**National Standards NAG2A(b) Commentary Reporting**

## Schools that use *The New Zealand Curriculum* for their students in years 1 to 8 must use this template to report school-level data on National Standards.

**Important please note:** **Do not** include any information in this template that will result in an individual student or their achievement being identified. In cases where a cohort is less than four students **you should not** specify ethnic groups or group breakdowns in order to prevent breaching the privacy of individuals.

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| **Date:** | **21/02/2017** |  | |
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| **School Name:** | **St John’s School, Ranfurly** | **School Number:** | **3824** |
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| **NAG2A (b)(i) Areas of Strength** | | | |
| **National Standard area(s):** | | | |
| **Discussion**: Maths is the area of strength and this is due to initiatives that have been introduced, i.e. staff being part of ALIM 2 professional development programme, ability grouping in Maths, curriculum review of Maths and its delivery, integration of strand Maths. We also have a strong Mathematics teacher who leads us in this curriculum area.  We cannot provide any specific numbers or percentages due to most cohorts being less than 4 students, but the number of children at or above is 84.5% compared with the Otago average of 79.7% in 2015 and the National average of 75.5% in 2015. | | | |
| **NAG2A (b)(i) Areas for Improvement** | | | |
| **National Standard area(s):** | | | |
| **Discussion**: Boys writing: 36.4% of boys were below or well below compared to 12% of girls.  Boys reading: 33.3% of boys were below or well below compared to 20% of girls.  We identified 2 areas of improvement:  a) In writing, end of Year 5 is a particular area for improvement.  b) In reading, after 1 year at school, is another area for improvement. | | | |

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| **NAG2A (b)(ii) Basis for Identifying Areas for Improvement** |
| **Discussion**: We identified boys’ literacy as an area for improvement and acceleration because of the results of our 2016 National Standards. Data shows that in 2016, a total of 74.1% of children were at or above in writing. In 2015 this was 80.7% so a marked decrease. In 2015 19.3% of children were below or well below in writing and this increased in 2016 to 25.8% below or well below. Included in this figure is 36.4% boys who scored below or well below in 2016 compared to 12% of girls below.  Reading results show a similar trend with 33.3% of boys reading below or well below the National Standard at the end of 2016, compared to 20% of girls.  These results have caused us concern.  Results of the following also attributed to us identifying boys’ literacy as a priority area for 2017:  -classroom writing samples  -e-asTTle writing results mid-year and end of year  -writing in all curriculum areas  -PROBE/P.M. benchmark reading testing mid-year and end of year.  -classroom reading  -teacher observations and discussions. |
| **NAG2A (b)(iii) Planned Actions for Lifting Achievement** |
| **Discussion**: -participation in Community of Learning Accelerated Learning in Literacy professional development programme  -purchasing high-interest, low-levelled resources for boys, including, appropriately levelled non-fiction resources  -focus on science throughout the year and include weekly science experiments that lead into writing  -plan deliberate experiences to increase motivation for writing  -introduce DEAR time – Drop Everything And Read  -hold a Parent Literacy Evening in Term 1 to educate our parents on how to support school learning  -involve parents in classroom reading programmes  -school wide topics for the year to focus on “boy-friendly” themes, to help engage and motivate writing and reading  -goal-setting by students – building their understanding of where they are currently at and developing an action plan to improve their skill development. |
| **NAG2A (b) (iv) Progress Statement** |
| **Discussion**:  In reading there was a slight increase from 2015 to 2016 in the percentage of children at or above the National Standards in Reading (0.5%) and Maths (0.3%).  In writing there was a decrease in children at or above the National Standard, as mentioned previously, and this has reiterated that the literacy area is an area for improvement in 2017. We have been accepted into the ALL programme and hope that this, along with the curriculum focus and topic integration will help motivate and engage all students (particularly boys) and will increase the number of children at or above the National Standards in reading and writing at the end of 2017. |