



Northland School Board of Trustees

Minutes/Ngā Meneti

25th August 2021

Student Achievement

Board

Andrew Royle (AR), Jeremy Seed (JS), Kate Jorgenson (KJ), Trevor Just (TJ), Justin Parker (JP), John Locker (JL), Jono Weir (JW), Emma Chapman (EC) Staff representative, Andrea Peetz (AP) (Principal),

In attendance

Jane Batchelor (JB), Judith Urry (JU)
Christina Young- Board Secretary

Apologies Jeremy Seed (JS)

Duration

7:15pm start and finished at 8.30pm

AR thanked everyone for making time for the meeting given circumstances with covid. The focus of the meeting is to share the Mid-Year Progress and Achievement report. Taken as read.

AP thanked everyone for sending through questions prior to the meeting and these will be covered through discussion. The report provides aggregated data for Writing, Reading and Maths. The report is about progress and achievement in a point of time being July. The reason for the end of year data and mid-year data is to show progress from one period to another. We wouldn't normally compare end of year results to mid-year results. Early next year you will receive a report comparing End of year 2022 to End of year 2021. In August next year you will receive a report comparing Mid-year next 2022 and Mid-year 2021.

All reporting is based on curriculum levels now, no longer National Standards. Prior to last year all of the data in the school was based on 10 years of national standards so we now need to start with a new data set based on curriculum levels. Therefore comparative data will be based on data since 2020. We will work towards longitudinal comparisons over time.

Overall all our students continue to progress and achieve well in all areas. We have noticed a significant improvement over a short period of time and this is pleasing. Effective teaching continues to be provided and the early identification of children who may require extra

intervention. We are tracking our priority learners and can see progress and are providing support to ensure they have success, and adapting how evidence is gathered to inform our decisions regarding the curriculum level individuals are working within.

2. Whole School Curriculum Levels

2.1 Writing

The majority of students are progressing well.

Overall in July 92% of all students were achieving at or above the expected curriculum level in Writing and 80% of our Māori students were achieving at or above the expected curriculum level in Writing.

Time frames for all students are very different. It takes three years to get to a confident level at level 1 of the curriculum. It's at year 3 rather than year 1 that you see if students are behind or not. Discussion on the importance of connecting with ECE's and noticing the readiness for school is important. We believe the play based approach to learning alleviates stress for parents and children.

2.2 Reading

Overall reading is showing strong results across the school.

In July 96% of all students were achieving at or above the expected curriculum level in Reading and 92% of our Māori students were achieving at or above the expected curriculum level.

Reading and Writing go hand in hand. We can use the reading in our programmes to support writing. For some students reading is adapted for dyslexia, processing skills, vision or memory/recall. Teachers are adjusting their teaching to support those children. We can be certain that children who are struggling are students we have already identified and are being supported by Teacher Aide programmes and small group work on areas that need to be targeted.

2.3 Maths

Overall maths shows a similar level of achievement across the school. In July 95% of all students are achieving at or above the expected curriculum level and 76% of our Māori students are achieving at or above the expected curriculum level.

The work we are doing on the Hautu tool and learning from Ka Hikitia on success as Maori are important. We need to put more funds towards upskilling teachers in this area and having more conversations about this with our Whanau hui to share how we can best support them to support their students.

For some of our students there is a significant difference in attendance, vulnerable families, emotional and behavioural needs that are a barrier to learning. Despite these factors our priority learners are making good progress, enjoying school and are supported.

The results for our Māori students overall are very good compared to the national picture.

ALIM (Accelerated Learning In Maths) - this is a programme that has come from the ministry to

support students. We've had a number of children go through this programme. For the majority of students it works really well, some other students have not accelerated as much as we would like. One thing that came out of this programme is Talk Moves. Talk Moves are sentence starters that children can use in the conversation around maths - 'maths thinking'. This has helped children with their confidence. EC reiterated that Talk Moves - has worked across the curriculum and we are seeing benefits in literacy as well.

Numicon is another approach to maths that involves tactile equipment, conversations to show patterns and relationships. This is proving to be successful for a variety of learners and we are training staff how to use this equipment and approach so it becomes another option for learners. Not sure how many Māori students have been through it. There are a couple of Māori children that this did not work for so this was stopped for them.

3. 2021 Identified Target Group Progress

The identified target focus groups in writing and maths show progress since the end of last year. The actions planned to achieve targets have been reviewed and adapted to ensure that Teacher Aide support is specific and students can be successful. There are a variety of supports and different options provided to engage students with learning, rather than a one-size fits all approach. All of these students have made some progress, however need a different time frame to meet the expected curriculum level. Students who were not meeting expectations are identified on our Learning support database. Support programmes or adapted tasks are put in place to cater for individual needs through differentiated tasks, flexible groupings, external tutoring, LEXIA, ALim, and deliberate small group targeted teaching.

At this time of the year, 7 students have shown accelerated progress in writing and 12 students have shown accelerated progress in maths. The focus for the remainder of the year for these students is to maintain their confidence, regular use of strategies and reinforce their understanding so they remain at the expected level at the end of the year. This is very pleasing progress for those identified at the beginning of the year as needing extra support and different approaches to teaching.

3.1 Writing

There is a difference between girls and boys which is a national trend. We need to look at our engagement with boys across the curriculum. There are lots of other ways we could look at this including connecting to authentic learning opportunities. When we say there is movement with these children it is not necessarily an entire curriculum level but there is movement when we look at the criteria which we use for our moderation. Teachers take time to look at a variety of evidence, observe children as they work and talk about learning to make decisions based on criteria of skills, knowledge and understanding.

ACTION: AP to send out criteria

3.2 Maths

Some of the children who have improved in this data have been part of the ALIM project which is satisfying. Maths is the area nationally that children's self-esteem is so attached to whether they are mathematical or not. ALIM focuses on showing children they can work in that way rather than actually doing the maths. Dispositions to being a mathematician rather than getting

the answers correct. By the end of the year all of these children should have moved quite significantly in their writing and maths.

4. Student View of Learning (Holistic)

We wanted to give you a brief overview to get a sense of what the kids think about their learning. There are some measures that are looked at by NZCER (National Council for Education Research) about how we measure how students see themselves as learners. The holistic part matters as at some point our children will need to be independent learners so we need to show what they can do on their own, not just when the teacher is there. As a school we would like to involve our students more in talking about learning from their perspective.

5. 2021 PAT Results and Analysis

These results and this information supports the curriculum levels so it's not a completely separate thing. A PAT test is one test, in one moment of time and only one sample of evidence. Northland school is compared to other schools 'like us' i.e. decile 10 and full primary. We completed these in Term 2 rather than Term 1 so the teachers had time to get to know the children first. We can decide to do PAT tests anytime across the year which is quite a shift for the community and teachers.

A discussion on the reason behind identifying different groups to complete PAT's provided insight to the purpose for tests and the use of the information. The majority of PAT tests are from the middle band of the cohort. Some of the lower achieving kids wouldn't be able to read the tests. Some of the high achieving students get stressed out about the PAT test and so they don't complete it - this gives false results and doesn't show how they can perform to their best, therefore the PAT's on their own, as with any assessment don't provide the full picture.

Andrea confirmed that Teachers are confident with the variety of information they are gathering to give a good picture of individuals ability and next steps for learning. A test often only confirms what we know and can be really stressful for some children. We agreed that there are problems with all tools and no tool is a perfect measure. Graphs were explained for ease of understanding how Northland compares against the National norm.

AP commented we can send questions like this through to NCER. In regards to listening comprehension assessments are different to how it used to be. There is good research that shows the benefit of reading out loud to children helps with listening comprehension. EC commented that reading out loud is something we do regularly and in junior school this is a core part of literacy.

This shows if we were to only use PATs we would be missing out on a lot of information. There are other tests we could be doing but need to question why we would use these.

AP - To conclude, the key things we need to get out to the community is that progress has been made and students at Northland continue to perform well in relation to the National norms and in relation to the expected curriculum levels for cohorts. The ILE (Innovative Learning Space) space is requiring teachers to adapt to different ways of working with colleagues and adapt teaching approaches. Going forward we would like to extend the budget for PD for teachers around students who are performing really well. We would like to deepen their understanding of

how to look at content from different perspectives and increase opportunities for challenges. Hautu tool - continue the conversation we are having and involve Bob more in these conversations. Also involve parents and students in our Whanau hui to connect with learning together- options could be after school events or opening up the school in the evenings for parents? Another support from the board that would be helpful is to encourage parents to ask if they want more information on learning and progress. It may not be clear that a parent can talk to a teacher at any time about their children's progress.

6. Wrap Up

AR had a few wrap up points.

- We need to figure out how to extend this conversation through the next board meetings.

ACTION POINTS:

- Andrea's point of PD and next year's budget has been heard.
- HAUTU tool and Whanau hui, increased engagement with Bob
- Questions John asked through email. Need a longer and ongoing conversation on this.
- Asked for thoughts on the best way to report this information to the community. Assume not much has been done previously. Perhaps through the weekly newsletter or something else? JL commented we need to think about timing of these comms in regards to the survey that is about to go out.
- AP commented that we were going to share the curriculum summary with the community but decided not to communicate this while we are in level 4. This is the start of the parent portal being able to show live reporting.
- AP in the process of organising bubble school for next week.
- TJ commented maintenance quotes are ready to be signed off. This was signed off by the board in April. AR noted the board has already approved this then there's no need to come back to the board on it.

AR thanked Andrea, Jane and Judith for the report, this is hugely appreciated and the combined information shows a more holistic approach to learning and the emphasis on the need for a variety of assessments, longitudinal tracking and providing detail for the board on teaching and learning.