



# National Standards NAG2A(b) Commentary Reporting

Schools that use *The New Zealand Curriculum* for their students in years 1 to 8 must use this template to report school-level data on National Standards.

**Important please note:** Do not include any information in this template that may result in an individual student or their achievement being identified.

Date:	17 January 2018
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School Name:	Marotiri	School Number:	1808
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## NAG2A (b)(i) Areas of Strength

### National Standard area(s):

**READING:** 78% of children were at or above NS in reading at the end of 2017.

**WRITING:** 68% of children school-wide were at or above NS at the end of 2017.

**MATHS:** 80% at or above NS in maths at the end of 2017.

### Discussion:

**READING:** At Years 4 and 5 there were a significant number of children above NS in reading. All classes - Years 2 - 7 had affirming percentage figures showing 'at or above'. STAR scaled scores between March and November testing showed marked improvement for a sizeable number of children. The numbers of girls and boys at or above in reading is almost identical, as are those below or well below. Only three children school-wide were identified as well-below in this subject.

**WRITING:** 72% of children who identify as being Maori were at or above NS in this area. More boys (42 school-wide) than girls (36) registered at or above in writing. The WTE - Ian Hunter writing PD was deemed an excellent resource and prompt for writing improvement in Room 1. The children responded well to the techniques and approaches.

**MATHS:** Most year groups have healthy numbers at or above NS. There were no Year 1's deemed above average and only one Year 3 child - but the proportions at or above throughout the school did exceed those below or well-below in all age levels. 84.5% of boys were at or above NS compared to 75.5% of girls.

## NAG2A (b)(i) Areas for Improvement

### National Standard area(s):



### **Discussion:**

**READING:** There were six out of ten children at the end of Year 1, still below NS. It is expected over the next 12 months that more of these children will reach the expected level. Some of the below NS had sustained absences because of illness. Three were transfers from other schools and lack of literacy stimuli from home was also considered a contributing factor. Children in Years 2 and 3 who were below NS had been on reading recovery in many cases and had intensified one-on-one reading time. They will continue to need close monitoring, encouragement and variety and innovation in reading tuition. Quick 60 and MultiLit intervention programmes led by Victoria, definitely helped accelerate progress for several middle-school pupils.

**WRITING:** There were significant numbers of children at the end of both two and three years at school who were below standard at writing. The greatest number of well-below writers were found at Year 6 - three, with a further three measuring 'below'. Ten were gauged at being 'at' with none 'above'. The PaCT writing framework, when used by confident and practised teachers, does reveal that many children previously judged to be 'at standard', on closer scrutiny, actually are not there.

**MATHS:** The greatest needs in maths appear to be at Years 3 and 6, with 6 children below NS in Year 3 and 5 below or well-below at Year 6. There were also 8 children who identify as being Maori (out of 20) who were either below- (7) and well-below- (1). Of those, 4 came into the school during the year. The number of girls measuring below or well-below outnumbered the boys.

Teachers attest to most children making marked progress even if not making it to NS. Others find the learning area difficult. Some lack concentration. There are some strugglers at Years 4 and 5 levels. Excellent maths coverage in Rooms 1 and 4.



### NAG2A (b)(ii) Basis for Identifying Areas for Improvement

**Discussion:**

**READING:** Running Records, Probe, PAT comprehension, PAT vocab, STAR testing, observed reading behaviours, interest and/or lack of in reading, guided reading lessons.

**WRITING:**

- NS data
- OTJ's
- Teacher observation
- Writing samples
- Moderation
- Children's book work
- Child's voice
- WTE PD
- PaCT writing framework - aspects and dimensions.

**MATHS:** The data informed areas as did teacher feedback and discussion. Data was extracted from

- GloSS testing,
- Basic facts assessments,
- School entry assessments,
- PAT maths,
- Book work
- Modelling book notes
- Observations
- PaCT framework guidelines

### NAG2A (b)(iii) Planned Actions for Lifting Achievement

**Discussion:**

**READING:**

- Transpower grant bid for Quick 60 kits and alphabet cards - will know after January 2018.
- Nanda to train in use of MultiLit so as we can have extra children access this programme. Tracey McConachie to coach.
- Smartened library interior - new paint job, shelving, signage, furniture.
- Reading Recovery teacher in training - four students on RR 20 weeks - possibly 8 children assisted over 2018.
- Teachers sharing ideas and methodology so other staff can pick up on new approaches.

**WRITING:**

- Continue with the WTE in-school PD and work in Rooms 1 and 2 courtesy of the CoL initiative.
- Open up a N.E. class to reduce numbers in the most junior classes.
- Continue with the accelerated writing programme - two teachers in classroom during writing time in the junior area- where possible.



- Greater exposure to PaCT writing framework - looking at specific teaching steps across the aspects - moderation opportunities.
- Teachers released to view PaCT writing implementation at Lynmore School - planning from PaCT - use of rubrics.

**MATHS:**

- Continued work with PaCT framework through CoL.
- Ensure staff have access to quality maths PD.
- Teachers of target students supported by CoL within-school release teacher Sue Stimpson.
- Staff appointments - look to secure staff with maths proficiency - e.g. NE level.
- Ensure maths is not overlooked or sidelined because of competing priorities.

**NAG2A (b) (iv) Progress Statement**

	<b>MATHS</b>	<b>READING</b>	<b>WRITING</b>
<b>2015</b>	<b>86%</b>	<b>79%</b>	<b>64%</b>
<b>2016</b>	<b>79%</b>	<b>81%</b>	<b>76%</b>
<b>2017</b>	<b>80%</b>	<b>78%</b>	<b>68%</b>
<b>MAORI</b>	<b>MATHS</b>	<b>READING</b>	<b>WRITING</b>
<b>2015</b>	<b>60%</b>	<b>73%</b>	<b>67%</b>
<b>2016</b>	<b>78%</b>	<b>67%</b>	<b>72%</b>
<b>2017</b>	<b>60%</b>	<b>70%</b>	<b>50%</b>