

School Board Report

Report Title: Whole School Student Achievement Data Report

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

e.g. priority learners, end of year 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 throughout the year from observations, conversations and conferences, tasks/assignments, 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.

	Total	Maori	ORS
Year 7	285	39	3
Year 8	288	41	5
Year 9	3	0	0
Year 10	3	0	0

Total students as at end of 2017 enrolled at CMS: 579

2. Relevant Data:

End of year whole school data tables (both numbers and percentages) - Reading, Writing and Mathematics curriculum levels.

End of year whole school data tables (both numbers and percentages) - National Standards Reading, Writing and Mathematics.

National Standards tracking data: 2015-2017

Reading - National Standards expectations:

Year 7

By the end of Year 7, students will read, respond to, and think critically about texts in order to meet the reading demands of the *New Zealand Curriculum* at **early level 4**. Students will locate, evaluate, and synthesise information and ideas within and across a range of texts appropriate to this level as they generate and answer questions to meet specific learning purposes across the curriculum.

Year 8

By the end of Year 8, students will read, respond to, and think critically about texts in order to meet the reading demands of the *New Zealand Curriculum* at **level 4**. Students will locate, evaluate, and synthesise information and ideas within and across a range of texts appropriate to this level as they generate and answer questions to meet specific learning purposes across the curriculum.

Term 4 Reading Data (number; percentage) tables:

Whole school - Reading

	Early 2	At 2	Early 3	At 3	Early 4	At 4	Early 5	At 5	Total
Year 7	3	5	19	56	119	67	6	2	277
Year 8	1	2	5	22	53	114	64	24	285
Year 9						2	1		3
Total	4	7	24	78	172	183	71	26	565

Whole school - Reading

	Early 2	At 2	Early 3	At 3	Early 4	At 4	Early 5	At 5	Total
Year 7	1.1	1.8	6.9	20.2	43.0	24.2	2.2		100.0
Year 8			1.8	7.7	18.6	40.0	22.5	8.4	100.0
Year 9						66.7	33.3		100.0
Total		1.2	4.2	13.8	30.4	32.4	12.6	4.6	100.0

National Standards Reading:

Whole school - National Standards Reading

	Well Below	Below	At	Above	Total
Year 7	29	57	118	75	279
Year 8	30	50	121	85	286
Total	59	107	239	160	565

◀

Term 4 2017 - Latest

▶

Whole school - National Standards Reading

	Well Below	Below	At	Above	Total
Year 7	10.4	20.4	42.3	26.9	100.0
Year 8	10.5	17.5	42.3	29.7	100.0
Total	10.4	18.9	42.3	28.3	100.0

◀

Term 4 2017 - Latest

▶

End of 2017:

Achieving 'At' or 'Above' the National Standard in Reading -

Year 7 - 69.2% (up from 67.5% at the beginning of 2017)

Year 8 - 72% (up from 67.95% at the beginning of 2017)

Year 7 Maori students - 50%

Year 8 Maori students - 50%

End of 2016:

Achieving 'At' or 'Above' the National Standard in Reading -

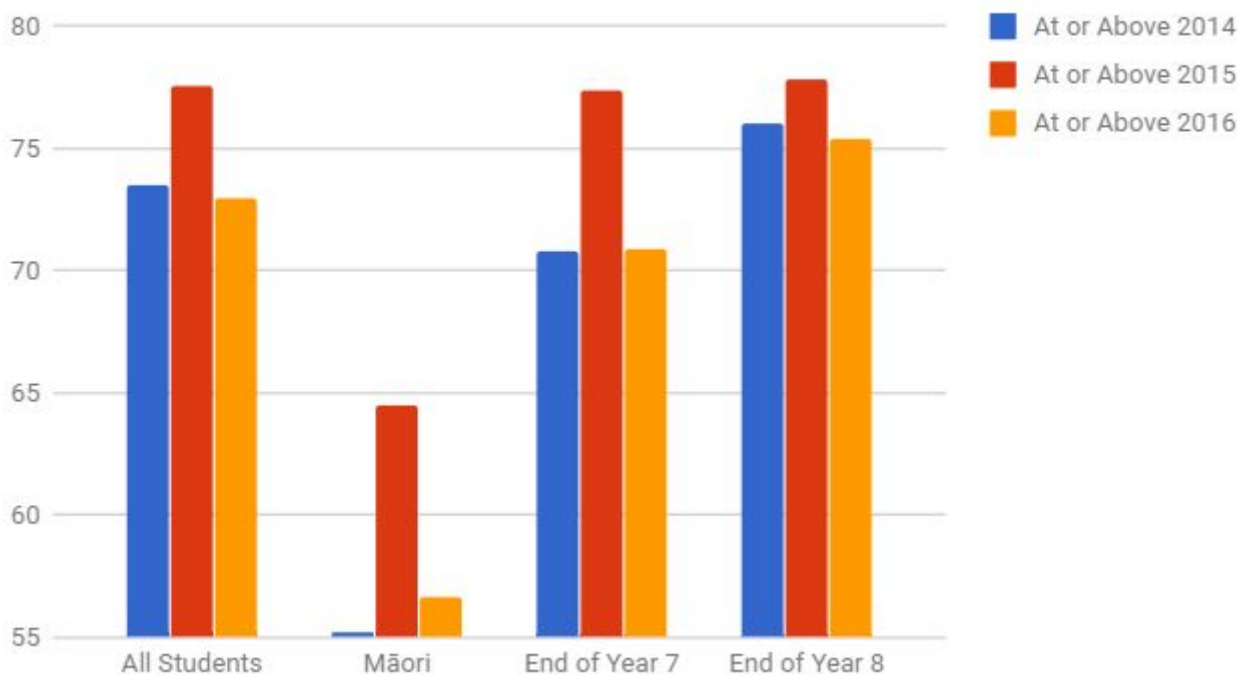
Year 7 - 68%

Year 8 - 75.1%

Year 7 Maori students - 46.4%

Year 8 Maori students - 55%

Historic Students achieving 'At' and 'Above' National Standards in Reading 2014-2016:



Narrative explanation:

Year 7 - 69.2% (up from 67.5% at the beginning of 2017)

Year 8 - 72% (up from 67.95% at the beginning of 2017)

The Year 7 cohort has made an almost 2% increase in students achieving at/above National Standards from the beginning of the year. Year 8 students have made just over a 4% percentage increase during the same period of time. This could be attributed to the students adjusting during Year 7 to the change in school/adolescence and then settling and accelerating in progress during Year 8. The percentage increase in both Year 7 and Year 8 cohorts signifies students who made significant accelerated progress as they have moved an entire band in the space of the year.

Writing - National Standards expectations:

Year 7

By the end of Year 7, students will create texts in order to meet the writing demands of the *New Zealand Curriculum* at **early level 4**. Students will use their writing to think about, record, and communicate experiences, ideas, and information to meet specific learning purposes across the curriculum.

Year 8

By the end of Year 8, students will create texts in order to meet the writing demands of the *New Zealand Curriculum* at **level 4**. Students will use their writing to think about, record, and communicate experiences, ideas, and information to meet specific learning purposes across the curriculum.

Term 4 Writing Data (number; percentage) tables:

Whole school - Writing

	At 1	Early 2	At 2	Early 3	At 3	Early 4	At 4	Early 5	At 5	Early 6	Total
Year 7	2	2	8	21	94	117	27	7			278
Year 8	1	1	3	4	33	64	115	51	12	1	285
Year 9							3				3
Total	3	3	11	25	127	181	145	58	12	1	566

Whole school - Writing

	At 1	Early 2	At 2	Early 3	At 3	Early 4	At 4	Early 5	At 5	Early 6	Total
Year 7			2.9	7.6	33.8	42.1	9.7	2.5			100.0
Year 8			1.1	1.4	11.6	22.5	40.4	17.9	4.2		100.0
Year 9							100.0				100.0
Total			1.9	4.4	22.4	32.0	25.6	10.2	2.1		100.0

National Standards Writing Data:

Whole school - National Standards Writing

	Well Below	Below	At	Above	Total
Year 7	34	95	115	35	279
Year 8	44	61	117	64	286
Total	78	156	232	99	565

Term 4 2017 - Latest

Whole school - National Standards Writing

	Well Below	Below	At	Above	Total
Year 7	12.2	34.1	41.2	12.5	100.0
Year 8	15.4	21.3	40.9	22.4	100.0
Total	13.8	27.6	41.1	17.5	100.0

Term 4 2017 - Latest

End of 2017:

Achieving 'At' or 'Above' the National Standard in Writing -

Year 7 - 53.7% (from 56.8% at the beginning of 2017)

Year 8 - 63.3% (up from 57.95% at the beginning of 2017)

Year 7 Maori students - 30.6%

Year 8 Maori students - 47.5%

End of 2016:

Achieving 'At' or 'Above' the National Standard in Writing -

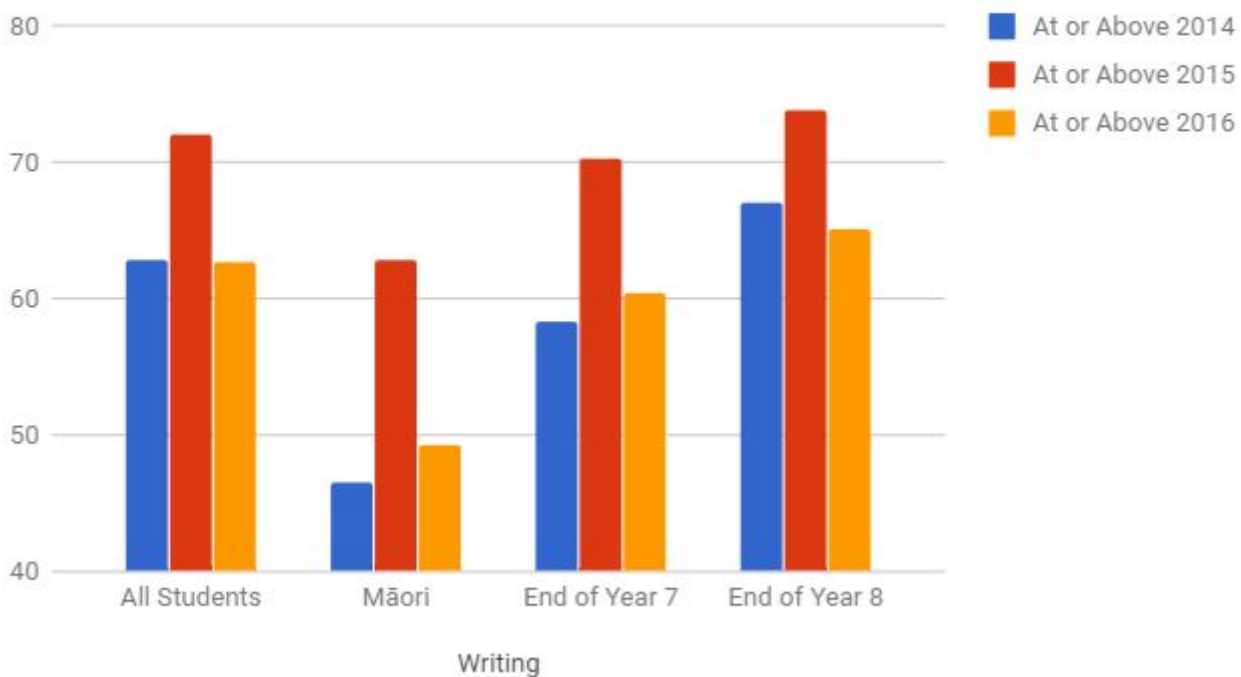
Year 7 - 59%

Year 8 - 65.1%

Year 7 Maori students - 39%

Year 8 Maori students - 55%

Historic Students achieving 'At' and 'Above' National Standards in Writing 2014-2016



Narrative explanation:

Show comparative data showing the beginning of 2016, through to end of 2017

Discuss incoming data being inaccurate

Year 7's take a drop of 3% in 'At' and 'Above' results from the beginning of 2017 to the end of 2017. I believe this is due to the data from our contributing schools being significantly inflated (as reported in previous BOT reports). Thus it takes quite some time to make up that shortfall and our data reflects this discrepancy as it takes us a longer time frame to see the progress we would have expected to see if the incoming data was correct. The Year 8 results show an increase in 'At' and 'Above' results from the beginning of 2017 to the end of 2017 of 5.35%, which supports the theory that the students are taking some time to catch up to where they should be. This could be attributed to the students adjusting during Year 7 to the change in school/adolescence and then settling and accelerating in progress during Year 8. The percentage increase in the Year 8 cohort signifies students who made significant accelerated progress as they have moved an entire band in the space of the year.

Mathematics - National Standards expectations:

Year 7

By the end of Year 7, students will be achieving **at early level 4** in the mathematics and statistics learning areas of the *New Zealand Curriculum*.

Year 8

By the end of Year 8, students will be achieving **at level 4** in the mathematics and statistics learning areas of the *New Zealand Curriculum*.

Term 4 Mathematics Data (number; percentage) tables:

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									2	2
Year 7	2	3	2	17	75	129	43	7		278
Year 8	2	1	1	8	21	54	120	60	18	285
Year 9							2		1	3
Total	4	4	3	25	96	183	165	67	21	568

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		1.1		6.1	27.0	46.4	15.5	2.5		100.0
Year 8				2.8	7.4	18.9	42.1	21.1	6.3	100.0
Year 9							66.7		33.3	100.0
Total				4.4	16.9	32.2	29.0	11.8	3.7	100.0

National Standards Mathematics Data:

Whole school - National Standards Mathematics

	Well Below	Below	At	Above	Total
Year 7	24	76	126	52	278
Year 8	32	48	122	84	286
Total	56	124	248	136	564

Term 4 2017 - Latest

Whole school - National Standards Mathematics

	Well Below	Below	At	Above	Total
Year 7	8.6	27.3	45.3	18.7	100.0
Year 8	11.2	16.8	42.7	29.4	100.0
Total	9.9	22.0	44.0	24.1	100.0

Term 4 2017 - Latest

End of 2017:

Achieving 'At' or 'Above' the National Standard in Mathematics -

Year 7 - 64% (from 65.6% at the beginning of 2017)

Year 8 - 72.1% (up from 63.65% at the beginning of 2017)

Year 7 Maori students - 38.9%

Year 8 Maori students - 55%

End of 2016:

Achieving 'At' or 'Above' the National Standard in Mathematics -

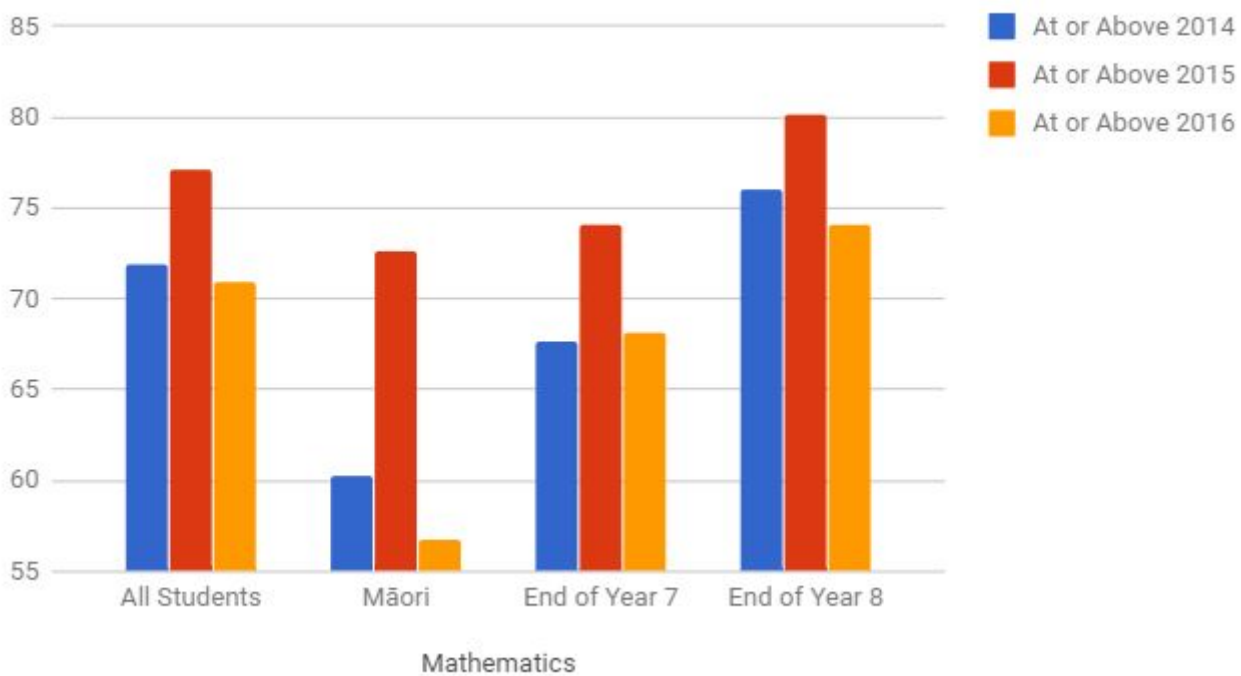
Year 7 - 66.6%

Year 8 - 73%

Year 7 Maori students - 42.8%

Year 8 Maori students - 55%

Historic Students achieving 'At' and 'Above' National Standards in Mathematics 2014-2016



Narrative explanation:

The Year 7 cohort has shown a slight drop in the percentage of students achieving at/above in mathematics; however the Year 8 cohort has shown a marked increase of 8.45%. This could be attributed to the students adjusting during Year 7 to the change in school/adolescence and then settling and accelerating in progress during Year 8. The percentage increase signifies students who made significant accelerated progress as they have moved an entire band in the space of the year.

Priority Learners (Year 8 Maori Boys, and Year 8 Boys)

Year 8 Maori Boys Priority Learner Group (Writing):

Term 1:

Term 1 2017

Whole school - Writing Male, Maori

	At 1	At 2	Early 3	At 3	Early 4	At 4	Total
Year 7 Male Maori	5.9	5.9	41.2	41.2	5.9		100.0
Year 8 Male Maori		5.0	45.0	40.0	10.0		100.0
<i>Total</i>	<i>2.7</i>	<i>5.4</i>	<i>43.2</i>	<i>40.5</i>	<i>8.1</i>		<i>100.0</i>

Term 4:

Term 4 2017

Whole school - Writing Male, Maori

	At 1	At 2	Early 3	At 3	Early 4	At 4	Early 5	At 5	Total
Year 7 Male Maori	1	1	2	9	7				20
Year 8 Male Maori			1	5	9	7			22
<i>Total</i>	<i>1</i>	<i>1</i>	<i>3</i>	<i>14</i>	<i>16</i>	<i>7</i>			<i>42</i>

Whole school - Writing Male, Maori

	At 1	At 2	Early 3	At 3	Early 4	At 4	Early 5	At 5	Total
Year 7 Male Maori	5.0	5.0	10.0	45.0	35.0				100.0
Year 8 Male Maori			4.5	22.7	40.9	31.8			100.0
<i>Total</i>	<i>2.4</i>	<i>2.4</i>	<i>7.1</i>	<i>33.3</i>	<i>38.1</i>	<i>16.7</i>			<i>100.0</i>

*'At' or 'Above' National Standards for Writing (end of 2017) -
Year 8 Maori Boys - 31.8% (up from 10% in Term 1 2017)*

Narrative explanation:

The Year 8 Maori Boys cohort have shown a marked increase in the number of students achieving 'At' National Standard. This is a leap of 21.8%. I believe that this can be attributed to the ALL programme, our Maori Writers' Group, and our teachers delving more deeply into being Culturally Responsive. This is certainly something to be celebrated as it shows a large number of students who have made significant and accelerated progress during the course of the year.

Year 8 Boys Priority Learner Group (Writing):

Term 1 2017:

Term 1 2017

Whole school - Writing Male

	Early 1	At 1	Early 2	At 2	Early 3	At 3	Early 4	At 4	Early 5	Total
Year 7 Male		2.2	2.2	13.4	32.8	39.6	8.2	1.5		100.0
Year 8 Male			1.4	3.4	20.4	29.9	35.4	7.5	1.4	100.0
Year 9 Male						100.0				100.0
Total		1.4	1.8	8.2	26.2	34.8	22.3	4.6		100.0

Term 4 2017:

Term 4 2017

Whole school - Writing Male

	At 1	Early 2	At 2	Early 3	At 3	Early 4	At 4	Early 5	At 5	Early 6	Total
Year 7 Male	2	1	6	16	55	55	7	1			143
Year 8 Male	1	1	2	2	25	46	63	10	2		152
Year 9 Male							1				1
Total	3	2	8	18	80	101	71	11	2		296

Term 4 2017

Whole school - Writing Male

	At 1	Early 2	At 2	Early 3	At 3	Early 4	At 4	Early 5	At 5	Early 6	Total
Year 7 Male	1.4		4.2	11.2	38.5	38.5	4.9				100.0
Year 8 Male			1.3	1.3	16.4	30.3	41.4	6.6	1.3		100.0
Year 9 Male							100.0				100.0
Total	1.0		2.7	6.1	27.0	34.1	24.0	3.7			100.0

'At' or 'Above' National Standards for Writing (end of 2017) - Year 8 Boys - 49.3% (up from 44.3% in Term 1 2017)

Narrative explanation:

There are three ORS students and one ESOL student in the levels between 'At Level 1' and 'At Level 2' in Term 4. The cohorts 'Early Level 3' and 'At Level 3' include a number of high behavioural needs students, and a large number students with high learning needs.

The data shows a shift from below/well below to at/above of 5% in this group of priority learners from the beginning of 2017 to the end of 2017. This shows a number of our priority students have made significant and accelerated progress during the course of the year.

3. Professional Narrative:

New Zealand Data: Percentage of students achieving 'At' or 'Above' the National Standard by year level

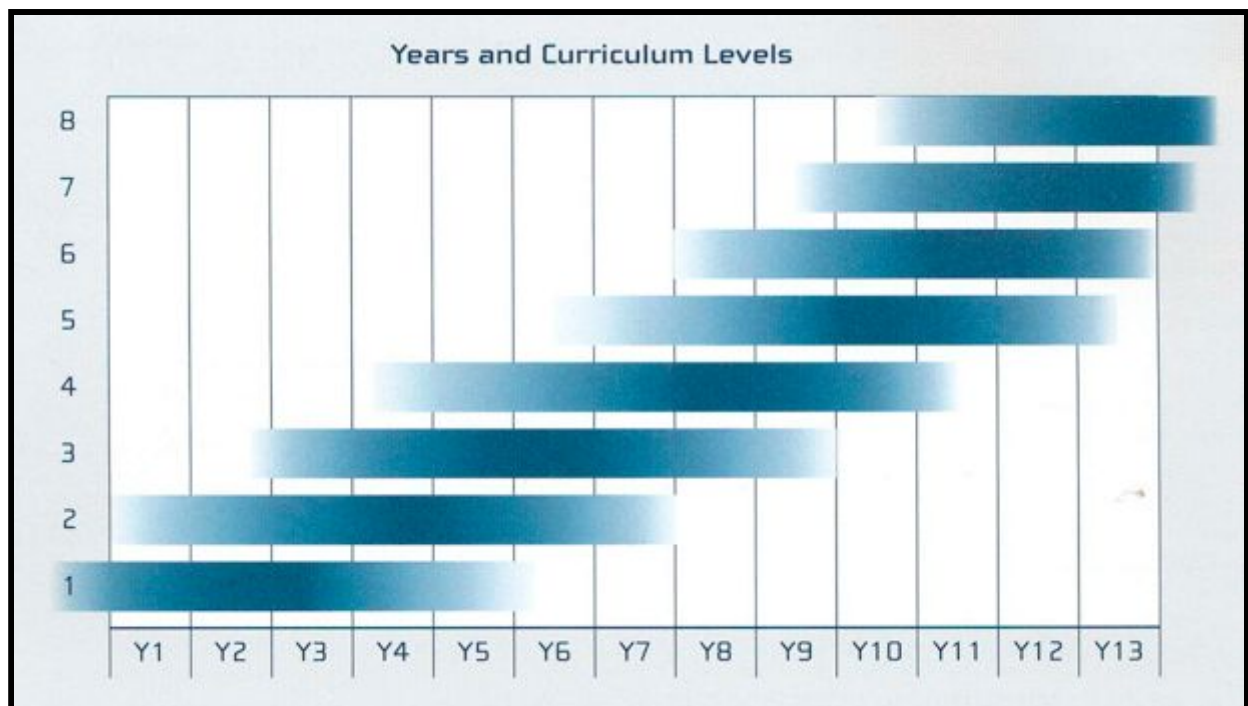
Student Type	Reading			Maths			Writing		
	2014	2015	2016	2014	2015	2016	2014	2015	2016
After 1 Year	64.5%	63.7%	62.0%	84.7%	84.5%	83.9%	75.3%	74.9%	73.5%
After 2 Years	79.0%	78.1%	77.2%	79.0%	78.8%	78.0%	75.1%	74.3%	73.4%
After 3 Years	82.3%	81.7%	81.1%	74.0%	74.2%	73.3%	71.7%	71.8%	70.9%
End of Year 4	83.1%	83.2%	83.5%	76.9%	77.3%	76.9%	73.1%	73.2%	73.1%
End of Year 5	80.7%	81.3%	81.5%	73.2%	73.8%	74.5%	68.7%	69.9%	69.9%
End of Year 6	83.1%	83.7%	83.9%	76.1%	76.3%	77.0%	71.8%	72.6%	73.3%
End of Year 7	74.7%	75.5%	75.4%	66.7%	67.6%	68.0%	64.4%	65.6%	65.3%
End of Year 8	77.7%	78.4%	78.2%	69.3%	70.3%	70.7%	68.1%	69.2%	69.3%

	<i>CMS 2017 Data</i>	<i>National Averages 2016</i>
<i>Reading</i>	<i>Year 7 - 69.2%</i> <i>Year 8 - 72%</i>	<i>Year 7 - 75.4%</i> <i>Year 8 - 78.2%</i>
<i>Writing</i>	<i>Year 7 - 53.7%</i> <i>Year 8 - 63.3%</i>	<i>Year 7 - 68%</i> <i>Year 8 - 70.7%</i>
<i>Mathematics</i>	<i>Year 7 - 64%</i> <i>Year 8 - 72.1%</i>	<i>Year 7 - 65.3%</i> <i>Year 8 - 69.3%</i>

Our ability to compare cohort shifts is impaired as the incoming data, we believe, is too consistent to have an accurate starting point. This year our teachers have input data which adjusted the incoming Year 7 information to what we believe was accurate. This means that at the end of 2018 we will be able to show the shift that the students are showing during their time at CMS.

National Standards vs Curriculum Level reporting:

It should be noted that once we no longer have to report on National Standard data, our OTJ school data will no longer be confined to a narrow band of achievement as National Standards prescribes (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. Below is an image from the NZC demonstrating this progression:



Priority Learners:

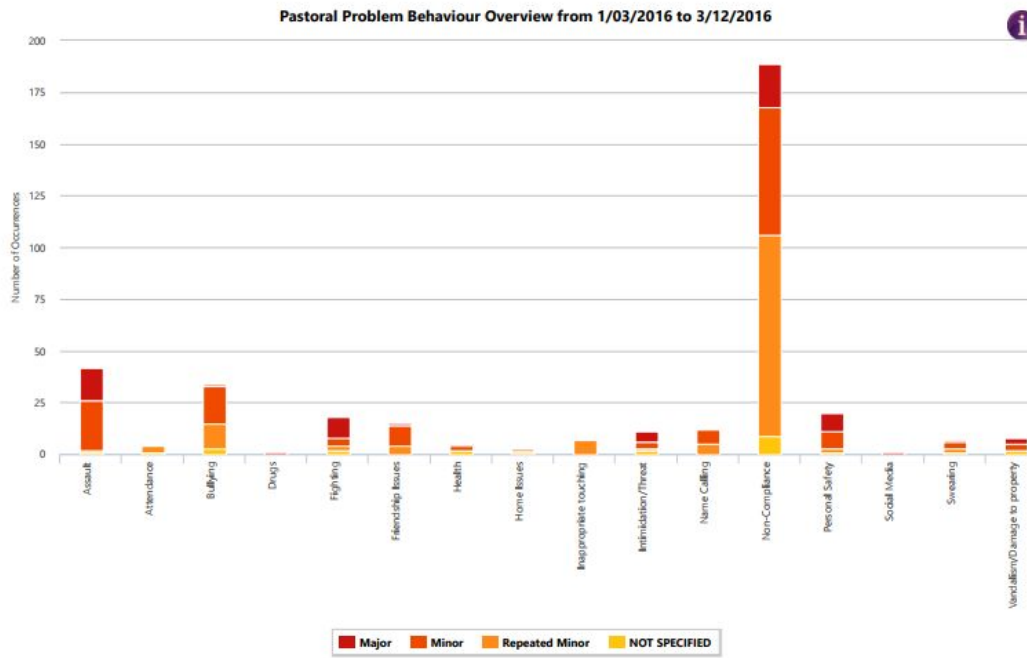
Our Priority Learners are our Year 8 Maori Boys in Writing, and our Year 8 Boys in Writing with specific regards to those achieving 'Below' the National Standard expectation. These students were included in each class' ALL Programme automatically and are also tracked through our Student Achievement document that each teacher/team regularly updates throughout the year. This resulted in a 21.8% shift from Year 8 Maori Boys below the standard to at or above in writing.

This year staff have been focused on improving outcomes for all students, but in particular for our priority learners. The ALL programme has had a positive impact on our results, as well as staff being much more culturally responsive and aware that the same way of doing things doesn't work for every student. Staff have been more confident in trying new things/ways of doing things to better engage our students.

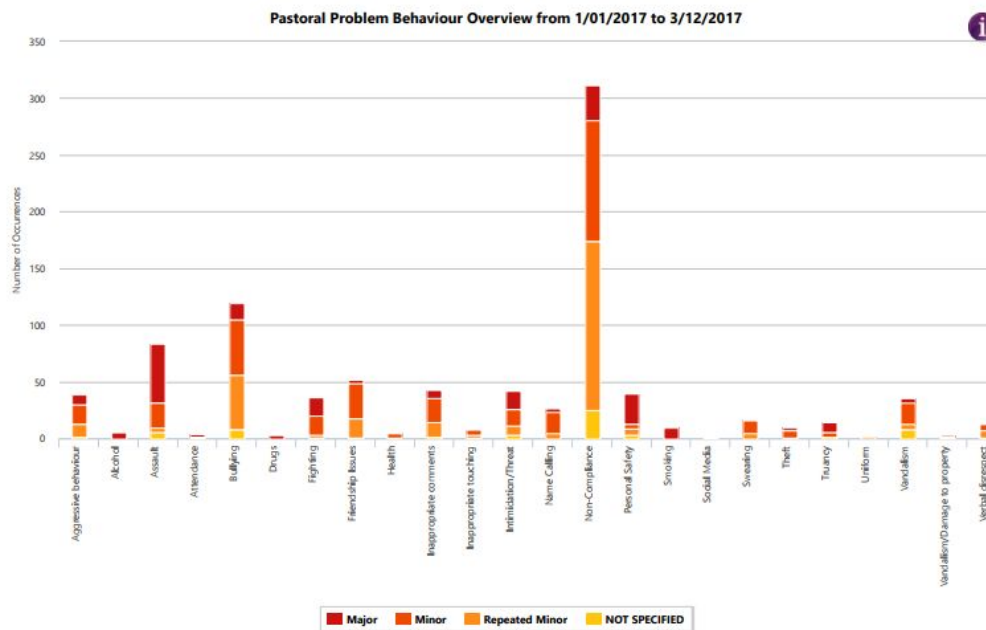
Significant behavioural difficulties:

Due to the high number of students with significant behavioural needs, and high learning needs this year it is not surprising that our results appear to be lower across the school. See the graphs below for a comparison between behavioural incidents recorded on EDGE from 2016 to 2017. Although we have an extra 80 students (approximately) this year, the data below still shows a disproportionate rise in behavioural incidents. There was an increase of 474 behavioural incidents between 2016 and 2017 and there is a clear link between the behaviours CMS is dealing with and student achievement.

2016:



2017:



4. Action Taken:

Data

- End of year data was entered into EDGE so that data is being tracked throughout the year and is able to be reported on to the BOT.
- Discussions around the data collected each term in EDGE for Reading, Writing and Mathematics have occurred and recommendations are in Section 6.

- We have created a spreadsheet identifying our Year 7 2018 students (from our contributing schools who we received profile sheets for) who are ESOL, high learning needs, ORS funded, achieving at a high level and a low level, students with high behavioural needs, and who have attendance issues. This will help us to make decisions around planning for classroom support and programmes well in advance for the start of the 2018 school year.
- 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.

Support programmes currently offered at CMS (as previously reported to BOT):

Learning Support Programmes

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

- ALL groups
- Maths Group (Year 8 priority learners tracking 'just below' in Mathematics)
- Numicon Group (Taryn is looking to run a Year 7 group using this resource after attending the training later this term).
- ACE group
- Teacher aide support in class
- Maori Writers Group
- Target Literacy Group
- Rainbow Reading

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 Competition
- Lit Quiz Team
- Extension Maths (Year 7 group and Year 8 group)
- Literacy Extension (Year 7 group and Year 8 group)
- Mural Group
- Creative Textiles extension
- ESOL afternoons for International Students (Robotics, Kiwiana Art, Food Technology)
- Extension Te Reo group
- Extension Kapa Haka group (at CHS)
- Maori Leadership Group (at Leamington Marae)
- We provide opportunities for formal examinations e.g. Canterbury Exams, ICAS

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 CoL 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:

Taryn and Toni to oversee the Learning Centre programmes and Taryn will continue to run the ACE group with our lower level students.

We are looking at being a trial school for the Cambridge RTLB for the Maths Wise programme.

Tech Art specialists are planning new extension programmes, and also a programme for Year 9 and 10 students.

ESOL/International students - continuing to develop robust programmes to ensure they are progressing with their language acquisition, and curriculum knowledge.

Continue with Arnia Rameka working 0.2 for target Maori students, tataiako, developing our school's capacity to be culturally responsive.

Curriculum/Data (from November BOT report but still applicable)

For 2018 the suggestion would be to request teachers input National Standards data for Year 7 students in Term One (taking into account the current class teacher's OTJ and contributing school information) and Term Four. For Year 8's who were at CMS as Year 7 students we would roll their end of Year 7 National Standard information over to the beginning of their Year 8 year, and then input their final National Standard information at the end of the year. New students would have a National Standard entered during Term One based on an OTJ from the current class teacher, taking into account data received from the previous school. For both Year levels during Terms Two and Three, data in the form of Curriculum Levels would be entered so that we are able to track the movement and progression of student achievement throughout the year. It is difficult to form this as a National Standard judgement at these points of time as students will attain this at a variety of times during the year, whilst still being 'on track' (potentially). This leads to discrepancies in information delivered, for example - a student who attains Early Level 4 early on in their Year 7 year, while earlier than their peers potentially, isn't actually 'above' as this was expected at some point in the year anyway - so a National Standards judgement doesn't provide accurate information. By entering Curriculum Level attainment during Term Two and Three I believe this will help us to form an idea of particular cohorts of students who may be hitting desired levels early or late, and thus we will be able to offer appropriate programmes to support them (whether this is in the form of extension programmes or remedial/acceleration programmes).

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.

Moderation of OTJ's in Reading, Writing and Mathematics. As our school continues to get larger it is imperative that we make sure that all our teachers are able to make sound curriculum level judgements of our students for accurate data collection and analysis.

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.

Continue to explore cultural responsiveness to fully engage our Maori learners.

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.

Employ Bruce Moody to work with our teachers for 2018 to develop a robust understanding and application of the mathematics curriculum.

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.

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.

Funding to employ Rebecca Jenkins (currently working at CMS as a teacher aide/liasion support for Darryl Connelly from Ministry of Education - Special Ed Services - working with our students with the highest behavioural needs). The Ministry has funded Rebecca until the end of Term 1 2018, however her expertise and support in dealing with these students will have a positive impact long term so it would be great if the BOT would agree to fund Rebecca to continue working at CMS.