

School Board Report

Report Title: Whole School Student Achievement Data Report

Author: Bridget Watkins

DATE: 24th April 2018

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

e.g. priority learners, Term 1 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. For the beginning of the year OTJ teachers use the end of 2017 data provided from the previous year's teacher (where possible) and a combination of formative assessment and anecdotal information to make the judgements. Week 5 testing includes PAT Mathematics and Reading Comprehension for all Year levels, with Year 7 students also completing PAT Science: Thinking with Evidence and STAR.

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.

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%

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 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.

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%

2. Relevant Data:

- Contributing school data tables (both numbers and percentages) - Reading, Writing and Mathematics curriculum levels - 2018 Year 7 students only.
- Term One whole school data tables (both numbers and percentages) - Reading, Writing and Mathematics curriculum levels - 2018 Year 7, 8, 9 and 10 students. This is an OTJ based on incoming data (from 2017) that has been adjusted to reflect the current teacher's judgement of the curriculum level attainment.
- PAT data from 2018 beginning of the year testing.

Term 1 Reading Data (number; percentage) tables:

Contributing School Data (from end of 2017):

Number:

Whole school - Reading

	At 1	Early 2	At 2	Early 3	At 3	Early 4	At 4	Early 5	At 5	Total
Year 7	1	5	20	56	158	38	6			284

Percentage:

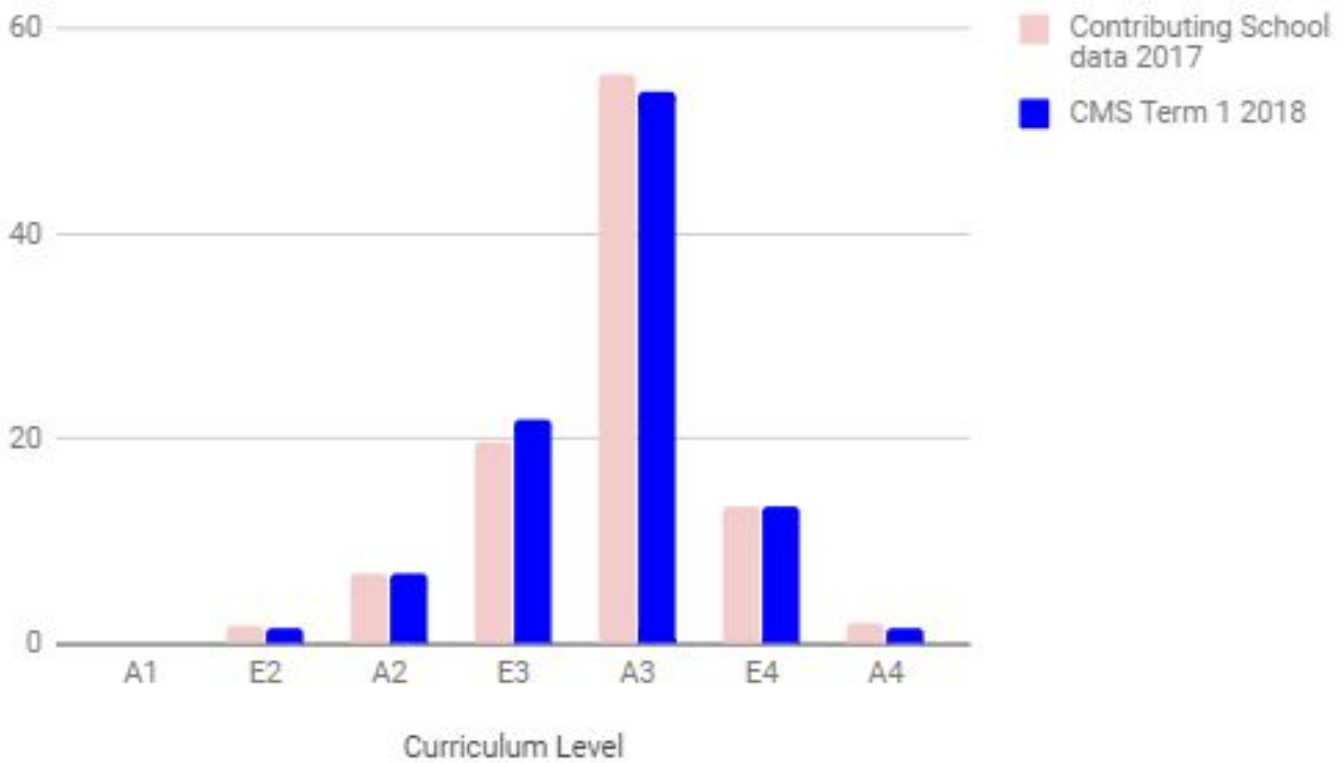
Whole school - Reading

	At 1	Early 2	At 2	Early 3	At 3	Early 4	At 4	Early 5	At 5	Total
Year 7		1.8	7.0	19.7	55.6	13.4	2.1			100.0

Year 7:

Reading Data Comparison (%)		
	Contributing School data 2017	CMS Term 1 2018
A1	0	0
E2	1.8	1.6
A2	7	7
E3	19.7	22
A3	55.6	53.8
E4	13.4	13.4
A4	2.1	1.6

Reading Data Comparison



Narrative explanation:

For the most part the judgements that we were given from our contributing schools aligned with our teachers' judgements. However there was a drop in the number of students that our teachers believe are at Level 3 and these have been moved into the early Level 3 category.

Term 1 2018 Reading OTJ data:

Number:

Term 1 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	2	5	22	69	169	42	5			314
Year 8	1	4	5	23	56	117	62	11		279
Year 9				1	2	4	1		1	9
Total	3	9	27	93	227	163	69	11	1	603

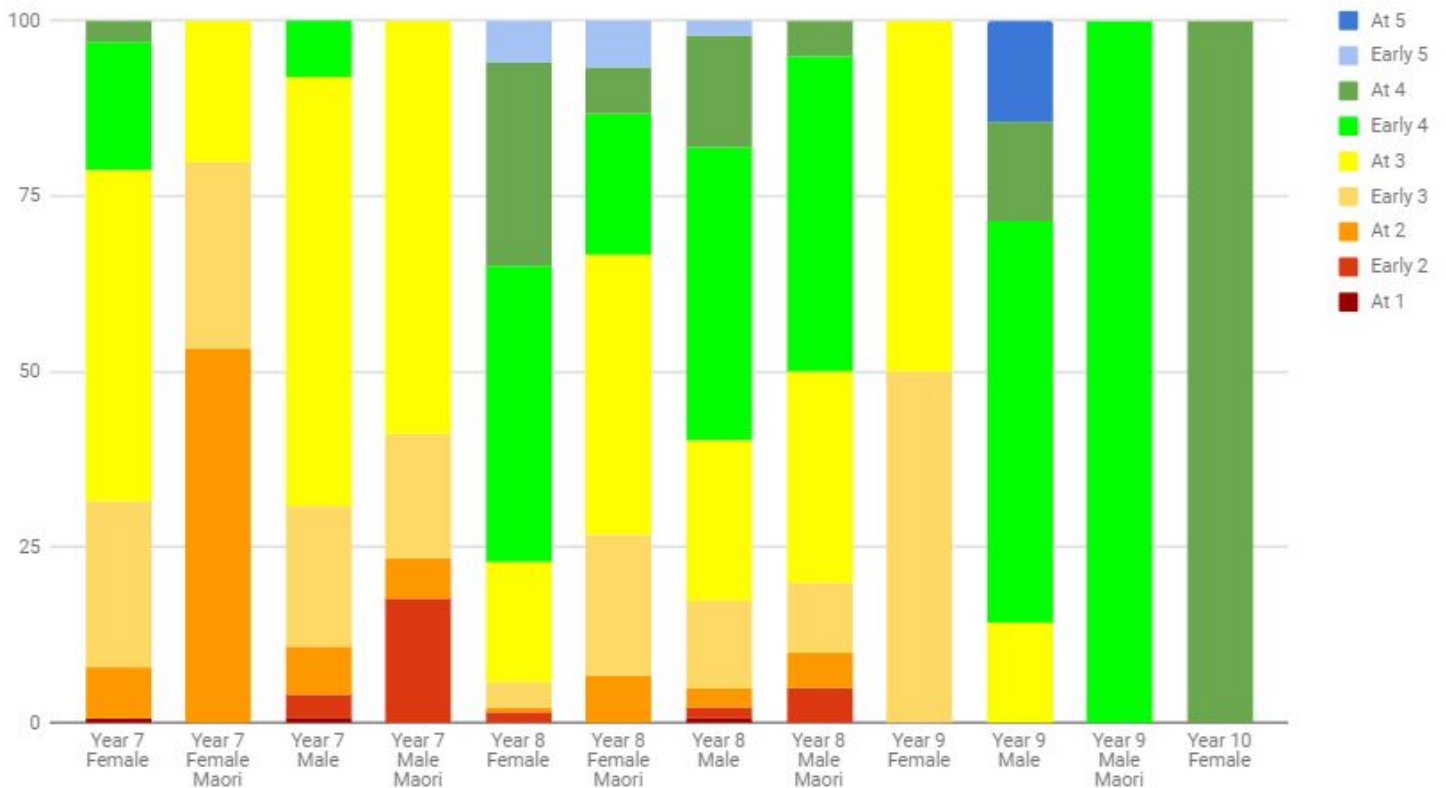
Percentage:

Term 1 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	7.0	22.0	53.8	13.4	1.6			100.0
Year 8		1.4	1.8	8.2	20.1	41.9	22.2	3.9		100.0
Year 9				11.1	22.2	44.4	11.1		11.1	100.0
Total		1.5	4.5	15.4	37.6	27.0	11.4	1.8		100.0

Reading Data Breakdown by Year Group and Ethnicity



Narrative explanation:

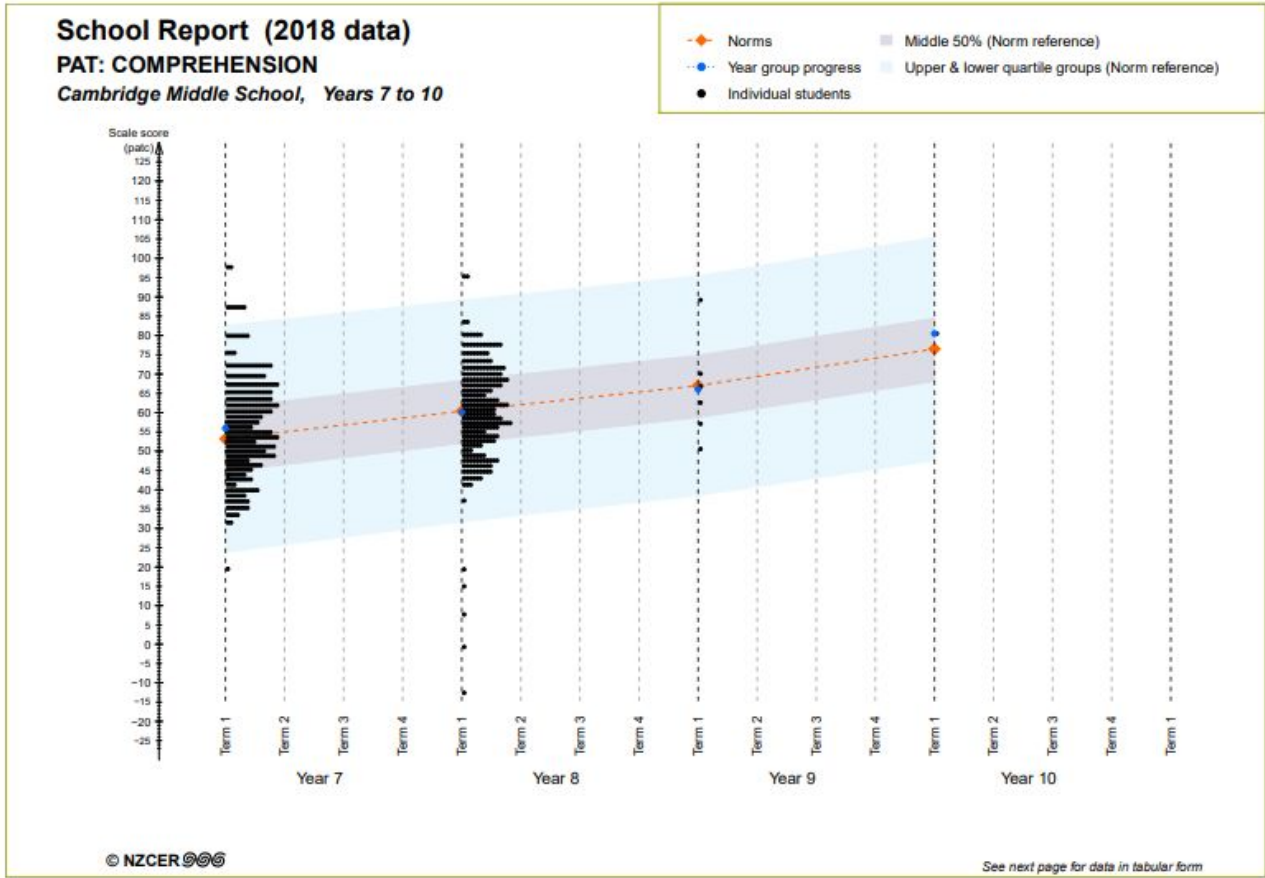
At Level 3 indicates that students are on track for meeting our school target of Year 7 students achieving at Early Level 4 by the end of the year. Year 7 Female Maori are tracking significantly lower than Year 7 Female/Year 7 Male and Year 7 Male Maori groups.

In the Year 8 cohort the Year 8 Female Maori students are tracking significantly lower than other groups, whereas the Year 8 Female group as a whole are achieving well.

Compared to the total Female and Male cohort, both the Year 7 and 8 Maori cohorts show a significant disparity in achievement.

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.

PAT Reading Comprehension Term 1 2018:



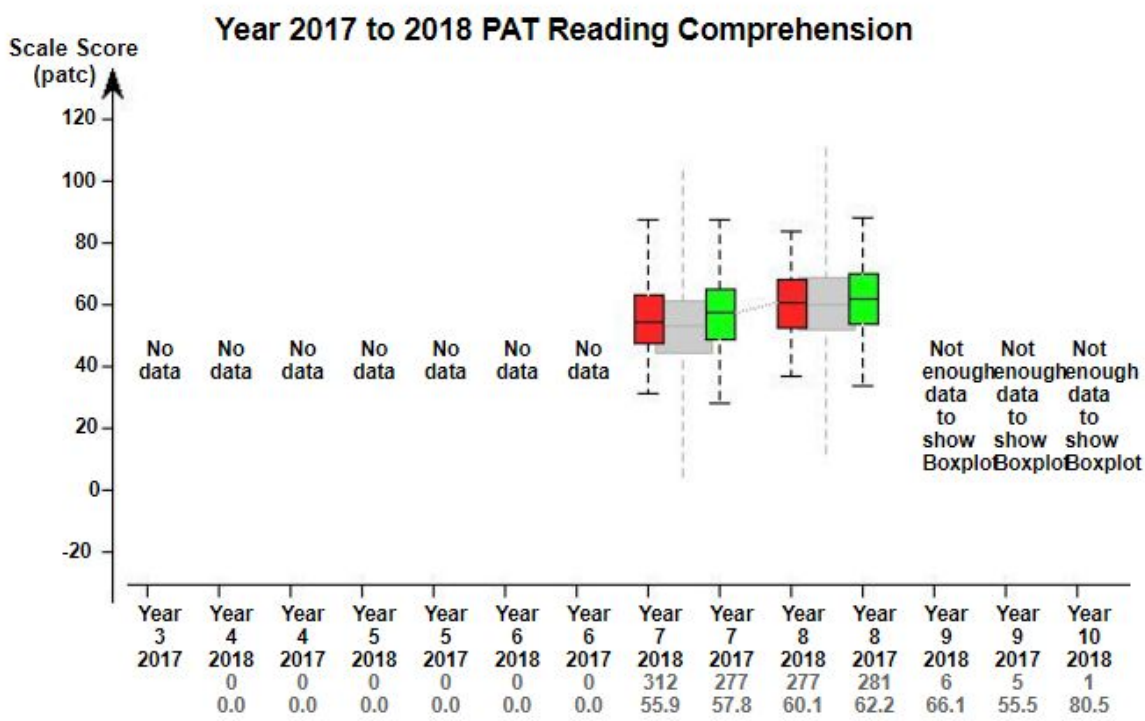
Year Group Progress Report

Progressive Achievement Test of Reading Comprehension

Cambridge Middle School Year 2017 to Year 2018

Filters

Filtered by Whole Cohort, 2017 Term 1, 2018 Term 1



Narrative explanation:

There has been an upwards shift in achievement for the current Year 8 cohort since the beginning of 2017 (when they entered CMS as Year 7 students).

This shows that we are mirroring the national norms.

Class teachers have been given some professional development around using the results gained from PATs to inform teaching and next steps for students.

Term 1 Writing Data (number; percentage) tables:

Contributing School Data (from end of 2017):

Number:

Whole school - Writing

	At 1	Early 2	At 2	Early 3	At 3	Early 4	At 4	Early 5	At 5	Total
Year 7		9	31	65	146	25	6			282

Percentage:

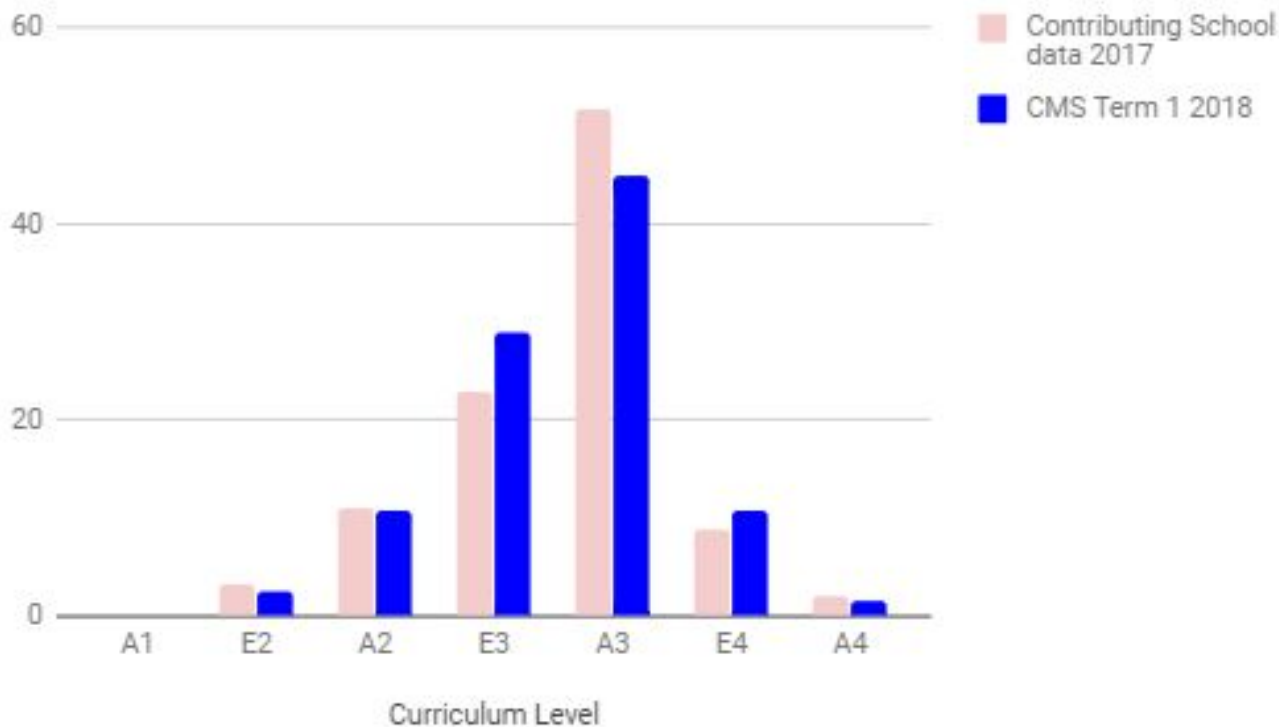
Whole school - Writing

	At 1	Early 2	At 2	Early 3	At 3	Early 4	At 4	Early 5	At 5	Total
Year 7		3.2	11.0	23.0	51.8	8.9	2.1			100.0

Year 7:

Writing Data Comparison (%)		
	Contributing School data 2017	CMS Term 1 2018
A1	0	0
E2	3.2	2.5
A2	11	10.8
E3	23	29
A3	51.8	44.9
E4	8.9	10.8
A4	2.1	1.6

Writing Data Comparison



Narrative explanation:

The judgements that we were given from our contributing schools were significantly different in those judged as 'at' National Standard at the end of 2017. Our teachers dropped a large number of students in the At Level 3 category to Early Level 3. There was also a shift in those who had been placed in the At Level 4 category into the Early Level 4 category, and our teachers also moved some students up from the category below that they believe have already made gains in achievement this so far year.

Term 1 2018 Writing OTJ:

Number:

Term 1 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		8	34	91	141	34	5	1		314
Year 8	2	4	9	26	90	99	42	7		279
Year 9			1		5	2			1	9
Total	2	12	44	117	236	135	48	8	1	603

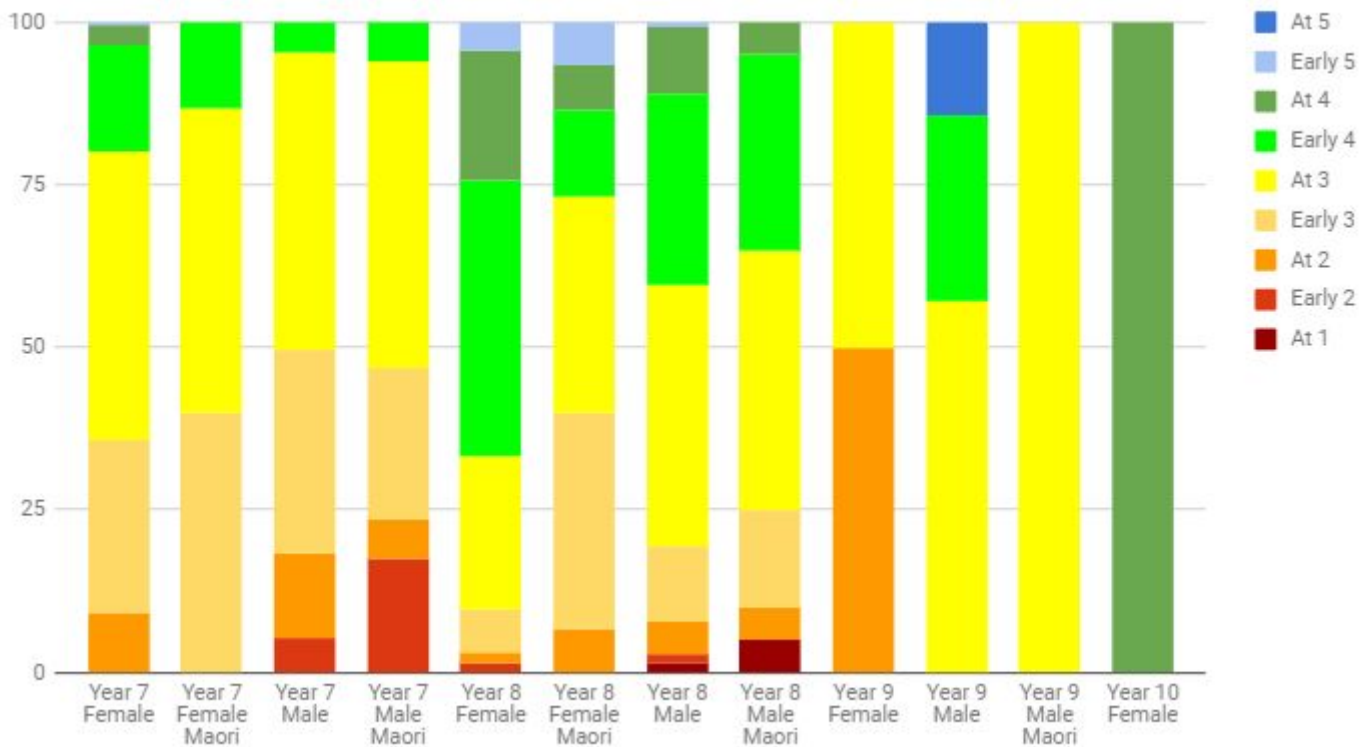
Percentage:

Term 1 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		2.5	10.8	29.0	44.9	10.8	1.6			100.0
Year 8		1.4	3.2	9.3	32.3	35.5	15.1	2.5		100.0
Year 9			11.1		55.6	22.2			11.1	100.0
Total	2.0	7.3	19.4	39.1	39.1	22.4	8.0	1.3		100.0

Writing Data Breakdown by Year Group and Ethnicity



Narrative explanation:

Our Year 7 Male cohort is tracking below the Female cohort in Writing.

Year 8 Female Maori are achieving significantly lower than the Female cohort as a whole. This is a group that needs significant acceleration.

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.

Term 1 Mathematics Data (number; percentage) tables:

Contributing School Data (from end of 2017):

Number:

Whole school - Best Fit

	At 1	Early 2	At 2	Early 3	At 3	Early 4	At 4	Early 5	At 5	Total
Year 7	1	7	38	58	140	33	7			284

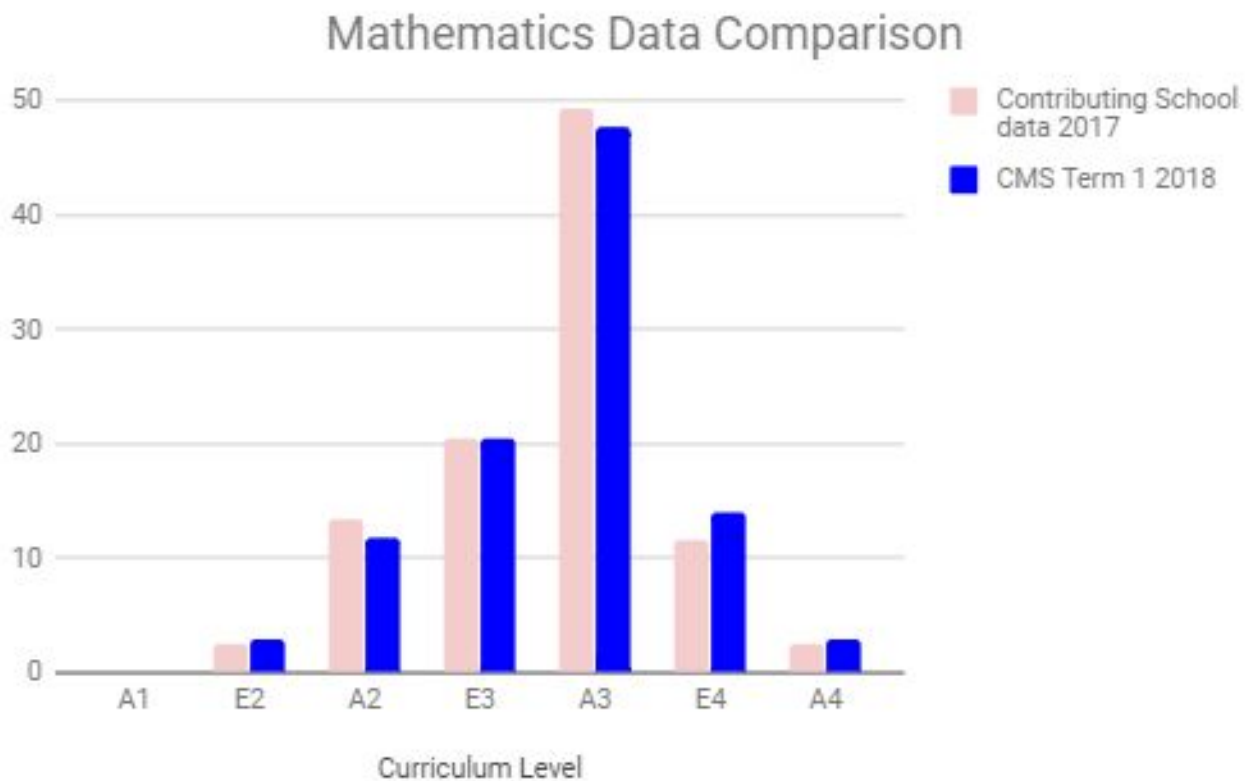
Percentage:

Whole school - Best Fit

	At 1	Early 2	At 2	Early 3	At 3	Early 4	At 4	Early 5	At 5	Total
Year 7		2.5	13.4	20.4	49.3	11.6	2.5			100.0

Year 7:

Mathematics Data Comparison (%)		
	Contributing School data 2017	CMS Term 1 2018
A1	0	0
E2	2.5	2.9
A2	13.4	11.8
E3	20.4	20.4
A3	49.3	47.8
E4	11.6	14
A4	2.5	2.9



Narrative explanation:

Our contributing school data for Mathematics was more accurate than Reading and Writing with teachers being able to show upwards shifts in achievement in the Level 4 categories.

Term 1 2018 Mathematics OTJ:

Number:

Whole school - Best Fit

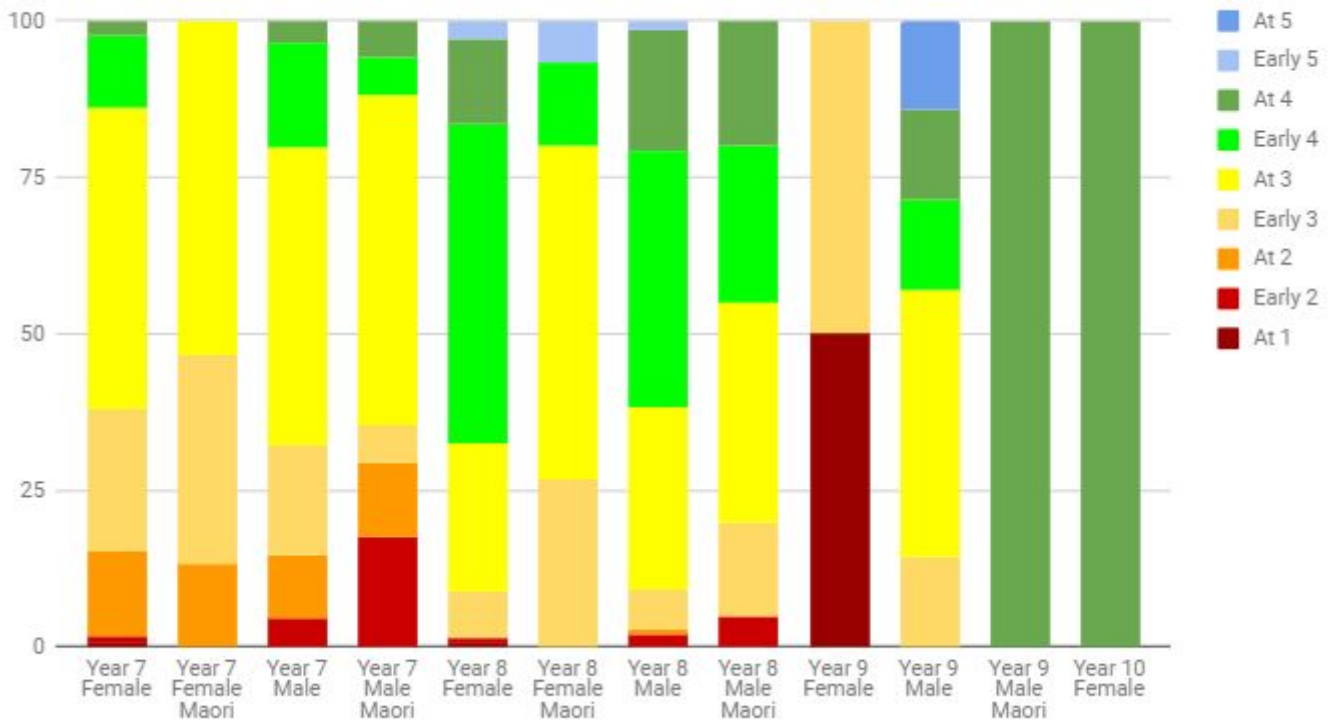
	At 1	Early 2	At 2	Early 3	At 3	Early 4	At 4	Early 5	At 5	Total
Year 10							100.0			100.0
Year 7		2.9	11.8	20.4	47.8	14.0	2.9			100.0
Year 8		1.4		6.8	26.5	45.9	16.5	2.2		100.0
Year 9	11.1			22.2	33.3	11.1	11.1		11.1	100.0
Total		2.2	6.3	14.1	37.6	28.7	9.5	1.0		100.0

Percentage:

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		2.9	11.8	20.4	47.8	14.0	2.9			100.0
Year 8		1.4		6.8	26.5	45.9	16.5	2.2		100.0
Year 9	11.1			22.2	33.3	11.1	11.1		11.1	100.0
Total		2.2	6.3	14.1	37.6	28.7	9.5	1.0		100.0

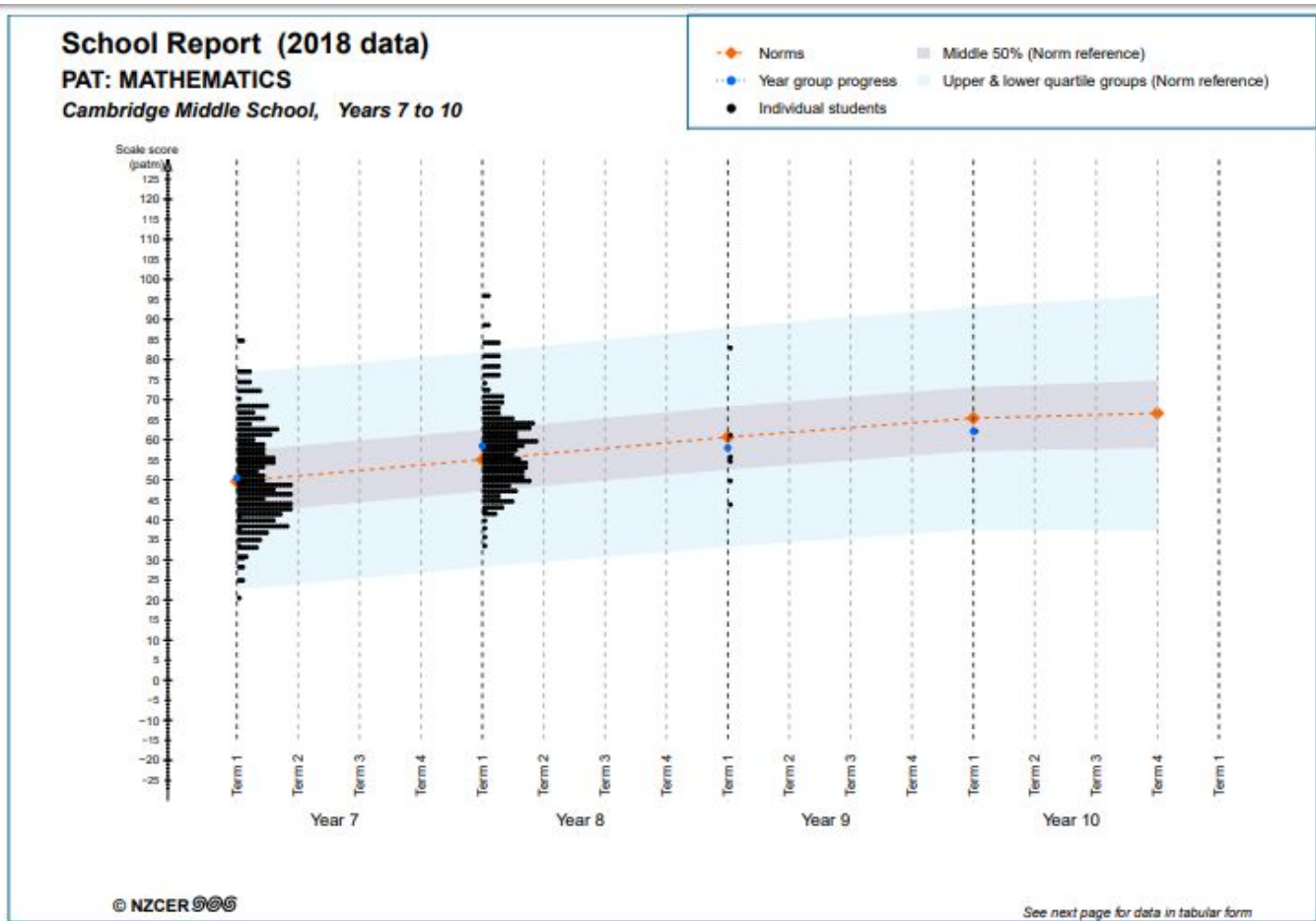
Mathematics Data Breakdown by Year Group and Ethnicity



Narrative explanation:

The Year 7 Female Maori cohort is tracking lower than the Female cohort as a whole. Year 8 Female Maori are achieving significantly lower than the Female cohort as a whole. This is a group that needs significant acceleration.

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.



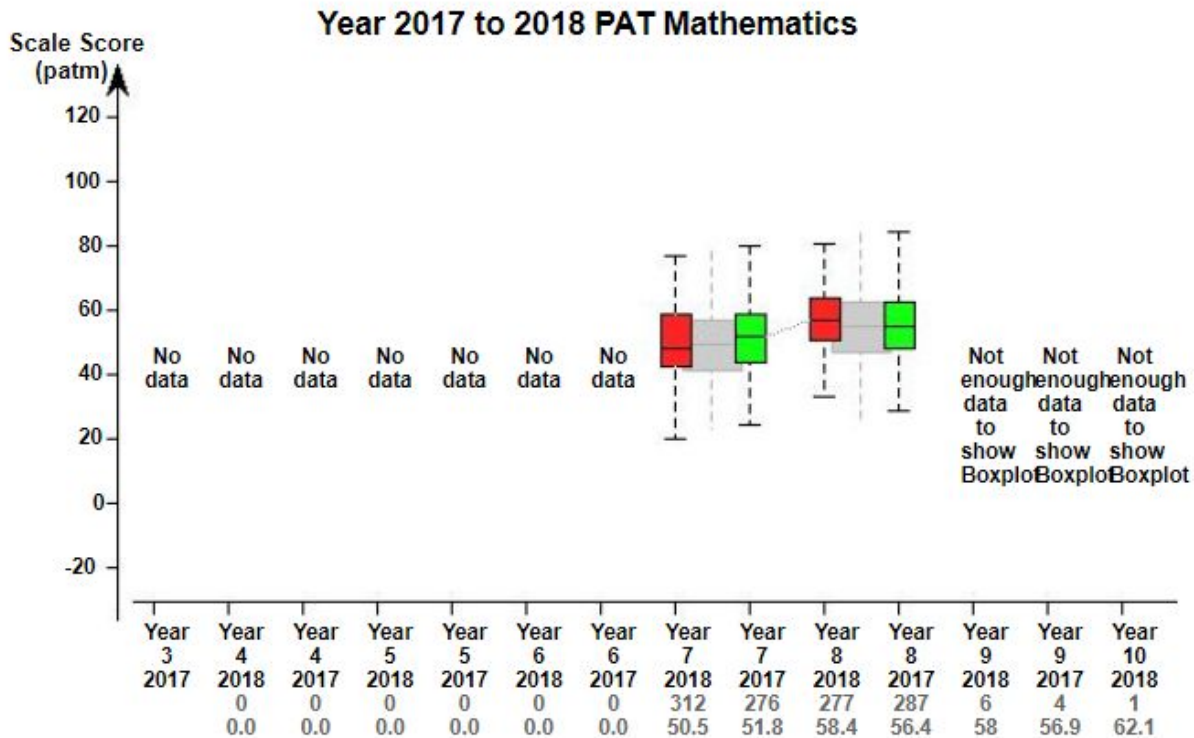
Year Group Progress Report

Progressive Achievement Test of Mathematics

Cambridge Middle School Year 2017 to Year 2018

Filters

Filtered by Whole Cohort, 2017 Term 1, 2018 Term 1



Narrative explanation:

There has been a significant upwards shift in achievement for the current Year 8 cohort since the beginning of 2017 (when they entered CMS as Year 7 students).

This shows that we are almost mirroring the national norms.

Class teachers have been given some professional development around using the results gained from PATs to inform teaching and next steps for students.

Priority Learners (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. 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%	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 30.6% to 50%

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

The numbers highlighted in pink are the students (%) that we aim to accelerate throughout the course of 2018. The numbers highlighted in blue are the group that we wish to see an increase in the percentage of students achieving at these levels. Currently there are 53.1% of students achieving in this range (E4+) and we are striving towards having 70% of our students achieving in this range by the end of 2018.

In order to reach our target of having 70% of students achieving at Early Level 4 or above we need to move 47 out of the 129 students who are currently achieving at Level 3 or below.

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

The numbers highlighted in pink are the Year 8 Maori students (%) that we aim to accelerate throughout the course of 2018. The numbers highlighted in blue are the group that we wish to see an increase in the percentage of

students achieving at these levels. Currently there are 31.5% of students achieving in this range (E4+) and we are striving towards having 50% of this cohort of students achieving in this range by the end of 2018.

In order to reach our target of having 50% of students achieving at Early Level 4 or above we need to move 7 out of the 24 students who are currently achieving at Level 3 or below.

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%

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

The numbers highlighted in pink are the students (%) that we aim to accelerate throughout the course of 2018. The numbers highlighted in blue are the group that we wish to see an increase in the percentage of students achieving at these levels. Currently there are 64.6% of students achieving in this range (E4+) and we are striving towards having 75% of our students achieving in this range by the end of 2018.

In order to reach our target of having 75% of students achieving at Early Level 4 or above we need to move 30 out of the 99 students who are currently achieving at Level 3 or below.

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

The numbers highlighted in pink are the students (%) that we aim to accelerate throughout the course of 2018. The numbers highlighted in blue are the group that we wish to see an increase in the percentage of students achieving at these levels. Currently there are 34.3% of students achieving in this range (E4+) and we are striving towards having 60% of our students achieving in this range by the end of 2018.

In order to reach our target of having 60% of students achieving at Early Level 4 or above we need to move 9 out of

the 31 students who are currently achieving at Level 3 or below.

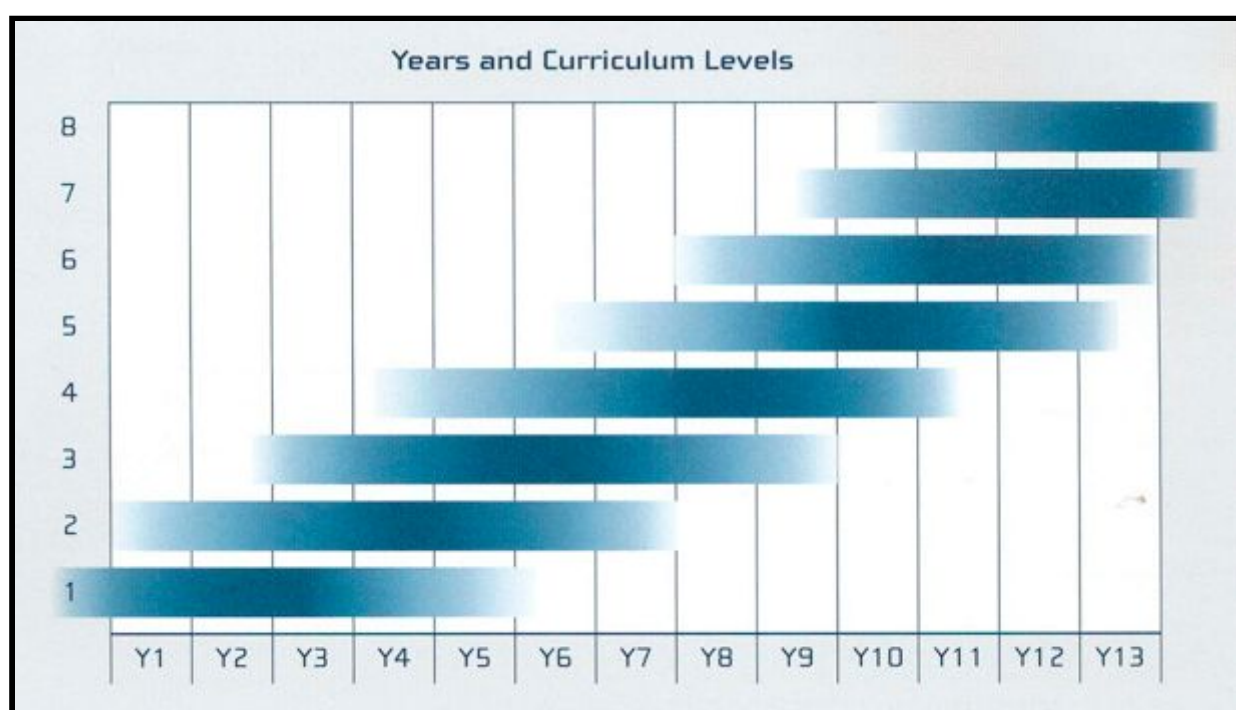
3. Professional Narrative:

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:



4. Action Taken:

- 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.
- 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 forms 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.
- A spreadsheet was created 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. He will be modelling lessons to all class teachers in Term 2 and running a staff meeting on best pedagogy and practice. In Term 3 this will occur again, with a shift towards Bruce observing teachers teaching mathematics and giving constructive feedback and feedforward, and again running a staff meeting. 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.
- 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.

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 groups
- 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
- Maori Writers Group
- Target Literacy Groups running in Term 2
- Rainbow Reading
- Mentoring programme with Year 13 students from CHS - weekly sessions

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 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.

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 Priority Learner Maori students, tataiako, developing our school's capacity to be culturally responsive.

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. This is the focus of our Within School Teachers (CoL role) group.

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.

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.