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Papamoa School



Strategic Goal Performance Reporting 2009

Dear Parents,

This is a report on student performance in achieving the strategic goals established as achievement targets for 2009. Each year the school develops some specific target goals to support / improve student learning. Summaries of achievement in reaching these goals are provided to the Ministry of Education. These summaries also provide a basis for reporting student achievement against the specific goals to our community. This document serves to complete the 2009 reporting process.

While there will always be areas for us to continue to develop, we are proud of our achievement levels. In any educational community student performance is significantly enhanced by a positive and effective home / school partnership. We very much appreciate the wonderful support and encouragement you provide both the school and your child/ren.

Our PTP Conference Format, Formal Reporting, and the 'Books to Home' programme has been designed to ensure that this partnership is secure and you are adequately informed of your child's day to day efforts and progress over time. We are currently reviewing this process, and attending professional meetings that will support us to report student performance against the National Standards adopted in December 2009.

Regards

Phil Friar
Principal

Papamoa School Specific Goals Performance Reporting

(Information for this report was taken from documentation tabled at the Papamoa School BoT Meeting held in December 2009.)

Reporting Format:

When assessing student performance, we are required to look specifically at the following groups [cohorts] to track their performance trends in support of future performance targets; All Students, Male vs Female Students, Maori vs Other Students, Pacific Island vs Other students. As we have just 1% of our student population identified as Pacific Island Students, we have included them in our Maori vs Other Student cohort.

Goal 1 Literacy – Writing: To move Y4 – 6 Literacy Target Students by 2 sublevels in grammar.

Introduction:

Attainment in writing is assessed in Levels [Level 1, 2, 3, 4 & possibly 5 for our very capable writers in Year 6] Each level is broken into three sub levels e.g. Level 1 is broken into; 1b [1 basic], 1p [1 proficient] and 1a [1 advanced]. It is generally accepted that students will move through 2 sub levels during any one year. For example, if a student was assessed at 1b [1 basic] in March, then our target would be for them to be working at 1a [1 advanced] by November of the same year. The Ministry have provided Writing Exemplars at each level which support us in the assessment process. Writing Exemplars are used for students in Years 1 – 3. The Ministry has also provided an assessment tool named AsTTle which includes the Exemplars for students in Years 4 – 6. Staff assess student writing against these exemplars and also discuss their ratings with other staff to moderate the assessments given. Once a student's writing is assessed and moderated, the AsTTle assessment tool will provide an indication of the next learning steps for each student.

Method of Assessment:

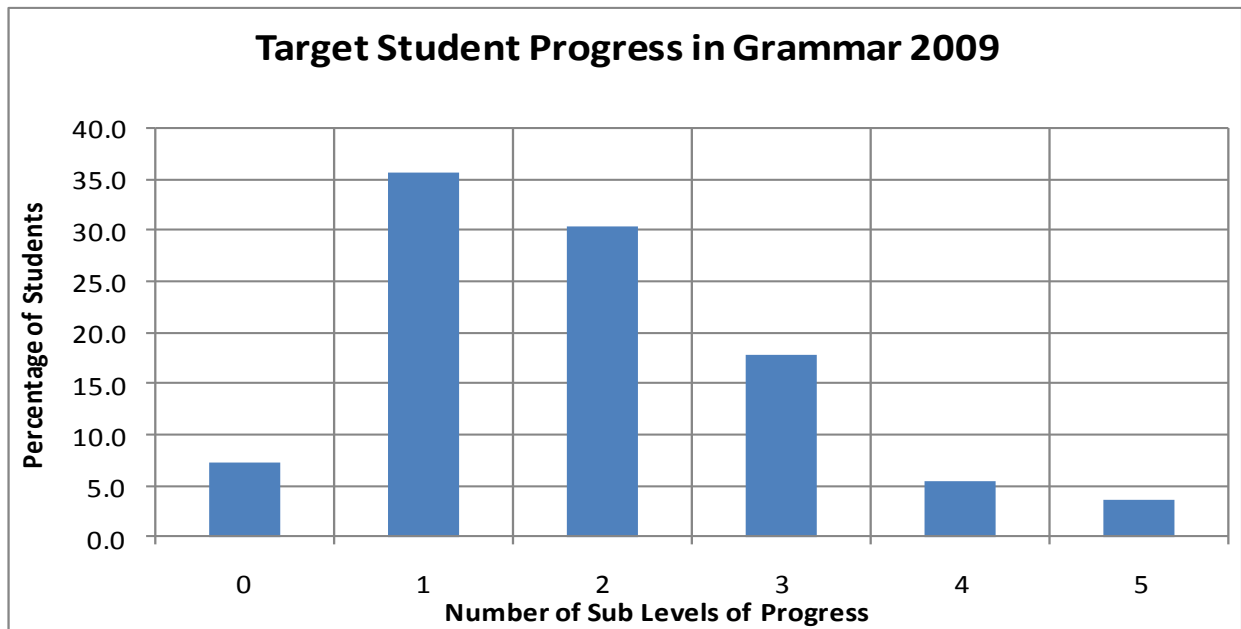
- All Year 4-6 students writing was assessed in March 2009 using AsTTle. Students not performing within AsTTle data ranges were assessed against the Writing Exemplars.
- Staff used data to identify target students.
- Staff used individual student performance information to identify student learning steps.
- A variety of teaching strategies were used to immerse students in learning experiences which included students reflecting on their own knowledge to develop their next learning step, [we call this a Learning Intention], and what their writing will look like when they have mastered the learning. Rich text is used to model quality writing, and focus on grammatical composition. Students are then supported toward crafting their own writing.
- All Year 4-6 students writing was re-assessed in October using AsTTle/Exemplar Writing Benchmarks.

Outcomes:

A group of 56 students [21 Females and 35 Males] were identified in the target group and completed the full year at the school.

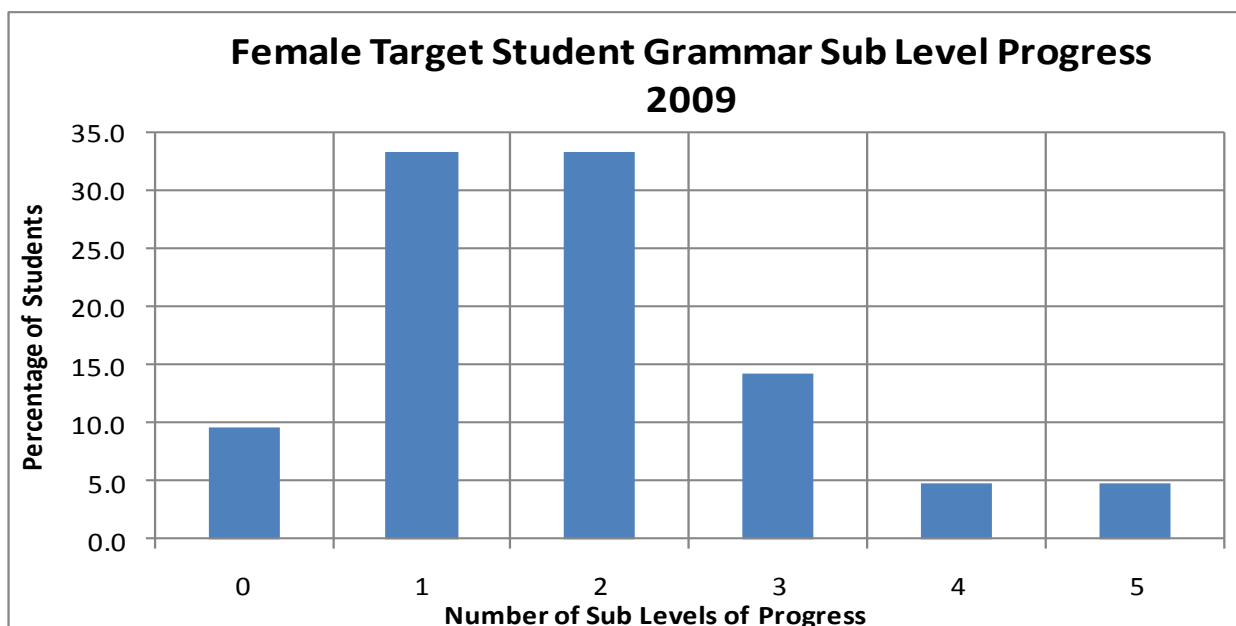
Of the 56 students;

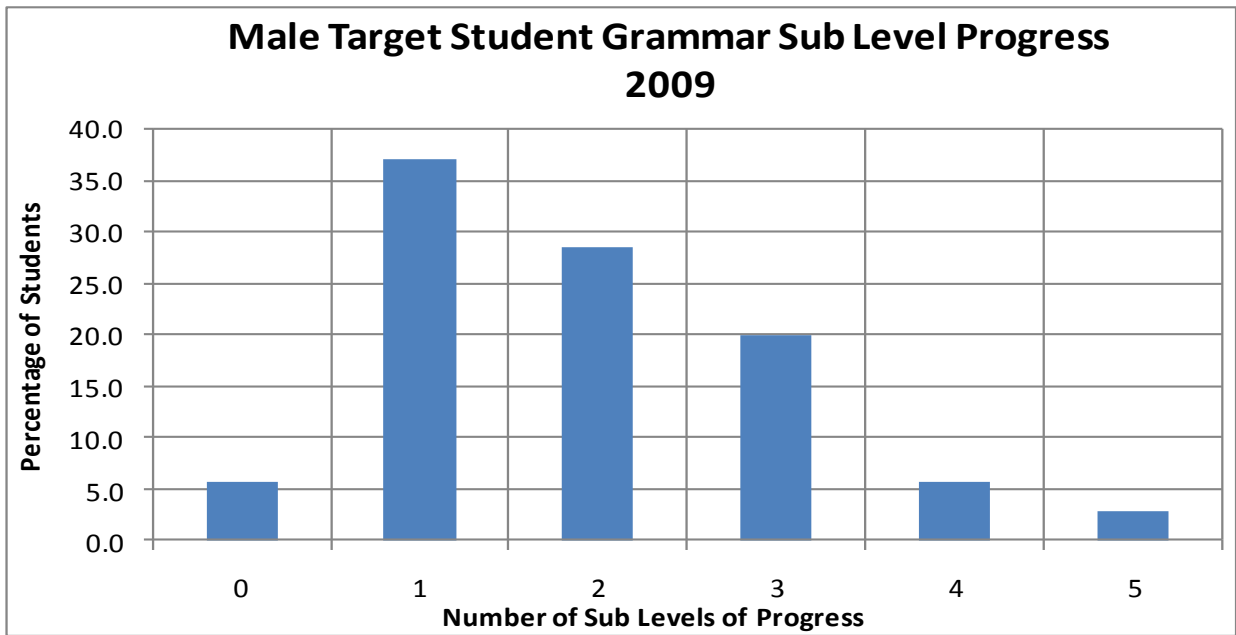
- a. 57.15% of students improved by 2 sub levels or more. Of this group; 30.36% of student moved 2 sub levels, 17.86% moved 3 sub levels, 5.36% moved 4 sub levels and 3.57% of students moved 5 sub levels
- b. 42.85% of students did not improve by 2 sub levels
- c. Of the students who did not improve 2 sub-levels, 92.86% moved one sub level



The following performance trends were noted when comparing gender performance.

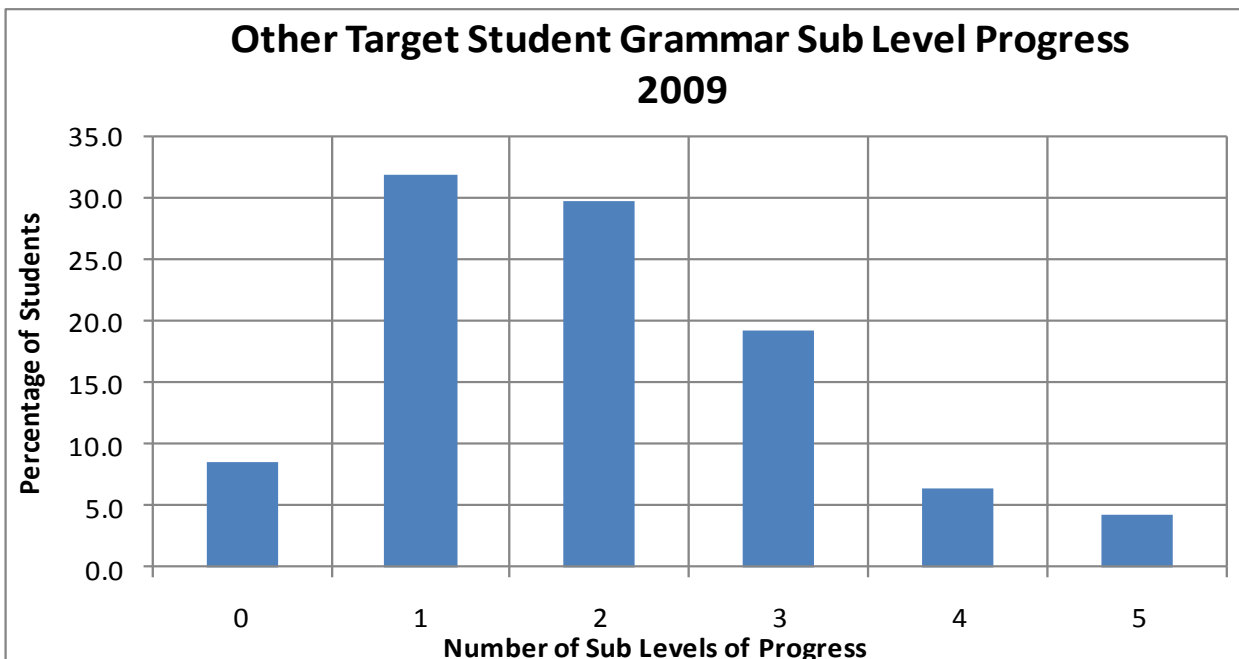
- a. Of the 42.85% of students who did not improve by 2 sub levels 37.5% were females and 62.5% were males.
- b. Of the 57.15% of students improving by 2 sub levels or more, a slightly higher percentage of males improved by 3 or more sub levels.

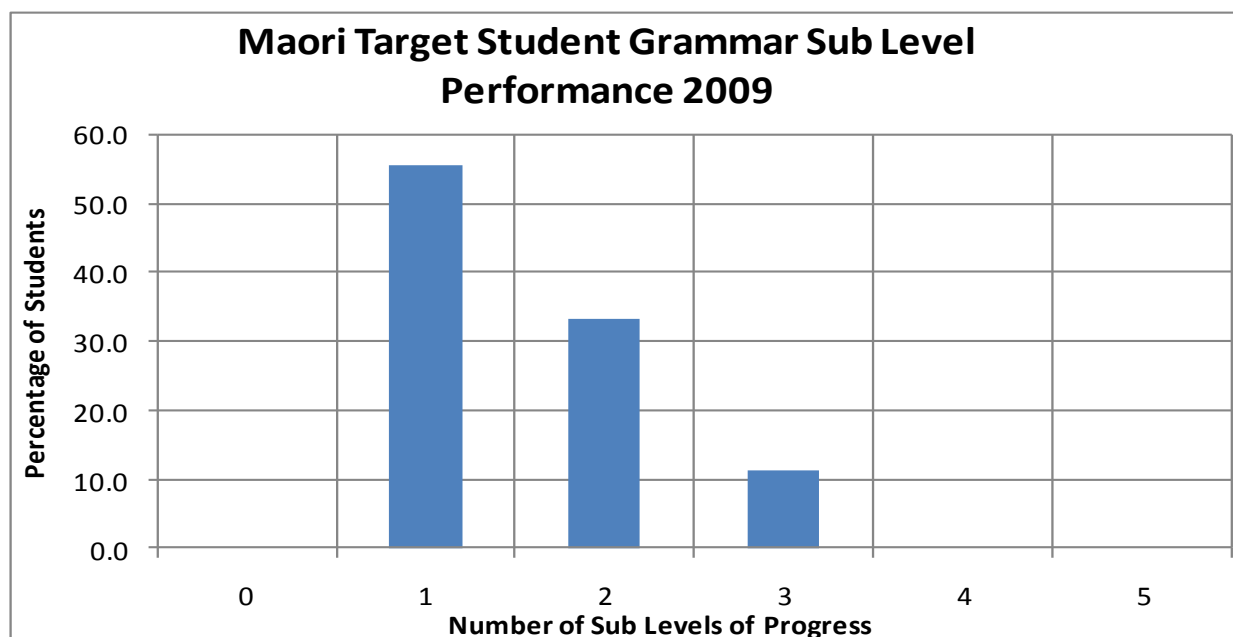




The following performance trends were noted when comparing the performance of Maori students against Other students.

- a. 59.58% of Other students and 44.44% of Maori students improved by 2 or more sub levels.
- b. 40.42% of Other students, compared to 55.56% of Maori students did not improve by 2 or more sub levels. Of these students 8.51% of Other students did not show any progress while all Maori students moved 1 sub level.
- c. A slightly higher percentage of Maori students improved by 3 sub levels.
- d. No Maori students improved by 4 sub levels or more while 10.64% of other students did.





Summary: The students in this cohort were identified as our more challenged writers and much time was spent in supporting the development of their knowledge of the use of grammar in the writing process.

It was rewarding to see the improvement in student attitudes to writing, as this is a significant step towards engaging them in focused learning opportunities.

Notably students in Year 4 were more challenged in meeting the 2 sublevel targets. The grammar development focus will need to be continued, especially for Year 5 in 2010. It is very pleasing to see that just under 60% of our target students have achieved the set goal, especially considering that many students in this group were identified as English as a Second Language students or having specific learning difficulties.

Recommendations / What Next

1. Staff must be congratulated for the improved student knowledge and performance.
2. Target student support needs to continue in 2010.
3. Further Writing Performance Targets in Years 2 – 6 are set for 2010 and student attainment monitored against these.
4. New staff for 2010 must be supported toward developing appropriate pedagogy and practice in Literacy to further academic growth.
5. Student ability in Literacy [writing] must continue to be evaluated through AsTTle or the application of the Exemplars to inform learning & teaching.
6. The Literacy Committee will purchase resources that will support learning and teaching in Writing and specifically student growth in the effective use of grammar in written work during 2010.
7. The Literacy Committee will establish a process for fostering staff reflection and support for future target student learning and teaching opportunities.

Goal 2 Numeracy [GloSS]: To move a greater number of Year 5 and Year 6 students from stage 5 to stage 6 and 7 so performance reflects Numeracy standards within the National Curriculum Guidelines as follows;-

- To have 65% of students working at Stage 4 or above by the end of Year 2
- To have 80% of students working at Stage 4 or above by the end of Year 3
- To have 70% of students working at Stage 5 or above by the end of Year 4
- To have 60% of students working at Stage 6 or above by the end of Year 5
- To have 65% of students working at Stage 6 or above by the end of Year 6

Introduction:

- We assess student mathematical ability using a tool that identifies student strength and weakness in the domains of maths. This provides clear individual learning pathways for students and the ability to reflect on school specific development goals. We raised student attainment through targeted professional development, balancing the delivery of learning opportunities and ensuring this is carried out during prime teaching time. Year 5-6 classes have been cross-grouped based on student ability and Year 3-4 classes have been cross-grouped during Terms 3 and 4 in 2009. This has enabled teachers to concentrate on supporting student learning across one or two Stages of the numeracy programme.

Method of Assessment:

All Year 2 – 6 students were assessed using the Global Strategy Stage [GloSS] tool in October 2008.

The test was re-administered in October, 2009.

- The GloSS formats provided stage information for all three strategy domains, as well as providing a global stage for each student tested. The three strategy domains were:
 - a. Addition and Subtraction
 - b. Multiplication and Division
 - c. Fractions, Proportions and RatiosThe 'global' stage is the highest stage of any of the three domains.
- Assessment results are used to develop future specific goals and support learning & teaching.

Outcomes:

Year 2: 101 Year 2 students were in this cohort.

- ✓ 81 [80%] of students were working at Stage 4 or above.
- ✓ Out of the 52 female and 49 male students, 40 [76.9%] female and 41 [83.7%] male students were working at Stage 4 or above.

- ✓ 27 Maori and 74 Other students were tested. 22 [81.5%] Maori and 59 [79.7%] Other students were working at Stage 4 or above.

Tabular Representation of Performance Data Year 2 Data

Gloss	Stage 0	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6	Stage 7	Stage 8	Student Nos	%age
LN Year 2 %	0	1	7	11	63	17	1	0	0		100
Year 2 % 09	0	0	7	13	45	32	3	0	0	101	100
Target 65% St4+					80.0%						
Year 2 % Boys	0	0	4.1	12.2	34.7	42.9	6.1	0	0	49	100
Target 65% St4+					83.7%						
Year 2 % Girls	0	0	9.6	13.5	53.8	21.2	1.9	0	0	52	100
Target 65% St4+					76.9%						
Year 2 % Maori	0	0	3.7	14.8	59.3	22.2	0	0	0	27	100
Target 65% St4+					81.5%						
Year 2 % Other	0	0	8.1	12.2	39.2	35.1	5.4	0	0	74	100
Target 65% St4+					79.7%						

Year 3: 100 Year 3 students were in this cohort.

- ✓ 95 [95%] of students were working at Stage 4 or above.
- ✓ Out of the 45 female and 55 male students 43 female [95.6%] and 52 [94.6%] male students were working at Stage 4 or above.
- ✓ 21 Maori and 79 Other students were tested. 20[95.3%] Maori and 75 [95%] Other students were working at Stage 4 or above.

Tabular Representation of Performance Data Year 3 Data

Gloss	Stage 0	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6	Stage 7	Stage 8	Student Nos	%age
LN Year 3 %	1	1	3	5	40	40	9	1	0		100
Year 3 % 09	0	0	2	3	21	48	24	2	0	100	100
Target 80% St4+					95.0%						
Year 3 % Boys	0	0	1.8	3.6	12.7	40.1	38.2	3.6	0	55	100
Target 80% St4+					94.6%						
Year 3 % Girls	0	0	2.2	2.2	31.1	57.8	6.7	0	0	45	100
Target 80% St4+					95.6%						
Year 3 % Maori	0	0	0	4.7	14.3	42.9	38.1	0	0	21	100
Target 80% St4+					95.3%						
Year 3 % Other	0	0	2.5	2.5	22.8	49.4	20.3	2.5	0	79	100
Target 80% St4+					95.0%						

Year 4: 94 Year 4 students were in this cohort.

- ✓ 78 [83%] of these students were working at Stage 5 or above.
- ✓ Out of the 44 female and 50 male students 29 [79.6%] female and 45 [86 %] male students were working at Stage 5 or above.
- ✓ 12 Maori and 82 Other students were tested. 8 [66.7%] Maori and 71 [85.4%] Other students were working at Stage 5 or above.

Tabular Representation of Performance Data Year 4 Data

Gloss	Stage 0	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6	Stage 7	Stage 8	Student Nos	%age
LN Year 4 %	0	0	1	2	25	47	20	5	0		100
Year 4 % 09	0	0	0	2	15	39	39	5	0	94	100
Target 70% St5+						83.0%					
Year 4 % Boys	0	0	0	2	12	36	40	10	0	50	100
Target 70% St5+						86.0%					
Year 4 % Girls	0	0	0	2.3	18.1	43.2	36.4	0	0	44	100
Target 70% St5+						79.6%					
Year 4 % Maori	0	0	0	0	33.3	33.4	33.3	0	0	12	100
Target 70% St5+						66.7%					
Year 4 % Other	0	0	0	2.4	12.2	40.2	39	6.2	0	82	100
Target 70% St5+						85.4%					

Year 5: 103 Year 5 students were in this cohort.

- ✓ 70 [68%] of these students were working at Stage 6 or above.
- ✓ Out of the 48 female and 55 male students 32 [66.7%] female and 38 [69.1 %] male students were working at Stage 6 or above.
- ✓ 17 Maori and 86 Other students were tested. 8 [47%] Maori and 62 [72.1%] Other students were working at Stage 6 or above.

Tabular Representation of Performance Data Year 5 Data

Gloss	Stage 0	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6	Stage 7	Stage 8	Student Nos	%age
LN Year 5 %	0	0	0	1	12	31	37	17	2		100
Year 5 % 09	0	0	0	0	5	27	42	20	6	103	100
Target 60% St6+						68.0%					
Year 5 % Boys	0	0	0	0	1.8	29.1	32.7	27.3	9.1	55	100
Target 60% St6+						69.1%					
Year 5 % Girls	0	0	0	0	8.3	25	52.1	12.5	2.1	48	100
Target 60% St6+						66.7%					
Year 5 % Maori	0	0	0	0	11.8	41.2	17.6	29.4	0	17	100
Target 60% St6+						47.0%					
Year 5 % Other	0	0	0	0	3.5	24.4	46.5	18.6	7	86	100
Target 60% St6+						72.1%					

Year 6: 94 Year 6 students were in this cohort.

- ✓ 80 [85%] of these students were working at Stage 6 or above.
- ✓ Out of the 54 female and 40 male students 44 [81.4%] female and 36 [90 %] male students were working at Stage 6 or above.
- ✓ 10 Maori and 84 Other students were tested. 8 [80%] Maori and 72 [85.7%] Other students were working at Stage 6 or above.

Tabular Representation of Performance Data Year 6 Data

Gloss	Stage 0	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6	Stage 7	Stage 8	Stud Nos	%age
LN Year 6 %	0	0	0	0	7	23	34	30	6		100
Year 6 % 09	0	0	0	0	0	15	47	26	12	94	100
Target 65% St6+							85.0%				
Year 6 % Boys	0	0	0	0	0	10	45	27.5	17.5	40	100
Target 65% St6+							90.0%				
Year 6 % Girls	0	0	0	0	0	18.5	48.1	25.9	7.4	54	99.9
Target 65% St6+							81.4%				
Year 6 % Maori	0	0	0	0	0	20	60	10	10	10	100
Target 65% St6+							80.0%				
Year 6 % Other	0	0	0	0	0	14.3	45.2	28.6	11.9	84	100
Target 65% St6+							85.7%				

Summary

Year 2

The performance goal was exceeded. There are more male than female students working at Stage 4 and above. Interestingly, 24 male students are working at Stage 5 and above. When comparing achievement by ethnicity, both Maori and Other students achieved similar results.

Year 3

The performance goal was exceeded. There are a similar number of male and female students working at Stage 4 and above, but a much larger number of males working at Stage 6 and above. When comparing achievement by ethnicity, both Maori and Other students achieved similar results.

Year 4

The performance goal was exceeded. There are a greater number of male than female students working at Stage 5 and above. When comparing achievement by ethnicity, Maori students are not succeeding as well as Other students, although the low number of Maori students in this cohort skews the results somewhat.

Year 5

The performance goal was exceeded. There are a similar number of male and female students working at Stage 6 and above but a much larger number of males working at Stage 7 and above. When comparing achievement by ethnicity, Maori students are not succeeding as well as Other students and needs to be addressed.

Year 6

The performance goal was exceeded. There are a slightly larger number of male students working at Stage 6 and above. A similar number of female and male students are working at Stage 7 and above. When comparing achievement by ethnicity, performance of Maori students is marginally below that of Other students.

Recommendations / What Next

1. Staff are to be commended on the results.
2. New teachers in 2010 will be enrolled in a 'Numeracy Pick-Up PD' these teachers will also be supported in implementing the NumPa programme at the beginning of the year.
3. Performance targets must be set for Maori student performance in Years 4, 5 and 6.
4. GloSS results recorded in November 2009 will be used to set up classroom programmes in 2010 to foster effective Numeracy learning and teaching early in the New Year.
5. The GloSS test will be administered mid-year in 2010 for all Year 2-6 students, as well as in November, to inform learning and teaching and report on student progress and overall performance.
6. A Stock take of Numeracy resources will be taken, to ensure all classes have sufficient resources to continue the quality programmes which now exist. The 2010 budget should reflect this need.

We are very proud of these results and recognise that without the dedicated, focussed staff, a proactive Board of Trustees and your active support, we would find extending learning opportunities and students' attainment levels at Papamoa a significantly greater challenge.

I would like to close by thanking you for this wonderful support and the sound partnership in education that we enjoy. We look forward to continuing to work with you in future years, toward providing the very best learning opportunities for your child/children.

Regards

Phil Friar
Principal