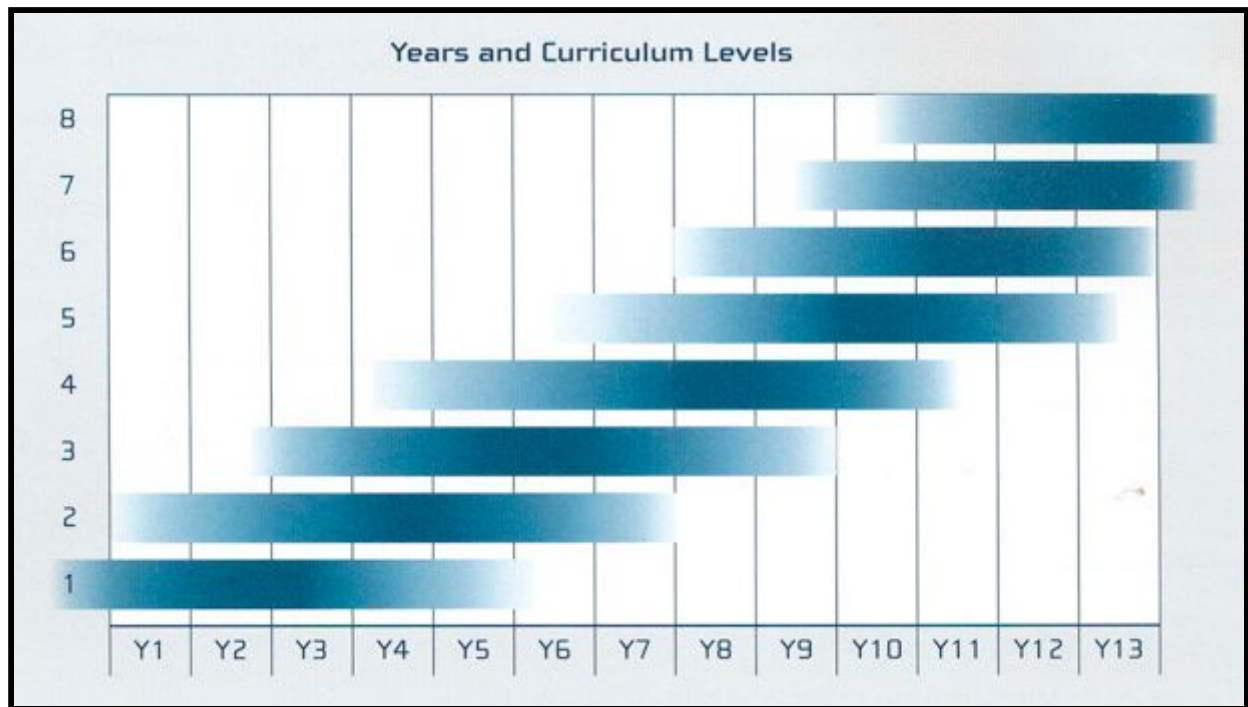
4. Action Taken:

- Employment of Taryn for an additional 0.2 as SENCO for learning. This utilises Taryn's breadth of experience with students with additional learning needs and allows her to oversee the Learning Centre team, give PD and make observations and referrals for at-risk students.
- Acceleration document created to track students who are showing acceleration at various points throughout the year.
- Gareth Gilmour is coaching 6 staff and Arnia Rameka is coaching 3 staff around their Teaching as Inquiry/Cultural Responsiveness/student achievement. Staff who have priority learners and Maori students who are achieving below expectation in writing and mathematics are given priority for coaching. Both Gareth and Arnia have been accredited as coaches through Te Puna o Kemureti's coaching training.
- Elaine Frederickson/Jenni de Malmanche have been providing PD for our Learning Centre team on working inclusively with our high needs/at-risk students in their classrooms, and streamlining job descriptions.
- Priority learners data/explicit teaching/next steps included in teacher's planning to maintain focus and drive for acceleration.
- RTLB referrals: application for assistive technology (if applicable); continue to upskill all staff on ASD and dyslexia when opportunities arise; inclusion of identified students in support.
- ALL - completed third year of this initiative in 2017 and to sustain the professional learning we have gained in this area we expect that each class teacher will run an ALL-style programme for the Priority Learners in their class during the year.
- 27 Year 8 students who are achieving at Curriculum Level 3 in Mathematics will be given extra Mathematics teaching once a week in a Target Maths Group run by Belle Paterson. This group aims to accelerate those students who are achieving approximately a year below where we would like them to be. Recent assessment data has shown a marked improvement in individual student results.
- Curriculum Level data will be entered each term in 2018 and reported to the BOT, with particular focus given to our Priority Learners as identified in the 2018 Charter.
- Our Student Achievement Tracking document continues to form the basis of our Team Meetings each fortnight where individual students are discussed, best practice shared, and moderation of student work is done. The focus is on Reading, Writing and Mathematics. The students listed on this document are those

who are achieving at Early Level 3 or below for Year 7 students, and at Level 3 or below for Year 8-10 students.

- Our Mathematics Leadership Team (Bridget, Tagget, Alistair and Belle) are attending a series of four workshops on Leading Change in Mathematics through the University of Waikato.
- Bruce Moody employed to assist the school in making positive changes to our mathematics programmes to engage and motivate our learners to make improvements in achievement levels in mathematics. He has spent time in each classroom (where possible) modelling lessons to all class teachers in Term 2 and running a staff meeting on best pedagogy and practice. In Terms 3 and 4 our Mathematics Leadership Team will spend some time with Bruce Moody around looking into developing progressions for mathematics, developing a robust year long mathematics programme, and looking at our assessment practices for ensuring strong teacher capability to make consistent OTJ's.
- In Term 4 Bruce will be working with our Mathematics Leadership Team for a day to identify areas of strength and areas to improve upon in 2019.
- English Curriculum Review - Term 1 and 2 (almost completed)
- Mathematics Curriculum Review - Term 3 and 4 (about to begin)
- Rebecca Jenkins working as Behaviour Support alongside our students identified with behavioural concerns - she liaises with Taryn and SLT around the students she is developing Individual Behaviour Plans for, and works one-on-one with the students to develop resilience and strategies to improve decision making and behaviour.
- Tagget and Taryn - attending Incredible Years SLT training days which aligns nicely with PB4L's principles around supporting students who have behavioural difficulties.

Support programmes currently offered at CMS:

Learning Support Programmes

We run a variety of programmes designed to support student learning and achievement for students at risk

- ALL style groups run in each classroom for at least 15 weeks of the year
- Target Maths Group (Year 8 priority learners achieving at Level 3 in Mathematics)
- Numicon Group (Taryn is running a Year 7 group using this resource and will be training a teacher aide/s to run additional groups as the year progresses).
- ACE group for our students who are achieving significantly low across the curriculum
- Teacher aide support in class with a focus on inclusive practices
- Maori Writers Group
- Rainbow Reading
- Mentoring programme with Year 13 students from CHS - weekly sessions
- ESOL lessons a number of times per week with ESL and International students. The ESOL/International on-going report can be found [here.](#)
- Tracey Andrews has run a [Mantle of the Expert](#) workshop for selected students. She is now spreading the knowledge further by running the programme in Room 20 two afternoons a week.
- Travellers Programme - Rebecca Jenkins, Deirdre Finn and Ashleigh Frey have undergone the Travellers Programme training and are gathering data currently to select students to participate in the programme. Bridget and Julie have also undertaken the training and will be supporting the delivery and organisation of the programme.

Extension Programmes

We run a variety of extension programmes that cater for our high achieving learners and this complements and extends the learning programmes that run in classrooms.   Our programmes are varied to cater for the breadth of talent we have here at CMS.

- Bay Maths and Wai Maths Competitions
- Lit Quiz Team
- Extension Maths (Year 7 group and Year 8 group)

- Literacy Extension (Year 7 group and Year 8 group)
- Mural Groups
- Creative Textiles extension
- ESOL groups for ESL and International Students
- Extension and basic Te Reo groups
- Extension Kapa Haka group (at CHS)
- Maori Leadership Group (at Leamington Marae)
- We provide opportunities for formal examinations e.g. Canterbury Exams
- Tech Art specialists are running new extension programmes, and also a programme for Year 9 and 10 students.

5. Identifiable Risks:

Behaviour and attendance risks.
-Action: MOE referrals and RTLB referrals for behaviours.
-Action: Attendance monitoring and referrals to Truancy officer if required.
PARS meeting both at school and with our local schools.
Transient nature of some families.
Increased roll and capacity issues on both buildings, personnel and behaviour.
Identification of both diagnosed and undiagnosed learning disorders.

6. Recommendations:

We are looking at being a trial school for the Cambridge RTLB for the Maths Wise programme and investigating Word Flyers as an opportunity to support students struggling in literacy.

ESOL/International students - continuing to develop robust programmes to ensure they are progressing with their language acquisition, and curriculum knowledge. Linnet has taken over the pastoral care of our International students and this will further enhance their experience here at CMS as they have contact with her throughout the week on a regular basis.

Continue with Arnia Rameka working 0.2 for Priority Learner Maori students, tataiako, developing our school's capacity to be culturally responsive and kapa haka. Support for the Within School CoL team to try new ways of improving whanau engagement and culturally responsive practice. Allow Gareth and Arnia to continue to spend time coaching staff to enhance student achievement/cultural responsiveness.

Continue to track acceleration in individual students, and record the possible reasons for acceleration so that we are better able to identify ways to support and enhance student learning.

Continue to identify students who have made less than expected progress and implement appropriate learning support programmes in a timely manner.

Support in class for teachers who have students with significant learning and behavioural needs. These students take up a large amount of teacher time and we must find ways to support the classroom programme running smoothly and effectively for ALL our students.

Identification of both diagnosed and undiagnosed learning disorders - formalise this and have it recorded for narrative purposes.

Continue to track our contributing school incoming data and compare it in Term One to our adjusted CMS data.

This will give us a baseline to work from.

Learning Programmes

Analyse learning support programmes offered and make changes where necessary to the programmes we offer to make sure that we are being as effective as possible.

Analyse the impact that employing Bruce Moody has had on our practice and pedagogy in mathematics.

Appraisal

Inquire into Student Agency - systems and resources that will enhance teachers and students ability to identify next steps and current learning levels e.g. learning progressions.

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7. Board support required:

Support and understanding as we continue to deal with different cohorts of students each year that impact our data significantly due to population growth, and increasingly large numbers of students who have significant behavioural and learning needs.

Appropriate funding for curriculum areas and PLD areas identified to best support all student learning needs, with a particular emphasis on programmes to accelerate below learners.