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**Mid - Year Overall Teacher Judgements: English Medium Strands 2023**

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| --- | --- | --- | --- | --- | --- |
| Learning Area | **Well Above** | **Above** | **At** | **Below** | **Well Below** |
| **Reading** | 17% 21 | 11% 14 | 43% 53 | 18% 22 | 10% 12 |
| At to well above expectation: **71%** (88/122 students) **2022: 76%**  Below to well below expectation: **28%** (34/122 students) | | | | | |
| *A drop of 5% since last year’s mid-year results. 5% is equal to 6 children (or 1 child per classroom). With support, reading achievement can shift more quickly than other areas. Recent PAT results indicate it is likely a number of students just below will have lifted their achievement in reading by the end of the year to be “at” expectation.*  *12 of the students who achieved below to well below are receiving MoE learning support funding as their learning needs qualify them for specific assistance. All of the learning needs of these students directly affect their reading achievement. If these students were excluded from the results then 80% of all other students are achieving at or above for reading (including 13 students who are also receiving this support).* | | | | | |
| **Writing** | 8% 10 | 9% 11 | 36% 44 | 29% 35 | 18% 22 |
| At to well above expectation: **53%** (65/122 students) **2022: 64%**  Below to well below expectation: **47%** (57/122 students) | | | | | |
| *This is an 11% drop. The recent recount writing results indicated 69% of students achieved at expectation (or above), however an OTJ is based on a child’s overall ability. While we want this to improve, it does reassure me that teachers are not basing OTJ’s on one assessment. That being said, it will be worthwhile to have a discussion about the difference. Teachers are cautious with their OTJ’s at the start of the year. Are they erring on the side of caution a little too much? We know we have work to do raising writing achievement. This takes time, but I am hopeful the end of year OTJ will be higher and that those students who are “just below” will achieve “at” by the end of the year.*  *17 of the students below to well below are receiving MoE learning support funding. A significant number of them are ESOL and we would not expect them to be writing at expectation.* | | | | | |
| **Mathematics** | 8% 10 | 17% 21 | 37% 45 | 23% 28 | 15% 18 |
| At to well above expectation: **62%** (76/122 students) **2022: 68%**    Below to well below expectation: **38%** (46/122 students) | | | | | |
| *This is a drop of 6% since last year (approximately 7 children). It includes a number of students who teachers describe as “borderline.” As with the other subjects our goal will be to progress those students to “at expectation” by the end of the year and achieve a higher overall percentage at or above in mathematics.* | | | | | |

A drop in overall results is always concerning. We try to understand why results shift and change – up or down – and sometimes there are multiple possibilities. Results have been higher during times when the same staff and teaching programmes were being delivered so as well as looking at our classroom teaching and intervention strategies, we need to be aware of other factors that impact on progress, including:

* Attendance (for your interest I have included an example of this below)
* Loss of learning over the past three years due to Covid-19 (this is not a quick fix when some children lost up to two terms of face to face teaching)
* Class disruptions due to high teacher absences
* Lack of whānau engagement
* Social/emotional issues
* High numbers of learning support students. This year, 19% of English Medium students qualify to receive MoE funding for some form of assistance due to extra learning needs. This includes 15 ESOL students.

**ETHNICITY**

**Māori students:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **READING** | | **WRITING** | | **MATHS** | |
| **At or Above 2023** | **At or above 2022** | **At or Above 2023** | **At or above 2022** | **At or Above 2023** | **At or above 2022** |
| 7/10 (70%) | 5/12 (41%) | 4/10 (40%) | 1/12 (8%) | 5/10 (50%) | 3/12 (25%) |

It is pleasing to see that Māori student achievement in reading is on par with overall achievement, and has improved in other areas, however this also demonstrates how quickly and dramatically results can shift with very small numbers.

**Pacific Peoples Students:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **READING** | | **WRITING** | | **MATHS** | |
| **At or Above 2023** | **At or above 2022** | **At or Above 2023** | **At or above 2022** | **At or Above 2023** | **At or above 2022** |
| 2/7 (29%) | 1/10 (10%) | 2/7 (29%) | 2/10 (20%) | 5/10 (50%) | 1/10 (10%) |

Raising the achievement of Pacific People’s Students remains a focus.

**GENDER**

**Girls and Boys, at or above**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **READING** | | **WRITING** | | **MATHS** | |
| **At or Above 2023** | **At or above 2022** | **At or Above 2023** | **At or above 2022** | **At or Above 2023** | **At or above 2022** |
| **G:** 78% | 71% | **G:** 63% | 59% | **G:** 64% | 61% |
| **B:** 67% | 72% | **B:** 43% | 58% | **B:** 59% | 68% |

In 2023, more girls are achieving *at or above* expectation than boys, compared to last year. Girls have not usually outperformed boys in mathematics. At Otari School we have often seen little difference in reading achievement between boys and girls, and the 11% difference this year equates to 6 girls, therefore again, perspective and context are important with these numbers.

The writing shows quite a discrepancy between boys and girls and is definitely something we are working hard to change.

**YEAR LEVELS:**

Percentage of students *at or above* expectation in each year level from year 2

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Year Level: | **Y2** | **Y3** | **Y4** | **Y5** | **Y6** | **Y7** | **Y8** |
| Reading: | 44 | 65 | 81 | 81 | 69 | 73 | 85 |
| Writing: | 31 | 78 | 51 | 72 | 69 | 27 | 72 |
| Mathematics: | 50 | 43 | 56 | 62 | 84 | 45 | 76 |

While year groups contain small numbers, this is still useful information because we can see the year levels in which most children are not achieving at expectation. These children are in multi-level classes, therefore we need to be mindful of this when reflecting on the teaching or learning programmes. For example, in our senior classes there are year 6, 7 and 8 students. What percentage reflects the teaching and learning in mathematics? 84%, 45% or 76%? In writing at year 7 there are 8/11 students who are not achieving at expectation and 6/13 in year 6. This is why we need to focus on each individual child and all of their needs and challenges. Within a year group there will be children who have had extra challenges that have impacted their learning. These factors can include:

* emotional trauma
* significant missed schooling
* family dysfunction

In all subjects, over 70% of year 8 students are achieving *at or above* expectation.

**Further information about the assessment process**

I will use the **year 6 expectation** at mid year to illustrate how the student’s progress is determined based on where they are working at a particular point in the year. This can change, especially from mid-year, when we are looking more at progress through term 1 and part way through term 2, to the end of year, which is approximately 20 + weeks of further teaching.

Expectation (at) is Basic 3

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Basic**  **at level 2**  WELL BELOW | **Proficient at Level 2**  WELL  BELOW | **Advanced at level 2**  BELOW | Basic at level 3  AT | **Proficient at level 3**  ABOVE | **Advanced at level 3**  WELL  ABOVE | **Basic at level 4**  WELL ABOVE | **Proficient at level 4**  WELL  ABOVE |

I will now focus my attention on the Māori Immersion mid-year results. These will be written up and on the website soon.

Clifford Wicks

August 8 2023