



AVONDALE PRIMARY SCHOOL

132 BREEZES ROAD
Principal - Mark Scown

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Analysis of Achievement Reports

Collated and analysed by
Year 1 - 6 Syndicate Leaders and Principal

For the Year 2010

Includes:

- Numeracy
- Writing

Strategic Goal: 2

- Raising student achievement in Literacy

Annual Target

1. Raise student achievement in Reading Comprehension
2. Improve the learning outcomes for at risk students to show value added gains.

Historical Position

2008/2009 Pegasus Achievement Cluster (PAC) analysis shows that there are students at risk in reading comprehension in all year levels and our aim is to continue to reduce this in 2010.

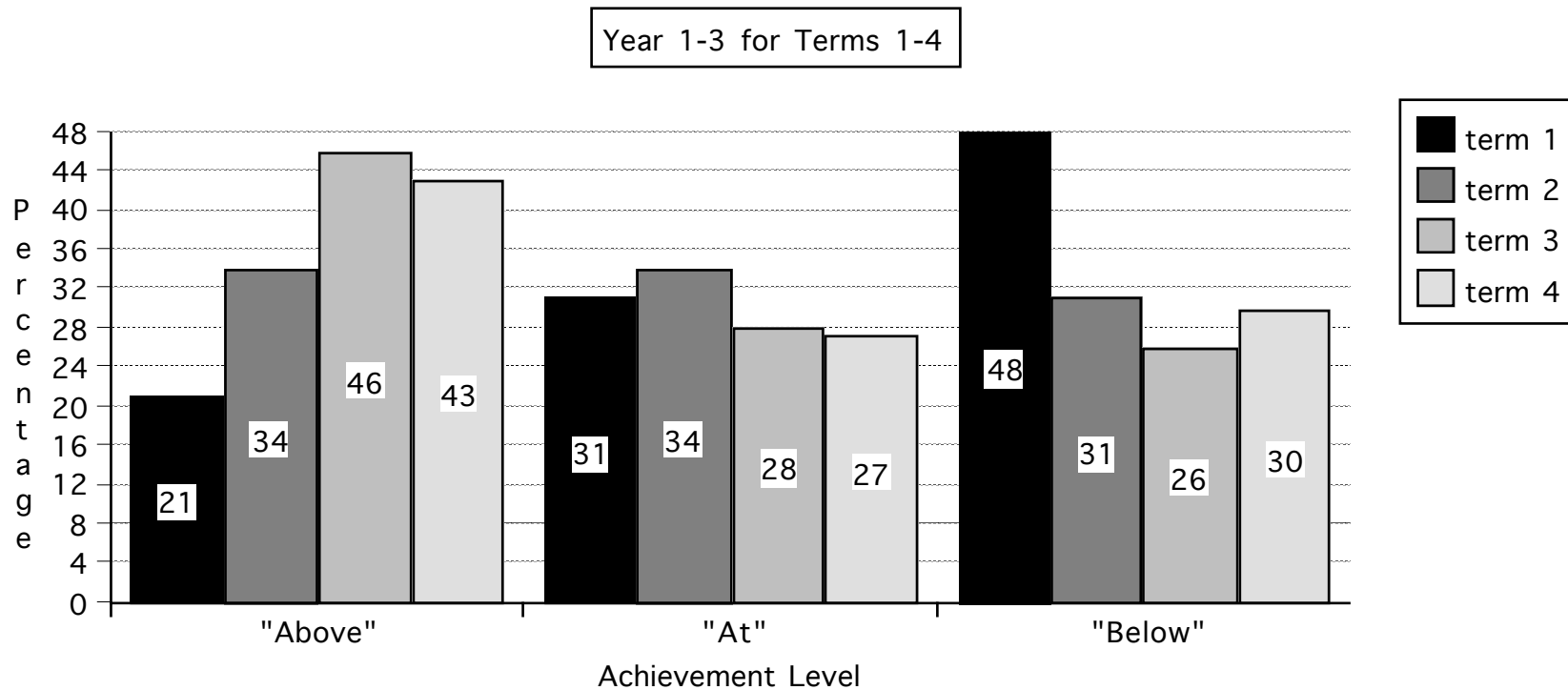
Student Group	Student Year
<input checked="" type="checkbox"/> All	<input checked="" type="checkbox"/> All
<input type="checkbox"/> Male	<input type="checkbox"/> Y0
<input type="checkbox"/> Female	<input type="checkbox"/> Y1
Ethnicity	<input type="checkbox"/> Y2
<input checked="" type="checkbox"/> All	<input type="checkbox"/> Y3
<input type="checkbox"/> Maori	<input type="checkbox"/> Y4
<input type="checkbox"/> Other	<input type="checkbox"/> Y5
	<input type="checkbox"/> Y6

Objectives	What's needed / Action Plan	Outcomes
<input checked="" type="checkbox"/> Identifying "At risk" children in Literacy with a particular emphasis on Reading Comprehension	<ul style="list-style-type: none"> • From 2009 and initial 2010 assessment, children who are deemed to be at risk, or not achieving in Reading Comprehension are identified across the school. • These children prioritised to determine risk. • Special Needs committee and class teachers consider adaptive programmes or T/A support requirements 	<ul style="list-style-type: none"> • Quarterly class descriptions have identified children deemed at risk. Adaptive groupings in literacy identified and subsequent programmes tailored to meet their needs as evidenced in teacher planning. • Confirmed through appraisal process. Special programmes such as HPP and targetted TA support have worked with many of these children/groups
<input type="checkbox"/> Student achievement	<ul style="list-style-type: none"> • Daily reading exposure for all students who are achieving below chronological age. • Explicit teaching of reading comprehension strategies • Student progress is monitored to show evidence of improved student achievement. 	<ul style="list-style-type: none"> • Confirmed through appraisal process following viewing of planning ad timetables • Confirmed through appraisal process. • See accompanying data tables
<input type="checkbox"/> Assessment	<ul style="list-style-type: none"> • Assessment undertaken as per Literacy assessment timeline and PAC requirements to establish "value added gains", with additional running records taken where needed. 	<ul style="list-style-type: none"> • Formal bi-annual assessment conducted. See achievement report.
<input type="checkbox"/> Analysis of data made to determine both gains & future learning directions	<ul style="list-style-type: none"> • Data and trends analysed & future recommendations made. 	<ul style="list-style-type: none"> • Formal bi-annual assessment conducted. See achievement report.

Pegasus Achievement Cluster (PAC) Specific Literacy Targets

Objectives	What's needed / Action Plan	Outcomes
<p>□ The teachers know when and how to use formal assessment tools in literacy. They are skilled in all aspects of administration, marking and interpretation.</p>	<ul style="list-style-type: none"> • Year 1 and 2 literacy data will be collected and analysed through consistent application of the Observation Survey within one month of first entry to school and within 6 weeks after each child's 6th birthday. • STAR and asTTle testing is undertaken as required in years 3-6 and marking is accurately completed and moderated as appropriate. • Working "at" levels for Years 1 - 3 are collated in Wedge graphs by each school at Week 5 of each term. 	<ul style="list-style-type: none"> • Data collected and collated . See attached analysis • Formal bi-annual assessment assessed and analysed. See achievement report. • Wedge graphs are collated by each school and a cluster-wide picture gained of progress.
<p>□ Teachers and students begin to use data to plan next steps for teaching and learning.</p> <p>□ They help students to understand their own results and how to set goals for their own learning</p>	<ul style="list-style-type: none"> • Teachers analyse and interpret own class data, in literacy and use data in their planning and teaching. • Children have a growing understanding on what their data is telling them and can begin to have learning conversations around their next step learning intentions 	<ul style="list-style-type: none"> • Next - step teaching is beginning to be evidence based - teacher planning, staff meetings. Teachers with older students have included them more with conferences. Consider this a work in progress still. • Teacher discussions around learning / achievement in PLCs and with professional learning partners. • Student led conferences beginning to be used, goal setting, parental involvement • Students are beginning to understand and articulate their learning needs
<p>□ Improved student achievement in reading</p>	<ul style="list-style-type: none"> • Student progress in target area monitored to show evidence of improved student achievement. 	<ul style="list-style-type: none"> • Targets based on normed assessment data show progress in class target group areas.

Reading Wedge Analysis - Year 1-3
Quarterly results from Terms 1-4

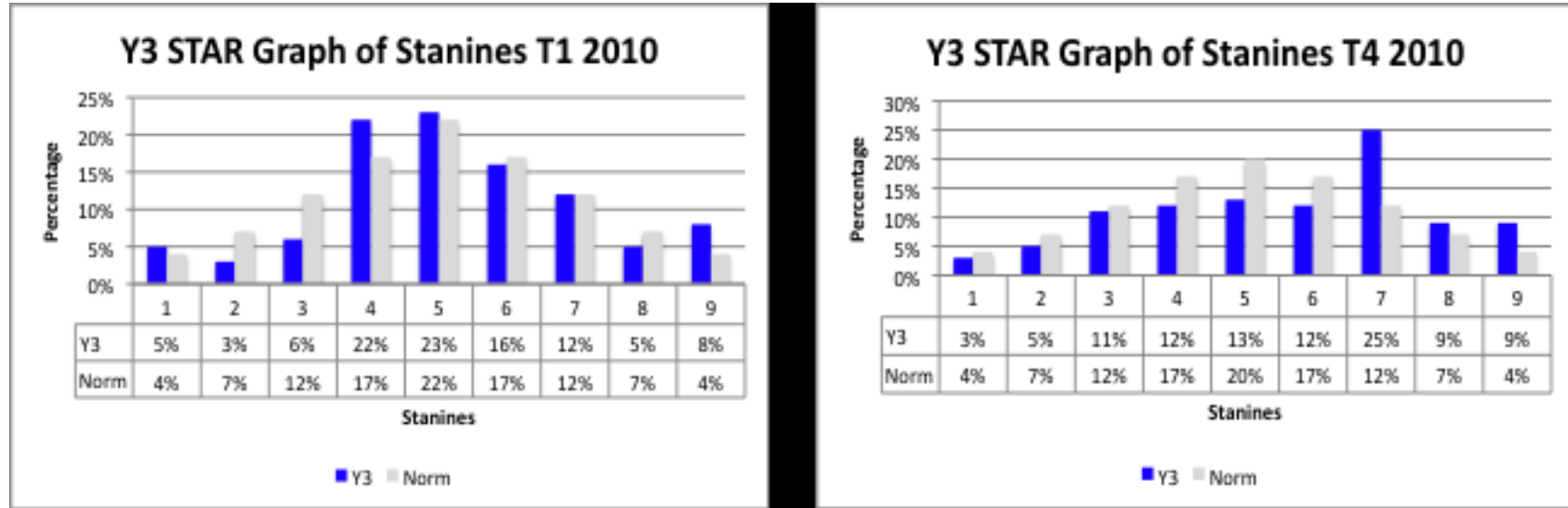


Overall results show achievement lifting at the “Above” level progressively over each subsequent term from terms 1 to 3 with a slight regression for term 4. Likewise the “Below” level shows the expected decrease over the first three terms, but term 4 spikes upward with a negative reversal to a similar level to that reached in term 2. The exact cause of both these slight variances is still to be fully explored. The disruption around the September earthquake cannot be ignored, but cannot be quantified however.

Many thanks to the three syndicate teams for their time in analysing their data.

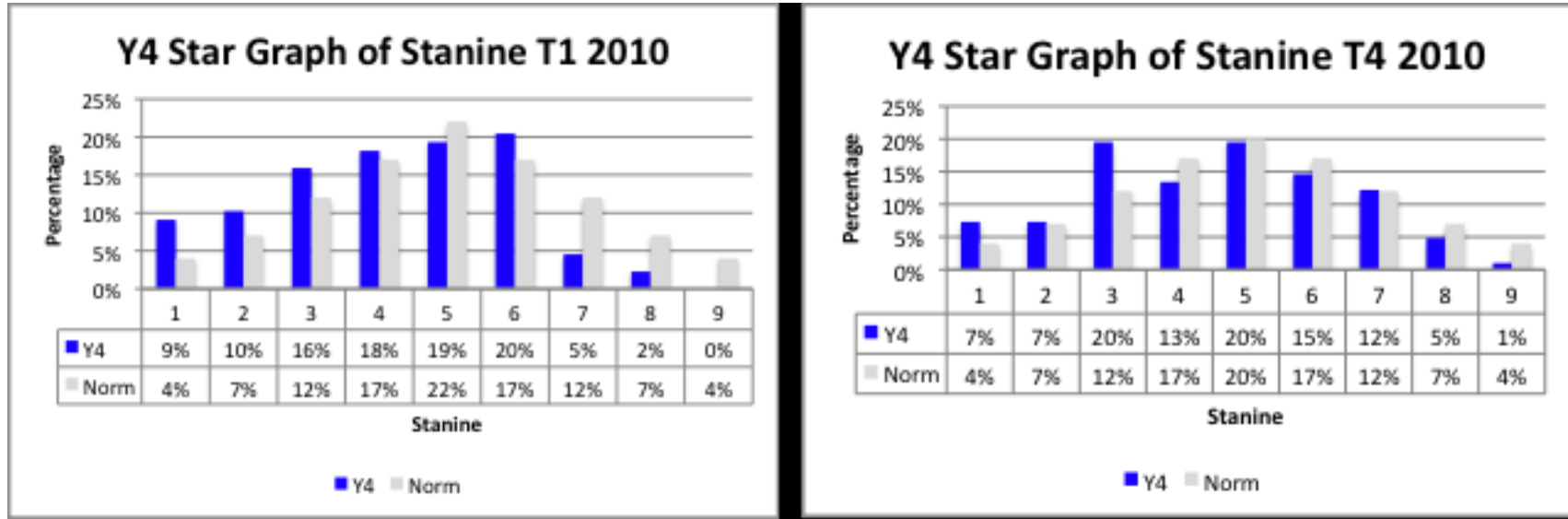
This Analysis of Variance report captures “Global” trends only. For more detailed information, the school has more extensive achievement information for each specific level within the school.

Year 3 - STAR Stanine
Term 1 - Term 4 Comparisons



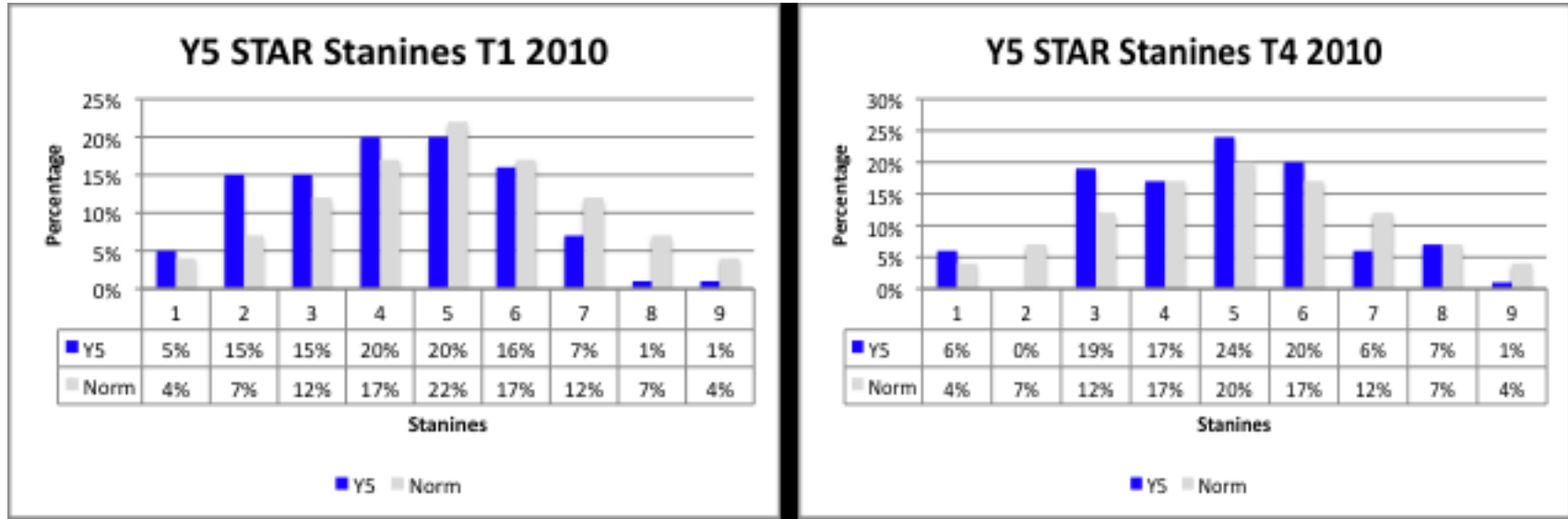
STAR	Stanine 1-3 Critical	Stanine 4-6 Typical	Stanine 7-9 High range
Term 1 2010	14%	61%	25%
Term 4 2010	19%	37%	43%

Year 4 STAR Stanine
Term 1 - Term 4 Comparisons



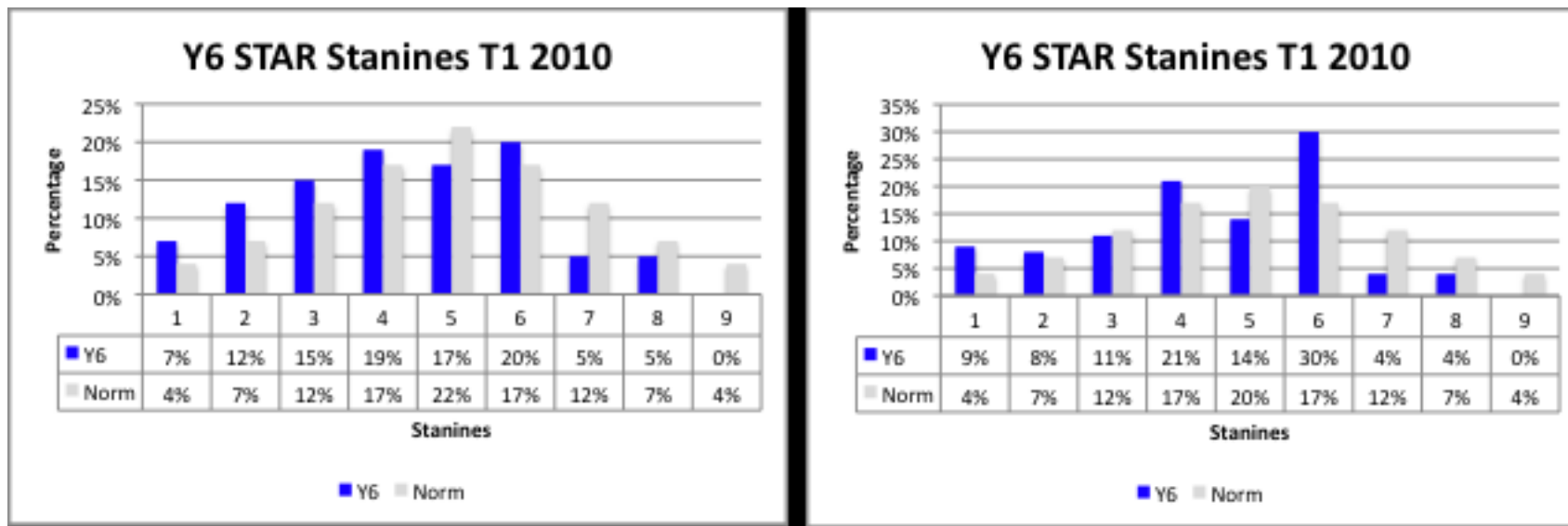
STAR	Stanine 1-3 Critical	Stanine 4-6 Typical	Stanine 7-9 High range
Term 1 2010	35%	57%	7%
Term 4 2010	34%	48%	18%

Year 5 STAR Stanine
Term 1 - Term 4 Comparisons



STAR	Stanine 1-3 Critical	Stanine 4-6 Typical	Stanine 7-9 High range
Term 1 2010	35%	56%	9%
Term 4 2010	25%	61%	14%

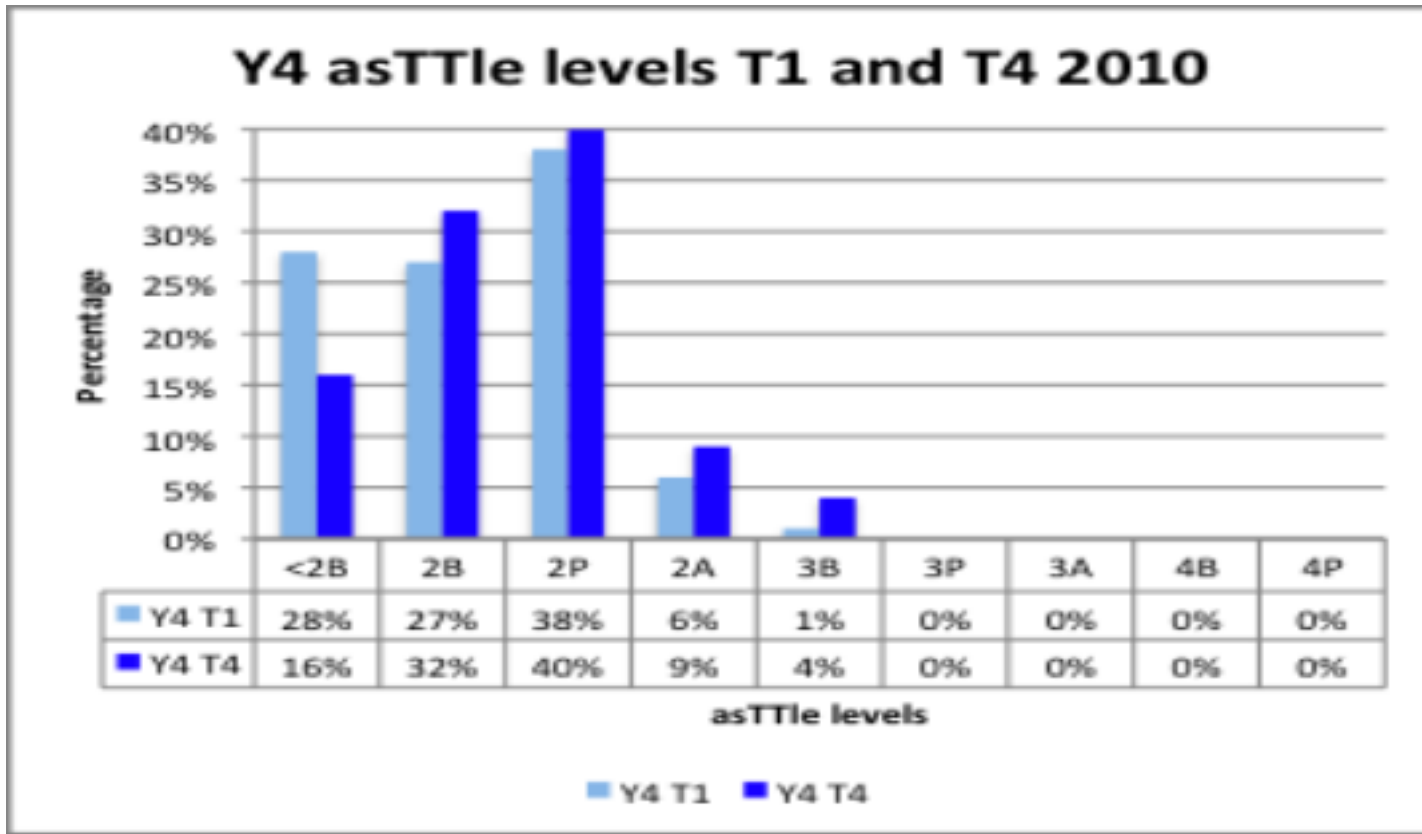
Year 6 STAR Stanine
Term 1 - Term 4 Comparisons



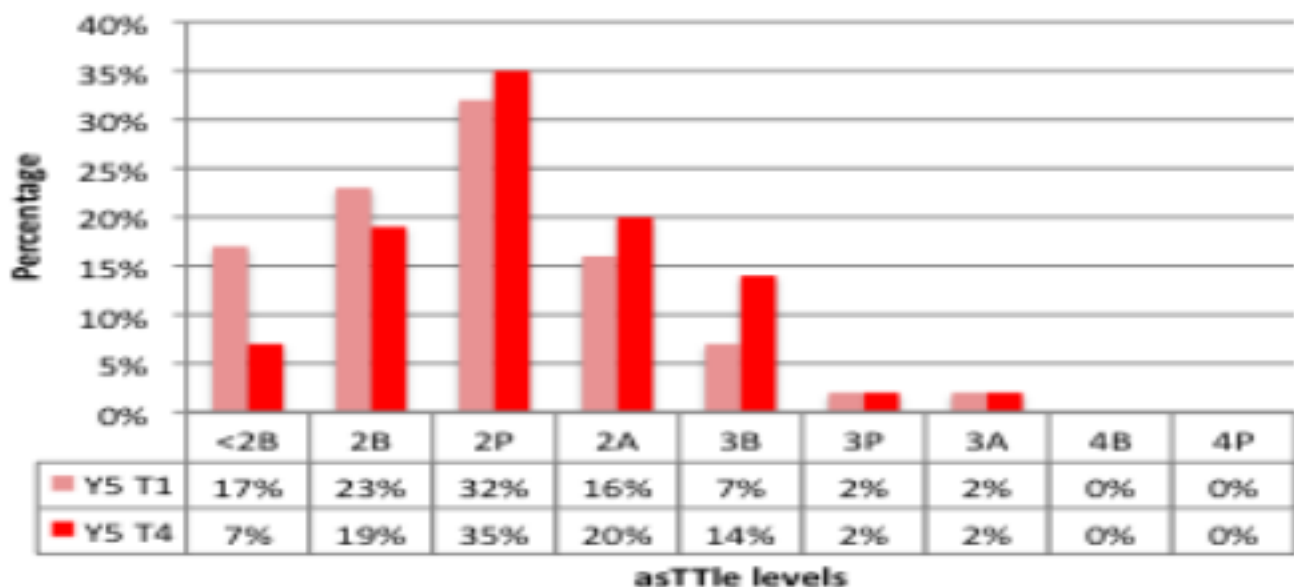
STAR	Stanine 1-3 Critical	Stanine 4-6 Typical	Stanine 7-9 High range
Term 1 2010	34%	56%	10%
Term 4 2010	28%	65%	8%

asTTle Reading 2010

Term 1 - Term 4 Comparisons

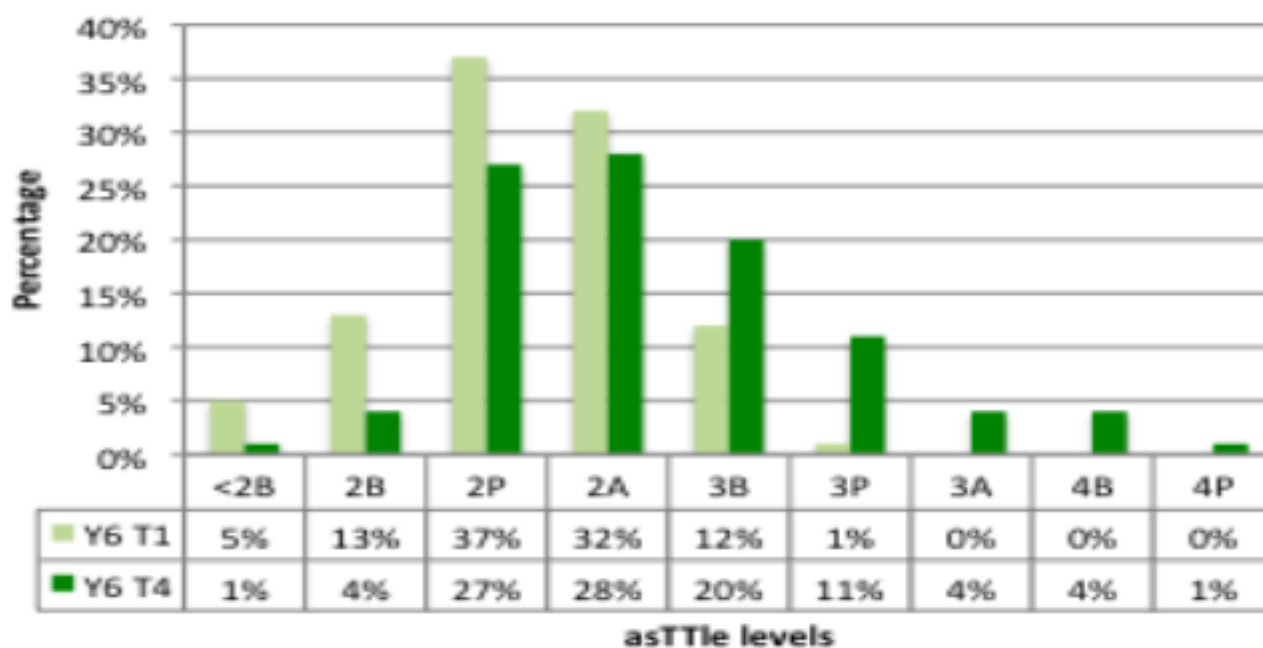


Y5 asTTle levels T1 and T4 2010



■ Y5 T1 ■ Y5 T4

Y6 asTTle levels T1 and T4 2010



■ Y6 T1 ■ Y6 T4

Avondale Primary School

Student Outcomes - : AOV Numeracy 2011

Strategic Goal: 2

Raising student achievement in Numeracy

Annual Target

1. Raise student achievement in basic facts knowledge.
2. Improve the learning outcomes for "of concern" and "at risk students" to show value added gains.
3. Interpret assessment data to identify next step learning.

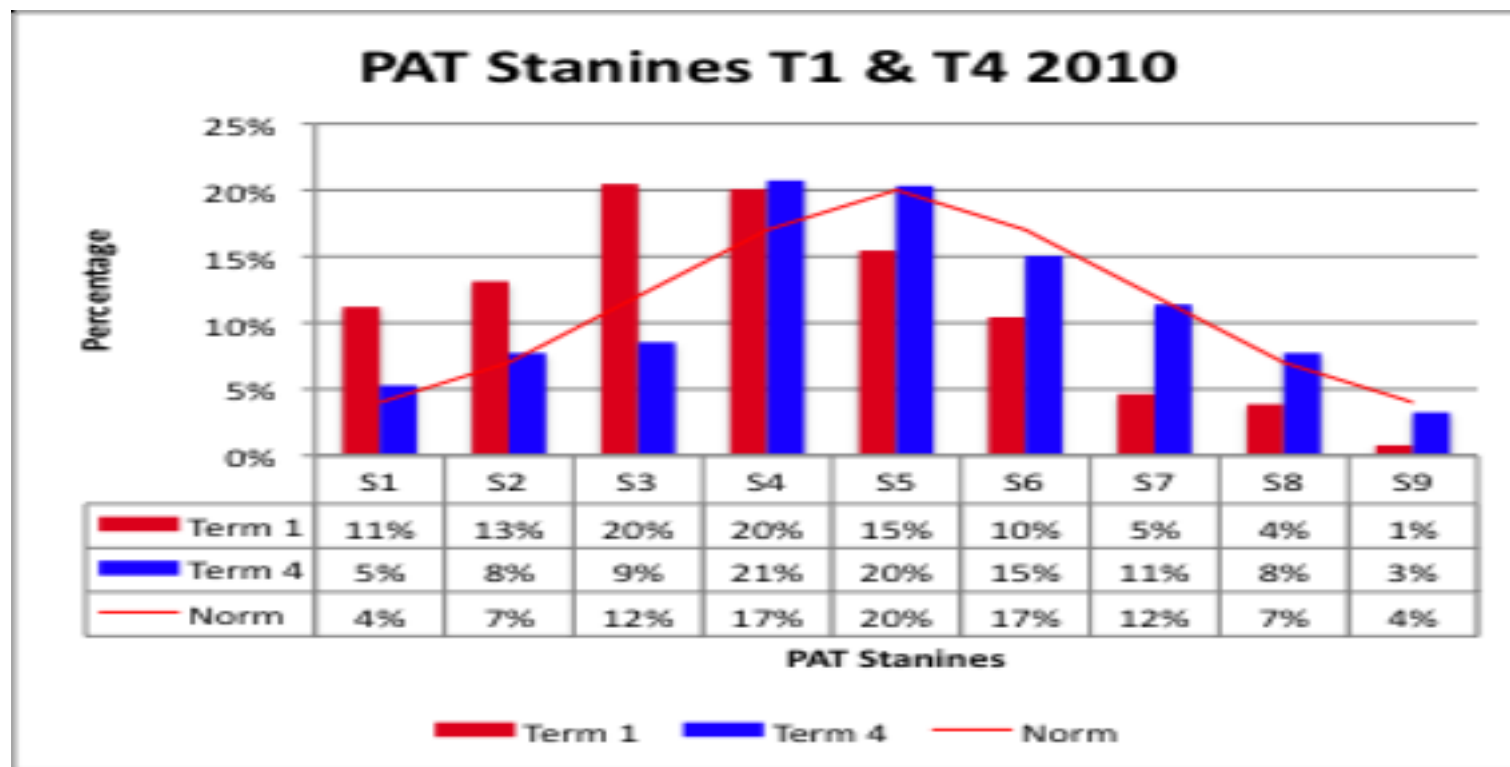
Historical Position

2009 analysis shows that there are students "of concern" and "at risk" in numeracy in all year levels and our aim is to continue to address this in 2010.

Student Group	<input type="checkbox"/> All	Student Year	<input type="checkbox"/> All
<input type="checkbox"/> All		<input type="checkbox"/> Y0	
<input type="checkbox"/> Male		<input type="checkbox"/> Y1	
<input type="checkbox"/> Female		<input type="checkbox"/> Y2	
Ethnicity	<input type="checkbox"/> All	<input type="checkbox"/> Y3	
<input type="checkbox"/> All		<input type="checkbox"/> Y4	
<input type="checkbox"/> Maori		<input type="checkbox"/> Y5	
<input type="checkbox"/> Pasifika		<input type="checkbox"/> Y6	
<input type="checkbox"/> Other			

Objectives	What's Needed	Outcomes
Identifying "Of concern" and "At risk" children in numeracy	From initial 2010 assessment, children who are deemed to be "of concern" or "at risk", in numeracy are identified across the school. Class teachers to implement programmes to address identified next learning steps.	Quarterly class descriptions identify children deemed at risk. Adaptive groupings in numeracy identified and subsequent programmes tailored to meet their needs. Confirmed through appraisal process.
Student achievement (Basic Facts)	Daily basic facts focuses as part of number knowledge teaching. Classroom programmes for learning of basic facts.	Confirmed through appraisal process. Confirmed through appraisal process.
Assessment	Assessment undertaken as per numeracy assessment timeline to establish strategy and knowledge stages.	Formal bi-annual assessment conducted. See achievement report.
Analysis of data made to determine both gains & future learning directions	Interpretation of assessment data to identify next step learning. Data and trends analysed & future recommendations made.	Formal bi-annual assessment assessed and analysed. See achievement report.

PAT Maths Comparison - Terms 1 and 4, 2010 for all levels

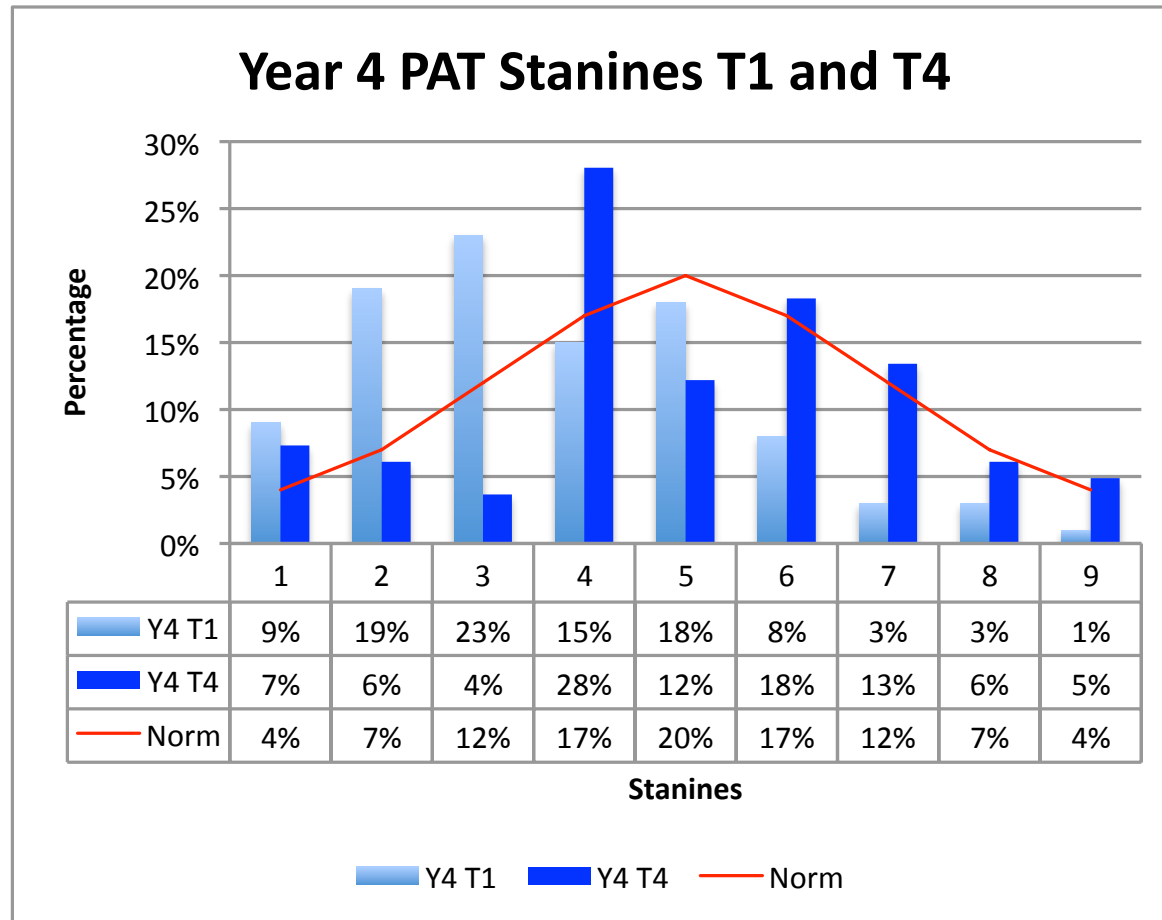


There has been a major improvement in overall performance from Term 1 where the Y4-6 cohort displayed a mark negative skew to Term 4 where the cohort more typically follows the national norm for the test.

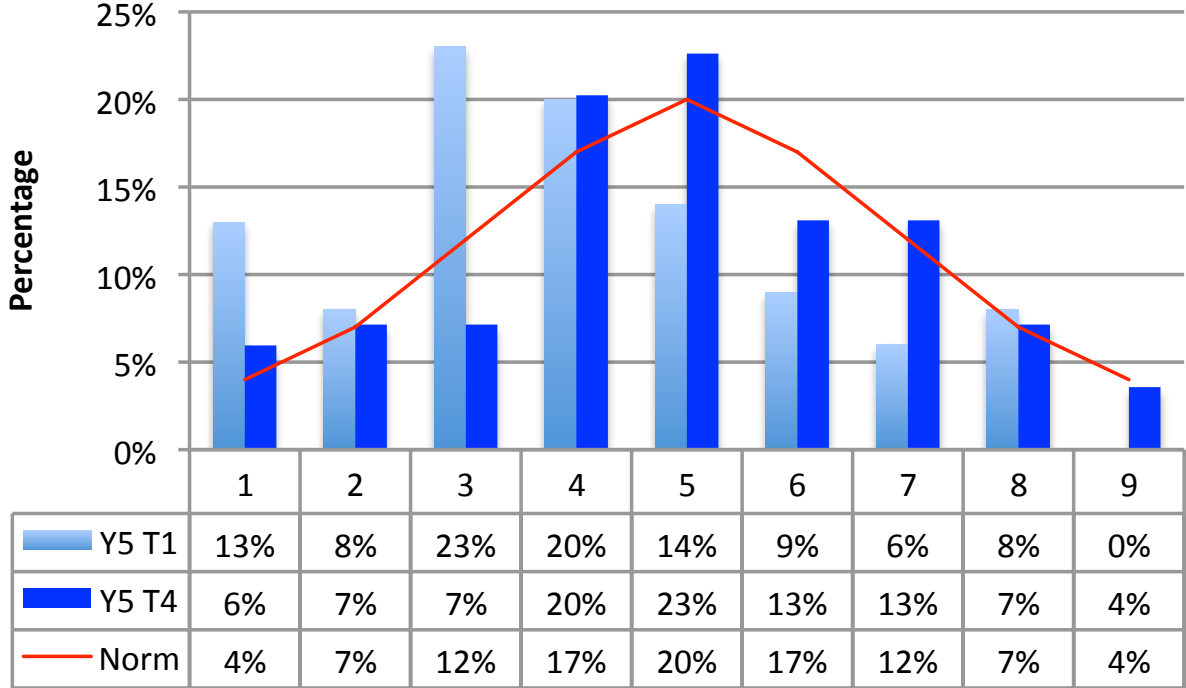
PAT	Stanine 1-3 Critical	Stanine 4-6 Typical	Stanine 7-9 High range
Term 1 2010	44%	45%	10%
Term 4 2010	22%	56%	22%
Norm	23%	54%	23%

The improvement is most noticeable in the critical area of scores where there has been a 50% reduction in the number of children scoring in this range. The corollary to this is the improvements that can be seen in the high stanine which has increased by 100%.

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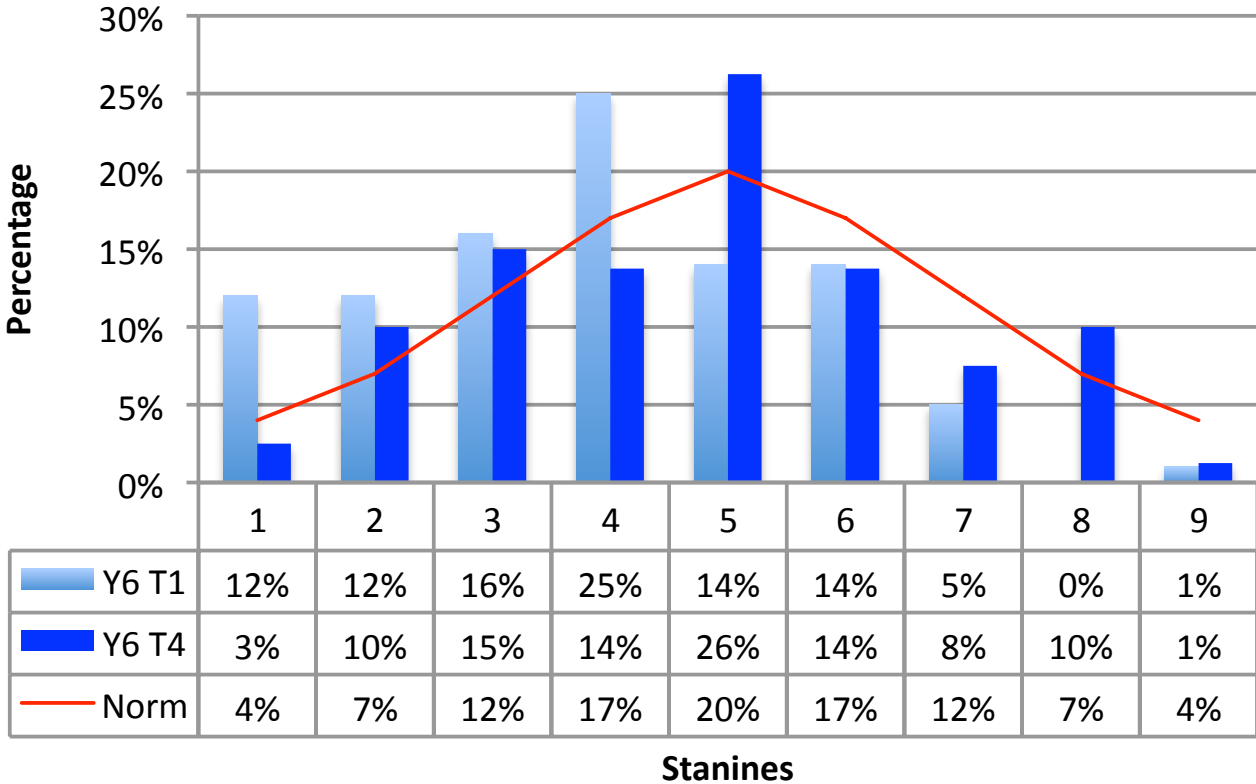
Year 5 PAT Stanines T1 and T4



Stanines

■ Y5 T1
 ■ Y5 T4
 — Norm

Year 6 PAT Stanines T1 and T4



■ Y6 T1
 ■ Y6 T4
 — Norm