



Tapora Primary School

RD7 Wellsford
Phone (09) 422 1835
Fax (09) 422 1834

Principal: Duncan Ashby

Mission Statement: to equip children to be informed, confident, life long learners.

Tapora School

Annual Report for 2011



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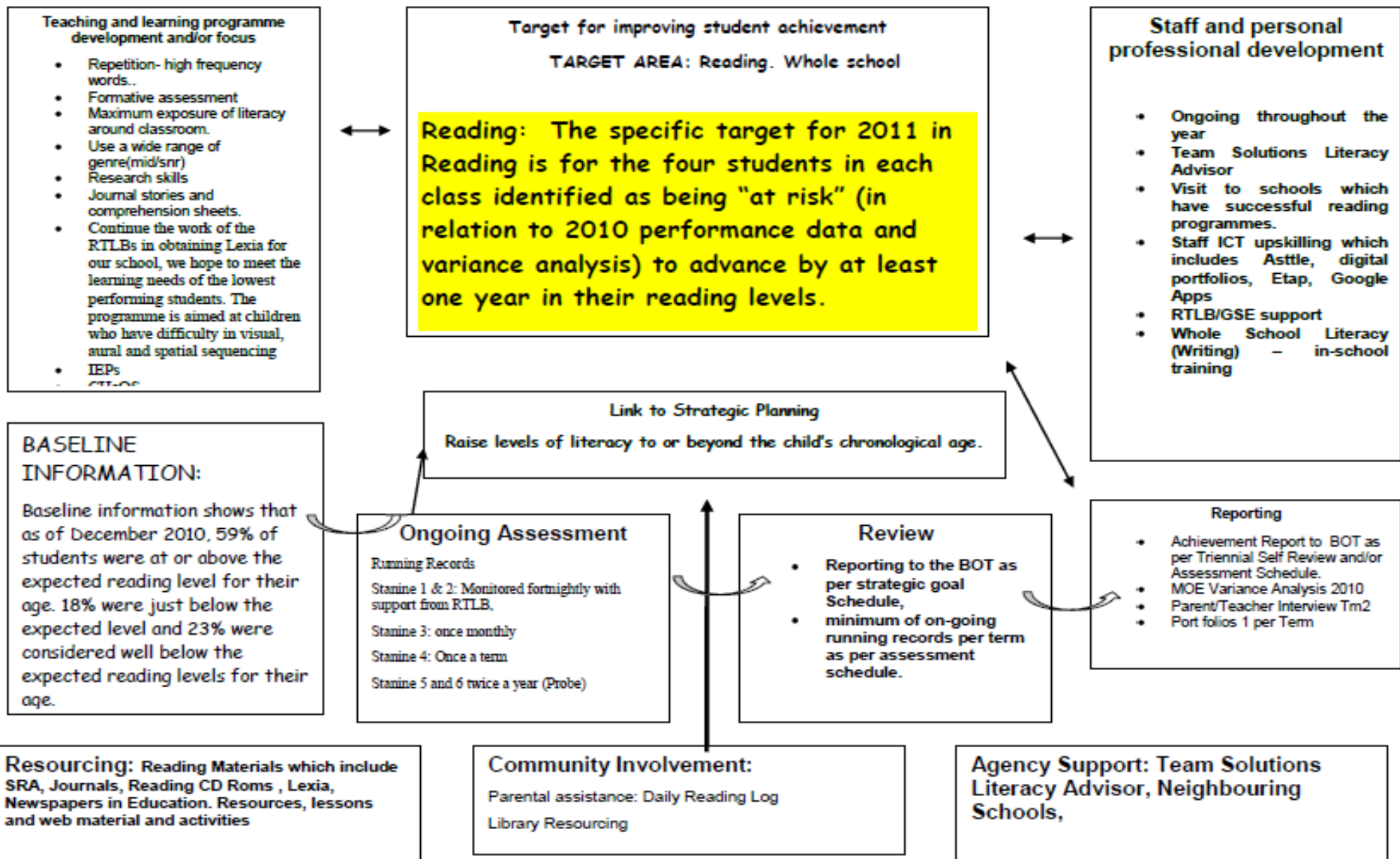
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TAPORA SCHOOL

VARIANCE ANALYSIS REPORT FOR 2011

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BASELINE INFORMATION FROM 2010:

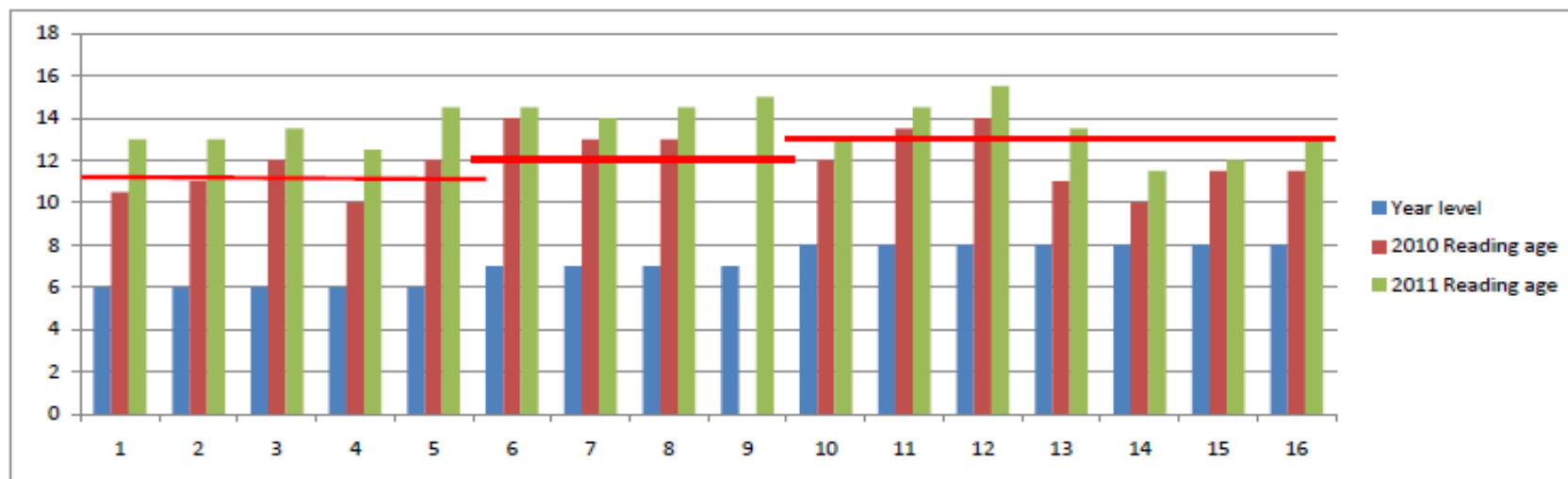
Baseline information shows that as of December 2010, 59% of students were at or above the expected reading level for their age. 18% were just below the expected level and 23% were considered well below the expected reading levels for their age.

GRAPHED STUDENT ACHIEVEMENT DATA FOR READING 2011:

PLEASE NOTE: Students from Year 1 to Year 8 for the 2011 school year have been included in this cohort. Students who started school as new entrants after August 2011, have not been included in this cohort.

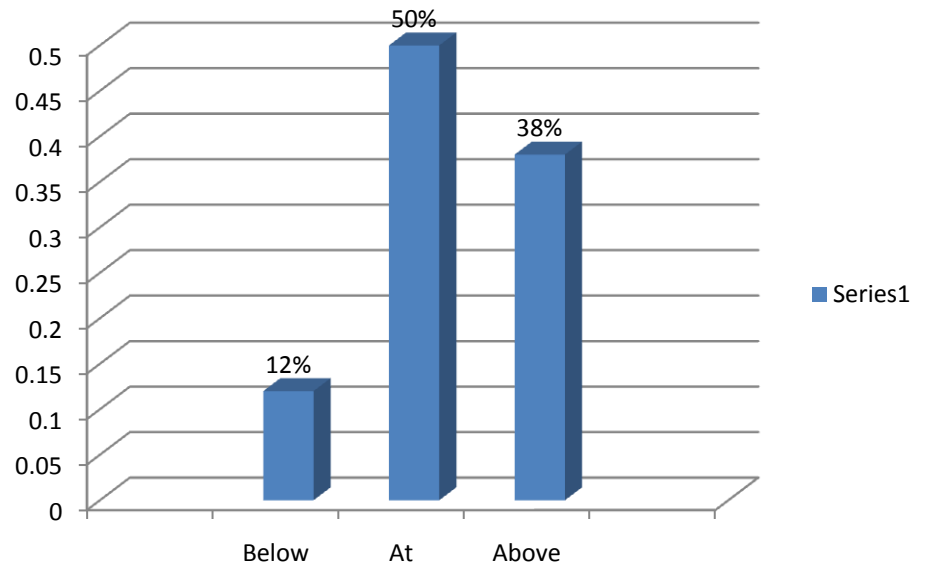
Due to small numbers of Maori students (4 at last roll count) and a small school roll, the collection and reporting of achievement data under Maori ethnicity would lead to individual students being identifiable. Therefore, data collection of this cohort has not been carried out or reported on.

Student progress in Reading Age from EOY 2010 to EOY 2011 based on Running Records.
Room 1 (Y5-8)



Student Achievement in Reading based on asttle assessments Room 1 (Y5-8)

Year level	Nat Std Lvl	Actual Level Based on results and teacher judgment	Below/At/Above
6	3P-3A	4B	Above
6	3P-3A	3A	At
6	3P-3A	4B	Above
6	3P-3A	4P	Above
6	3P-3A	4P	Above
7	4B-4P	4P	At
7	4B-4P	4P	At
7	4B-4P	4P	At
7	4B-4P	4P	Above
8	4P-4A	4A	At
8	4P-4A	3A	below
8	4P-4A	4P	At
8	4P-4A	4P	At
8	4P-4A	5P	Above
8	4P-4A	4P	At
8	4P-4A	3A	Below



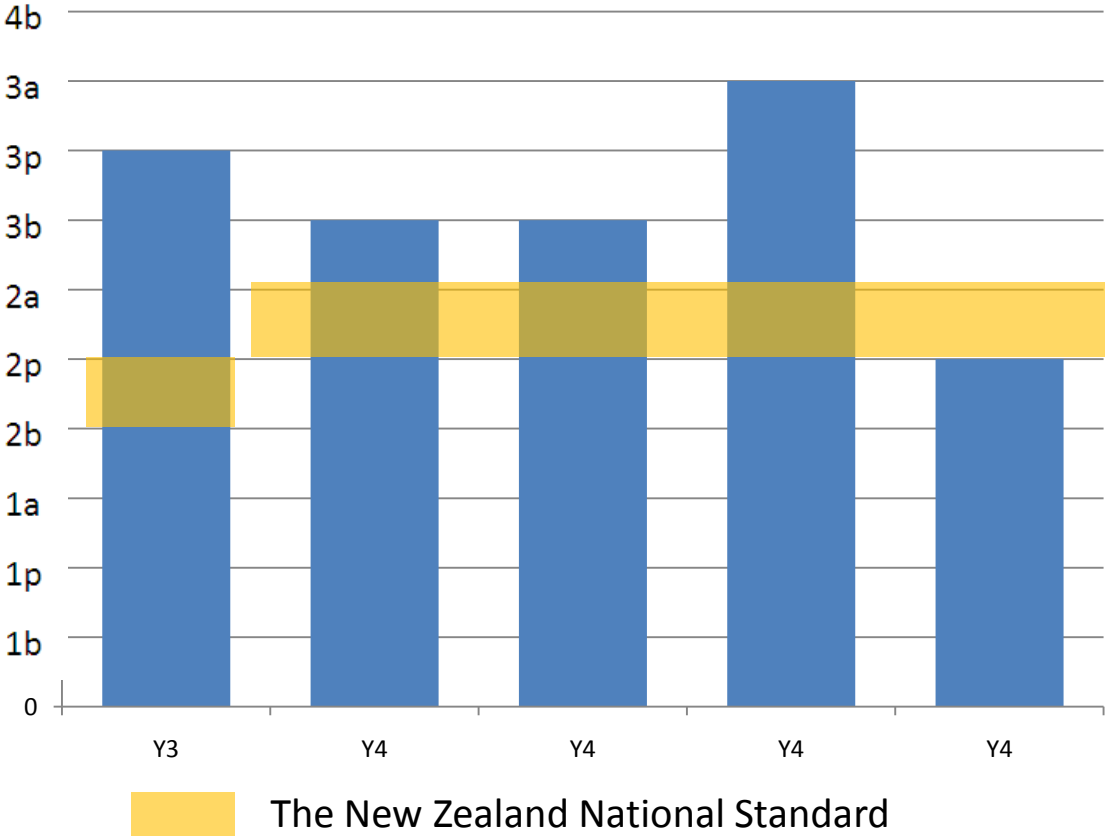
Student Achievement in Reading based on asttle assessments and running records
Room 3 (Y0-4)

Reading As Assessed by Asttle

Most children in this group (Y4 plus one Y3) have reached the NZ National Standard for Reading, according to Asttle, at the end of 2011.

The student below the standard needs extra time with an adult to improve their reading level.

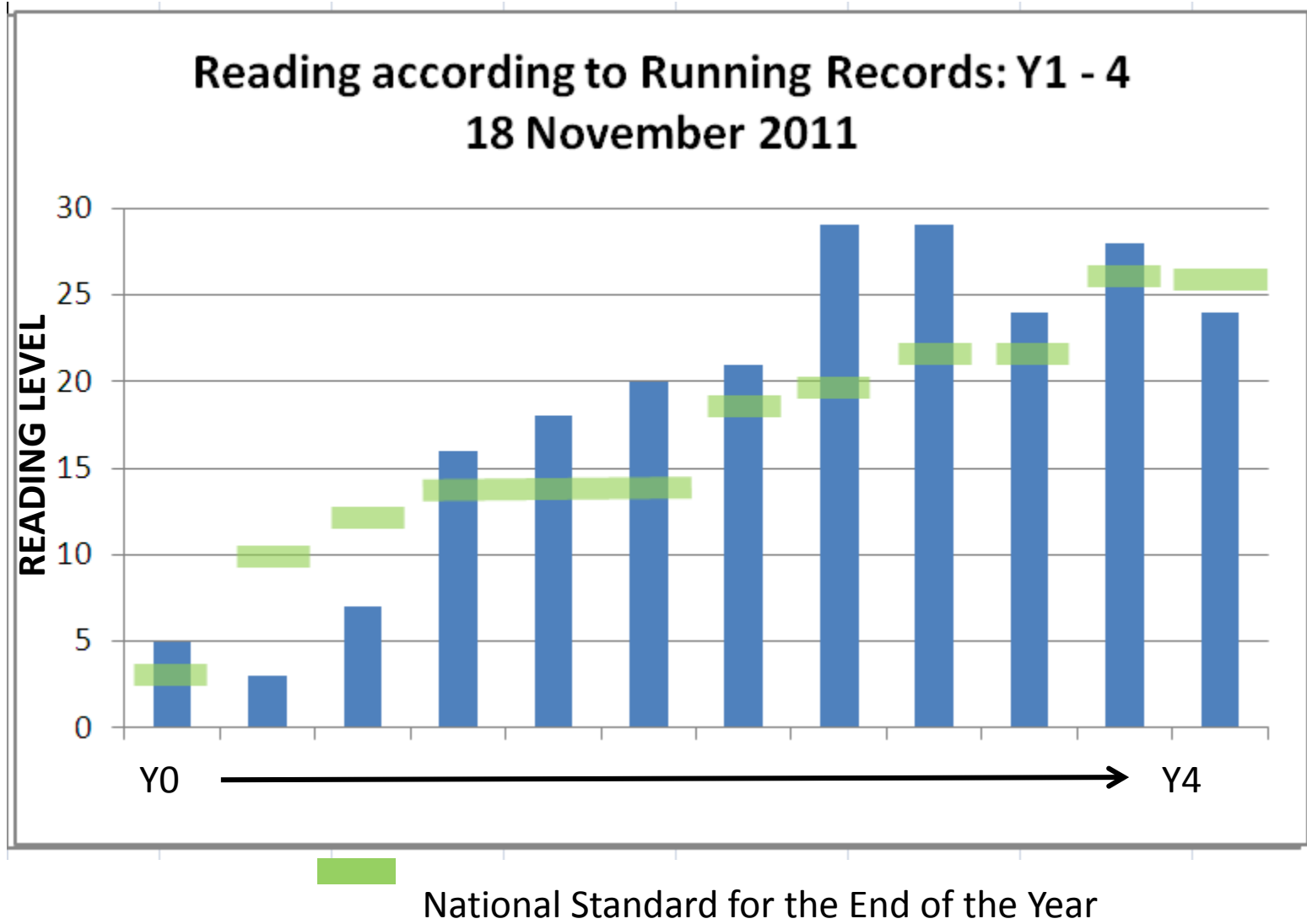
Year 4 and one Year 3
Average Scores in Asttle Reading Tests Term 4 2011



Reading As Assessed by Running Record. November 2011

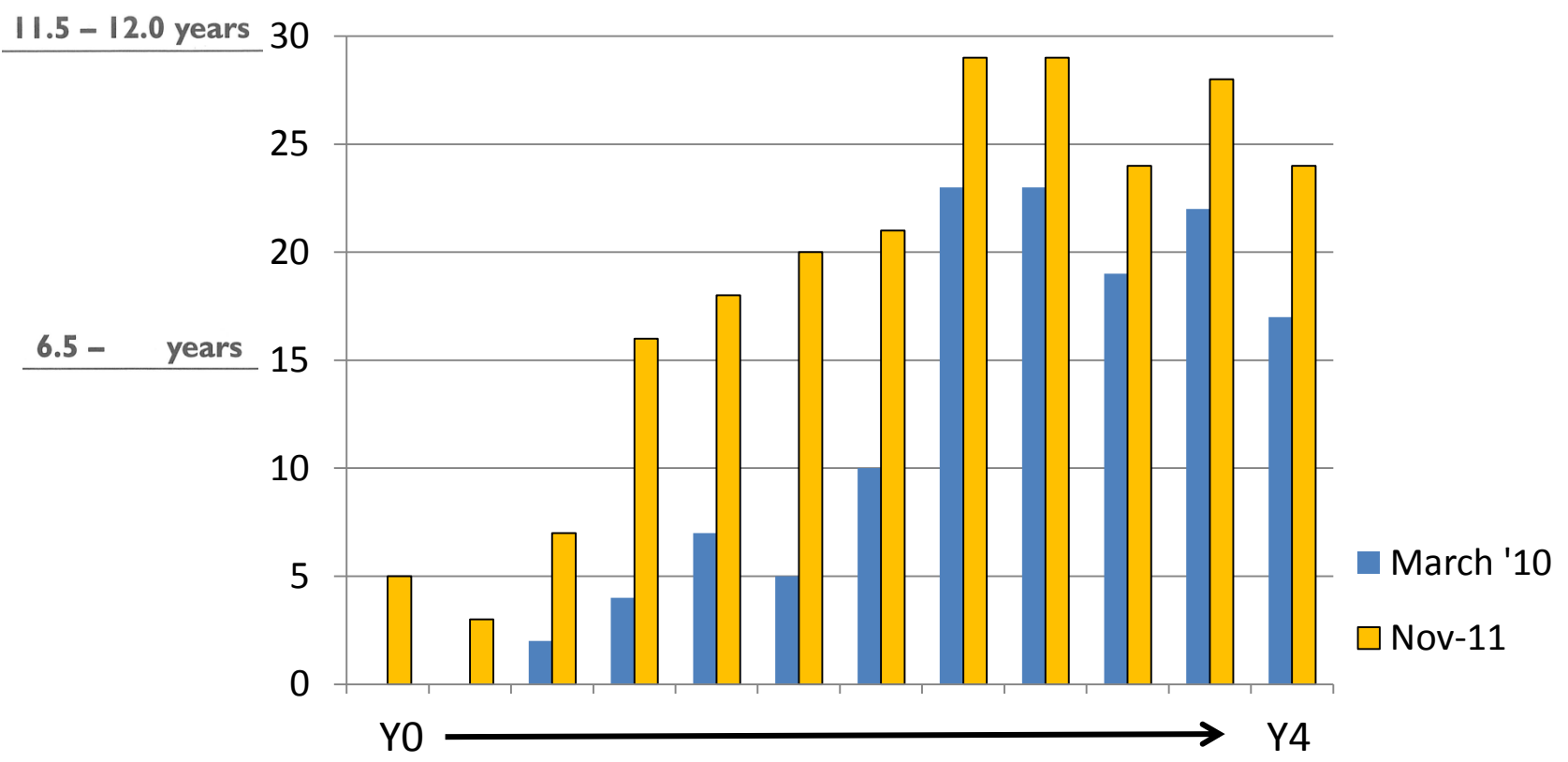
Nine of the twelve children assessed have reached or surpassed the reading level for their ages.

The three children who are below the expected level have improved over the year. (See over.)



Improvement in Reading As Assessed by Running Record. February to November 2011

All children have improved over 2011.



Analysis of Outcomes and Variance: Reading

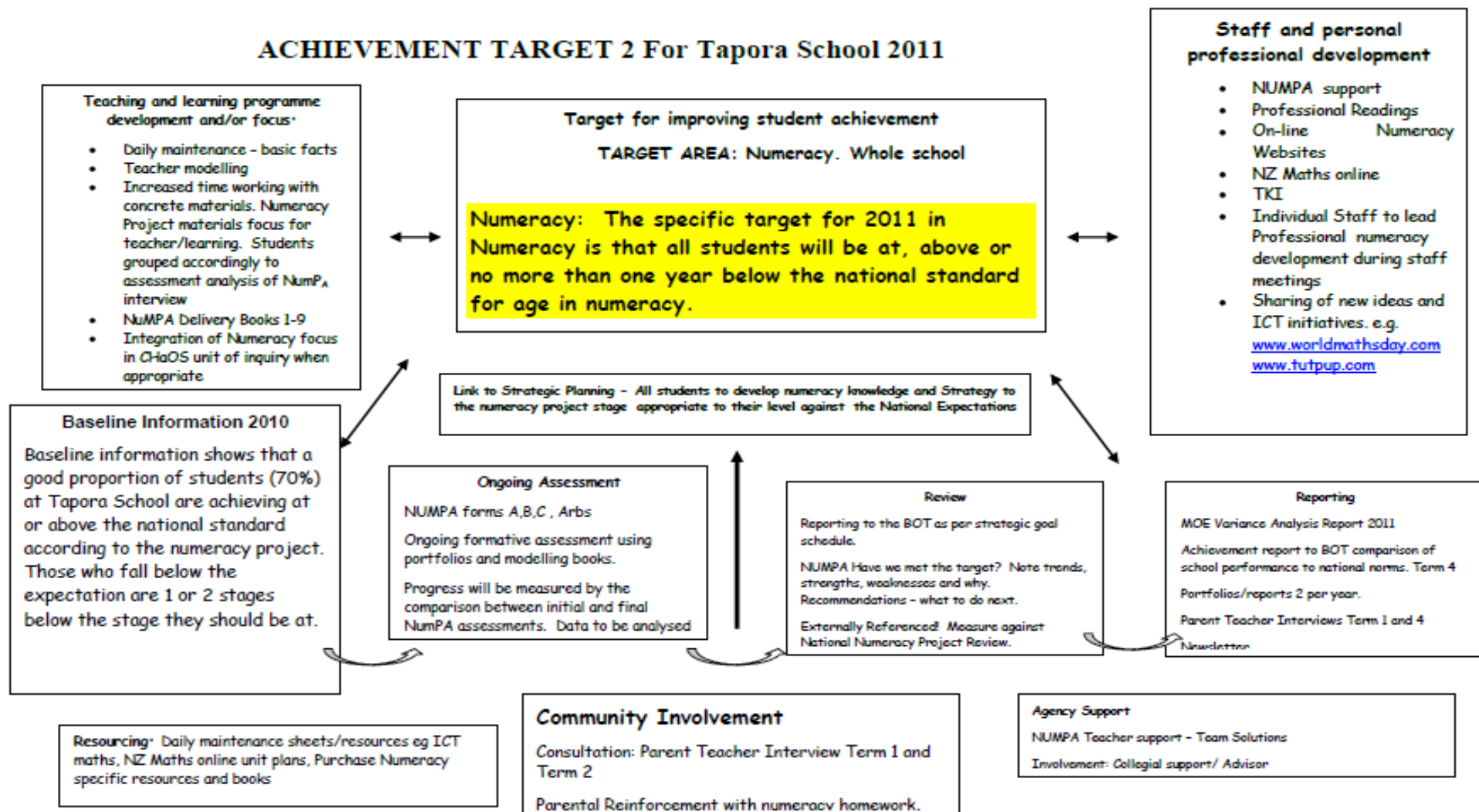
Goal 1: to raise literacy to or beyond the child's chronological age

For the students in each class identified as being "at risk" (in relation to 2010 achievement data and variance analysis) to advance by at least one year level in their reading levels.

Base line	Outcomes	Analysis – reasons for variance	Evaluation: further development
<p>Baseline information shows that as of December 2010, 59% of students were at or above the expected reading level for their age. 18% were just below the expected level and 23% were considered well below the expected reading levels for their age.</p>	<p>Whole School (28 students assessed) Below – 5 (18%) At – 13 (46%) Above 10 (36%)</p> <p>Of the 5 students who have not met the national standard, 2 students are in Year 1 and were not included in the 2010 student cohort from whom baseline data was gathered. These students have made moderate progress, Two other students did advance in their readings levels by at least one equivalent year. The fifth student made progress of 0.5 of a year in terms of reading age 2011. However, results from asttle assessments show progress from level 2P in November 2010 to 3A in November 2011.</p> <p>Hence, we have achieved our specified achievement target for reading.</p>	<p>3 of the 4 students identified at the start of 2011 as being "at risk" in reading moved to a different school at the end of Term1</p> <p>This shifted the focus of our reading target to aim for all students who were not at the national standard to advance by at least one year in their reading levels.</p>	<p>For students who have not yet met the national standards in reading, this will continue to be a teaching and learning focus for 2012 with extra help given where needed.</p> <p>An annual target will be set in next year's annual plan regarding the students who did not achieve at least <i>at</i> the National Standard for reading.</p>

TAPORA SCHOOL VARIANCE ANALYSIS REPORT FOR 2011

ACHIEVEMENT TARGET 2 For Tapora School 2011



BASELINE INFORMATION FROM 2010:

Baseline information shows that a good proportion of students (70%) at Tapora School are achieving at or above the national standard according to the numeracy project. Those who fall below the expectation are 1 or 2 stages below the stage they should be at.

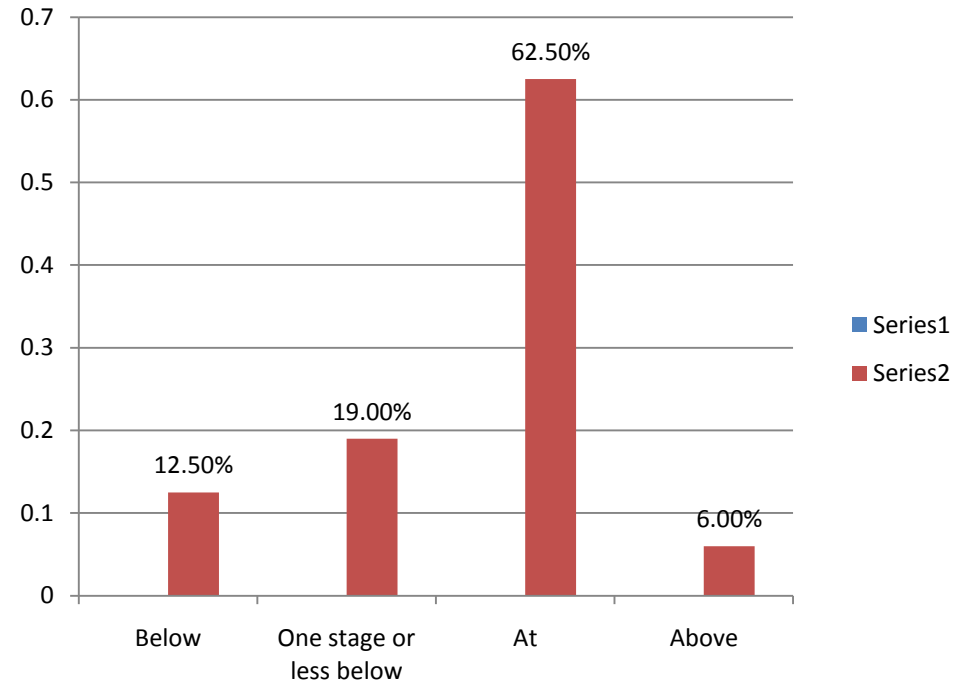
GRAPHED STUDENT ACHIEVEMENT DATA FOR NUMERACY 2011:

PLEASE NOTE: Students from Year 1 to Year 8 for the 2011 school year have been included in this cohort. Students who started school as new entrants after August 2011, have not been included in this cohort.

Due to small numbers of Maori students (4 at last roll count) and a small school roll, the collection and reporting of achievement data under Maori ethnicity would lead to individual students being identifiable. Therefore, data collection of this cohort has not been carried out or reported on.

Student Achievement in numeracy to EOY 2011 against national standards and based on Numeracy Interview and teacher judgement. Room 1 (Y5-8)

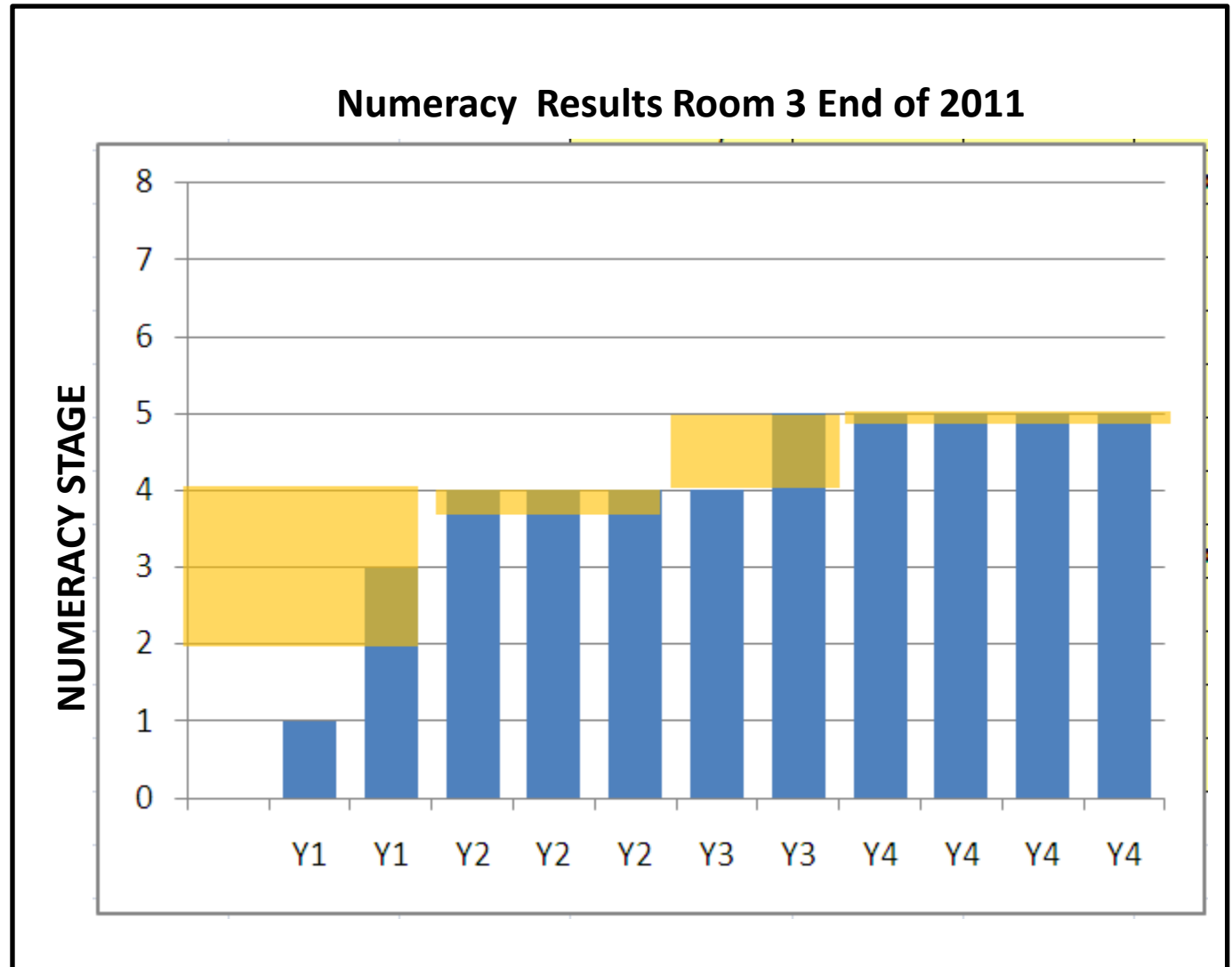
Year level	Nat Std numeracy stage	Actual Stage	
6	6	6	At
6	6	6	At
6	6	6	At
6	6	6	At
6	6	6	At
7	6-7	7	above
7	6-7	6	At
7	6-7	6	At
7	6-7	5-6	Below (regular absences from school)
8	7	7	At
8	7	7	At
8	7	7	At
8	7	6	1 stage/year below
8	7	6	1 stage/year below
8	7	6	1 stage/year below
8	7	3	Well below. Student on an IEP



Student Achievement in numeracy to EOY 2011 against national standards and based on Numeracy Interview and teacher judgement. Room 3 (Y1-4)

Nearly all children in Room 3 have reached the NZ National Standard for Numeracy at the end of 2011.

The one child who has not reached it is having some difficulty in all areas of learning and is in their first year of school. This child has made progress over the year.



 The New Zealand National Standard

Analysis of Outcomes and Variance: Numeracy

Goal 2: All students to develop numeracy knowledge and Strategy to the numeracy project stage, appropriate to their level against the National Expectations.

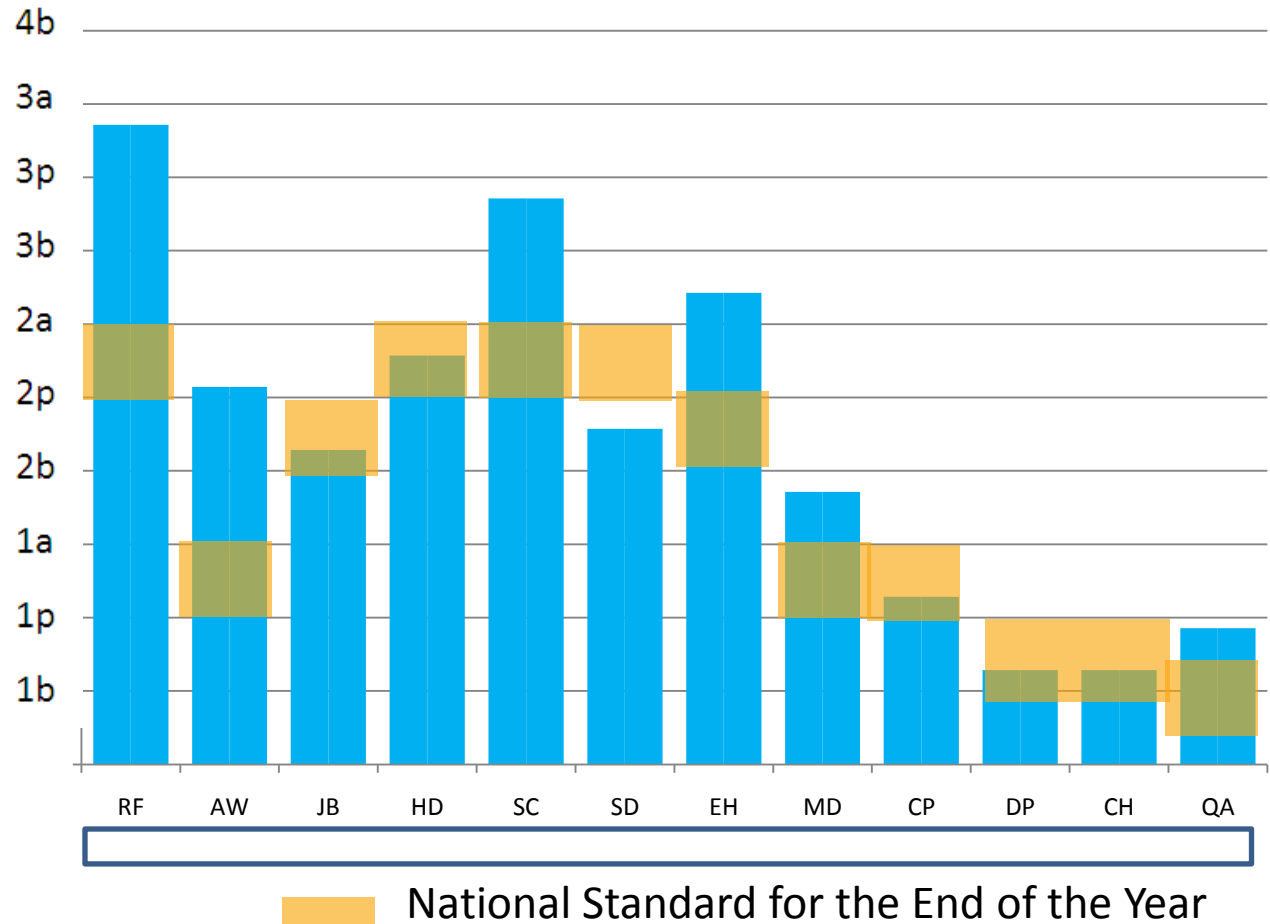
All students will be at, above or no more than one year below the national standard for age in numeracy.

Base line	Outcomes	Analysis – reasons for variance	Evaluation: further development
<p>Baseline information shows that a good proportion of students (70%) at Tapora School are achieving at or above the national standard according to the numeracy project. Those who fall below the expectation are 1 or 2 stages below the stage they should be at.</p>	<p>Whole School (27students assessed Year 0 student not included) Below – 3 (11%) One stage or less below –3 (11%) At – 20 (74%) Above 1 (4%)</p> <p>Hence, we have not achieved our specified achievement target for numeracy.</p>	<p>Of the 3 students who are more than one stage below the national standard in numeracy, one student is having some difficulty in all areas of learning and is in their first year of school. This child has made modest progress over the year. Another student has an IEP and numeracy is an area of difficulty. The third student has had a large number of absences both explained and unexplained. These absences have been of concern throughout the year and discussed with the student's parents. While the parent made an undertaking in the middle part of the year to increase their child's attendance, we have seen little improvement and this is an area for further discussion in both the student report to parents and in future discussion with the parents of the student.</p>	<p>An area of focus for 2012 will be to ensure that new entrants and Year 1 students have the programme in place to allow for continuous and expedited progress in their first year of schooling.</p> <p>An annual target will be set in next year's annual plan regarding the students who did not achieve at least <i>at</i> the National Standard for numeracy.</p> <p>Where student absences continue to be of concern and are to the detriment of a students' learning and progress, further action may need to be taken.</p> <p>Where at all possible and where appropriate, a greater emphasis will be placed on <u>all</u> students reaching the national standard s for numeracy in 2012</p>

Student Achievement in writing to EOY 2011 against national standards and based on Asttle assessments and teacher judgement. Room 3 (Y1-4)

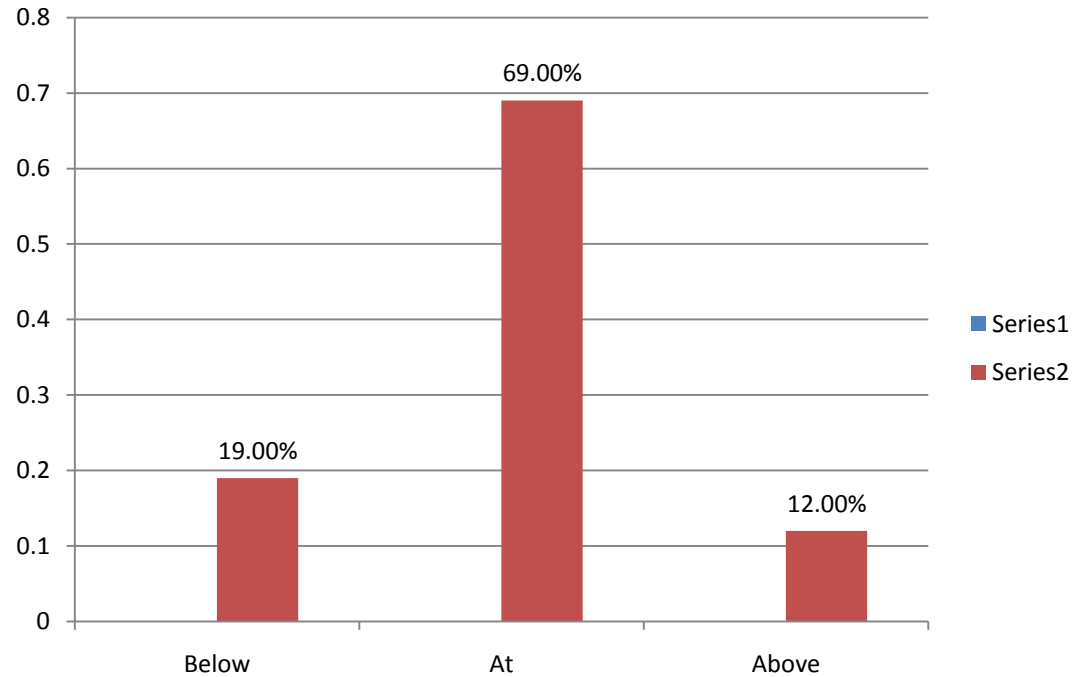
November 2011

Nearly all children have reached the National Standard in writing. We are lucky to have three very talented writers in Room 3.



Student Achievement in writing to EOY 2011 against national standards and based on written samples, benchmarks , exemplars and teacher judgement. Room 1 (Y5-8)

Year level	Nat Std literacy level	Actual Level	
6	3P-3A	3A	At
6	3P-3A	3A	At
6	3P-3A	4P	above
6	3P-3A	3A	At
6	3P-3A	3A	At
7	4B-4P	4P	At
7	4B-4P	4A	above
7	4B-4P	4P	At
7	4B-4P	4P	At
8	4P-4A	4P	At
8	4P-4A	3A	Below
8	4P-4A	4P	At
8	4P-4A	3A	Below
8	4P-4A	4A	At
8	4P-4A	4P	At
8	4P-4A	2P	Below



Student Achievement in writing to EOY 2011 Whole School Cohort (28 students assessed)

Below	4	(14%)
At	18	(64%)
Above	6	(22%)



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Reporting against NAG 2A (c)

School level data 2010/2011 showing
progress and achievement in relation to
National Standards for Reading, Writing
and Mathematics from OTJ's in
November 2010/2011

School-level data for 2010/11 showing progress and achievement in relation to the National Standards for reading obtained from overall teacher judgements in November 2010/2011. Please note, in due to the small numbers of students involved and in order to protect the privacy of individuals, student data by ethnicity (i.e. Maori students) nor year level have been included in this table.

	Year (The total number of students in each category and where available are provided in brackets)	Well below	Below	At	Above
All students	2011 (28)	0 (0%)	5 (18%)	13 (46%)	10 (36%)
	2010 (34)	15 (44%)		6 (17%)	13 (39%)
Male students	2011 (13)	0 (0%)	3 (23%)	6 (46%)	4 (31%)
	2010 (14)	(30%)		(20%)	(50%)
Female students	2011 (15)	0 (0%)	2 (13.3%)	5 (33.3%)	8 (53.3%)
	2010 (20)	(25%)		(25%)	(50%)
Māori students	NA				
Pasifika students	NA				

School-level data for 2010/11 showing progress and achievement in relation to the National Standards for mathematics obtained from overall teacher judgements in November 2010/2011. Please note, due to the small numbers of students involved and in order to protect the privacy of individuals, student data by ethnicity (i.e. Maori students) nor year level have been included in this table.

		Well below	Below	At	Above
	Year <i>(The total number of students in each category and where available are provided in brackets)</i>				
All students	2011 (28)	1 (4%)	6 (21%)	20(71%)	1 (4%)
	2010 (34)	3 (9%)	9 (26%)	11 (32.5%)	11 (32.5%)
Male students	2011 (13)	1 (8%)	2 (15%)	10 (77%)	0 (0%)
	2010 (14)	1 (7%)	3(21%)	4 (36%)	6(43%)
Female students	2011 (15)	0 (0%)	3 (20%)	11 (73%)	1 (7%)
	2010 (20)	2 (10%)	6 (30%)	7 (35%)	5(25%)
Māori students	NA				
Pasifika students	NA				

School-level data for 2010/11 showing progress and achievement in relation to the National Standards for writing obtained from overall teacher judgements in November 2010/2011. Please note, due to the small numbers of students involved and in order to protect the privacy of individuals, student data by ethnicity (i.e. Maori students) nor year level have been included in this table.

	Year (The total number of students in each category and where available are provided in brackets)	Well below	Below	At	Above
All students	2011 (28)	1 (4%)	3 (11%)	18 (64%)	6 (21%)
	2010 (34)	3 (9%)	12 (35%)	11 (32%)	8 (24%)
Male students	2011 (13)	1 (8%)	2 (15%)	7 (54%)	3 (23%)
	2010 (14)	2 (14%)	7 (50%)	4 (30%)	1 (6%)
Female students	2011 (15)	0 (0%)	1 (7%)	11 (73%)	3 (20%)
	2010 (20)	1 (5%)	5 (29%)	7 (33%)	7 (33%)
Māori students	NA				
Pasifika students	NA				



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Reporting against NAG 2A (b)

School level National Standards data
2011 under the headings:

1. School strengths and identified areas for improvement
2. The basis for identifying areas for improvement
3. Planned actions for lifting achievement

Tapora School: Areas of strength

- 82% (23/28 students) of our students are progressing and achieving in line with the National Standard in reading, with 10 students achieving *above* and 13 achieving *at* the National Standard. This year's intensive focus on reading and writing in our junior classroom and an integrated approach to reading and writing with our units of inquiry learning (i.e. reading to learn within our inquiry programme) in our senior classroom and a strengthened partnership between teachers, parents and students have all contributed to this great result.
- All of the five students who were *below* the national standard for reading have made progress (a significant shift in relation to National Standards in reading).
- 78% (21/27 students) of our students are progressing and achieving in line with the National Standard in Mathematics, with 20 achieving *at* and 1 achieving *above* the National Standard.
- Of the six students who were *below* the National Standard for Mathematics, 3 students are no more than one stage below the national expected standard.
- The Tapora School Board of Trustees is committed to the school strategic goals and the annual student achievement targets that come from the strategic goals. This is reflected in the funds allocated in the operations budget each year for resourcing and professional development in both numeracy and literacy teaching and learning.

Tapora School: Areas for improvement

- 23% (3/13) of male students are achieving *below* the National Standard for **Reading**. However, 2 of these students will move onto secondary education in 2012.
- 25% (7/28) of students are achieving *well below* (1/28) or *below* (6/20) the National Standard for **Mathematics**.
- 21% (6/28) of students achieved *above* the National Standard for **Mathematics**. We believe that it is a realistic goal for 2012 to strive for a higher proportion of students to be achieving *above* the National Standard and this will be reflected in our revised 2012 student achievement target for Mathematics. More challenging goal setting and support for students will be a focus for next year. Professional development for teachers on effective teaching strategies and programmes in raising achievement in mathematics and numeracy will also be sought and undertaken.
- 15% (4/28) students are achieving *well below* (1/28) or *below* (3/28) the National Standard for **Writing**. While 3 of these students will move onto secondary education in 2012, the Principal, teachers and the Board of Trustees feel that all students would benefit by having writing as a targeted focus for 2012.

Tapora School: basis for identifying the areas for improvement

the data and analysis considered when identifying areas for improvement included:

- School wide achievement data for National Standards in reading, writing and mathematics. This data was broken down by gender as well as compared with similar data from 2010. NB, data was not broken down by ethnicity in order to protect the privacy of individual students.
- Variance analysis of 2011 achievement targets in numeracy and reading and comparison with actual achievement data.

Tapora School: Planned actions for improvement

After analysing the areas for improvement from the analysis of variance and the school-level National Standards data we have identified our board needs to improve student progress and achievement in the National Standard for mathematics and writing. To achieve this we have developed the following strategic goals and student achievement targets, including planned actions to achieve these. The student achievement targets and the relative plans of action are included in the 2012 Tapora School Charter.

Strategic Goals 2012

1. **Raise levels of literacy to or beyond the child's chronological age.**
2. **All students to develop numeracy knowledge and Strategy to the numeracy project stage, appropriate to their level against the National Expectations.**
3. **Through involvement in authentic learning opportunities, students will develop in their learning habits, in their self-management (in setting and meeting their goals) in their thinking strategies, and in their capacity to use problem-solving and experimentation strategies, and in their abilities to use information technologies.**

2012 Student Achievement Targets

1. All students will be achieving *at or above* the National Standard in writing or (if not) will have made progress by at least one literacy level in writing by the end of 2012.
2. All students will be achieving *at or above* the National Standard in mathematics or (if not) will have made progress by at least one numeracy stage by the end of 2012.

Annual Report Undertaking :

This 2011 Annual Report was discussed and ratified by the Tapura School Board of Trustees on 14th February 2012 and will be submitted as part of the requirements for the 2011 annual audit.

Chairperson, Board of Trustees

Date

Consultation process :

This document was reviewed by staff and the Board of Trustees during proceedings in the following meetings:

Staff consultation and discussion of 2011 student achievement data and student achievement targets for 2012: Whole Staff Meeting:

26th January 2012

Board of Trustees Review and Consultation: Board of Trustees Meeting February 14th 2012