



Student Achievement Report

Classes 1 – 7

End-of-Year 2019

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INTRODUCTION

This report includes data on student achievement results from Classes 1 - 7. These results are based on Overall Teacher Judgements formed with reference to the *Steiner Education Aotearoa New Zealand (SEANZ) Learning Steps* for Literacy and Mathematics, which were ratified in November 2014, and revised in 2019. The Ministry of Education have recognised these Learning Steps as a mechanism for reporting on student progress towards meeting the National Standards for Literacy and Mathematics by the end of Class 7 (Year 8). As this is an end-of-year report, Overall Teacher Judgements are provided as an indication of a student meeting the expected level of achievement in reading, writing and mathematics for their end of year level. In this report, results are presented according to 4 bands of achievement:

- *Above* the expected level
- ***At*** the expected level
- ***Approaching*** the expected level
- ***Well below*** the expected level

Considerations

Judgements have been reported in percentages in order to enable comparison across classes and curriculum areas. However, this analysis involves a small sample size from one school. Care must be taken when interpreting these results, because one student (among a class of 30 students) represents 3.3% of the sample.

Overall Teacher Judgements are confirmed using norms-referenced testing in Classes 4 – 7. According to assessment practices within the school, classes 1 - 3 do

not undertake norms-referenced testing to confirm Overall Teacher Judgements. Rather the emphasis is on teachers utilising *naturally occurring evidence* to inform their judgements.

DESCRIPTION OF REPORT CONTENTS

Literacy Results

Reading– an Overall Teacher Judgement was formed using naturally occurring evidence from classroom work with reference to the SEANZ Learning Steps (Classes 1-7), confirmed through analysis of the STAR Reading Test (Classes 4-7) and the PAT Reading Comprehension Test (Classes 6 & 7).

STAR Reading Test data and PAT Reading Comprehension Test data are included in this report.

Writing – an Overall Teacher Judgement was formed using naturally occurring evidence from classroom work with reference to the SEANZ Learning Steps (Classes 1–7), confirmed through analysis of writing samples moderated against a modified asTTle writing matrix sample.

Mathematics results

Mathematics – an Overall Teacher Judgement of student achievement in mathematics was formed using naturally occurring evidence from classroom work with reference to the SEANZ Learning Steps (Classes 1–7), confirmed through analysis of the results of the PAT Mathematics Test (Classes 4-7).

PAT Mathematics Test data is included in this report.

Maori, Pasifika & Asian Students

Reading, Writing and Mathematics results are also presented separately for the above students.

Listening

Results from PAT Listening Tests carried out in Classes 6 and 7 are included.

LITERACY RESULTS

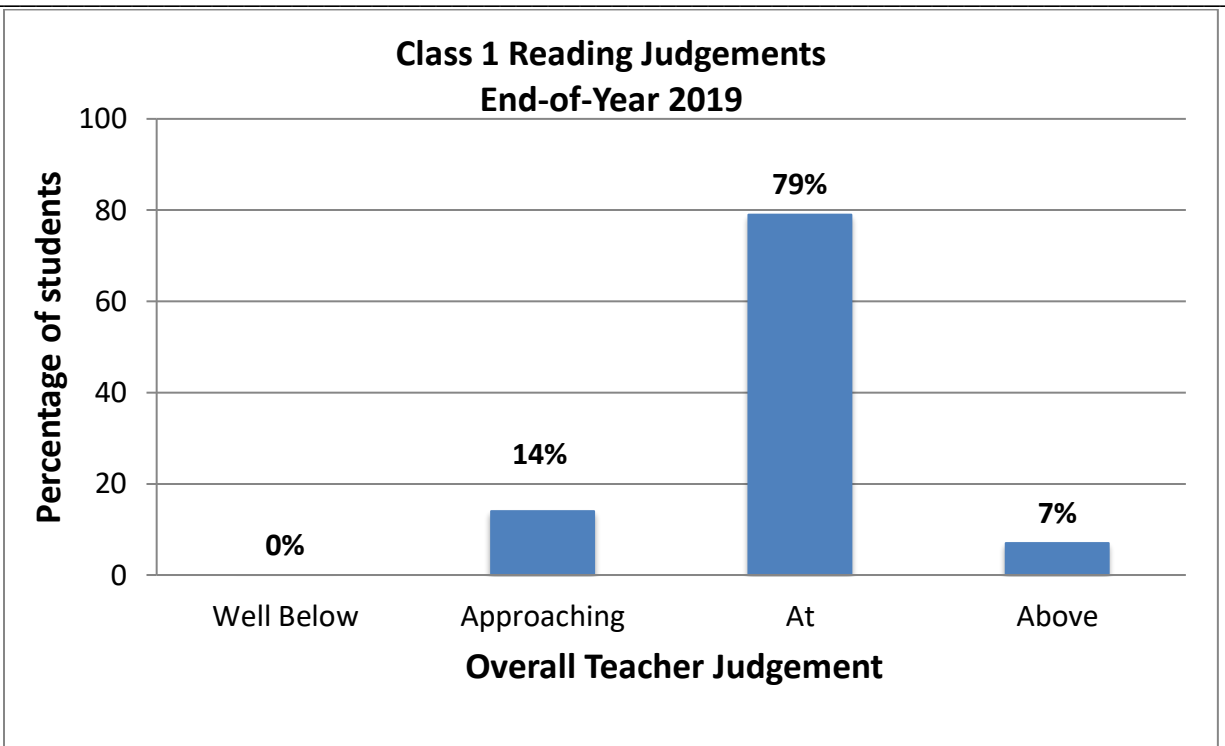
Literacy results presented include Overall Teacher Judgements in reading and writing for Classes 1 – 7.

Reading

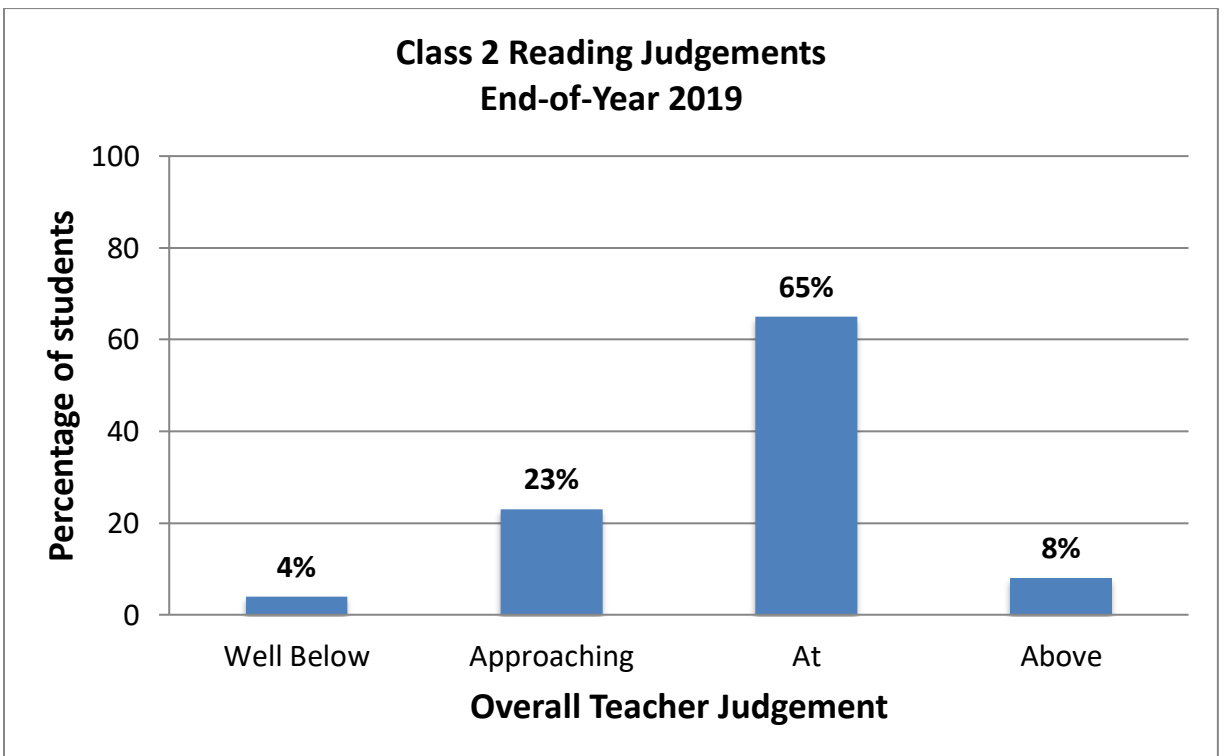
Graphs “CLASS 1 READING” to “CLASS 7 READING” show the overall percentage of students in each class respectively, in order to show the total distribution of results at each level of achievement.

Graphs “CLASS 4 STAR” to “CLASS 7 STAR”, and “CLASS 6 PAT” to “CLASS 7 PAT” show the test results from STAR Reading tests in classes 4-7 and PAT Reading Comprehension Tests in Classes 6 and 7.

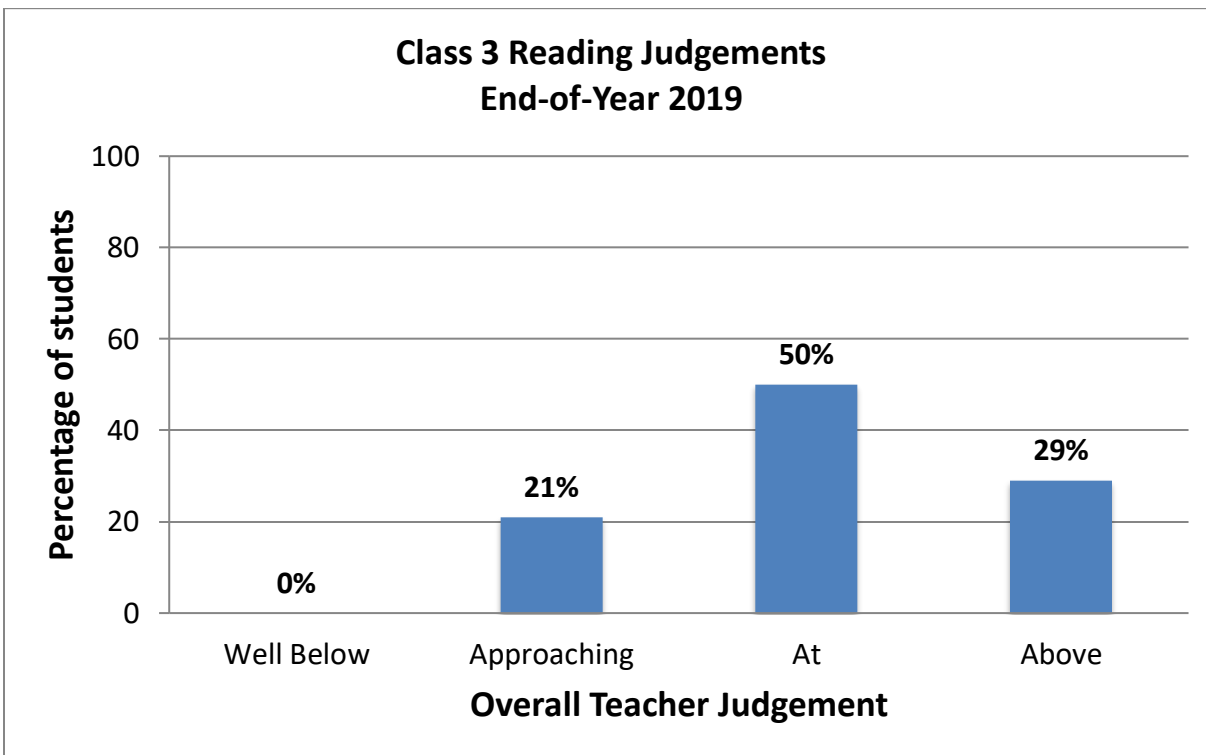
CLASS 1 READING



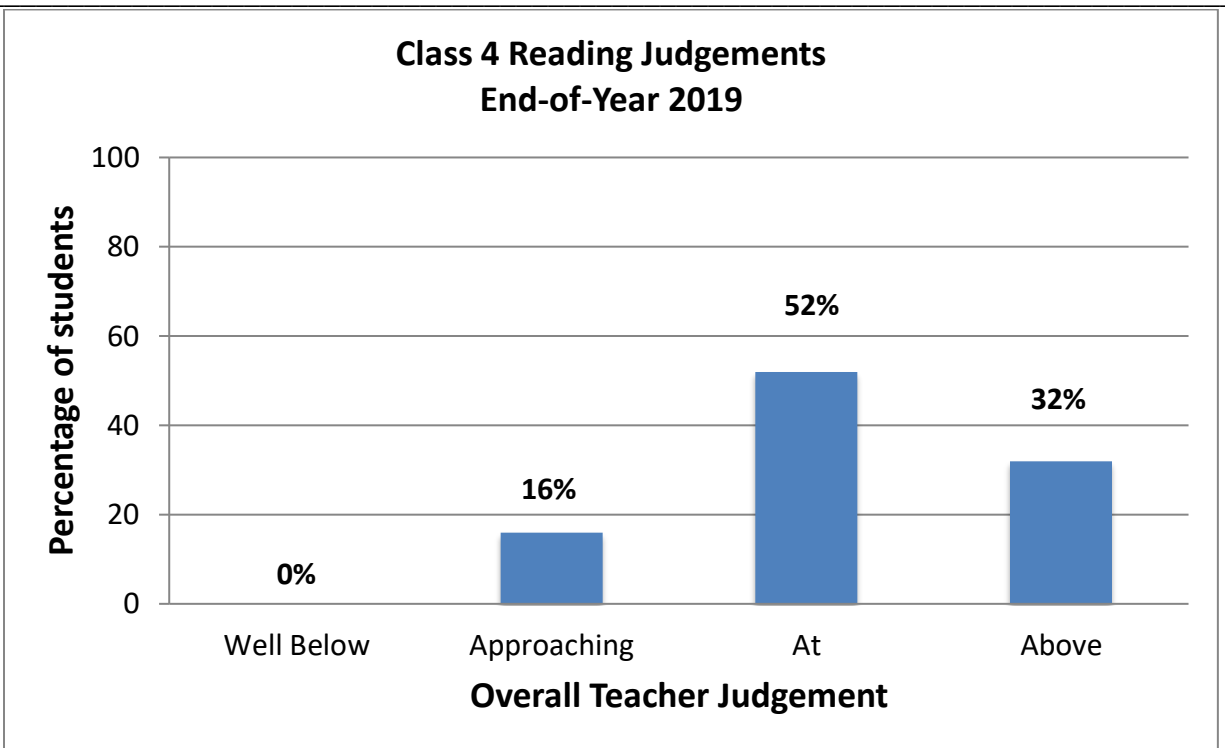
CLASS 2 READING



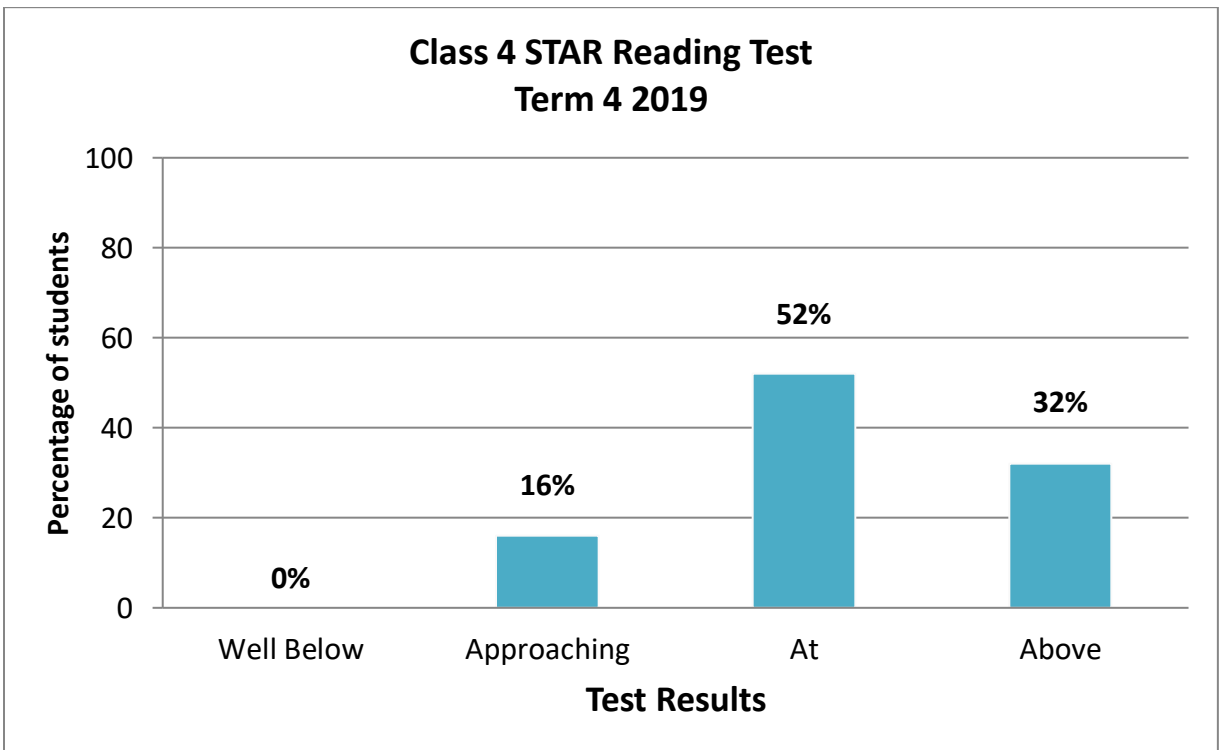
CLASS 3 READING



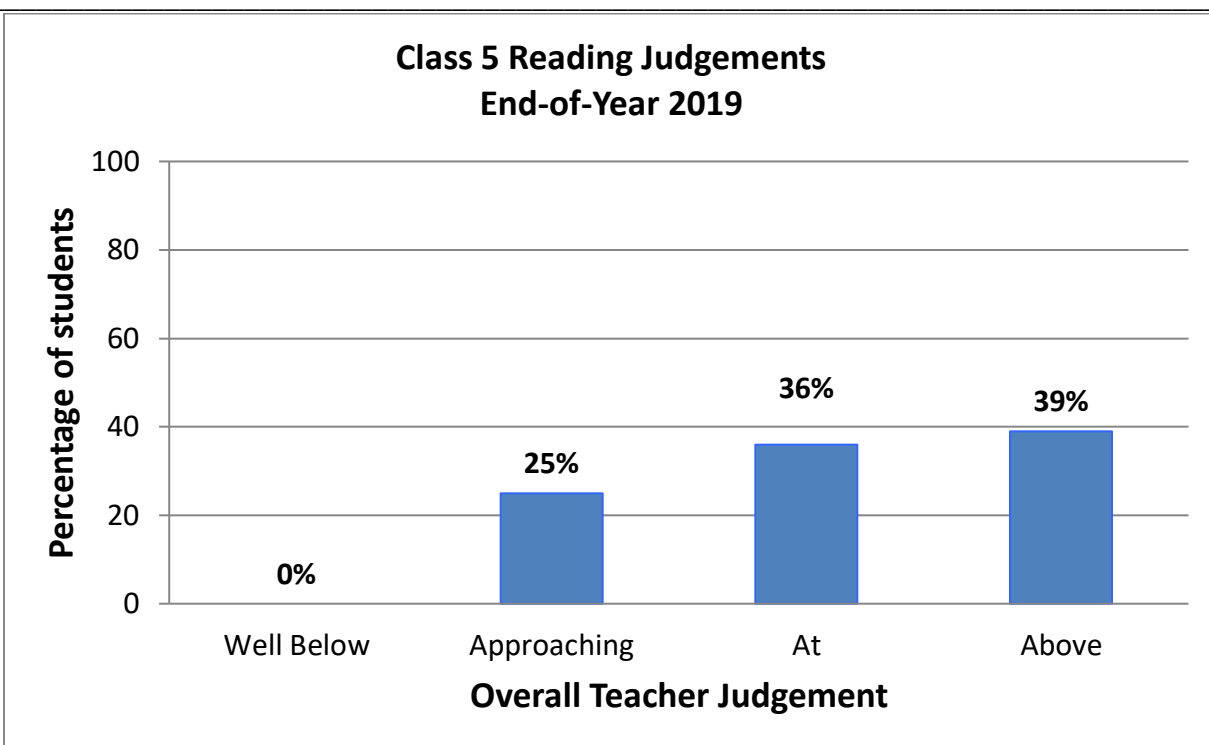
CLASS 4 READING



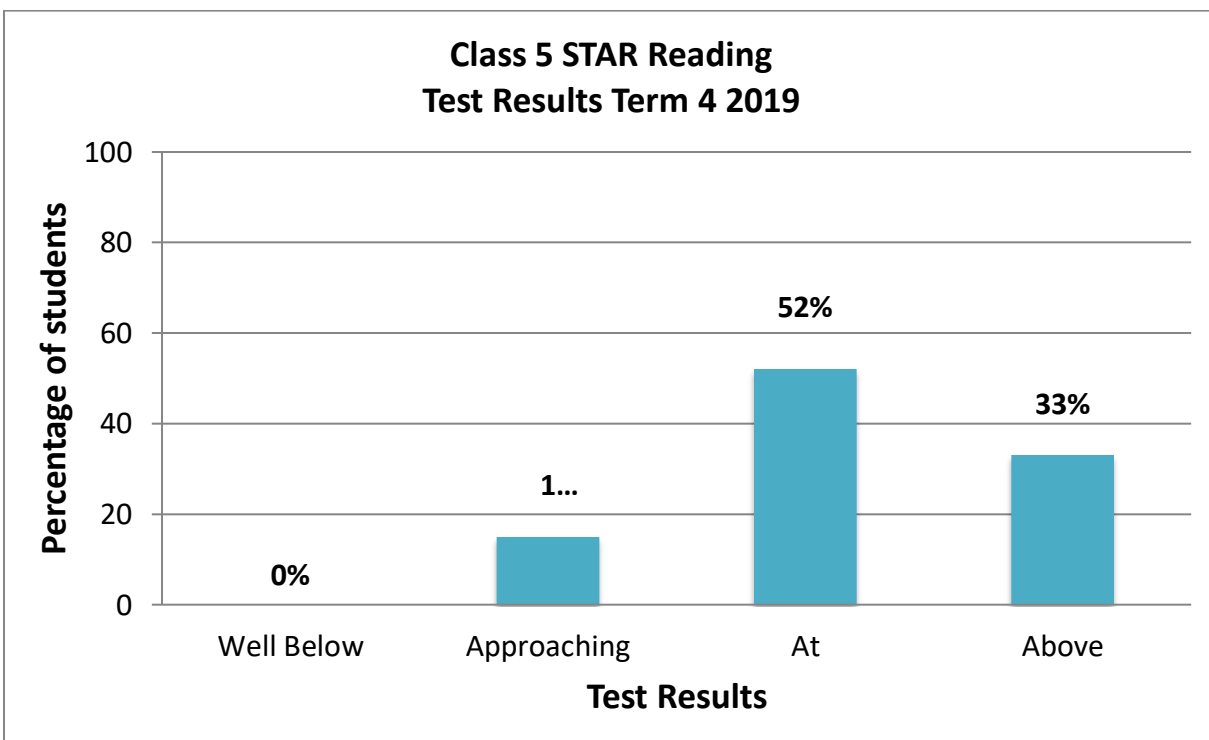
CLASS 4 STAR READING TEST RESULTS



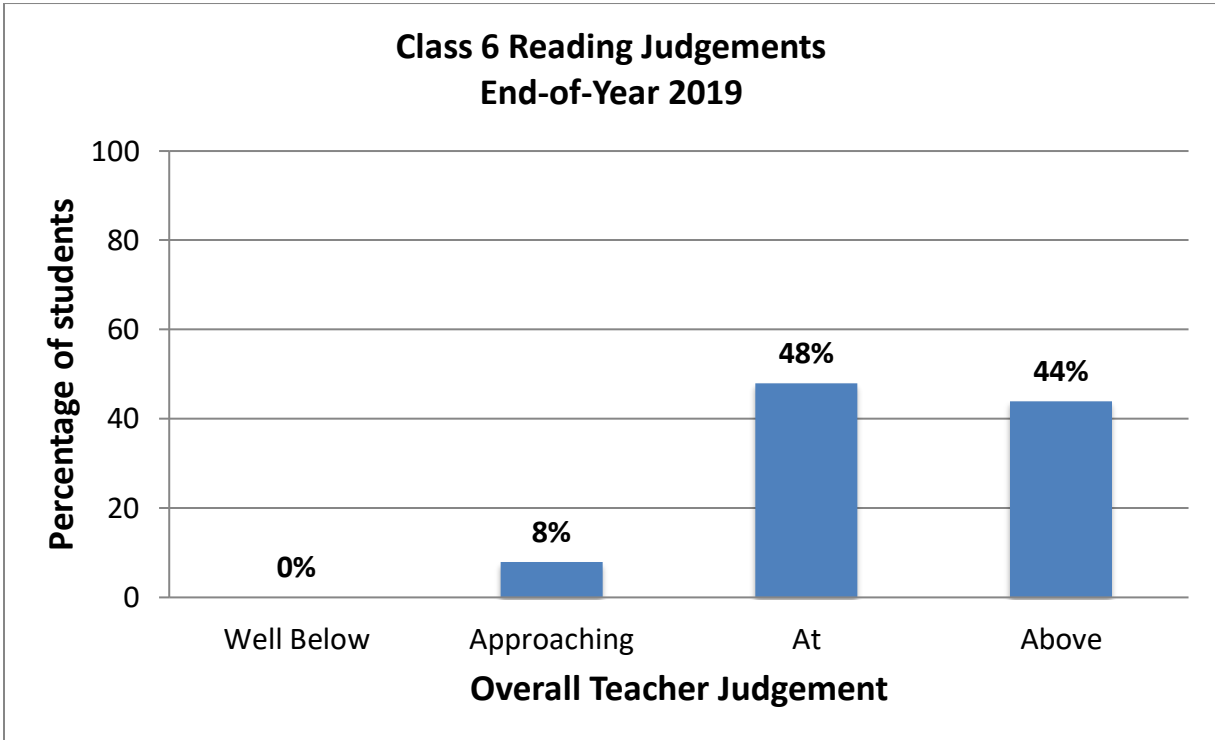
CLASS 5 READING



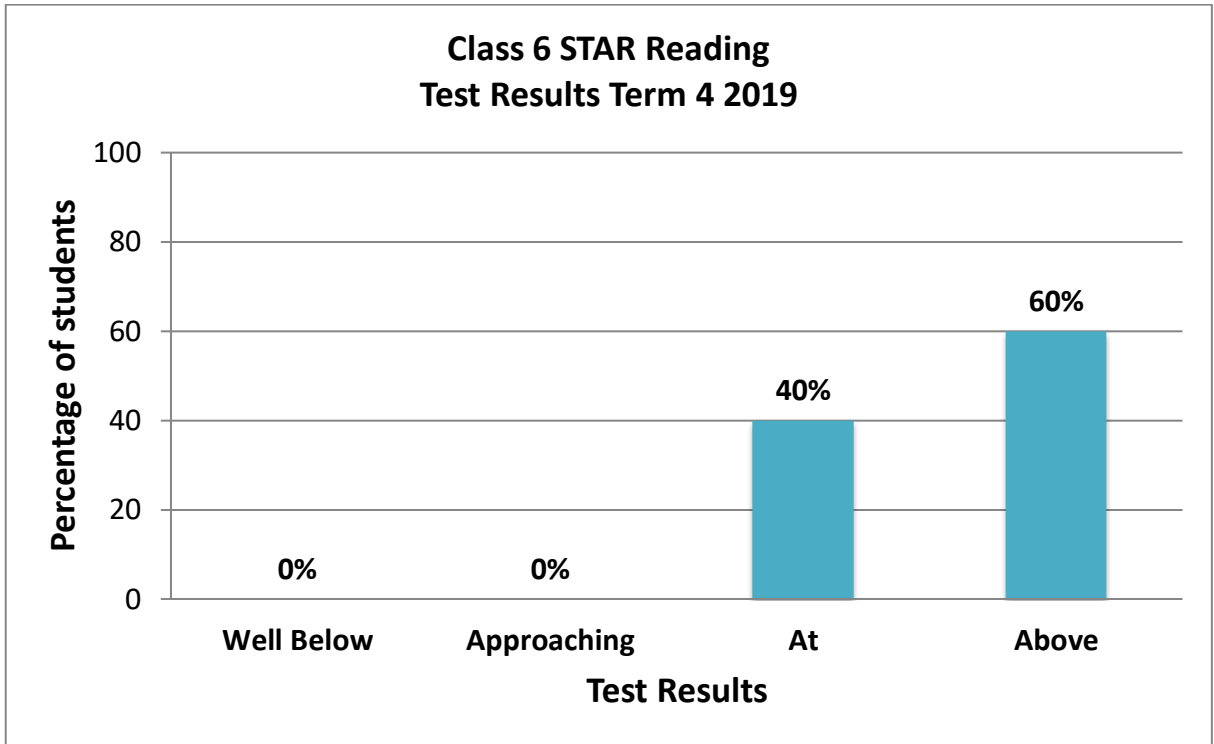
CLASS 5 STAR READING TEST RESULTS



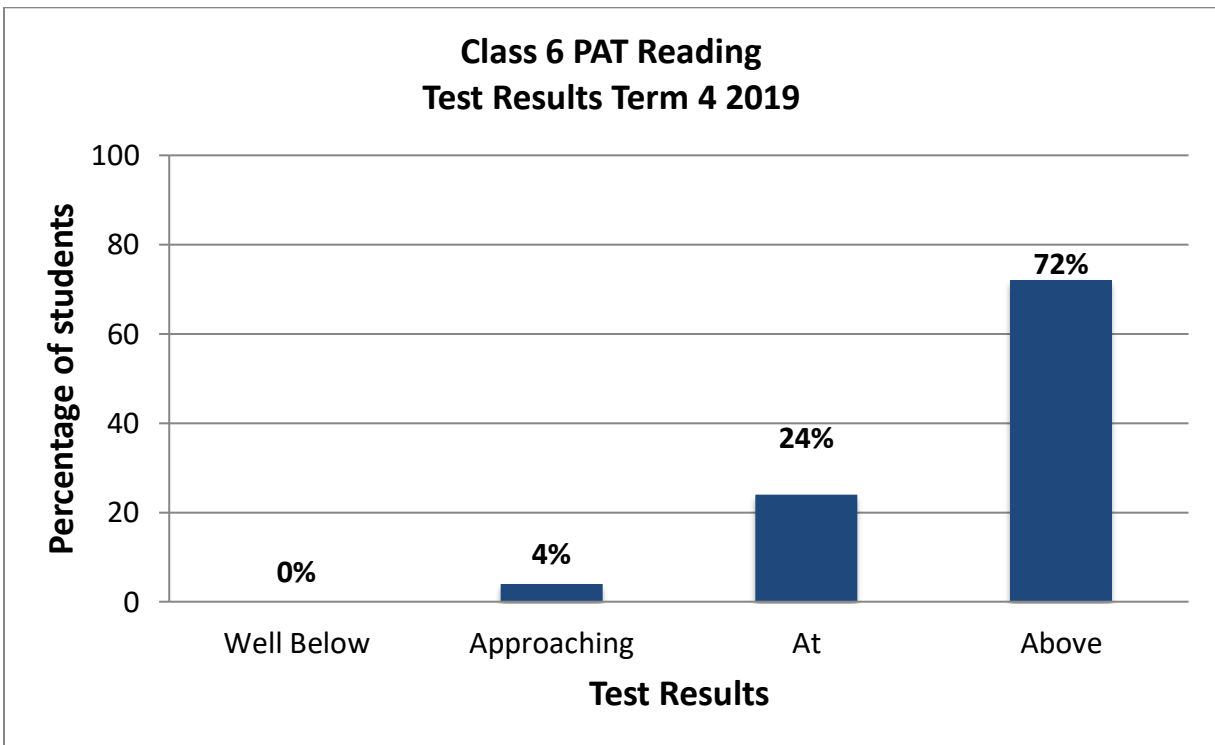
CLASS 6 READING



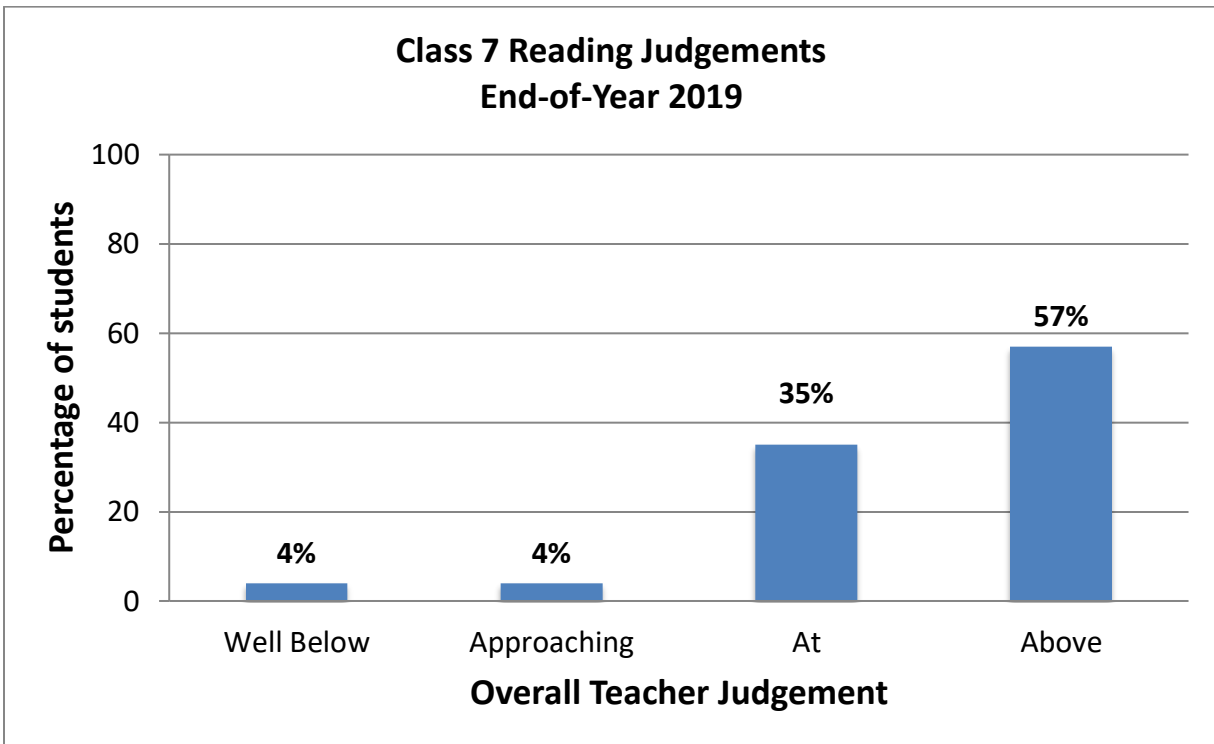
CLASS 6 STAR READING TEST RESULTS



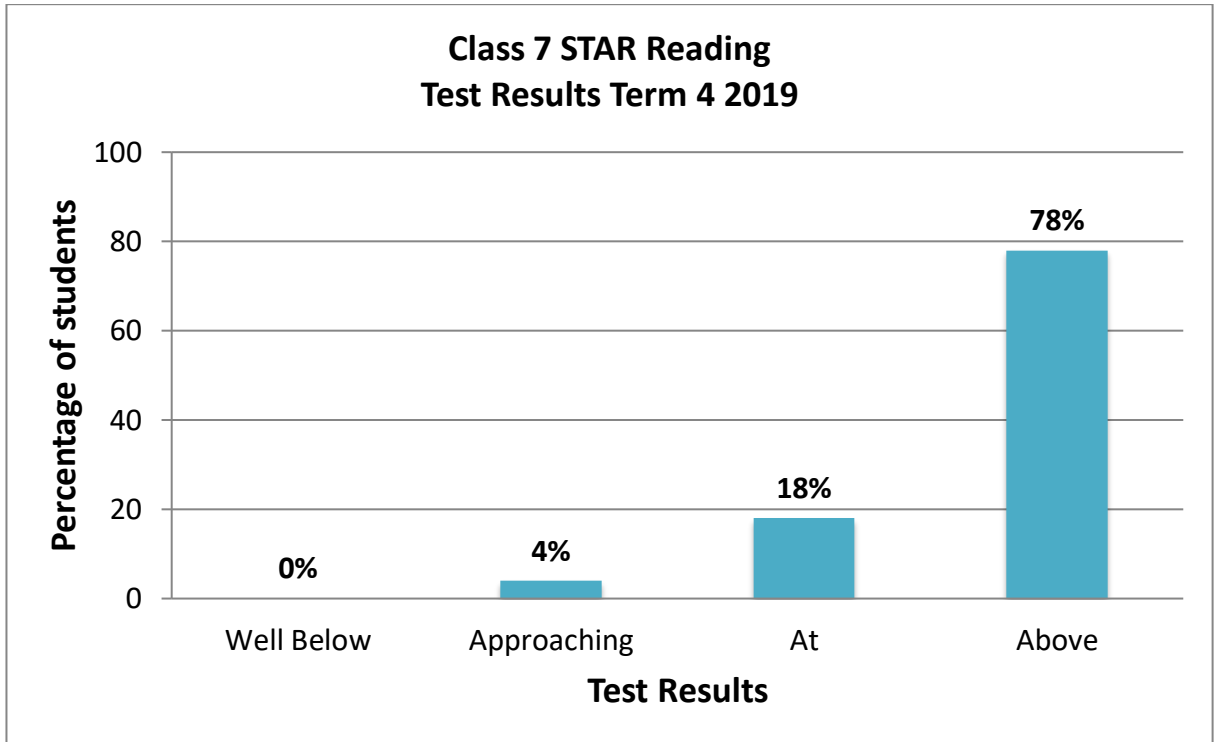
CLASS 6 PAT READING TEST RESULTS



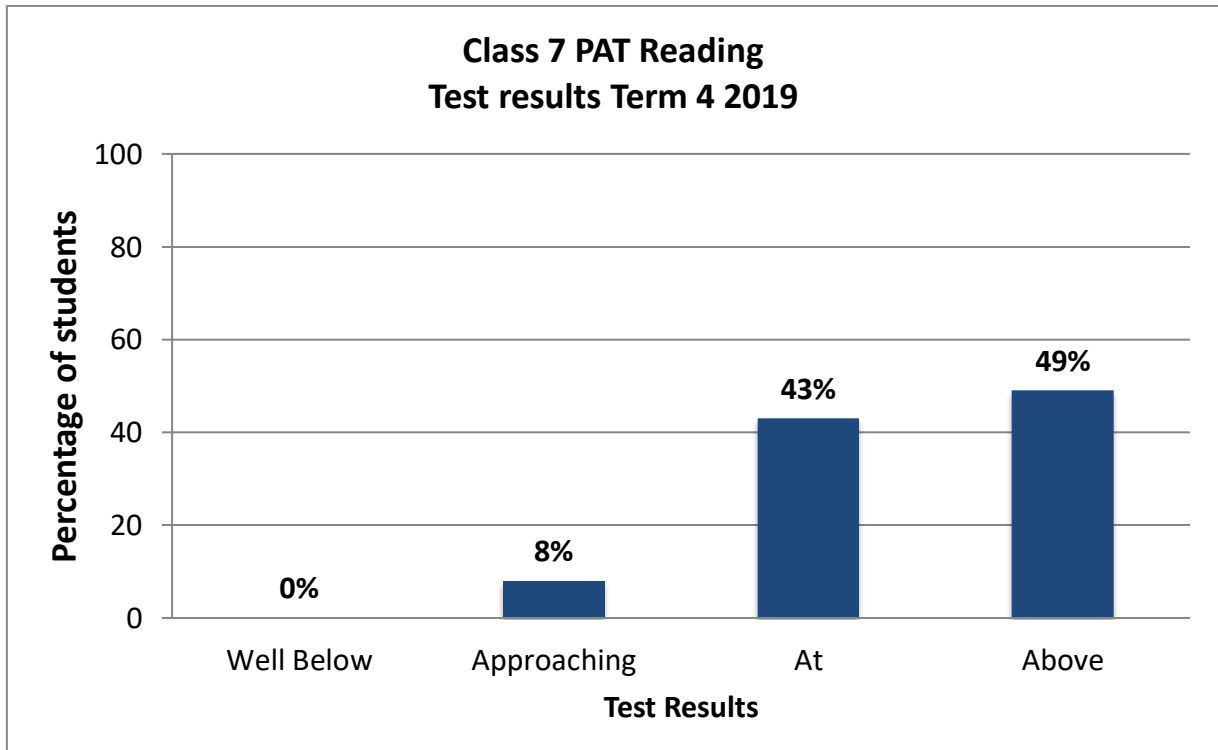
CLASS 7 READING



CLASS 7 STAR READING TEST RESULTS



CLASS 7 PAT READING TEST RESULTS

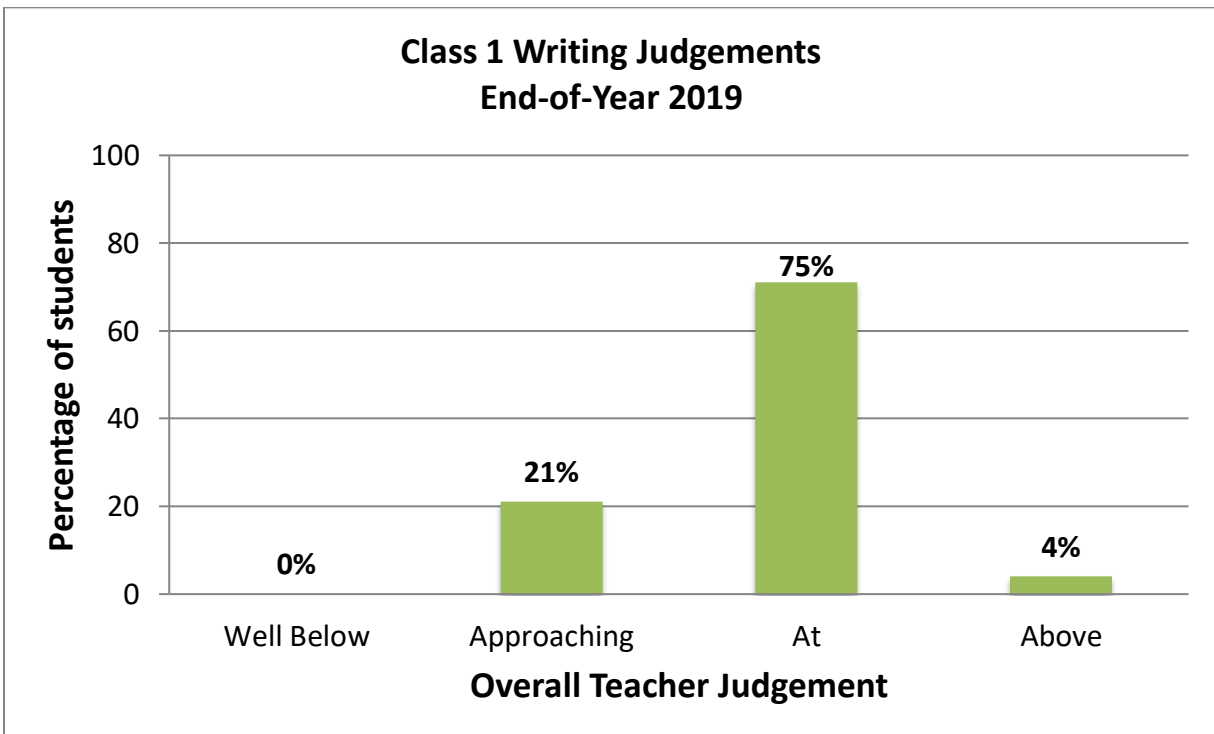


Writing

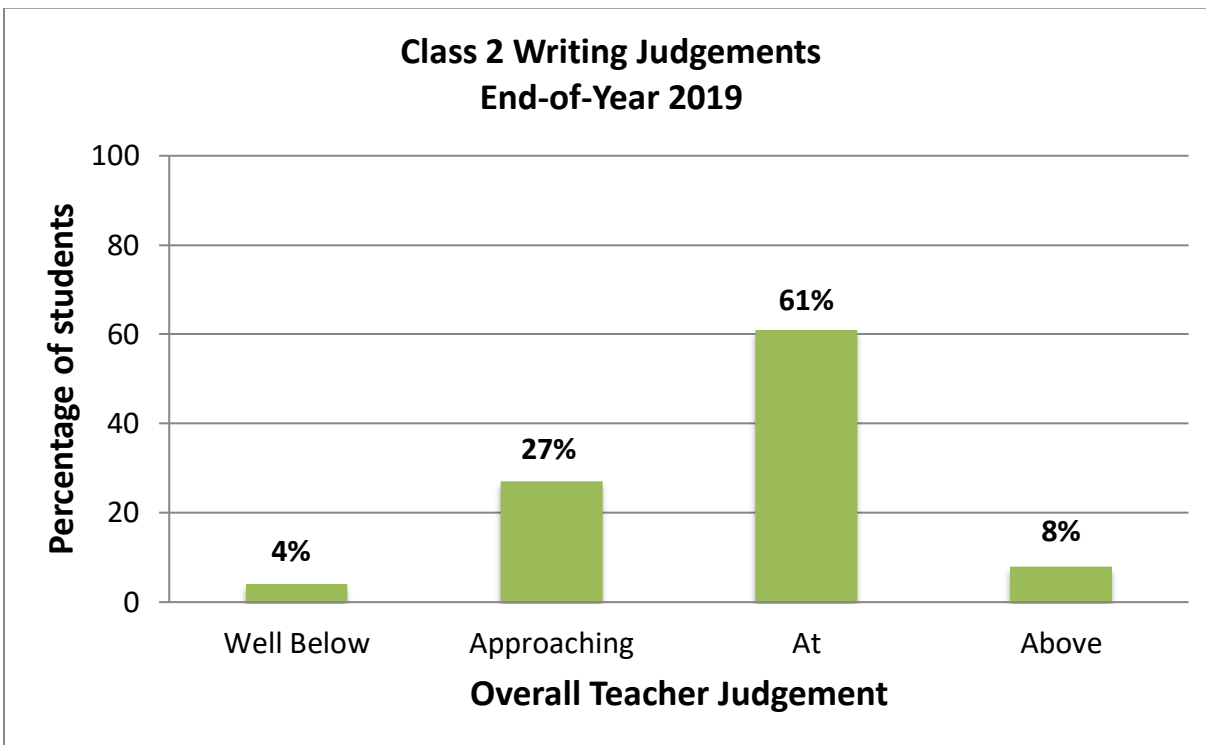
Graphs “CLASS 1 WRITING” to “CLASS 7 WRITING” (Classes 1–7) show an overall percentage of students in each class respectively in order to show the total distribution of results at each level of achievement.

A sample of writing from each class was collected, marked and moderated. Each moderated work sample was then used to adjust the accuracy of the teacher’s overall judgement. These results are not norm-referenced and consequently are not included in the report.

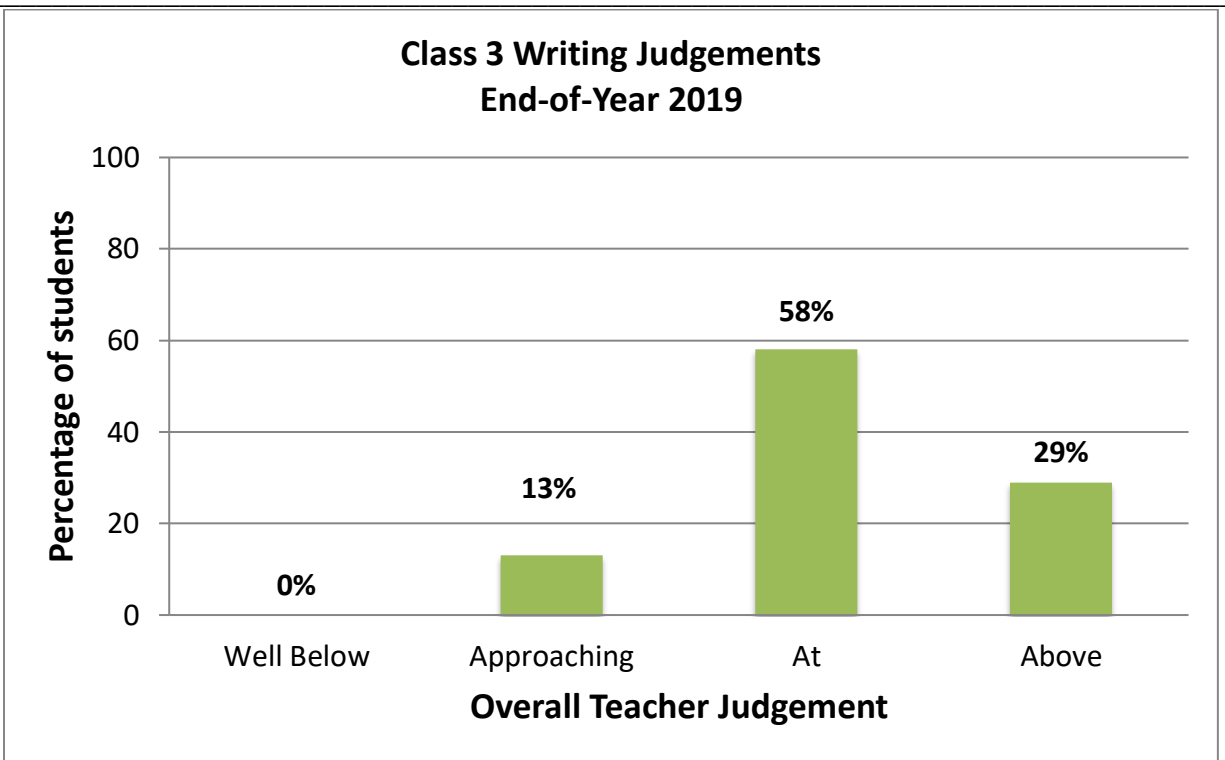
CLASS 1 WRITING



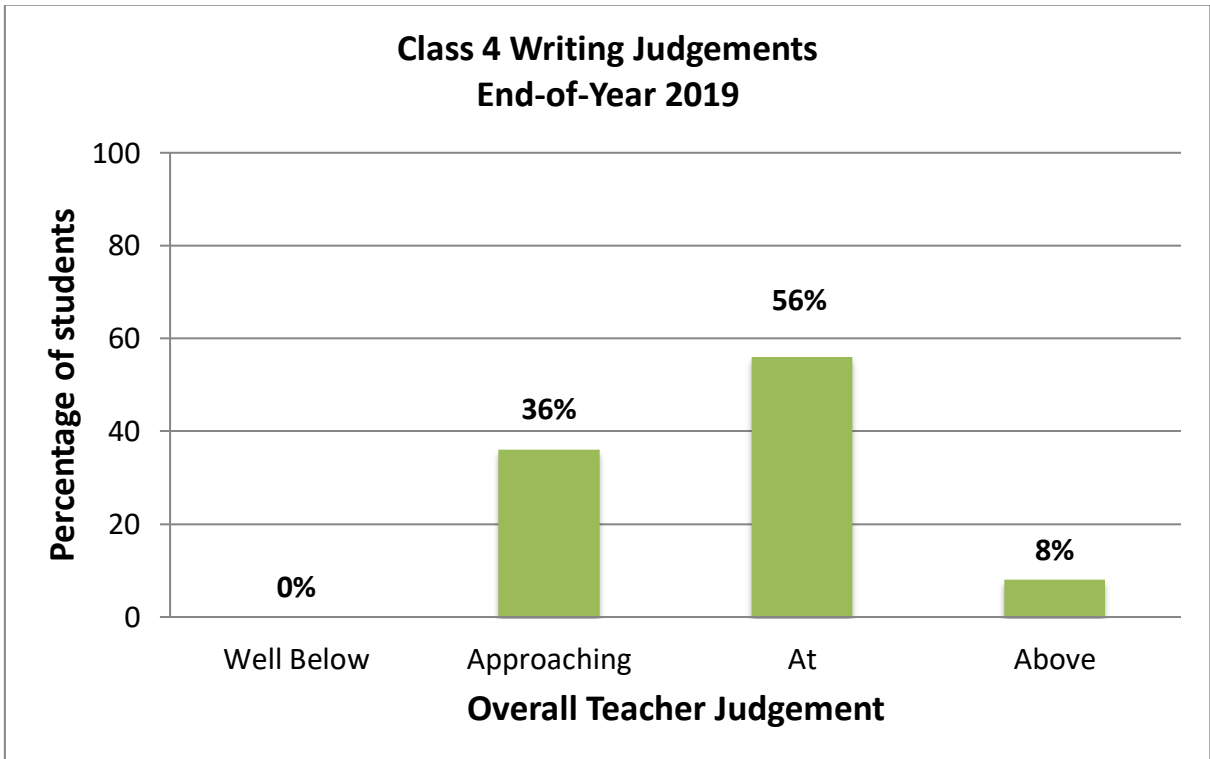
CLASS 2 WRITING



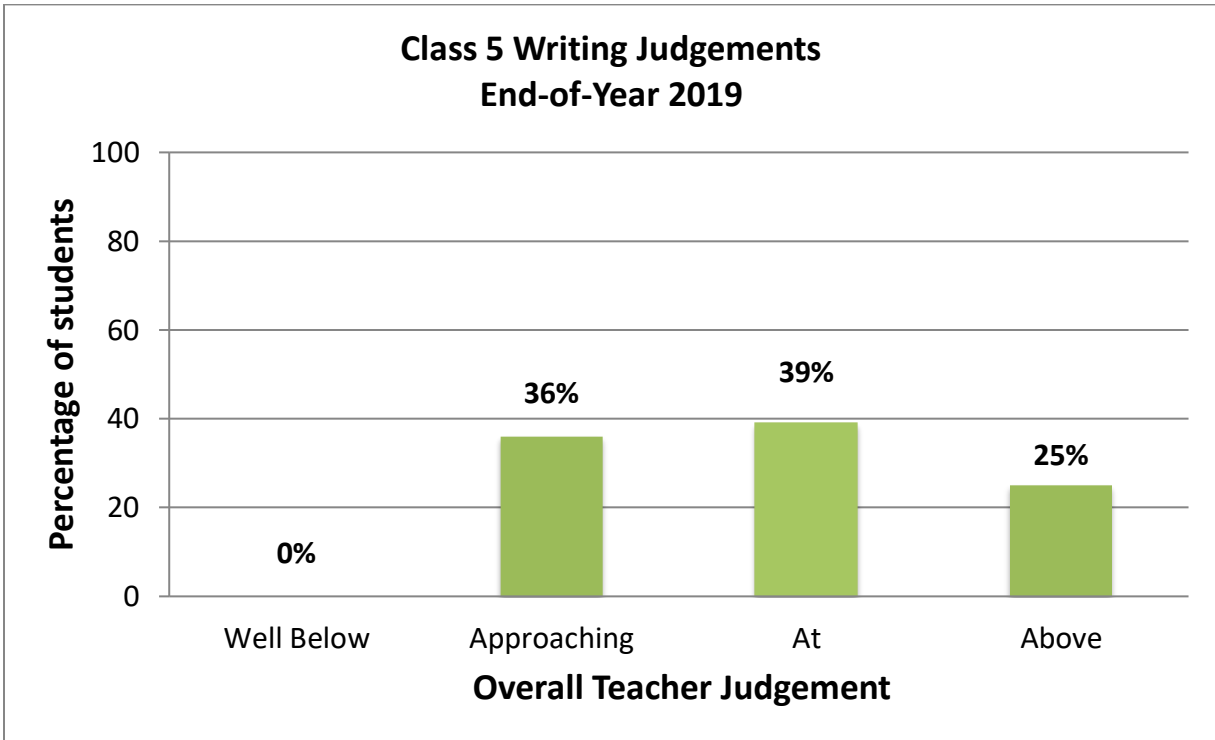
CLASS 3 WRITING



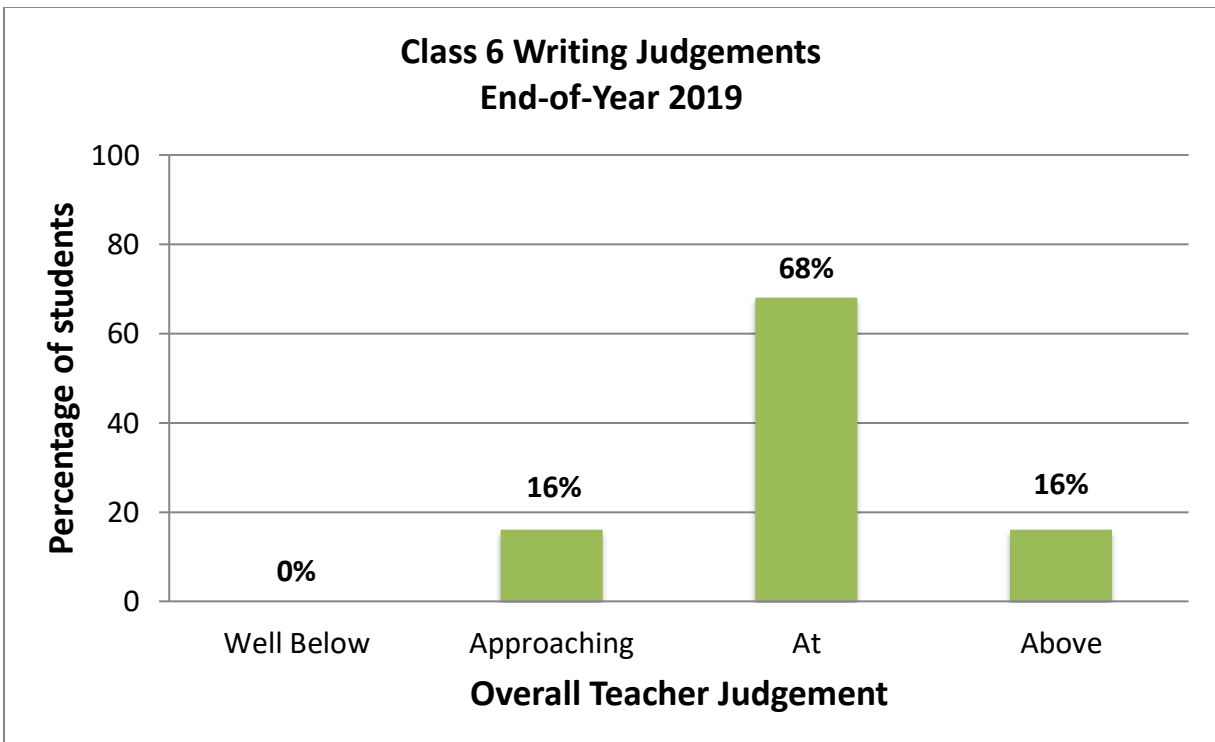
CLASS 4 WRITING



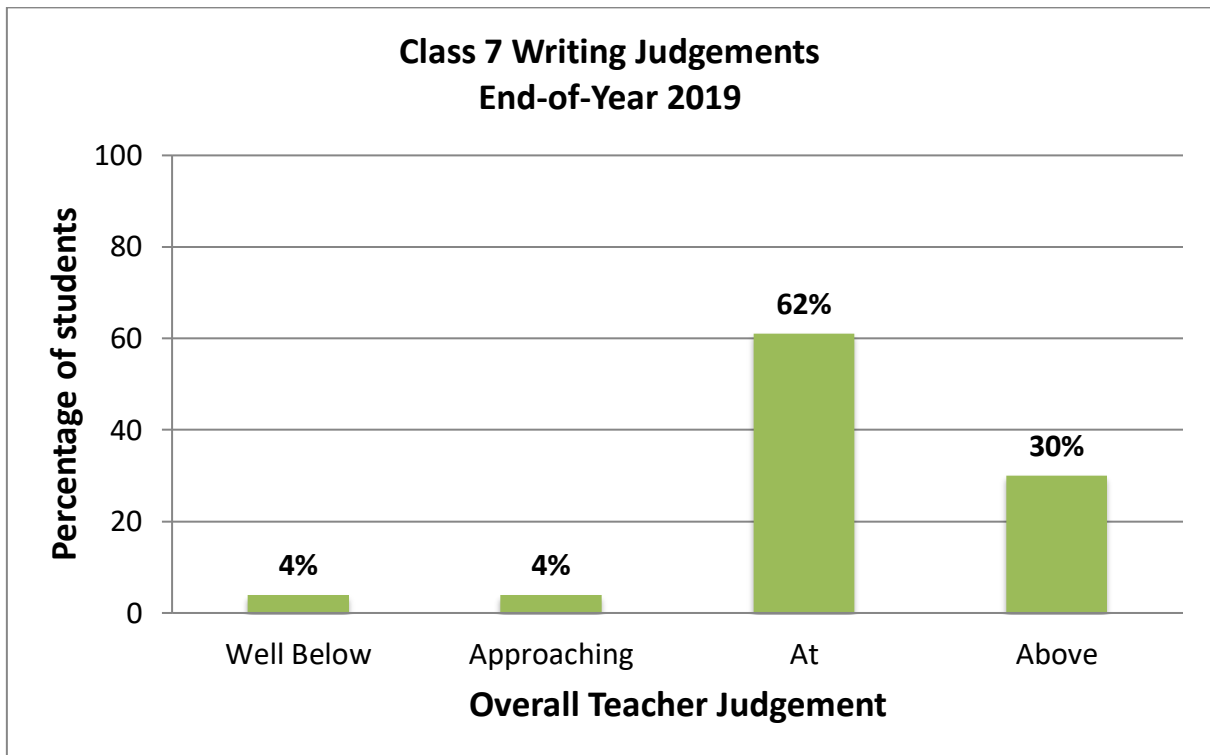
CLASS 5 WRITING



CLASS 6 WRITING



CLASS 7 WRITING



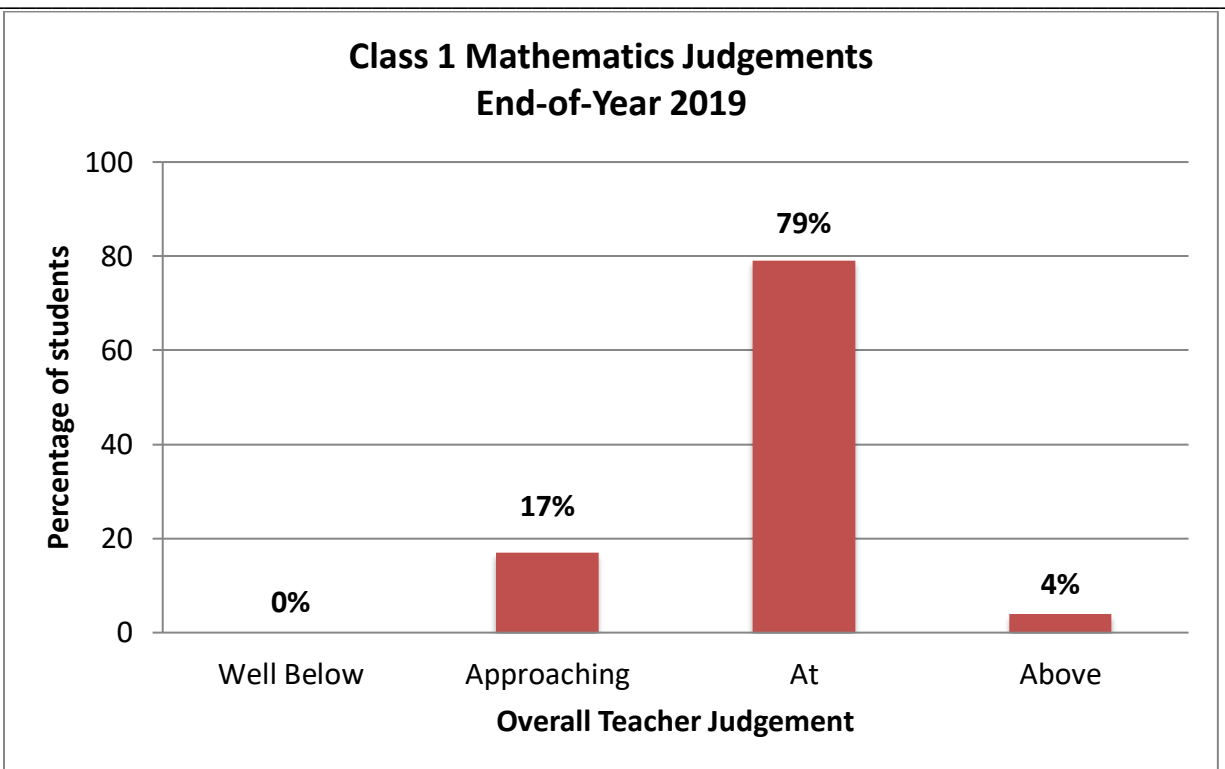
MATHEMATICS RESULTS

Mathematics results presented include Overall Teacher Judgements for Classes 1–7.

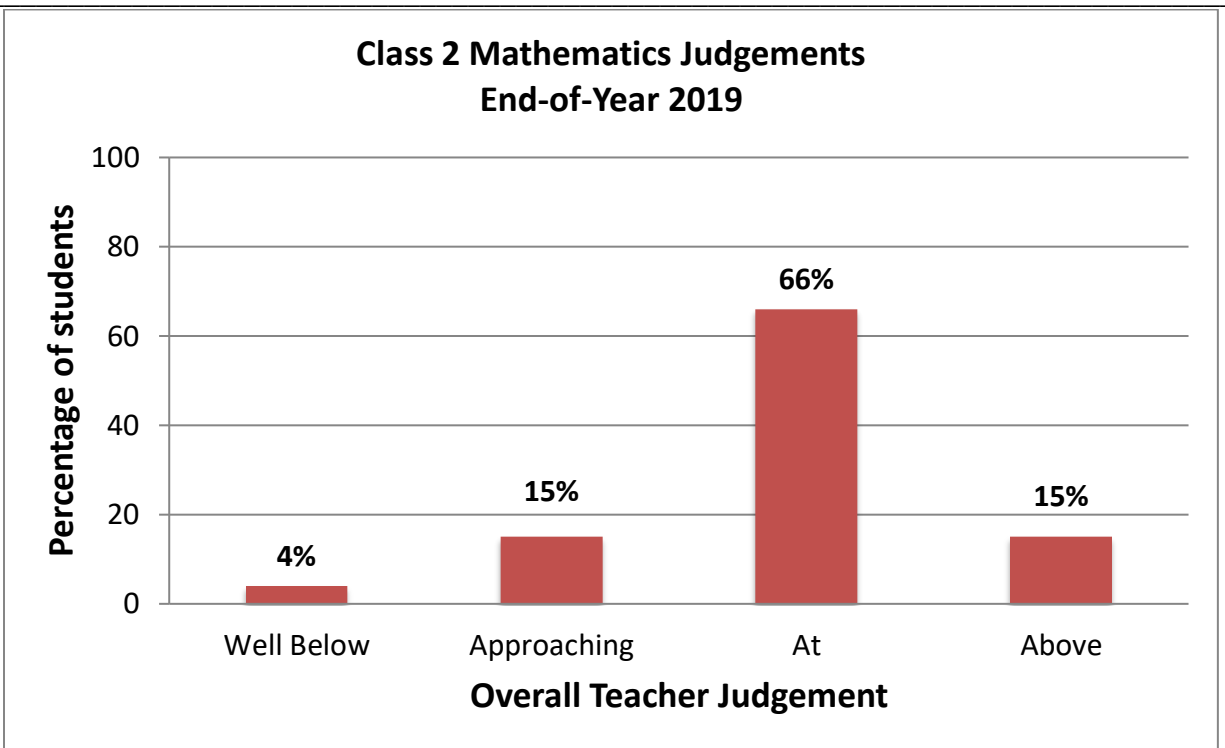
Graphs “CLASS 1 MATHS” to “CLASS 7 MATHS” show the overall percentage of students in each class in order to show the total distribution of results at each level of achievement in mathematics.

Graphs “CLASS 4 PAT” to “CLASS 7 PAT” show the test results from PAT Mathematics tests in Classes 4–7.

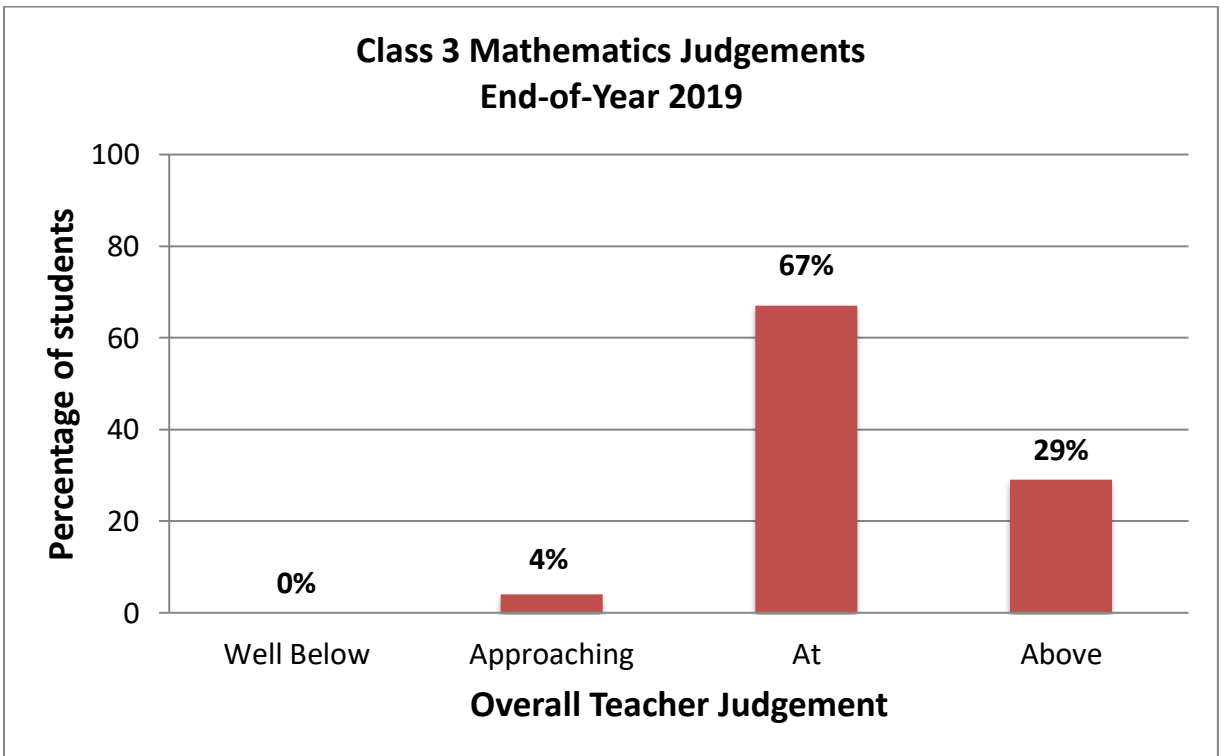
CLASS 1 MATHS



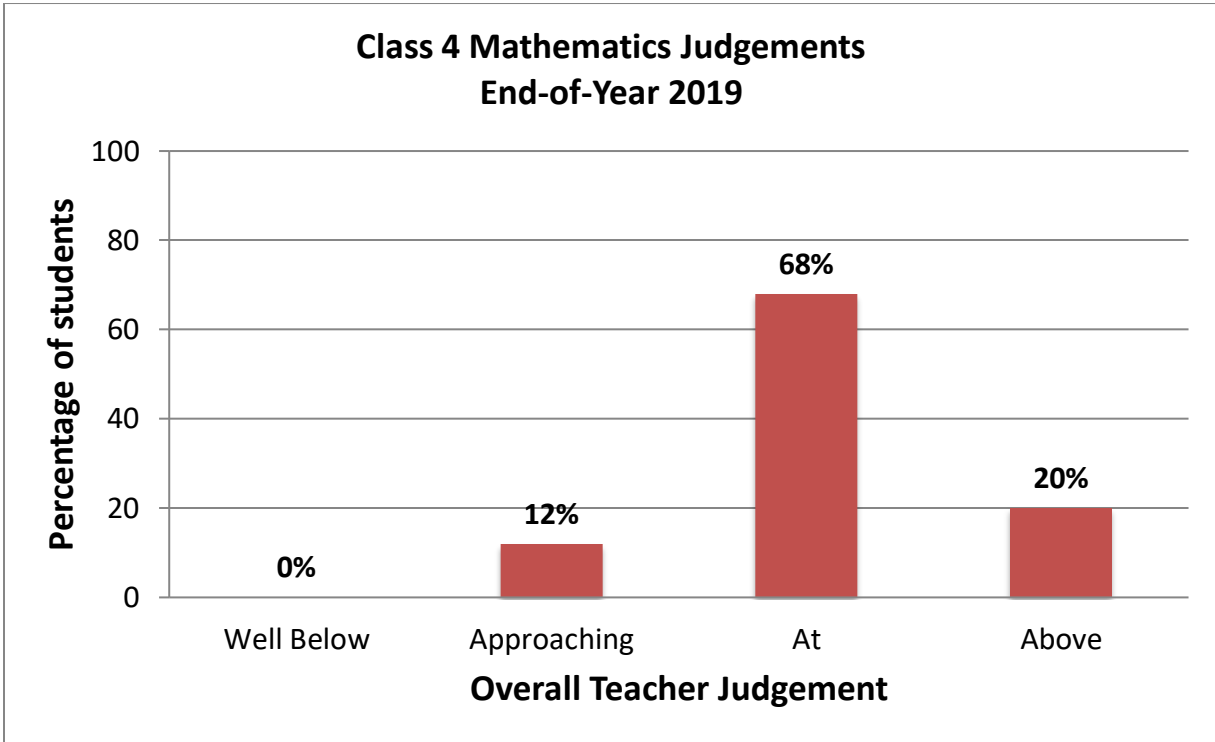
CLASS 2 MATHS



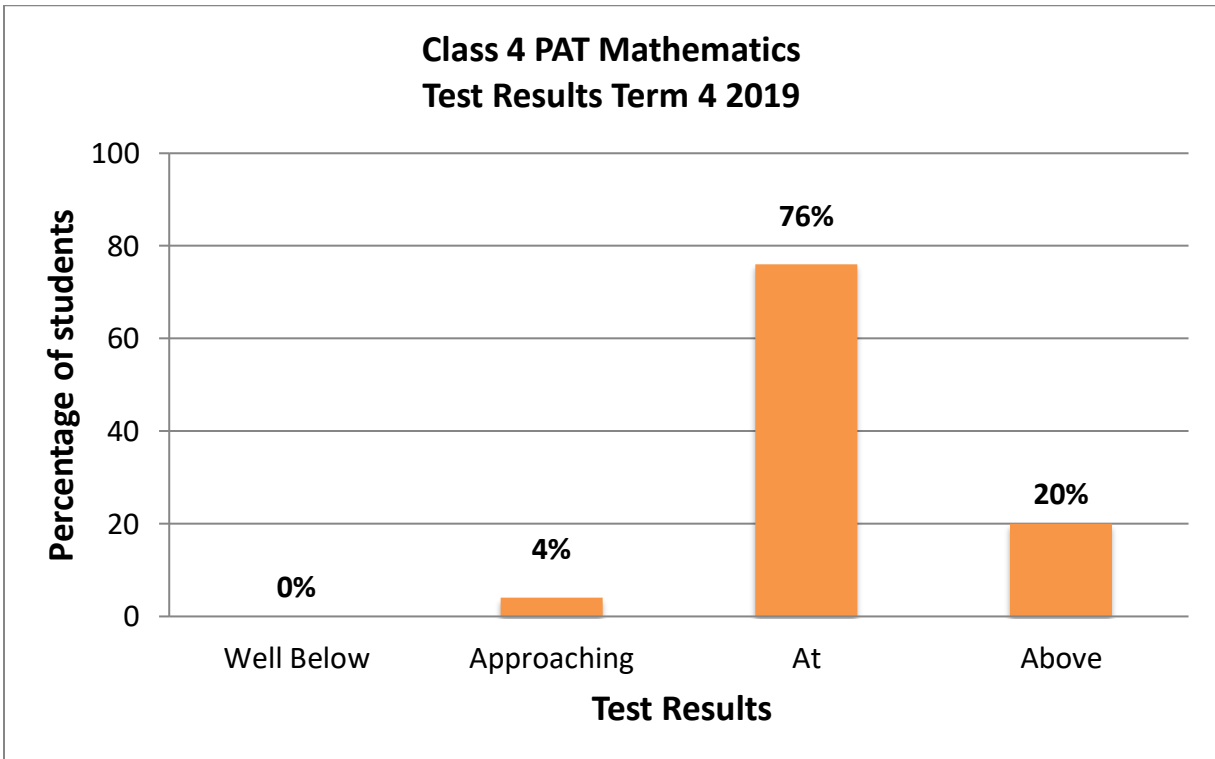
CLASS 3 MATHS



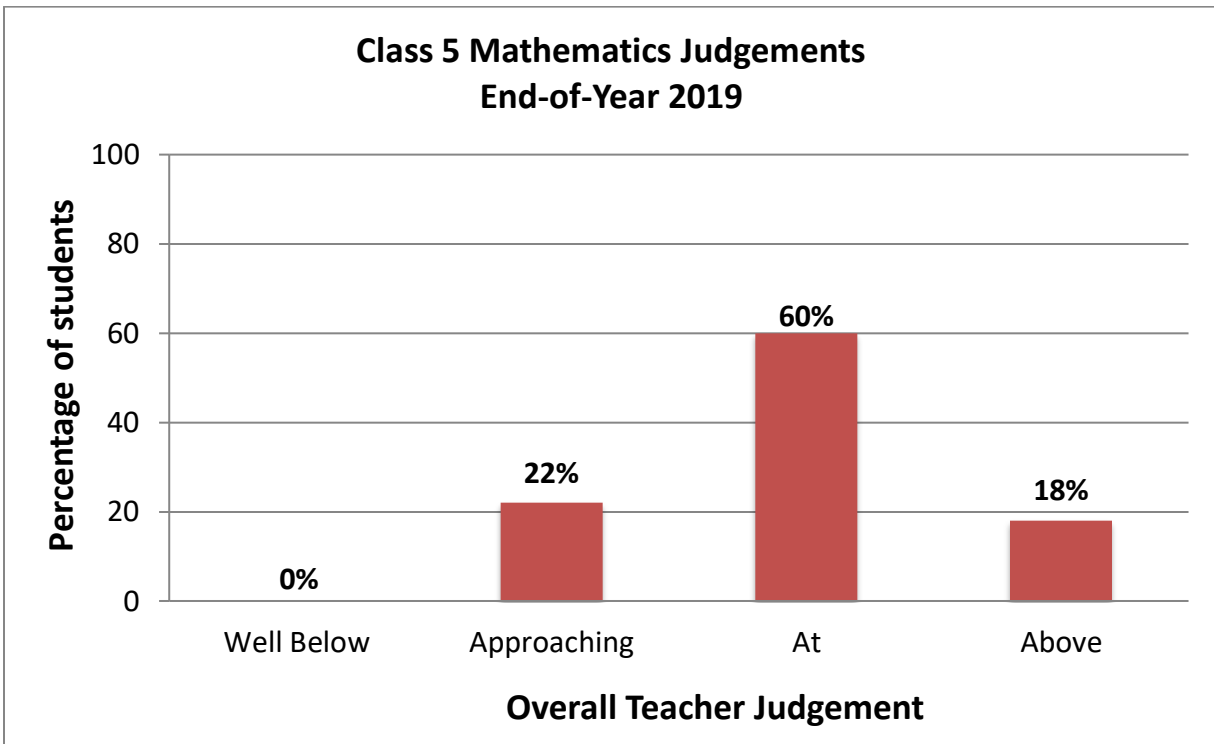
CLASS 4 MATHS



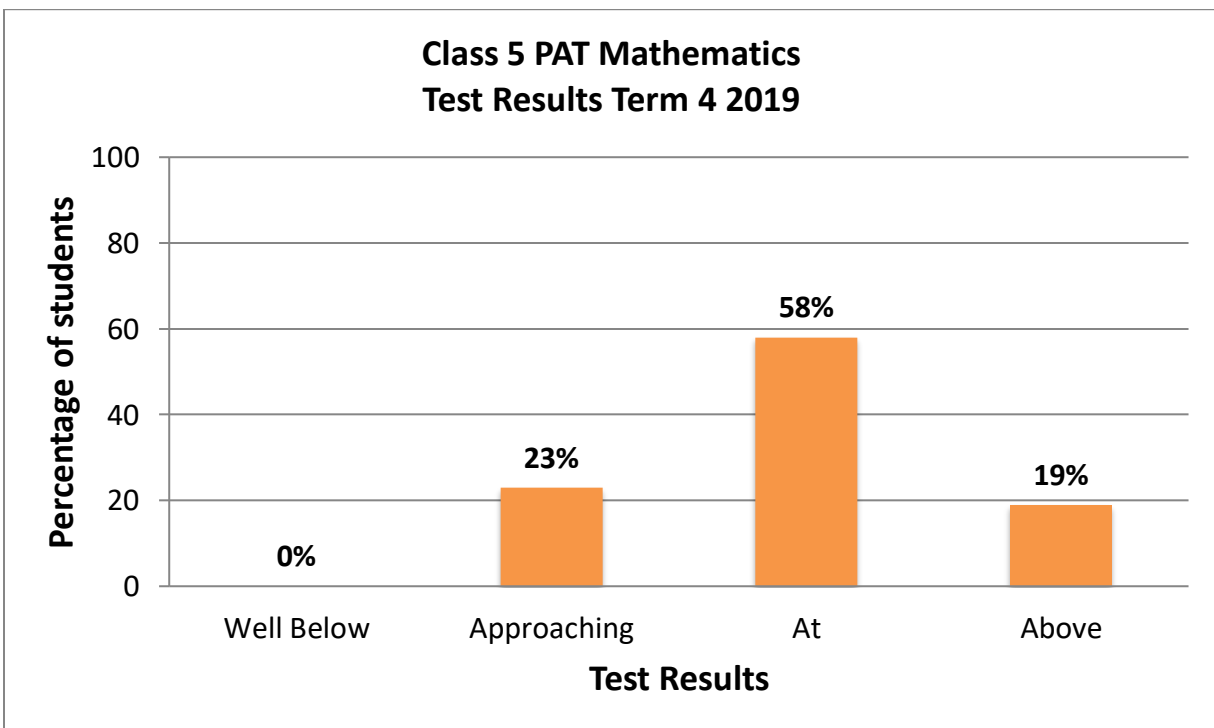
CLASS 4 PAT TEST RESULTS



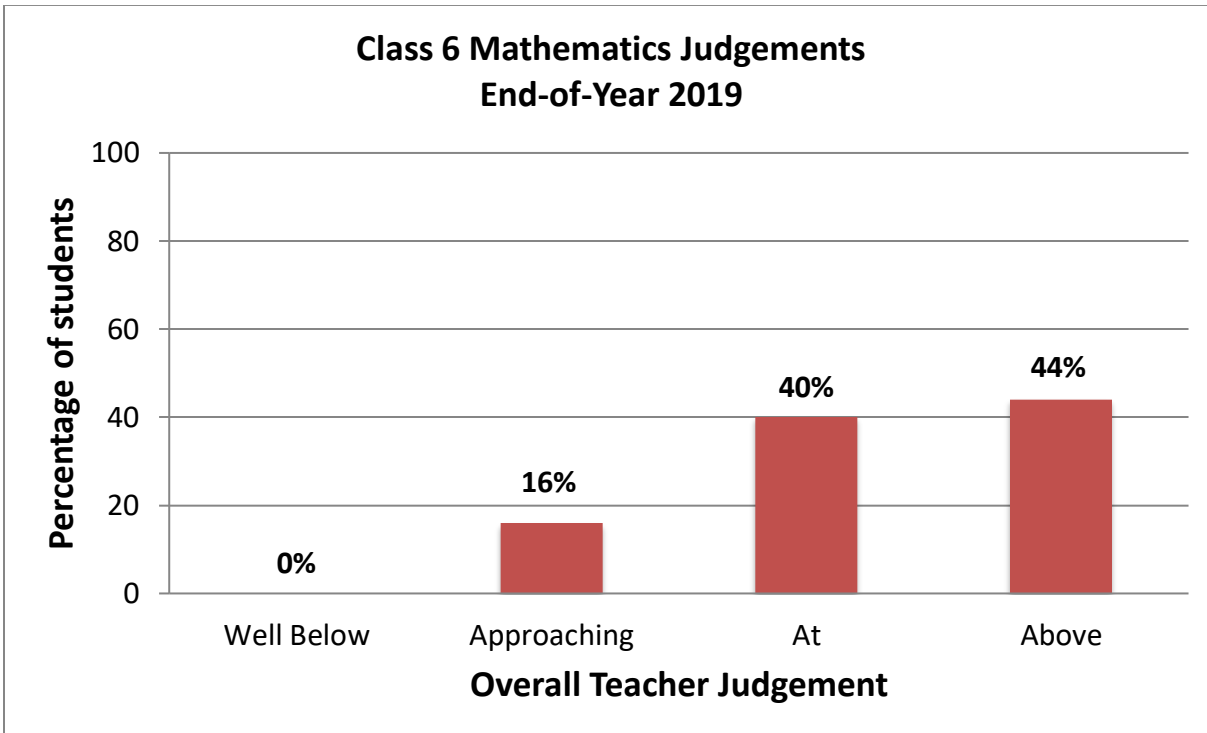
CLASS 5 MATHS



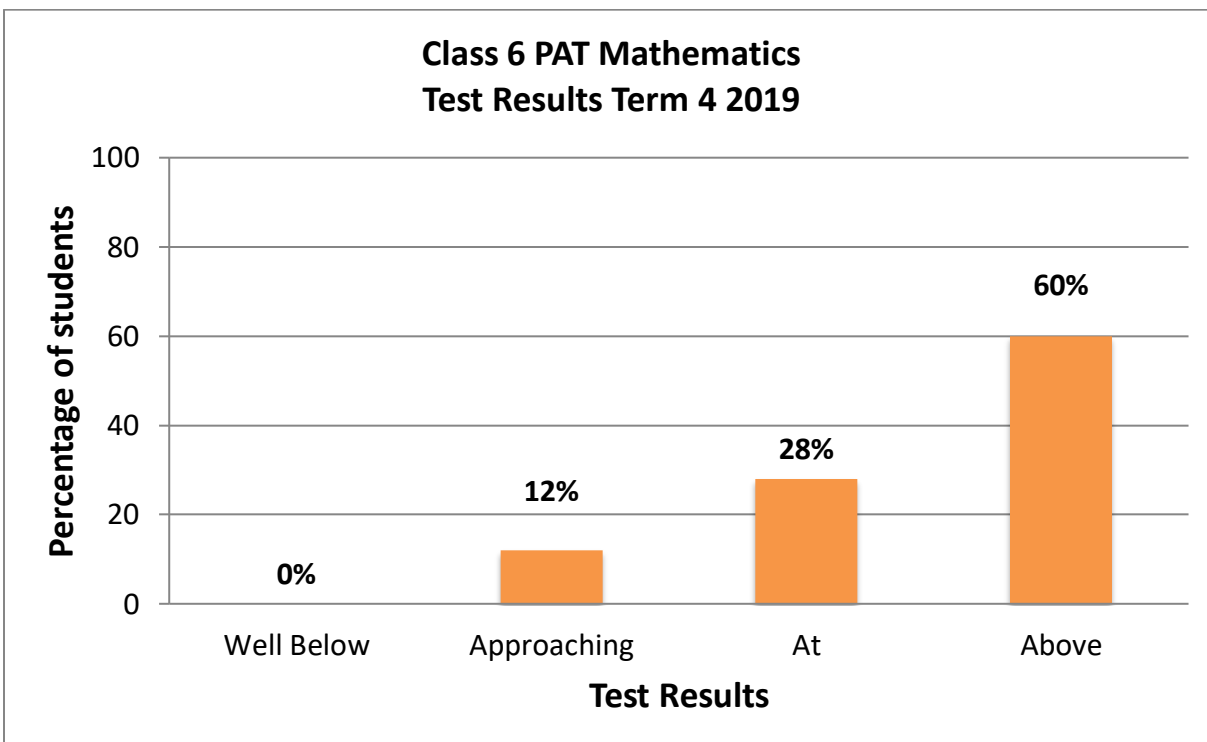
CLASS 5 PAT TEST RESULTS



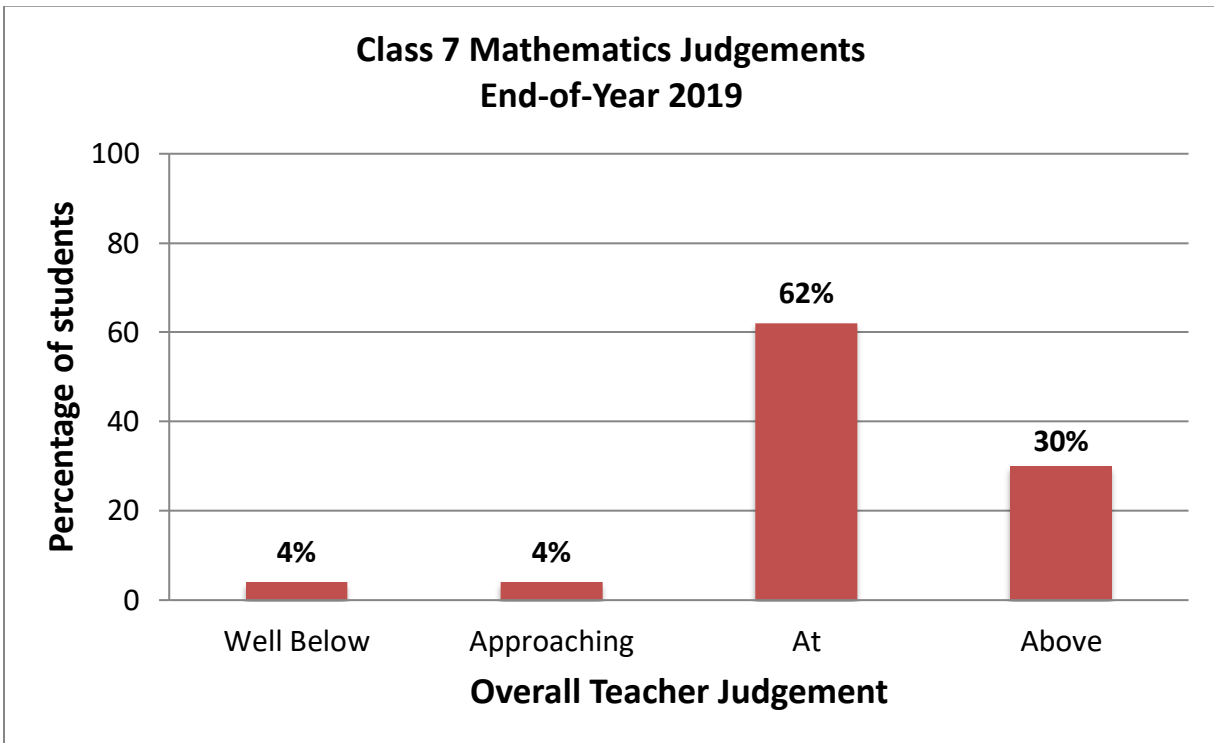
CLASS 6 MATHS



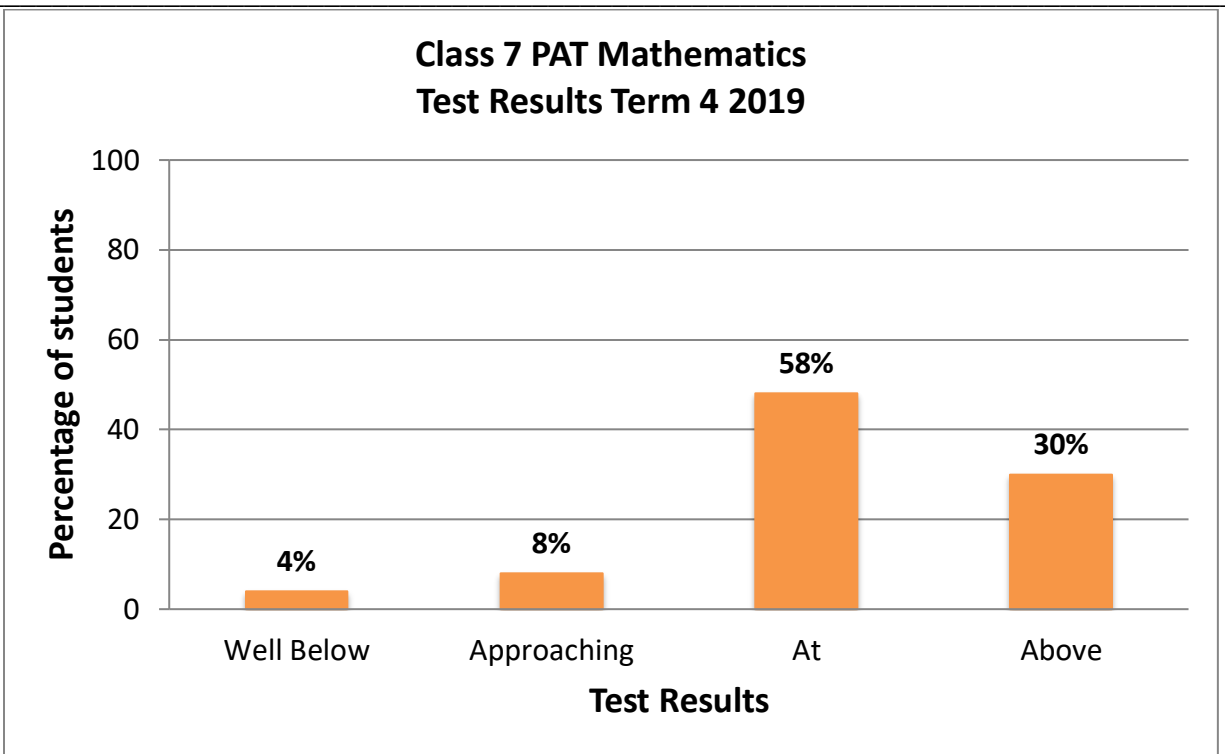
CLASS 6 PAT TEST RESULTS



CLASS 7 MATHS

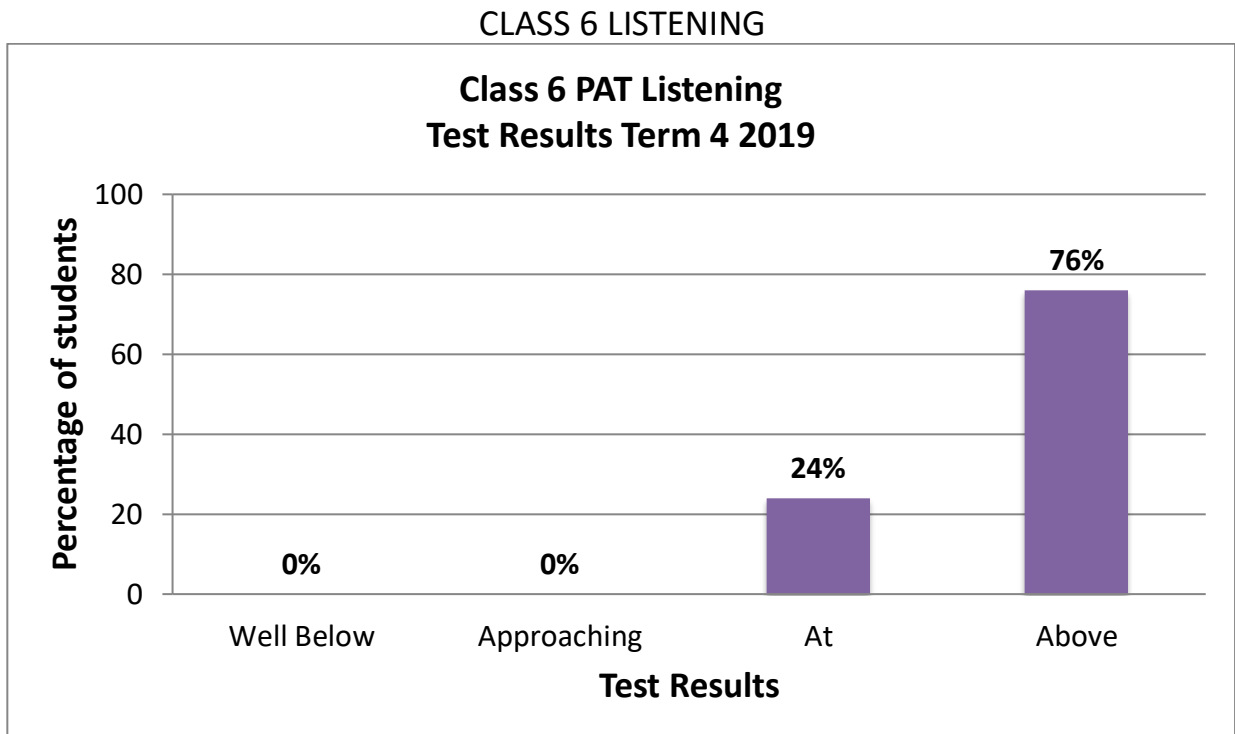


CLASS 7 PAT TEST RESULTS

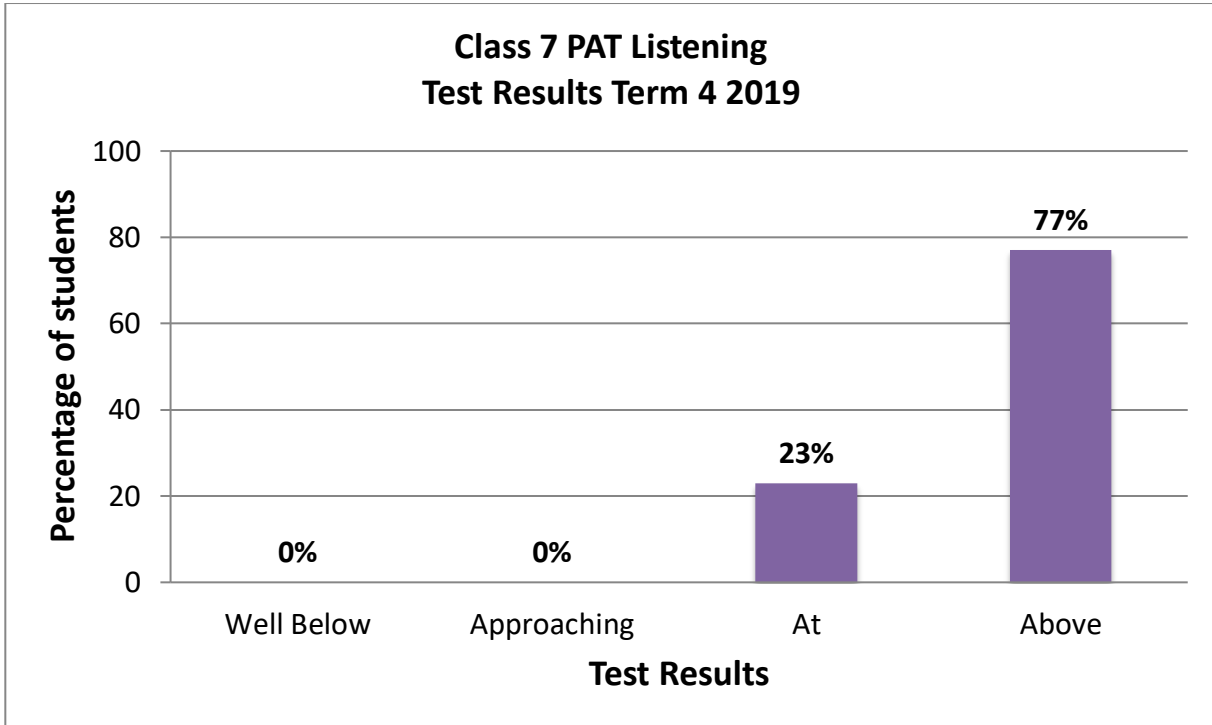


LISTENING COMPREHENSION

Graphs “CLASS 6 LISTENING” & “CLASS 7 LISTENING” present the results of the PAT Listening Comprehension Tests carried out in Classes 6 and 7.



CLASS 7 LISTENING



**OTJ Summary of Achievement
End-of-Year 2019**

| Class | | Well below | Approaching | At | Above | Total |
|-------|-------------|------------|-------------|----------|---------|-------|
| 1 | Reading | 0% (0) | 14% (4) | 79% (22) | 7% (2) | 28 |
| | Writing | 0% (0) | 21% (6) | 75% (21) | 4% (1) | |
| | Mathematics | 0% (0) | 17% (5) | 79% (22) | 4% (1) | |
| 2 | Reading | 4% (1) | 23% (6) | 65% (17) | 8% (2) | 26 |
| | Writing | 4% (1) | 27% (7) | 61% (16) | 8% (2) | |
| | Mathematics | 4% (1) | 15% (4) | 66% (18) | 15% (4) | |
| 3 | Reading | 0% (0) | 21% (5) | 50% | 29% (7) | |

Assessment Results and Analysis Classes 1 – 7 (End-of-Year 2019)

| | | | | | | |
|---|-------------|--------|----------|-------------|----------|----|
| | | | | (12) | | 24 |
| | Writing | 0% (0) | 13% (3) | 58% (14) | 29% (7) | |
| | Mathematics | 0% (0) | 4% (1) | 67% (16) | 29% (7) | |
| 4 | Reading | 0% (0) | 16% (4) | 52% (13) | 32% (8) | 25 |
| | Writing | 0% (0) | 36% (9) | 56% (14) | 8% (2) | |
| | Mathematics | 0% (0) | 12% (3) | 68% (17) | 20% (5) | |
| 5 | Reading | 0% (0) | 25% (7) | 36% (10) | 39% (11) | 28 |
| | Writing | 0% (0) | 36% (10) | 39% (11) | 25% (7) | |
| | Mathematics | 0% (0) | 22% (6) | 60% (17) | 18% (5) | |
| 6 | Reading | 0% (0) | 8% (2) | 48% (12) | 44% (11) | 25 |
| | Writing | 0% (0) | 16% (4) | 68% (17) | 16% (4) | |
| | Mathematics | 0% (0) | 16% (4) | 40% (10) | 44% (11) | |
| 7 | Reading | 4% (1) | 4% (1) | 35% (8) | 57% (13) | 23 |
| | Writing | 9% (2) | 9% (2) | 60% (14) | 22% (5) | |
| | Mathematics | 4% (1) | 4% (1) | 62% (14) | 30% (7) | |

MAORI, PASIFIKA & ASIAN STUDENT RESULTS

MAORI: The results for the 25 Maori students in Classes 1–7 are as follows:

| LEVEL OF ACHIEVEMENT | READING | WRITING | MATHS |
|----------------------------|----------|----------|----------|
| Well below expected level | 0 (0%) | 0 (0%) | 0 (0%) |
| Approaching expected level | 4 (18%) | 8 (32%) | 4 (16%) |
| At expected level | 12 (50%) | 12 (48%) | 15 (60%) |
| Above expected level | 9 (32%) | 5 (20%) | 6 (24%) |

PASIFIKA: The results for the 2 Pasifika students in Classes 1–7 are as follows:

| LEVEL OF ACHIEVEMENT | READING | WRITING | MATHS |
|----------------------------|---------|----------|---------|
| Well below expected level | 0 (0%) | 0 (0%) | 0 (0%) |
| Approaching expected level | 1 (50%) | 2 (100%) | 1 (50%) |
| At expected level | 1 (50%) | 0 (0%) | 1 (50%) |
| Above expected level | 0 (0%) | 0 (0%) | 0 (0%) |

ASIAN: The results for the 4 Asian Students in Classes 1-7 are as follows:

| LEVEL OF ACHIEVEMENT | READING | WRITING | MATHS |
|----------------------------|----------|----------|---------|
| Well below expected level | 0 (0%) | 0 (0%) | 0 (0%) |
| Approaching expected level | 0 (0%) | 0 (0%) | 1 (25%) |
| At expected level | 4 (100%) | 4 (100%) | 2 (50%) |
| Above expected level | 0 (0%) | 0 (0%) | 1 (25%) |

SUMMARY:

Maori Students:

There are 25 Maori students in our school

End of year data indicates that in Classes 1 - 7 Maori students increased their levels of expectations in all three areas.

In Reading the students are reaching above expectations with 82% achieving At or Above the expected levels.

In Writing they have moved up 4% from last year, achieving 68% this year.

In Mathematics an increase of 12% from last year now sees 84% achieving At and Above.

Pasifika Students:

There are 2 Pasifika students in our school.

In Reading one student is At expectations the other is Approaching.

In Writing both students are Approaching our expected levels, and in Mathematics one student is At expectations, the other is Approaching.

Asian Students:

There are 4 Asian students in our school.

In all three subjects of Reading, Writing 100% of our Asian students are achieving At or Above the expected levels. In Mathematics 75% of our Asian students are achieving At and Above our expected levels.

Summary of Achievement by Gender

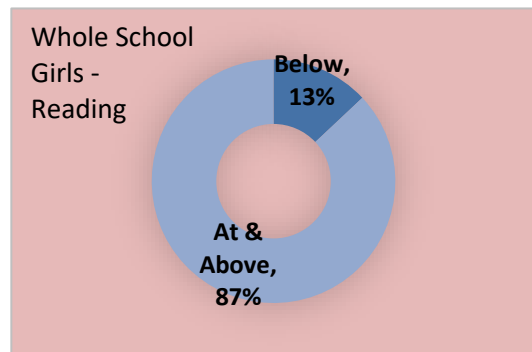
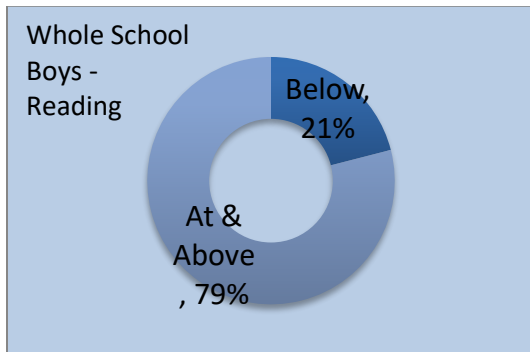
| | | Well Below | Approaching | At | Above | Total |
|-------|-------------|------------|-------------|----------|----------|-------|
| Boys | Reading | 2% (2) | 19% (16) | 42% (34) | 37% (31) | 83 |
| | Writing | 2% (2) | 31% (26) | 52% (43) | 15% (12) | |
| | Mathematics | 2% (2) | 15% (12) | 50% (42) | 33% (27) | |
| Girls | Reading | 0% (0) | 13% (13) | 63% (60) | 24% (23) | 96 |
| | Writing | 1% (1) | 17% (15) | 66% (64) | 16% (16) | |
| | Mathematics | 0% (0) | 12% (12) | 74% (71) | 14% (13) | |

SUMMARY:

Reading:

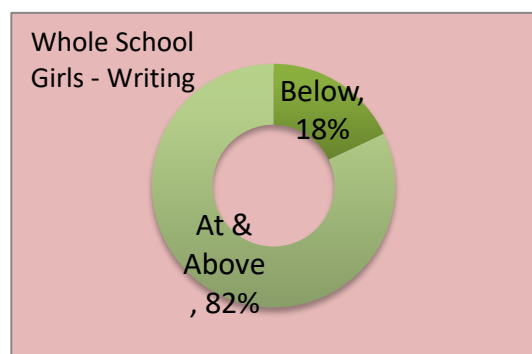
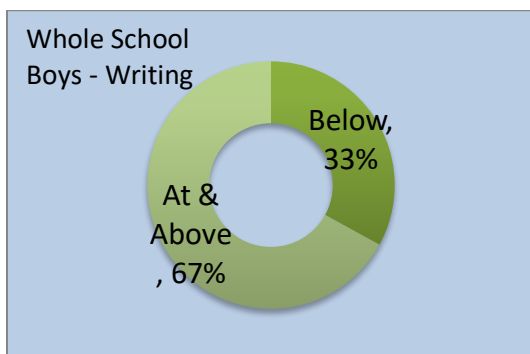
The end of year data indicates that while Class 1 – 7 girls and boys are achieving well in Reading, there is a developing gap between the achievement of the two genders; 79% of boys compared to 87% of girls achieving At or Above our expected levels.

The boys are down 2% compared to last year, which is about 1 student, and the girls are the opposite being 2% up compared to last year.



Writing:

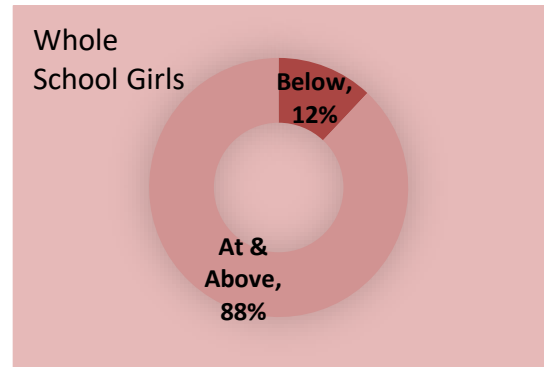
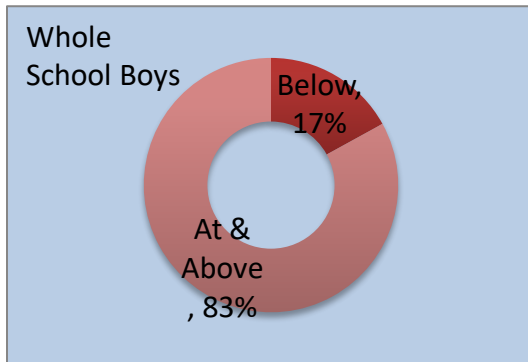
The end of year data indicates that in Classes 1 – 7, the similar trend of previous years is happening, with girls achieving higher than boys in writing, 67% of boys and 82% of girls achieving At or Above expected levels.



Mathematics:

The end of year data indicates that for the first time, the girls have achieved at a higher level in Mathematics than the boys; with 83% of boys and 88% of girls are achieving At or Above expected levels.

It is really good to see the high standards of Mathematics being maintained through the class levels.



Achievement Progress of 2019 Annual Targets

As a result of the Term 4, 2018 Teacher Judgements, two Student Achievement Targets were set for Classes 4 – 7 and Classes 2-7 in the Annual Improvement Plan for 2019:

Target 1: *Writing:*

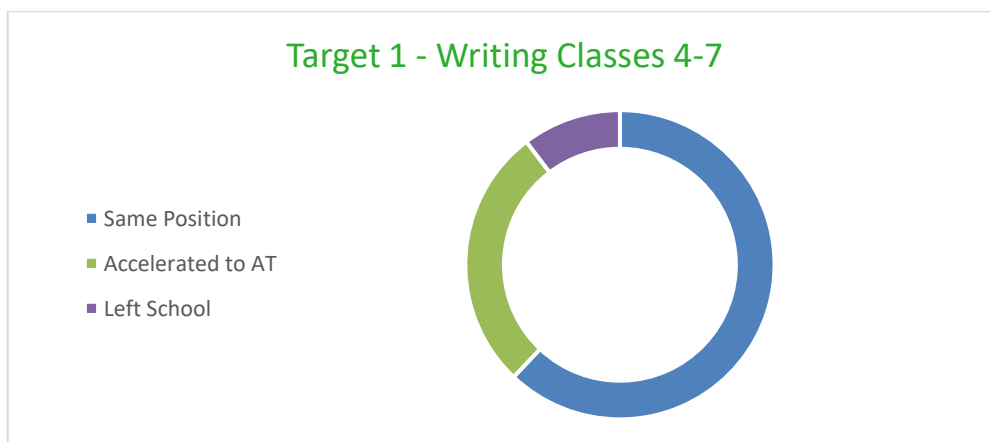
By the end of 2019 a target group of 29 students from Class 4-7 currently achieving at Approaching levels in reference to SEANZ Learning Steps in Writing will accelerate their progress and the percentage of students achieving At or Above will increase to 80%

Looking at the data:

| | Remaining in Approaching Category | Moved to At category | Left school |
|---------|-----------------------------------|----------------------|-------------|
| Class 4 | 8 | 2 | 1 |
| Class 5 | 6 | 5 | 1 |
| Class 6 | 4 | 1 | 0 |

| | | | |
|---------|---|---|---|
| Class 7 | 0 | 0 | 1 |
|---------|---|---|---|

- The number of students in the Approaching category has reduced from 29 to 24.
- 18 students remain in the Approaching category.
- 8 students have accelerated their progress upwards to the At category.
- 3 students have left the school.
- 73% of students of Classes 4-7 are achieving in the At and Above category, this figure includes students new to the school. The deficit on our target (7%) actually corresponds to only two students.
- The original target group included three Maori students. One of these students has accelerated their progress and is now achieving in the At category.



Target 2: Mathematics:

By the end of 2019 a target group of 26 students from Classes 2-7 achieving in the Approaching category will accelerate their progress over the year with the percentage of students achieving At or Above sitting at 80% over the whole school.

Looking at the data:

| | Remaining in Approaching Category | Moved to At category | Left school |
|---------|-----------------------------------|----------------------|-------------|
| Class 2 | 3 | 5 | 0 |
| Class 3 | 0 | 2 | 0 |
| Class 4 | 0 | 4 | 1 |
| Class 5 | 4 | 5 | 0 |
| Class 6 | 0 | 0 | 0 |
| Class 7 | 1 | 1 | 0 |

- The number of students in the Approaching category has reduced from 26 to 20.
- 8 students remain in Approaching.
- 17 students have accelerated their progress to the At category.
- 1 student left the school.
- 87% of students in Classes 2-7 are achieving in the At and Above categories this figure includes students new to the school.
- The original target group included three Maori students. None of these have accelerated their progress this year.

Target 2 - Mathematics Classes 2-7



Analysis of Results

Conclusions and Recommendations

This is the eighth year that assessment results have been formed from Overall Teacher Judgements using the SEANZ Learning Steps for Literacy and Mathematics.

READING:

Reading levels have progressed across the school and OTJs indicate a high level of reading across the entire school. This continues to be an area of strength.

While National Standards is no more, Tauranga Waldorf School has kept the expectations that 80% of students will reach At or Above in Reading at the end of the academic year.

Classes 6 & 7 exceeded the target with 92% reaching At and Above.

Classes 1 & 4 exceeded the target with 86% and 84% respectively.

Class 2 is working to meet it at 72%, as is Class 5 at 75% and Class 3 was just pipped at the post with 79% reaching At and Above.

Maori students have maintained the same achievement as last year with 82% achieving At or Above in reading.

Recommendations:

- Continue with differentiated learning programmes in the Lower School classrooms.
- Students in Classes 4 – 7 to continue work with individual *Next Learning Steps* identified from the SEANZ Learning Steps.

WRITING:

Writing remains the area of lowest achievement across the school. Class 3 is currently tracking with the highest achievement of 87% of students achieving At or Above expected levels. This is closely followed in Class 6 with 84% and Class 7 at 82%.

The classes of concern are currently Classes 4 and 5 with both classes having 64% of students achieving At and Above, and Class 2 has 69% students achieving At and Above. We will continue to focus on enhancing writing in those classes.

The biggest difference is with boys and girls, last year's gap of 10% has widened to 15% and this is an area of concern. As are the figures of 82% of girls reaching At and Above compared to 67% of boys. This is actually only a 1% drop for the boys from last year, but it is a 6% rise for the girls. In reality we are talking about 2-3 children over 7 classes.

The Maori cohorts are maintaining their achievement levels despite a tiny drop of 1% from last year's level to this year's level of 68% achieving At or Above.

Recommendations:

- Students in Classes 4–7 to continue work with individual *Next Learning Steps* identified from the SEANZ Learning Steps. These have recently been revised and updated, and teachers will be renewing their familiarity with them in 2020.
- On-going work to review teacher practice and delivery of their writing curriculum in each class, as well as further develop teacher proficiency in moderation practice using the 2019 revised and updated writing rubric.
- Become familiar with and implement the 2020 initiatives being developed by the Writing Cluster of the Steiner/Waldorf College of Learning on improving student writing across the school. These recommendations include opportunities for independent writing and practice of the surface features of spelling, punctuation and grammar.

MATHEMATICS:

Mathematics results are strong across the entire school, with a school average of 84% of all students achieving At or Above the expected level for their year group. This is the second year in a row that this standard has been reached.

92% of Class 7 have achieved At or Above.

Maori students are achieving well with 84% in the At or Above category.

Recommendations:

- The learnings from the Jamie York Conference in January 2018 have been well embedded into the mathematics programmes. It is time for a review to see how those learnings have actually continued to feature and be used in teacher practice and delivery.
- Continue to focus on whole-to-part teaching to further develop flexibility in thinking and basic understanding of factors.
- Develop, trial and implement strategies to improve group learning processes for the students, and overall student involvement.
- Continue to prioritize basic maths instruction through at least one hour per day of mathematics practice lesson on top of any mathematics based Main Lessons.
- Continue teacher participation in professional development around inquiry based mathematics teaching. Continue to develop teaching strategies that negate a fixed mind approach to learning mathematics.
- Develop stronger ties and trainings within the Steiner/Waldorf College of Learning, and implement those teacher learnings into classroom practice.

Report written and compiled by Jo Skentelbery, November 2019.