

## 2023 End of Year Writing Data

2022 - End of Year Data in Writing					
Curriculum Judgements	Gender	Working Towards	At	Above	At and Above
2022	All	19.7%	78.4%	2%	80.4%
	Male	29.2%	70.1%	0.7%	70.8%
	Female	10.8%	85.9%	3.3%	89.2%

2023 - End of Year Data in Writing					
Curriculum Judgements	Gender	Working Towards	At	Above	At and Above
2023	All	44%	48%	8%	56%
	Male	54%	42%	4%	46%
	Female	33%	55%	12%	67%

2023 - End of Year Data in Writing					
Curriculum Judgements	Ethnicity	Working Towards	At	Above	At and Above
2023	Māori	62%	35%	3%	38%
	Asian	36%	49%	14%	63%
	Pasifika	24%	67%	10%	77%

2023 - End of Year Data in Writing					
Curriculum Judgements	Year Level	Working Towards	At	Above	At and Above
2023	Year 1	20%	71%	10%	81%
	Year 2	39%	51%	11%	62%
	Year 3	48%	52%	0%	52%
	Year 4	44%	47%	9%	56%
	Year 5	53%	37%	10%	47%
	Year 6	61%	31%	8%	39%

Concerns:

- Significant drop in data from previous years. Factors in this include:
  - More detailed assessment practices
  - Concerning negative attitude towards writing - possibly because of the cognitive complexity of it and a lack of basic transcription skills i.e. handwriting and spelling
  - Focus on Writing 'Non-negotiables'. There are too many students consistently not having accuracy with basics in their writing i.e simple punctuation, spelling and grammar.
    - Students know and understand many of these basics but are 'lazy' in applying them
  - As the Writing expectations become more rigorous as students get older, gaps are getting bigger as basics are still being consolidated.
  - Māori data is particularly low. There are many other factors at play with these students, attendance being one.

### **End of 2023 Reading Data**

<b>2022 - End of Year Data in Reading</b>					
<b>Curriculum Judgements</b>	<b>Gender</b>	<b>Working Towards</b>	<b>At</b>	<b>Above</b>	<b>At and Above</b>
<b>2022</b>	<b>All</b>	8.1%	82.6%	9.3%	91.9%
	<b>Male</b>	9.4%	82.5%	8.2%	90.7%
	<b>Female</b>	7%	82.6%	9.3%	91.9%

<b>2023 - End of Year Data in Reading</b>					
<b>Curriculum Judgements</b>	<b>Gender</b>	<b>Working Towards</b>	<b>At</b>	<b>Above</b>	<b>At and Above</b>
<b>2023</b>	<b>All</b>	25%	43%	34%	77%
	<b>Male</b>	27%	45%	27%	72%
	<b>Female</b>	20%	40%	40%	80%

<b>2023 - End of year Data in Reading</b>					
<b>Curriculum Judgements</b>	<b>Ethnicity</b>	<b>Working Towards</b>	<b>At</b>	<b>Above</b>	<b>At and Above</b>
<b>2023</b>	<b>Māori</b>	42%	27%	30%	57%
	<b>Asian</b>	18%	41%	41%	82%
	<b>Pasifika</b>	24%	52%	29%	81%

2023 - End of Year Data in Reading					
Curriculum Judgements	Year Level	Working Towards	At	Above	At and Above
2023	Year 1	20%	42%	38%	80%
	Year 2	23%	21%	56%	77%
	Year 3	20%	60%	20%	80%
	Year 4	14%	59%	27%	86%
	Year 5	31%	37%	32%	69%
	Year 6	35%	35%	30%	65%

### Concerns:

- Reasonably drop in data from previous years. Factors in this include:
  - More detailed assessment practices for Year 4 -6. Utilisation of the PROBE tool - stronger focus on comprehension strategies
  - A reluctance from older students to read for pleasure. Increase in reading of graphic novels. Whilst these are 'fun' to read, they don't develop vocabulary and an understanding of sentence structure and storyline in the same way, impacting comprehension
  - As the Writing expectations become more rigorous as students get older, gaps are getting bigger as basics are still being consolidated.
  - Māori data is particularly low. There are many other factors at play with these students, attendance being one.

### End of 2023 Maths Data

2022 - End of Year Data in Mathematics					
Curriculum Judgements	Gender	Working Towards	At	Above	At and Above
2022	All	16%	73%	11%	84%
	Male	15.2%	70.8%	14%	84.8%
	Female	16.7%	75.1%	8.2%	83.3%

2023 - End of Year Data in Mathematics					
Curriculum Judgements	Gender	Working Towards	At	Above	At and Above

<b>2023</b>	<b>All</b>	31%	45%	24%	69%
	<b>Male</b>	27%	41%	33%	74%
	<b>Female</b>	36%	43%	15%	58%

<b>2023 - End of year Data in Mathematics</b>					
<b>Curriculum Judgements</b>	<b>Ethnicity</b>	<b>Working Towards</b>	<b>At</b>	<b>Above</b>	<b>At and Above</b>
<b>2023</b>	<b>Māori</b>	45%	18%	36%	54%
	<b>Asian</b>	21%	46%	26%	72%
	<b>Pasifika</b>	29%	57%	14%	71%

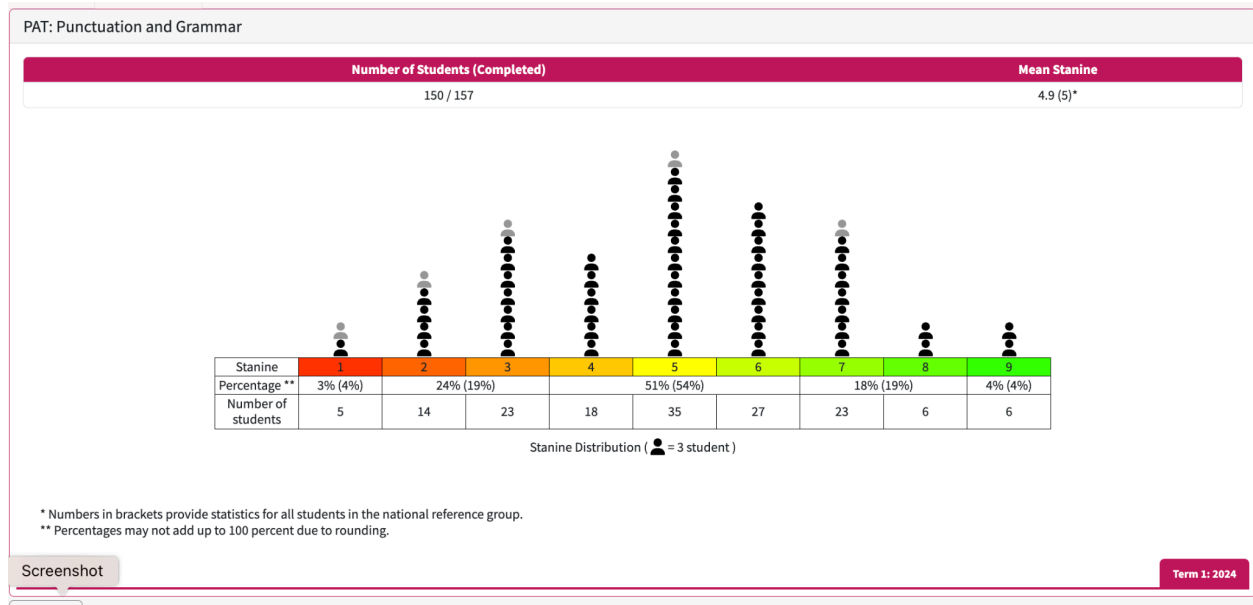
<b>2023 - End of Year Data in Mathematics</b>					
<b>Curriculum Judgements</b>	<b>Year Level</b>	<b>Working Towards</b>	<b>At</b>	<b>Above</b>	<b>At and Above</b>
<b>2023</b>	<b>Year 1</b>	14%	68%	18%	86%
	<b>Year 2</b>	23%	49%	28%	77%
	<b>Year 3</b>	40%	40%	20%	60%
	<b>Year 4</b>	34%	42%	24%	66%
	<b>Year 5</b>	24%	36%	41%	77%
	<b>Year 6</b>	49%	35%	16%	51%

**Concerns:**

- Reasonably large drop in data from previous years. Factors in this include:
  - More detailed understanding of mathematical progression through the development of the Redwood Maths Progressions
  - Our Basic Facts progression and assessment highlighted significant gaps in student number knowledge
  - Girls data is particularly low, and reflects a growing negative attitude towards maths by many girls, with them saying “I’m no good at maths”.
  - Māori data is particularly low. There are many other factors at play with these students, attendance being one.

## Beginning of 2024 PAT Data Years 4-6

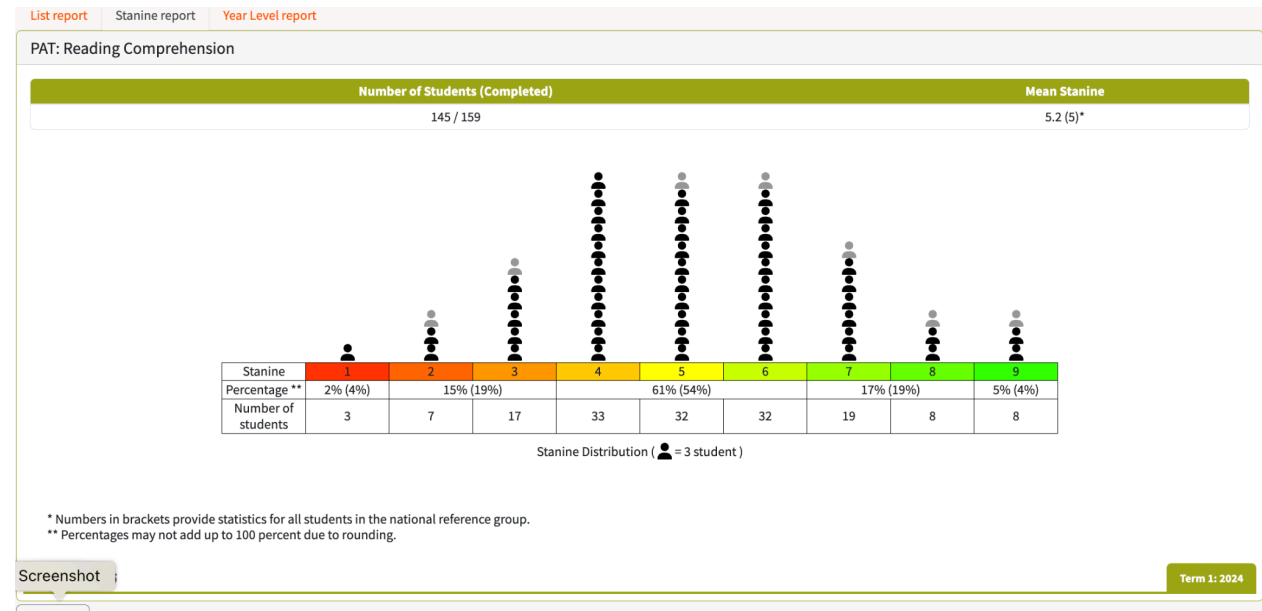
### Punctuation & Grammar PAT



This test focuses on students' understanding of the use of grammar and punctuation. These are two areas we have identified as being areas of concern for our students in writing. Whilst painting a better picture of student knowledge than our 2023 Writing OTJs would suggest, our Year 4 - 6 students are still slightly below the National Average for Stanines 4 - 9.

We are addressing this with our 'Sentence' focus at the beginning of this year. Syndicates are specifically looking at sentence construction, and the importance of accuracy with punctuation. Our Writing Non-Negotiables are also a current focus reinforcing the importance of punctuation use.

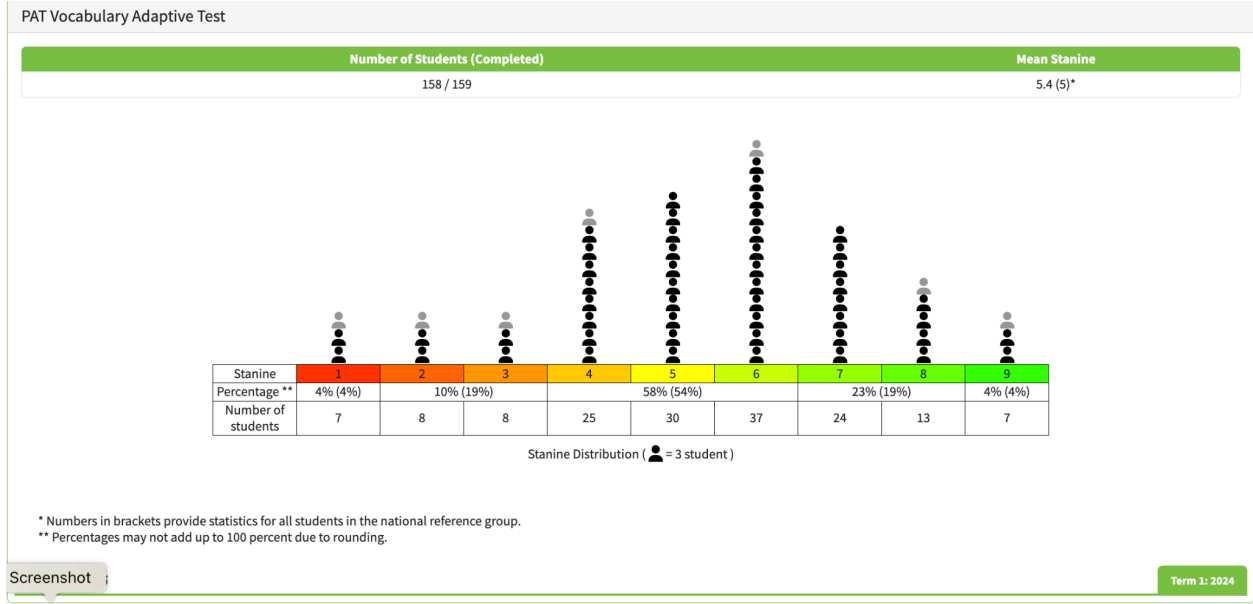
# Reading Comprehension PAT



This test focuses on students' understanding of what they have read. This was identified as a factor impacting our reading data at Years 4-6. Whilst painting a better picture of student knowledge than our 2023 Reading OTJs would suggest, our Year 4 - 6 students are only just slightly above the National Average for Stanines 4 - 9.

Teachers at these year levels are diving deeper into the data to see what the commonalities are in students' gaps in comprehension. This will inform reading group instructional groups' foci.

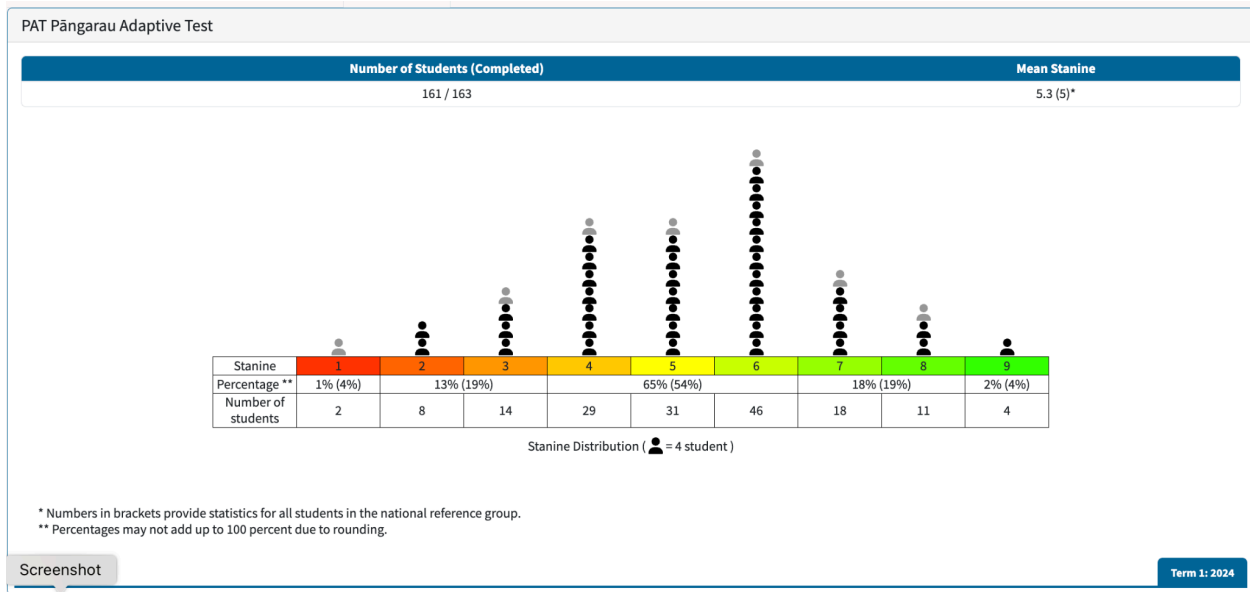
# Reading Vocabulary PAT



This test focuses on students’ understanding of vocabulary. This has been identified as a gap in student learning but in reading and writing. Whilst this is painting a better picture of student knowledge than our 2023 Reading and Writing OTJs would suggest, our Year 4 - 6 students are only just slightly above the National Average for Stanines 4 - 9.

As has been the case for the last couple of years, teachers will continue to have a strong vocabulary focus in their writing and reading lessons, supported also by our WordLab spelling programme.

# Maths PAT



## Maths PAT - Comparison of Year 5 & 6 cohorts from 2023

This test focuses on student’s understanding of mathematics and ability to solve mathematical problems. Whilst painting a better picture of student knowledge than our 2023 Maths OTJs would suggest, our Year 4 - 6 students are only just slightly above the National Average for Stanines 4 - 9.

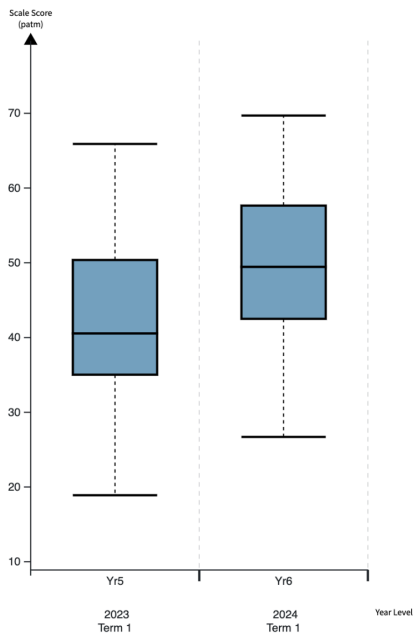
Teachers at these year levels are diving deeper into the data to see what the commonalities are in students’ gaps in maths, especially which strand areas and number knowledge. This will inform maths group instructional groups’ foci.

In comparison to other schools in Tawa, our performance is better than other schools. However, it should be!



## Year 6 Cohort

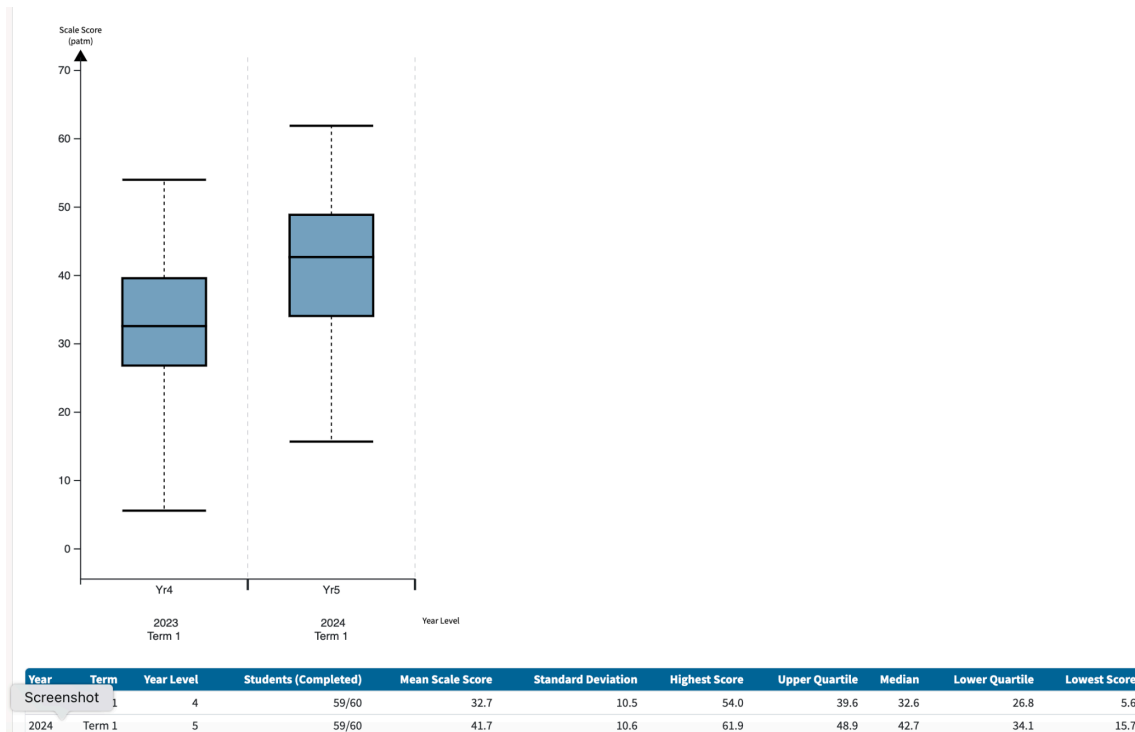
Whilst overall our data is not as good as we would like, this comparative data shows that progress is being made.



Year	Term	Year Level	Students (Completed)	Mean Scale Score	Standard Deviation	Highest Score	Upper Quartile	Median	Lower Quartile	Lowest Score
Screenshot		5	46/46	42.2	12.0	65.9	50.4	40.5	35.0	18.9
zuz4	term 1	6	45/46	49.5	10.7	69.7	57.6	49.5	42.5	26.7

Average expected scaled score progress for Year 5 - 6 is 9.2. For this cohort, average scaled score progress is 7.3. For our lower quartile this is 7.5. Our median shift is 9. The average scale score for Year 6 students is 45, ours is 49.5.

## Year 5 Cohort



Average expected scaled score progress for Year 4 - 5 is 7. For this cohort, average scaled score progress is 9. For our lower quartile this is 7.3. Our median shift is 10.1. The average scale score for Year 5 students is 35.8, ours is 41.7.

## Overall

- OTJ data paints a worse picture than nationally normed standardised data (PAT). I think this reflects our high standards, but also the discrepancy between our students' capability (what they can do) and students' consistency (what they choose to do on a regular basis in class). This is why we have our emphasis on being Engaged and Empowered and Driven to be a Lifelong Learner.
- Māori data across the board is concerning. When we look at who these students are there are lots of other circumstances in their lives that may be impacting achievement, attendance being one of these factors.
- One of the trends that remains consistent across all age groups is the large spread between our lowest achievers and our highest achievers. This reflects what we see in our classrooms.