



End of year data 2020

Whāia te iti kahurangi, ki te tūohu koe, me he maunga teitei
Pursue excellence, should you stumble let it be to a lofty mountain!



Acronyms:

- Teacher Professional Judgement (TPJ) is a triangulation of standardised assessment, book work, in class observations and tacit knowledge of the child.
- Progress and Consistency Tools (PaCT)
- Practice Analysis Conversations (PAC)
- Professional Learning and Development (PLD)
- English for speakers of other languages (ESOL)
- Ongoing Resource Scheme (ORS)



Our Data Journey:

In 2016 the leadership team began an inquiry into our achievement data. We believed that our children were not being accurately represented by our data and that our Teacher Professional Judgements (TPJ) had insufficient evidence behind them.

This was proven over 2 years when we randomly tested many children across the school because our observations of them during the year did not match with mid year and end of year data.

As a result of our hunches we worked with a Student Achievement Function facilitator and a University of Canterbury Plus Maths facilitator for 18 months and won Professional Learning Development funding for Maths in June of 2019 to direct our leadership team meetings and team data meetings.

At the end of 2018, the Board of Trustees directed the Leadership Team to find an external provider who could assist us to embed reliable data into our reporting systems. We won a Professional Learning and Development (PLD) contract and employed Brent Langford from Evaluation Associates to unpack the Progress and Consistency Tool (PaCT) and Practice Analysis Conversations (PAC) in our school practice within the context of the maths curriculum.

The end of 2020 will see us complete the PAC PLD that we started in 2019. We know that we still have work to do. Marriene and Jared applied for another round of PLD funding and we were successful in our application. In 2021 we are looking to embed what we have learnt and begin applying this learning to the writing curriculum.



Things to note:

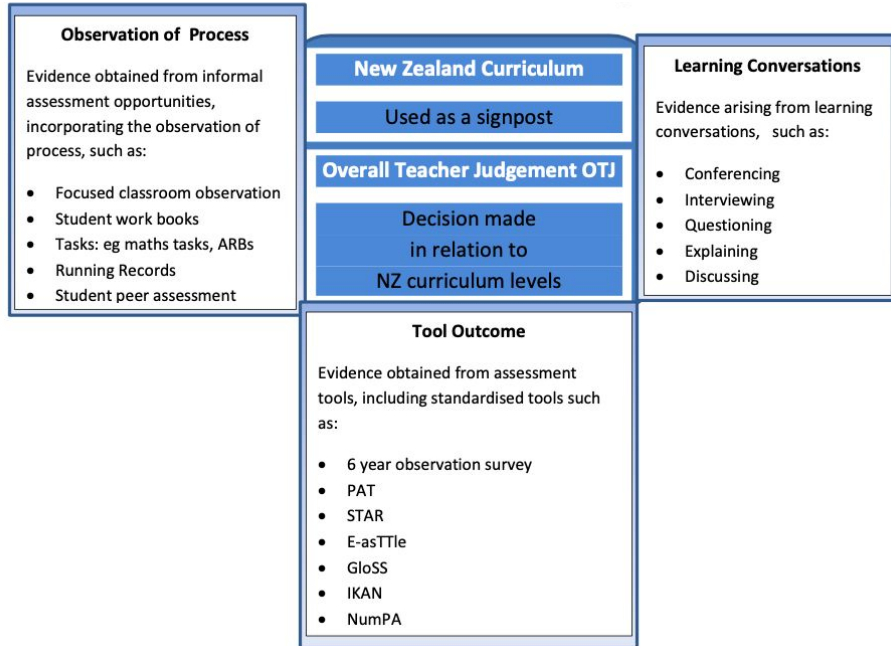
Research shows that Year 1 data does not show true progress and achievement. This is due to the developmental stage of each child and the huge transition to school expectations. This is further complicated by multiple enrolment points across the year. Therefore we have excluded them from the TPJ Progress graphs on slides 16, 17 & 18.

The following three groups of students have been excluded from the TPJ data:

- English for speakers of other languages (ESOL) children - 23 children have been excluded from the data in 2020
- Ongoing Resource Scheme (ORS) funded children - 2 children have been excluded from the data in 2020
- New Entrant children - any child that started at our school after 1 May (26 children)



How do we make a TPJ?



A TPJ is made by the child's classroom kaiako/teacher mid year and end of year. The teacher triangulates using all of data points listed in the diagram to make a judgement on where the child is in reading, writing and maths. We further triangulate our TPJ by asking our teachers to use the PaCT for maths. Janice then takes the PaCT data and matches it with the TPJ data and has professional data conversations with team leaders and individual teachers about that data to ensure it is accurate. You will find the summary of Janice's deep dive into the maths data at the end of this slide show.

The PaCT has a series of descriptors for each concept in the maths curriculum. These are on a continuum and teachers must place each child at the point that best describes their achievement level. The software then determines the curriculum level that best describes the child's working level. This eliminates pre-judgements from kaiako.



Reading TPJ 2020

by Ethnicity	Well Below		Below		At		Above		Grand Total
	No	%	No	%	No	%	No	%	
All Students	16	6%	30	12%	106	42%	102	40%	254
Asian					7	58%	5	42%	12
MELAA	1	8%			8	62%	4	31%	13
Māori	8	11%	9	13%	32	46%	21	30%	70
NZ European/Pākehā/Other European	7	5%	20	14%	51	36%	65	45%	143
Pacific peoples			1	6%	8	50%	7	44%	16

by Gender	Well Below		Below		At		Above		Grand Total
	No	%	No	%	No	%	No	%	
Female	5	4%	14	10%	58	43%	57	43%	134
Male	11	9%	16	13%	48	40%	45	38%	120
All Students	16	6%	30	12%	106	42%	102	40%	254

by Year Level	Well Below		Below		At		Above		Grand Total
	No	%	No	%	No	%	No	%	
1	5	12%	13	32%	18	45%	4	10%	40
2	6	16%	2	5%	15	39%	15	39%	38
3	1	2%	6	14%	11	26%	24	57%	42
4	2	5%	4	11%	16	43%	15	41%	37
5	1	2%	2	4%	34	64%	16	30%	53
6	1	2%	3	7%	12	27%	28	64%	44
All Students	16	6%	30	12%	106	42%	102	40%	254



Writing TPJ 2020

by Ethnicity	Well Below		Below		At		Above		Grand Total
	No	%	No	%	No	%	No	%	
All Students	14	6%	41	16%	171	67%	28	11%	254
Asian			1	8%	8	67%	3	25%	12
MELAA	1	8%	1	8%	11	85%			13
Māori	8	11%	11	16%	49	70%	2	3%	70
NZ European/Pākehā/Other European	5	3%	25	17%	91	64%	22	15%	143
Pacific peoples			3	19%	12	75%	1	6%	16

by Gender	Well Below		Below		At		Above		Grand Total
	No	%	No	%	No	%	No	%	
Female	4	3%	18	13%	92	69%	20	15%	134
Male	10	8%	23	19%	79	66%	8	7%	120
All Students	14	6%	41	16%	171	67%	28	11%	254

by Year Level	Well Below		Below		At		Above		Grand Total
	No	%	No	%	No	%	No	%	
1	1	2%	3	8%	36	90%			40
2	4	11%	2	5%	32	84%			38
3	2	5%	6	14%	29	69%	5	12%	42
4			6	16%	26	70%	5	14%	37
5	3	6%	18	34%	27	51%	5	9%	53
6	4	9%	6	14%	21	48%	13	30%	44
All Students	14	6%	41	16%	171	67%	28	11%	254



Mathematics TPJ 2020

by Ethnicity	Well Below		Below		At		Above		Grand Total
	No	%	No	%	No	%	No	%	
All Students	8	3%	29	11%	118	46%	99	39%	254
Asian			1	8%	5	42%	6	50%	12
MELAA			2	15%	6	46%	5	38%	13
Māori	3	4%	10	14%	38	54%	19	27%	70
NZ European/Pākehā/Other European	5	3%	12	8%	63	44%	63	44%	143
Pacific peoples			4	25%	6	38%	6	38%	16

by Gender	Well Below		Below		At		Above		Grand Total
	No	%	No	%	No	%	No	%	
Female	4	3%	16	12%	67	50%	47	35%	134
Male	4	3%	13	11%	51	42%	52	43%	120
All Students	8	3%	29	11%	118	46%	99	39%	254

by Year Level	Well Below		Below		At		Above		Grand Total
	No	%	No	%	No	%	No	%	
1			6	15%	33	82%	1	2%	40
2	4	11%	3	8%	26	68%	5	13%	38
3			3	7%	17	40%	22	52%	42
4	1	3%	4	11%	13	35%	19	51%	37
5			6	11%	20	38%	27	51%	53
6	3	7%	7	16%	9	20%	25	57%	44
All Students	8	3%	29	11%	118	46%	99	39%	254



Reading areas of strength (80% or higher)

82% (208/254) of **all** children are achieving **at or above** the New Zealand curriculum level in **reading**

100% (12/12) of all **Asian** children are achieving **at or above** the New Zealand curriculum level in **reading**

93% (12/13) of all **MELAA** children are achieving **at or above** the New Zealand curriculum level in **reading**

81% (116/143) of all **NZ/European/Pākehā** children are achieving **at or above** the New Zealand curriculum level in **reading**

94% (15/16) of all **Pacific Peoples** children are achieving **at or above** the New Zealand curriculum level in **reading**

86% (115/134) of all **female** children are achieving **at or above** the New Zealand curriculum level in **reading**

83% (35/42) of all **Year 3** children are achieving **at or above** the New Zealand curriculum level in **reading**

84% (31/37) of all **Year 4** children are achieving **at or above** the New Zealand curriculum level in **reading**

94% (50/53) of all **Year 5** children are achieving **at or above** the New Zealand curriculum level in **reading**

91% (40/44) of all **Year 6** children are achieving **at or above** the New Zealand curriculum level in **reading**



Writing areas of strength (80% or higher)

92% (11/12) of all **Asian** children are achieving **at or above** the New Zealand curriculum level in **writing**

92% (11/13) of all **MELAA** children are achieving **at** the New Zealand curriculum level in **writing**

81% (13/16) of all **Pacific Peoples** children are achieving **at or above** the New Zealand curriculum level in **writing**

84% (112/134) of all **female** children are achieving **at or above** the New Zealand curriculum level in **writing**

90% (36/40) of all **Year 1** children are achieving **at** the New Zealand curriculum level in **writing**

84% (32/38) of all **Year 2** children are achieving **at** the New Zealand curriculum level in **writing**

81% (34/42) of all **Year 3** children are achieving **at or above** the New Zealand curriculum level in **writing**

84% (31/37) of all **Year 4** children are achieving **at or above** the New Zealand curriculum level in **writing**



Mathematics areas of strength (80% or higher)

85% (217/254) of **all** children are achieving **at or above** the New Zealand curriculum level in **maths**

92% (11/12) of all **Asian** children are achieving **at or above** the New Zealand curriculum level in **maths**

84% (11/13) of all **MELAA** children are achieving **at or above** the New Zealand curriculum level in **maths**

81% (57/70) of all **Māori** children are achieving **at or above** the New Zealand curriculum level in **maths**

88% (126/143) of all **NZ/European/Pākehā** children are achieving **at or above** the New Zealand curriculum level in **maths**

85% (114/134) of all **female** children are achieving **at or above** the New Zealand curriculum level in **maths**

85% (103/120) of all **male** children are achieving **at or above** the New Zealand curriculum level in **maths**

84% (34/40) of all **Year 1** children are achieving **at or above** the New Zealand curriculum level in **maths**

81% (31/38) of all **Year 2** children are achieving **at or above** the New Zealand curriculum level in **maths**

92% (39/42) of all **Year 3** children are achieving **at or above** the New Zealand curriculum level in **maths**

87% (32/37) of all **Year 4** children are achieving **at or above** the New Zealand curriculum level in **maths**

89% (47/53) of all **Year 5** children are achieving **at or above** the New Zealand curriculum level in **maths**



Areas for improvement (30% or higher)

44% (18/40) of **Year 1** children are working **below** 32% (13/40) or **well below** 12% (5/40) the New Zealand curriculum level in **reading**

40% (21/53) of **Year 5** children are working **below** 34% (18/53) or **well below** 6% (3/53) the New Zealand curriculum level in **writing**



Other areas of concern (20% or higher)

24% (17/70) of **Māori** children are working **below** 13% (9/70) or **well below** 11% (8/70) the New Zealand curriculum level in **reading**

22% (27/120) of **male** children are working **below** 13% (16/120) or **well below** 9% (11/120) the New Zealand curriculum level in **reading**

21% (8/38) of **Year 2** children are working **below** 5% (2/38) or **well below** 16% (6/38) the New Zealand curriculum level in **reading**

22% (55/254) of **all** children are working **below** 16% (41/254) or **well below** 6% (14/254) the New Zealand curriculum level in **writing**

27% (19/70) of **Māori** children are working **below** 16% (11/70) or **well below** 11% (8/70) the New Zealand curriculum level in **writing**

20% (30/143) of **NZ/European/Pākehā** children are working **below** 17% (25/143) or **well below** 3% (5/143) the New Zealand curriculum level in **writing**

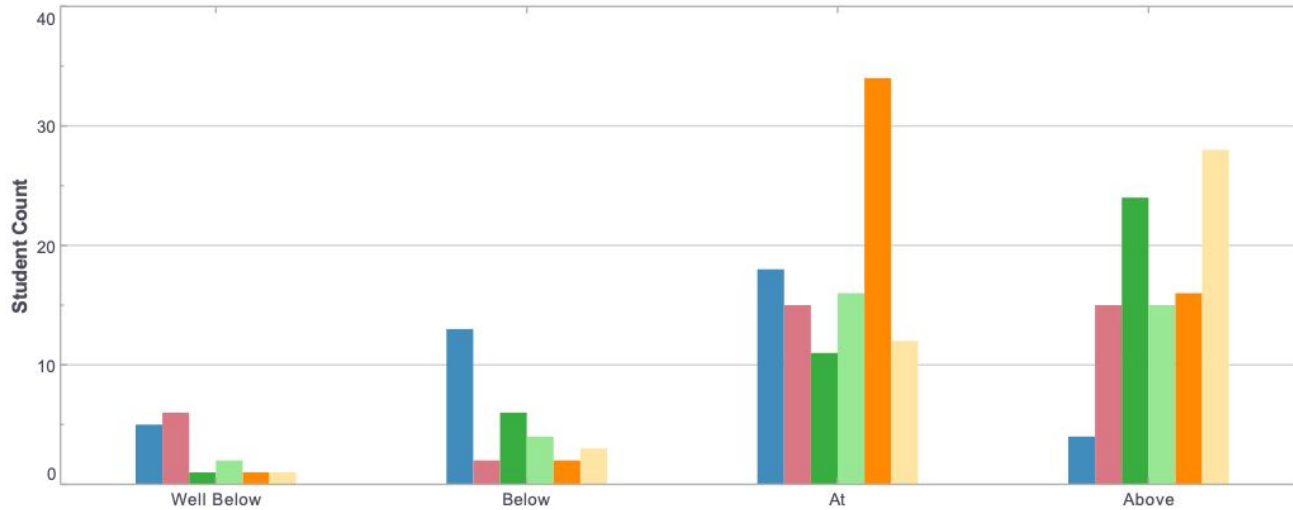
27% (33/120) of **male** children are working **below** 19% (23/120) or **well below** 8% (19/120) the New Zealand curriculum level in **writing**

23% (10/44) of **Year 6** children are working **below** 14% (6/44) or **well below** 9% (4/44) the New Zealand curriculum level in **writing**

23% (10/44) of **Year 6** children are working **below** 16% (7/44) or **well below** 7% (3/44) the New Zealand curriculum level in **maths**



Reading TPJ Year Level Graph 2020



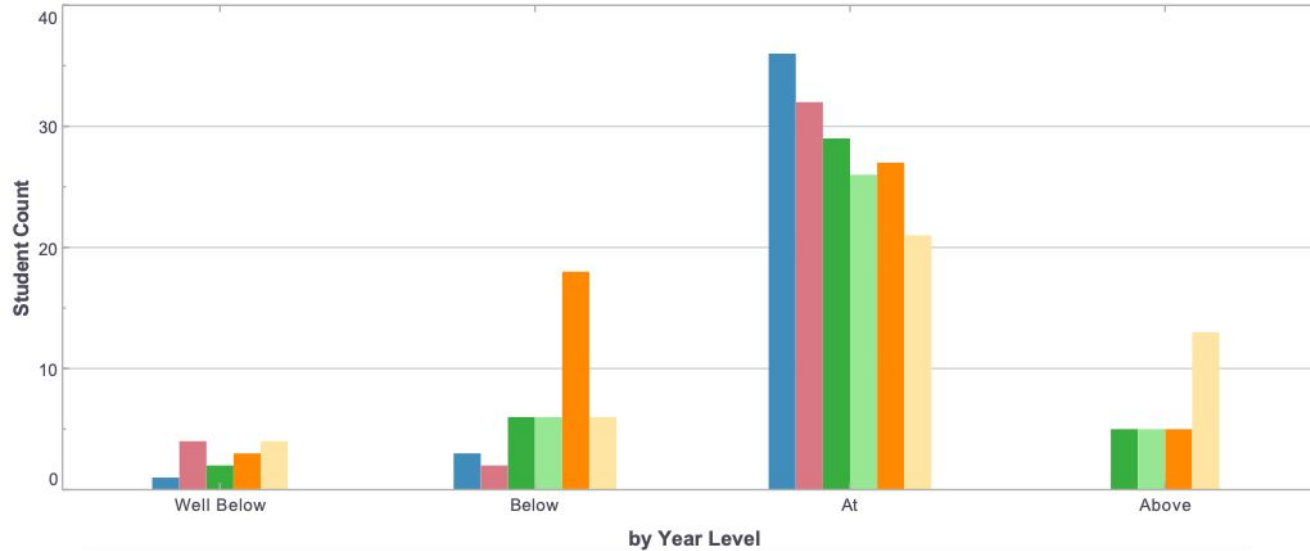
by Year Level

Assessment Property Year	
Teacher Professional Judgement (TPJ) Term 4 2020 Reading Year 1	Teacher Professional Judgement (TPJ) Term 4 2020 Reading Year 2
Teacher Professional Judgement (TPJ) Term 4 2020 Reading Year 3	Teacher Professional Judgement (TPJ) Term 4 2020 Reading Year 4
Teacher Professional Judgement (TPJ) Term 4 2020 Reading Year 5	Teacher Professional Judgement (TPJ) Term 4 2020 Reading Year 6

Assessment Title	Property Title	Year	Well Below	Below	At	Above	Grand Total
Teacher Professional Judgement (TPJ) Term 4 2020	Reading	1	5	13	18	4	40
		2	6	2	15	15	38
		3	1	6	11	24	42
		4	2	4	16	15	37
		5	1	2	34	16	53
		6	1	3	12	28	44
Grand Total			16	30	106	102	254



Writing TPJ Year Level Graph 2020

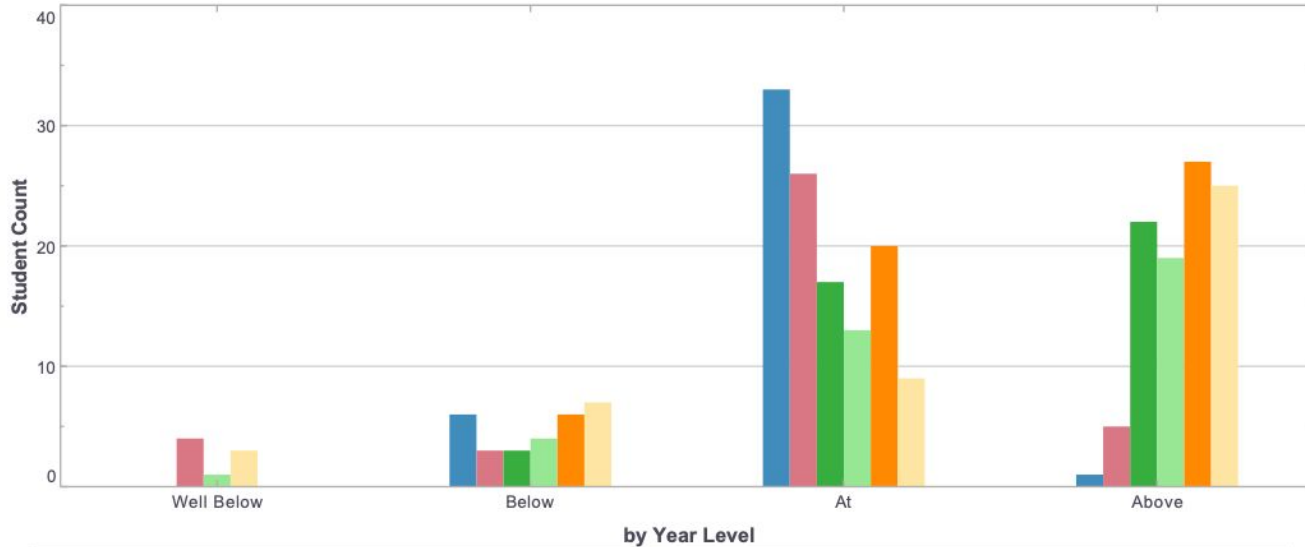


Assessment Property Year					
Teacher Professional Judgement (TPJ) Term 4 2020 Writing Year 1	Teacher Professional Judgement (TPJ) Term 4 2020 Writing Year 2	Teacher Professional Judgement (TPJ) Term 4 2020 Writing Year 3	Teacher Professional Judgement (TPJ) Term 4 2020 Writing Year 4	Teacher Professional Judgement (TPJ) Term 4 2020 Writing Year 5	Teacher Professional Judgement (TPJ) Term 4 2020 Writing Year 6

Assessment Title	Property Title	Year	Well Below	Below	At	Above	Grand Total
Teacher Professional Judgement (TPJ) Term 4 2020	Writing	1	1	3	36		40
		2	4	2	32		38
		3	2	6	29	5	42
		4		6	26	5	37
		5	3	18	27	5	53
		6	4	6	21	13	44
Grand Total			14	41	171	28	254



Mathematics TPJ Year Level Graph 2020



Assessment Property Year

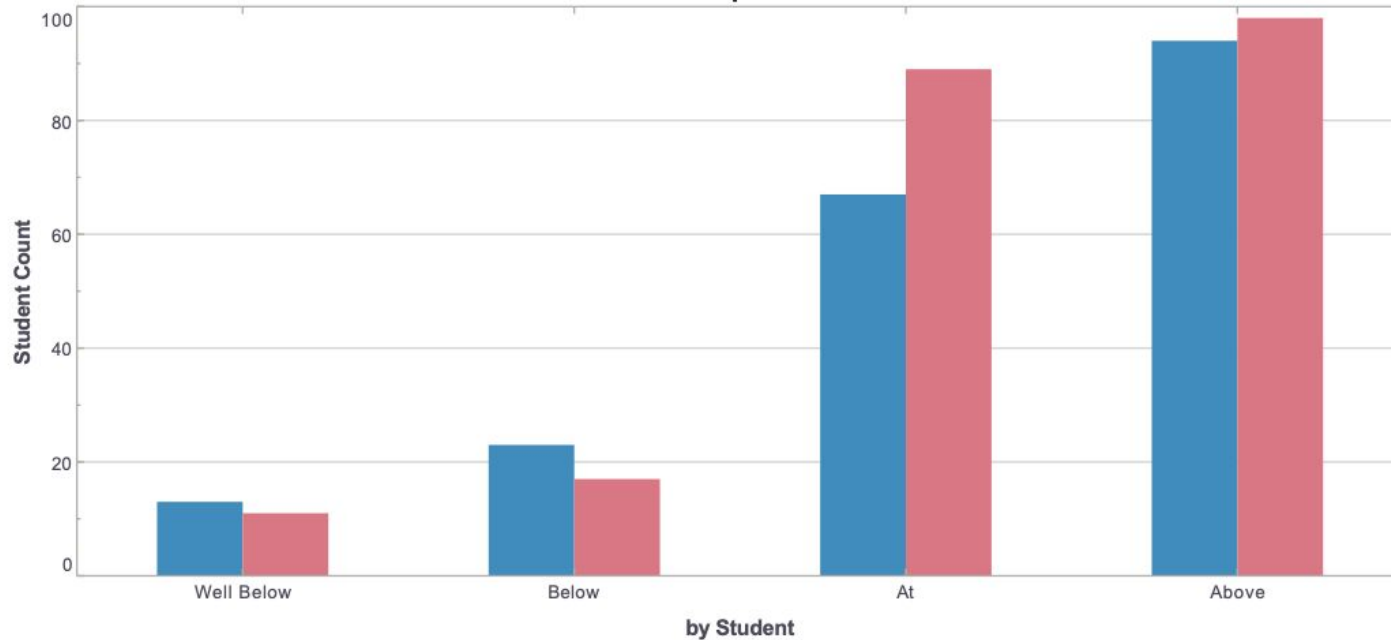
- Teacher Professional Judgement (TPJ) Term 4 2020 Mathematics Year 1
- Teacher Professional Judgement (TPJ) Term 4 2020 Mathematics Year 2
- Teacher Professional Judgement (TPJ) Term 4 2020 Mathematics Year 3
- Teacher Professional Judgement (TPJ) Term 4 2020 Mathematics Year 4
- Teacher Professional Judgement (TPJ) Term 4 2020 Mathematics Year 5
- Teacher Professional Judgement (TPJ) Term 4 2020 Mathematics Year 6

Assessment Title	Property Title	Year	Well Below	Below	At	Above	Grand Total
Teacher Professional Judgement (TPJ) Term 4 2020	Mathematics	1		6	33	1	40
		2	4	3	26	5	38
		3		3	17	22	42
		4	1	4	13	19	37
		5		6	20	27	53
		6	3	7	9	25	44
Grand Total			8	29	118	99	254



Reading TPJ Progress Data (2019 to 2020)

Below data includes the current Year 2's, 3's, 4's, 5's and 6's.

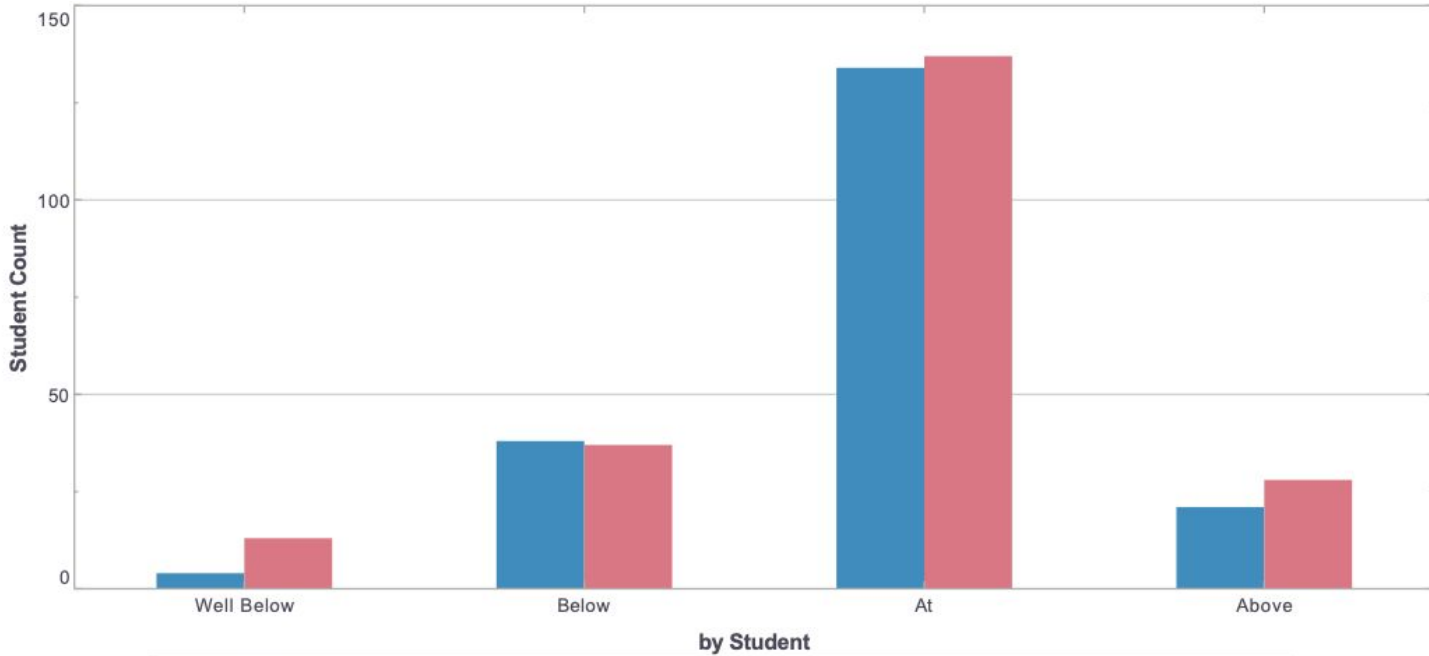


Assessment Property						
		Well Below	Below	At	Above	Grand Total
Teacher Professional Judgement (TPJ) Term 4 2019 Reading	Reading	13	23	67	94	197
Teacher Professional Judgement (TPJ) Term 4 2020 Reading	Reading	11	17	89	96	215
Grand Total		24	40	156	192	412



Writing TPJ Progress Data (2019 to 2020)

Below data includes the current Year 2's, 3's, 4's, 5's and 6's.

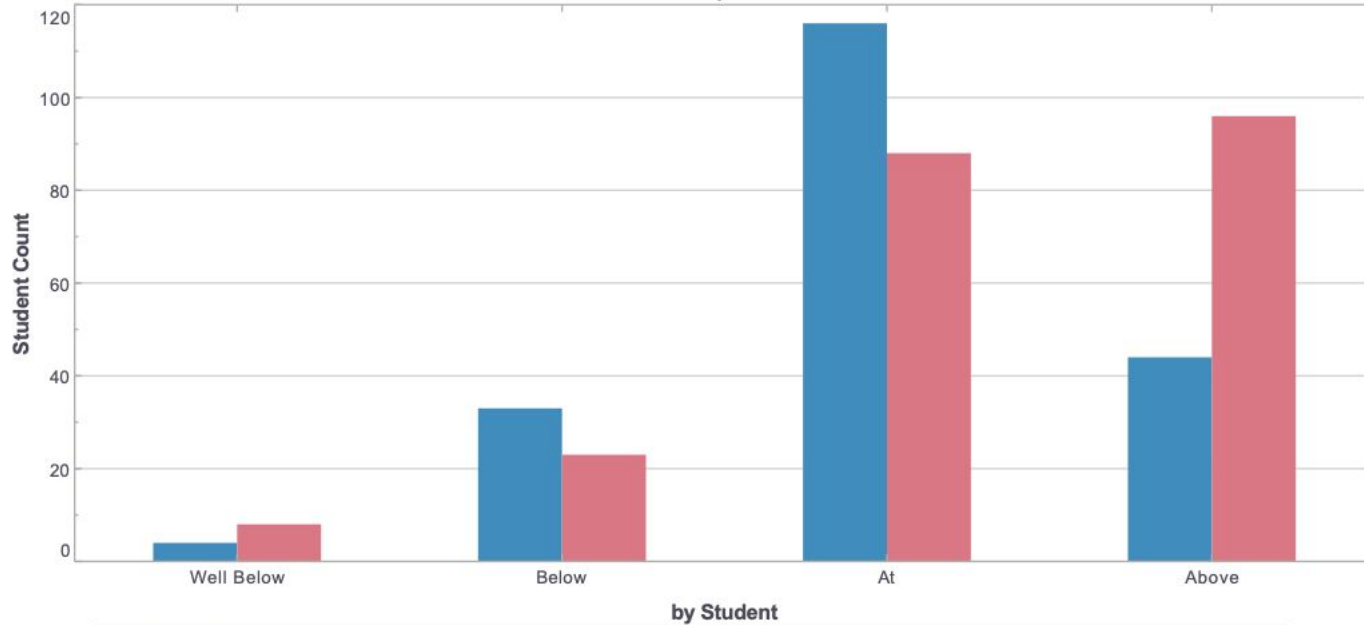


Assessment Property						
Assessment Title	Property Title	Well Below	Below	At	Above	Grand Total
Teacher Professional Judgement (TPJ) Term 4 2019	Writing	4	38	134	21	197
Teacher Professional Judgement (TPJ) Term 4 2020	Writing	13	37	137	28	215
Grand Total		17	75	271	49	412



Mathematics TPJ Progress Data (2019 to 2020)

Below data includes the current Year 2's, 3's, 4's, 5's and 6's.



Assessment Property

■ Teacher Professional Judgement (TPJ) Term 4 2019 Mathematics
 ■ Teacher Professional Judgement (TPJ) Term 4 2020 Mathematics

Assessment Title	Property Title	Well Below	Below	At	Above	Grand Total
Teacher Professional Judgement (TPJ) Term 4 2019	Mathematics	4	33	116	44	197
Teacher Professional Judgement (TPJ) Term 4 2020	Mathematics	8	23	88	96	215
Grand Total		12	56	204	140	412



Target Cohort Tracking

Comparing Year 1 2015, Year 2 2016, Year 3 2017, Year 4 2018, Year 5 2019 & Year 6 2020

We have identified the Year 1 cohort in 2015 to track through their schooling to the end of Year 6. Data has been collated from 2015, 2016, 2017, 2018, 2019 & 2020. Any student that has left or arrived during the year are not included in the data. This ensures we are tracking the same children through. In 2020 this is now a group of 28 children.

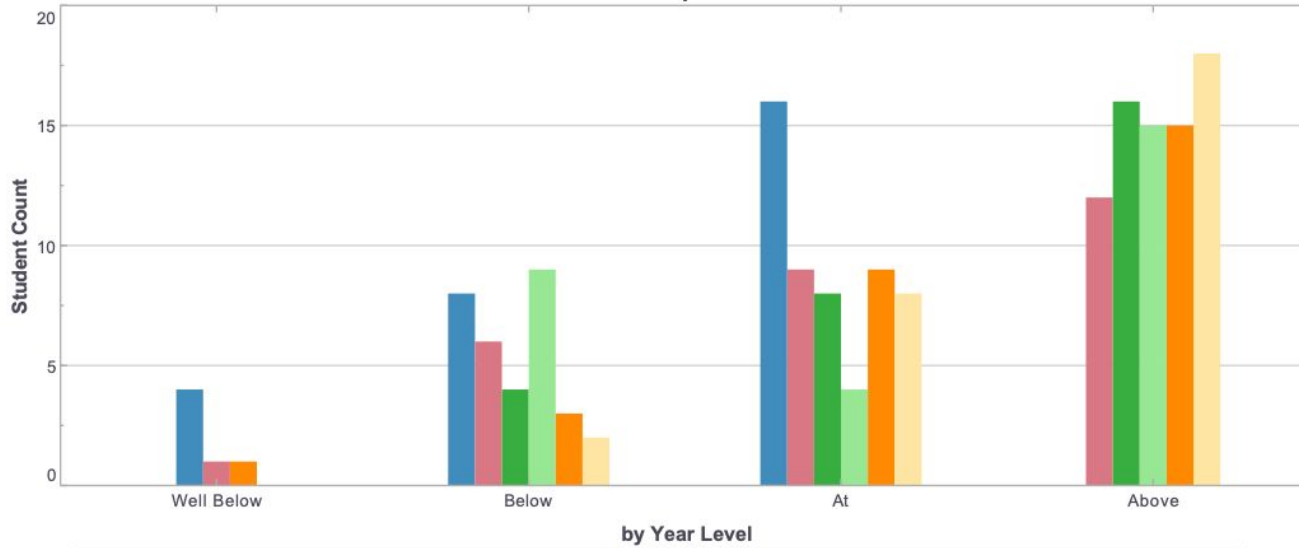
In the next three slides you will find the count TPJ graphs for this cohort.

Please note:

This data is comparing National Standards data up to 2017 and in 2018, 2019 & 2020 mastered curriculum level.



Reading Cohort Data



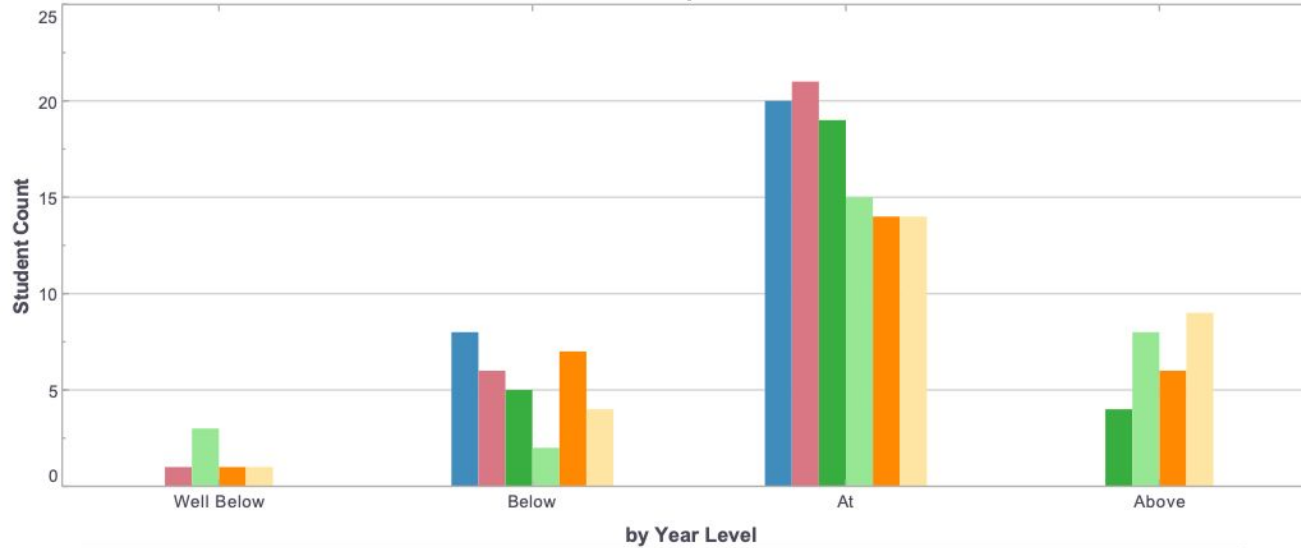
Assessment Property Year

- After 40 Weeks 2015 Reading Year 1
- After 80 Weeks OTJ 2016 Reading Year 2
- After 120 Weeks OTJ 2017 Reading Year 3
- End of Year TPJ 2018 Reading Year 4
- Teacher Professional Judgement (TPJ) Term 4 2019 Reading Year 5
- Teacher Professional Judgement (TPJ) Term 4 2020 Reading Year 6

Assessment Title	Property Title	Year	Well Below	Below	At	Above	Grand Total
/After 40 Weeks 2015	Reading	1	4	8	16		28
/After 80 Weeks OTJ 2016	Reading	2	1	6	9	12	28
After 120 Weeks OTJ 2017	Reading	3		4	8	16	28
End of Year TPJ 2018	Reading	4		9	4	15	28
Teacher Professional Judgement (TPJ) Term 4 2019	Reading	5	1	3	9	15	28
Teacher Professional Judgement (TPJ) Term 4 2020	Reading	6		2	8	18	28
Grand Total			6	32	54	76	168



Writing Cohort Data



Assessment Property Year

After 40 Weeks 2015 Writing Year 1

After 80 Weeks OTJ 2016 Writing Year 2

After 120 Weeks OTJ 2017 Writing Year 3

End of Year TPJ 2018 Writing Year 4

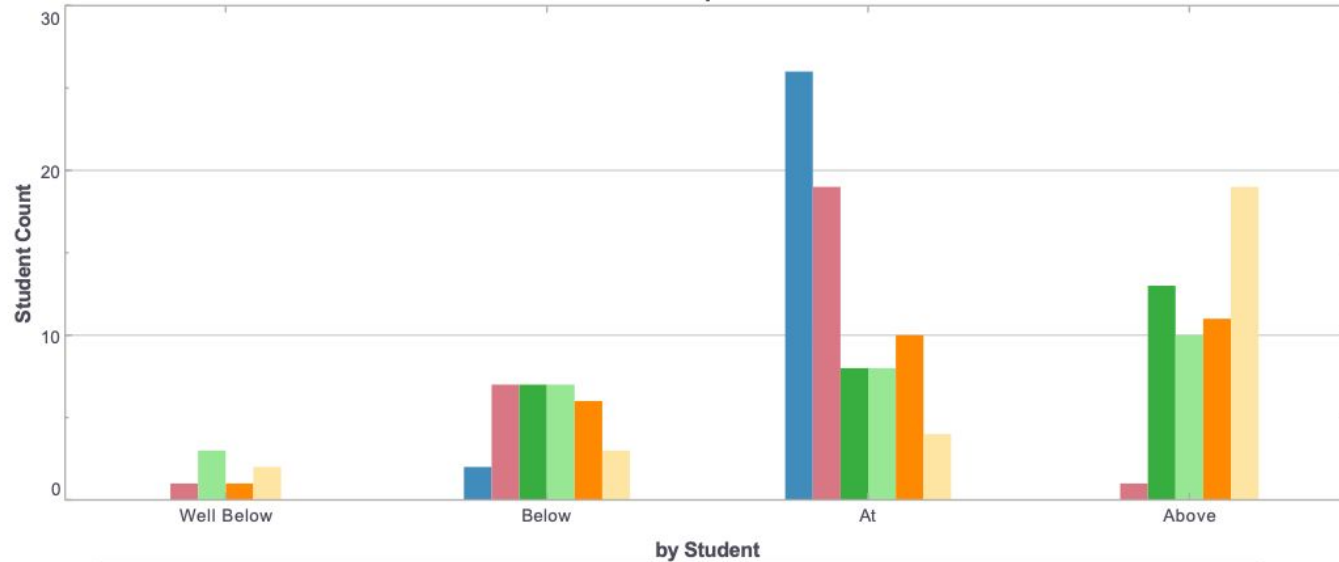
Teacher Professional Judgement (TPJ) Term 4 2019 Writing Year 5

Teacher Professional Judgement (TPJ) Term 4 2020 Writing Year 6

Assessment Title	Property Title	Year	Well Below	Below	At	Above	Grand Total
After 40 Weeks 2015	Writing	1	0	8	20	0	28
After 80 Weeks OTJ 2016	Writing	2	1	6	21	0	28
After 120 Weeks OTJ 2017	Writing	3	0	5	19	4	28
End of Year TPJ 2018	Writing	4	3	2	15	8	28
Teacher Professional Judgement (TPJ) Term 4 2019	Writing	5	1	7	14	6	28
Teacher Professional Judgement (TPJ) Term 4 2020	Writing	6	1	4	14	9	28
Grand Total			6	32	103	27	168



Mathematics Cohort Data



Assessment Property	
After 40 Weeks 2015 Mathematics	After 80 Weeks OTJ 2016 Mathematics
After 120 Weeks OTJ 2017 Mathematics	End of Year TPJ 2018 Mathematics
Teacher Professional Judgement (TPJ) Term 4 2019 Mathematics	Teacher Professional Judgement (TPJ) Term 4 2020 Mathematics

Assessment Title	Property Title	Well Below	Below	At	Above	Grand Total
After 40 Weeks 2015	Mathematics		2	26		28
After 80 Weeks OTJ 2016	Mathematics	1	7	19	1	28
After 120 Weeks OTJ 2017	Mathematics		7	8	13	28
End of Year TPJ 2018	Mathematics	3	7	8	10	28
Teacher Professional Judgement (TPJ) Term 4 2019	Mathematics	1	6	10	11	28
Teacher Professional Judgement (TPJ) Term 4 2020	Mathematics	2	3	4	19	28
Grand Total		7	32	75	54	168



Reporting on 2020 targets

[Click this link to further details](#)

Target 1: 4/10 or 40% of the Year 3 children who are working **below** curriculum level expectations will have accelerated progress and will be working within Level 2 in **writing** by the end of 2020. This would include our priority learners.

Outcome: 4/10 or 40% Year 3 children who were working **below** have made accelerated progress this year and are now working **at** in **writing**.

Target 2: 3/8 or 40% of the Year 4 children who are working **below** curriculum level expectations will have accelerated progress and will have mastered Level 2 in **writing** by the end of 2020. This would include our priority learners.

Outcome: 5/8 or 63% of the Year 4 children who were working **below** have made accelerated progress this year and are now working **at** in **writing**.

Target 3: The three Year 3 children who are working **well below** (early curriculum level 1) will show accelerated progress through achieving their learning support goals in writing. (Two of the three children shifted schools during 2020)

Outcome: 1 Year 3 child who was working **well below** made accelerated progress this year and is now working **below** in **writing**.

Target 4: The one Year 4 child who are working **well below** (curriculum level 1) will show accelerated progress through achieving his/her learning support goals in **writing**.

Outcome: 1 Year 4 child who was working **well below** made accelerated progress this year and is now working **below** in **writing**.

Target 5: 10 of the Year 6 children who were working **above** curriculum level expectations in **writing** will continue on this trajectory.

Outcome: All 10 Year 6 children who were working **above** in **writing** have continued to be **above** at the end of 2020.

