



Birchville School

End of Year Data

2021

Educators, learners/ākonga, and parents/whānau dream of and strive for student success. Success is reflected in confident and capable learners who are secure in their identity, with belief in their capabilities and their capacity to achieve their aspirations so they enjoy fulfilling lives.

Assessment to Improve Learning: Principles, Practices and Proof (Assessment PPP)

Valuing every child

Ko te ahurei o te tamaiti arahia ō tātou mahi

At Birchville School, as part of our Strategic Plan, we ensure that:

- Parents are well informed of and connected with their tamariki learning
- Parents can identify that the learning targets their tamariki interests, strengths and dispositions
- We monitor all achievement on a genuine level and to focus on the individual progress for every learner.

Hero has been a huge help in achieving these goals. Especially in terms of keeping our whānau informed, being able to identify learning targets more accurately, and being able to monitor at a more genuine level rather than just using one off assessments.





READING

Let's have a look at Reading. These are the overviews of the data, but there are supplementary hard copy documents that sit alongside these snapshots that the teachers have looked over more thoroughly. These documents have the full breakdown of year levels, gender, ethnicities.

Whole School (Currently Enrolled in 2021) - Progress Overview - Reading (All Students)

| Counts | Mid 2019 | End 2019 | Mid 2020 | End 2020 | Mid 2021 | End 2021 |
|---|------------|------------|------------|--------------|---------------|---------------|
| Well Above Expected Curriculum Level | 0 | 0 | 0 | 2 | 1 | 10 |
| Above Expected Curriculum Level | 0 | 0 | 0 | 22 | 32 | 31 |
| At Expected Curriculum Level | 0 | 0 | 0 | 41 | 52 | 53 |
| Towards Expected Curriculum Level | 0 | 0 | 1 | 15 | 28 | 41 |
| Needs Support To Work Towards Expected Curriculum Level | 0 | 0 | 0 | 15 | 21 | 17 |
| Total At Expected Curriculum Level or above | 0 out of 0 | 0 out of 0 | 0 out of 1 | 65 out of 95 | 85 out of 134 | 94 out of 152 |
| Percentage At Expected Curriculum Level or above | | | 0% | 68% | 63% | 62% |

Kaiako comment:

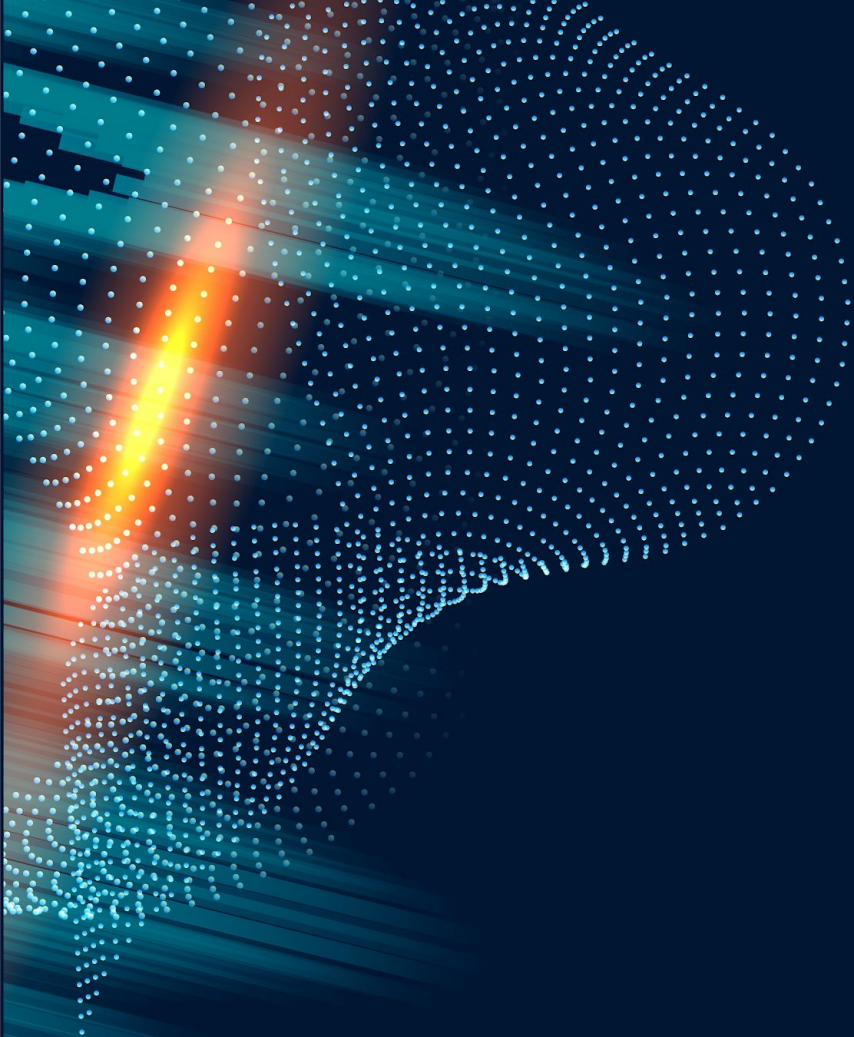
Year 1 – Children are making slow progress and would all benefit from more reading mileage for example reading daily at home. Books for these children will be sent home for practice over the school holidays as well as the sight words that they need to learn next.

Year 2 – Children have all received RTLit support and intervention this year. RTLit recommends visual and auditory processing screening for all three. LSC is working on this. CDS referral has been made for 3rd child.

Year 3 – Moved a lot but don't want to knock confidence by pushing too hard and losing the comprehension. Nearly at the level. Some need to work on perseverance and self belief.

Year 4 – Moved but need to work on comprehension. Developing inference and higher order thinking.

Year 5 – A few students who are new to Birchville are in this rōpū. We have been mixed ability grouping to try to support these students, had the RTLit in with new resources, as well as having teacher aides support learning. There definitely has been growth in this area. Continue to work on skills such as summarising, clarifying, connecting and predicting to help with comprehension.



WRITING

Whole School (Currently Enrolled in 2021) - Progress Overview - Writing (All Students)

| Counts | Mid 2019 | End 2019 | Mid 2020 | End 2020 | Mid 2021 | End 2021 |
|---|------------|------------|------------|--------------|---------------|----------------|
| Well Above Expected Curriculum Level | 0 | 0 | 0 | 2 | 2 | 2 |
| Above Expected Curriculum Level | 0 | 0 | 0 | 10 | 17 | 24 |
| At Expected Curriculum Level | 0 | 0 | 0 | 45 | 69 | 84 |
| Towards Expected Curriculum Level | 0 | 0 | 0 | 25 | 30 | 25 |
| Needs Support To Work Towards Expected Curriculum Level | 0 | 0 | 0 | 12 | 15 | 18 |
| Total At Expected Curriculum Level or above | 0 out of 0 | 0 out of 0 | 0 out of 0 | 57 out of 94 | 88 out of 133 | 110 out of 153 |
| Percentage At Expected Curriculum Level or above | | | | 61% | 66% | 72% |

Kaiako comments:

Year 1 – Students will continue to need structured writing experiences as they continue to move through the learning goals. Continue to reinforce the need for correct punctuation explicitly.

Year 2 – These children still require one to one support to achieve success when writing. Continue phonological knowledge programs, including the correct pronunciation of each sound so that they can correctly hear the sounds they are trying to write.

Year 3 – Some movements but basic omits, like punctuation, and need to write more and look towards next steps rather than doing minimum amount.

Year 4 – Some movements but basic omits, like punctuation, and need to write more.

Year 5 – A lot of reluctant writers, had a few tested for dyslexia through Vai. New students to Birchville as well. Focus groups haven't really helped, do the work in the group setting but then independently don't. Trying a variety of styles and genres, but will work closely with Teacher Aide and have goals published into writing book as a reminder.

The background features a dark blue field with a series of parallel, slightly curved lines in shades of teal and blue. A bright, glowing orange and yellow light source on the left creates a lens flare effect, casting rays across the scene. A grid of small, white, glowing dots is arranged in a pattern that follows the curvature of the lines, creating a sense of depth and motion.

MATHS

Whole School (Currently Enrolled in 2021) - Progress Overview - Maths (All Students)

| Counts | Mid 2019 | End 2019 | Mid 2020 | End 2020 | Mid 2021 | End 2021 |
|---|------------|------------|------------|--------------|---------------|----------------|
| Well Above Expected Curriculum Level | 0 | 0 | 0 | 1 | 1 | 1 |
| Above Expected Curriculum Level | 0 | 0 | 0 | 11 | 20 | 26 |
| At Expected Curriculum Level | 0 | 0 | 0 | 51 | 76 | 85 |
| Towards Expected Curriculum Level | 0 | 0 | 0 | 21 | 25 | 27 |
| Needs Support To Work Towards Expected Curriculum Level | 0 | 0 | 0 | 10 | 11 | 11 |
| Total At Expected Curriculum Level or above | 0 out of 0 | 0 out of 0 | 0 out of 0 | 63 out of 94 | 97 out of 133 | 112 out of 150 |
| Percentage At Expected Curriculum Level or above | | | | 67% | 73% | 75% |

Kaiako comments:

Year 1 – Students need to continue to build strong number sense, with daily practice and repetition.

Year 2 – Students need to continue to build strong number sense, with daily practice and repetition to achieve mastery of the ideas being taught. Continue to build a toolbox of knowledge around basic facts and place value through maths games and the use of digital technology apps which support learning in these key areas.

Year 3 – Basic fact knowledge and gaps in background knowledge. Keep going with number knowledge development.

Year 4 – On stage 4, not consistently showing strategies, reverting to others. Can do maths attitude.

Year 5 – Gaps in number knowledge and strategies (such as repeated addition rather than using multiplicative thinking) which holds them back from developing further through the curriculum levels. Majority have the right maths behaviours, just not 'sinking in'. More focused activities around number knowledge with these groups, number of the day strategies seems to be making a difference in this.