



TOKOMARU SCHOOL



2019 Student
Achievement

Community Booklet

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Tokomaru School student achievement for 2019

This report has been prepared for the Tokomaru School community and in particular for the parents and whanau of students who attend Tokomaru School. It contains information about student achievement in Reading, Writing, Maths and Attendance.

Tokomaru School has a strong focus on Literacy and Numeracy, as well as continuing to strengthen our Learner Pathway; The Toko Train. A significant part of each day is timetabled for the teaching and learning of skills in Literacy and Numeracy. These areas are underpinned by the skills being developed by our students as they travel along the Learner Pathway. Additionally, the main focus of staff professional development in the last few years has been in all three of these areas, as well as in the area of Wellbeing. In 2020 we will extend this work to include Hauora and Cultural Competencies.

In each of the core learning areas, teachers have developed a clear set of expectations for student achievement. These expectations are part of our Tokomaru Curriculum Delivery Document, and are drawn from the New Zealand Curriculum and the wants and needs of our growing community. Our expectations are consistent and in line with **National Curriculum Level Expectations** (we no longer refer to the National Standards).

Information in this report is given for the whole school and priority groups identified by the Ministry of Education which include Maori and Pasifika. This is only a summary report of our achievement and each subject has an in-depth report analysing this data and identifying what we intend to do in 2020 to continue to raise achievement in Literacy and Numeracy. Some data has been redacted due to small cohorts (to avoid children being identified).

Sonia Mudgway

Principal

2019 READING ACHIEVEMENT



	Above Expectation	Within Expectation	At Risk	Of Concern
Whole School	25.3%	53.5%	20.2%	1%
Maori	15%	54%	22%	
Pasifika				
Male	20%	60%	20%	
Female	31%	47%	20%	1%

Key: Above (Above), Within (At), At Risk (Below), Of Concern (Well Below) (previous NS terminology in brackets)

End of Year Summary

- **79.5%** of all children are Reading **Within / Above Expectation (78 students)**. We have **25 students** who are working **Above**.
- **69.2%** of our **Maori** children are Reading **Within / Above Expectation (26 students)**. **Four** of them are working **Above** (and non are 'Of Concern').
- **80%** of **Boys** are Reading **Within / Above Expectation**. **20%** are working **Above**.
- **78%** of **Girls** are Reading **Within / Above Expectation**. **31%** are working **Above**.

Comment

- **79.5%** of our children are Reading **At / Above Expectation**. This is slightly above the National Average of 77.8%. **Achievement for Boys is slightly higher**, which is against national trends.

Implications for 2020

- Looking at the data, we noticed that there were no children achieving Above Expectation in Years 1 or 5 in Reading, although we now have x25 students overall working ABOVE expectation (at Mid-Year we had x15). These children will be in Year 2 and 6 in 2020. We will target those students who are underachieving in our Target Group next year.
- The following programmes and support will continue to be used to support our target students ; RTLB (Resource Teacher of Learning and Behaviour), Early Words 1 & 2, Teacher Aide support, Autopilot, the Phonics Programme, Buddy Reading, Parent Helpers etc.

2019 WRITING ACHIEVEMENT



	Above Expectation	Within Expectation	At Risk	Of Concern
Whole School	5.1%	74.7%	17.2%	3%
Maori	4%	73%	23%	
Pasifika				
Male	2%	74%	19%	5%
Female	9%	76%	15%	

Key: Above (Above), Within (At), At Risk (Below), Of Concern (Well Below) (previous NS terminology in brackets)

End of Year Summary

- **79.8%** of our children are Writing **Within / Above Expectation** 5.1% are working **Above**.
- **74%** of our **Maori** children are Writing **Within / Above Expectation**. **4%** are working **Above**.
- **76%** of **Boys** are Writing **Within / Above Expectation**; a huge increase from 2018 (when it was 59%)
- **85%** of **Girls** are Writing **Within / Above Expectation**.
- There are no 'Of Concern' students in Years 1-5.

Comment

79.8% of our children are Writing **Within / Above Expectation**. This is higher than the National Average of 71.2%. Achievement for Girls is significantly higher; which is also reflected nationally. Maori children achieved similar success as their European peers. This is opposite to the national trend.

Implications for 2020

- We have seen significant shifts in data since 2018; when we fell well below the National Average for Writing.
- Teachers will continue to gather samples of writing and go through a formal moderation process twice a year. Teachers will continue to have robust discussions as part of the levelling process, and develop guidelines with which to follow when levelling writing.
- Teachers will continue to share resources and ideas, and discuss students who may need additional support.
- We will continue to use the RTLB service in order to access support programmes that will assist individuals/groups.

2019 MATHEMATICS ACHIEVEMENT



	Above Expectation	Within Expectation	At Risk	Of Concern
Whole School	4%	71.7%	21.2%	3%
Maori	3.7%	77%	19.3%	
Pasifika				
Male	4%	77%	17%	2%
Female	5%	64%	27%	4%

Key: Above (Above), Within (At), At Risk (Below), Of Concern (Well Below) (previous NS terminology in brackets)

End of Year Summary

- **75.7%** of our children are **Within / Above Expectation**.
- **80.7%** of our **Maori** children are **Within / Above Expectation**; this is an increase from 2018.
- **81%** of **Boys** are **Within / Above Expectation** and are outperforming girls (same as in 2018)
- **68.8%** of **Girls** (41/55) are **Within / Above Expectation**; an increase from 2018.

Comment

- 75.7% of our children are achieving Within/Above the Curriculum Expectation in Mathematics. (This is slightly above the National Average of 75.4%.)
- Achievement for Girls is lower than Boys; nationally they are on par.
- Maori students achieved similar success than their European male peers.
- We now have x4 students currently working Above. We had x2 at Mid-Year.
- Of the x21 students At Risk, ten of them did not start here at 5 years old.

Implications for 2020

- We will continue with developing Maths programmes that enhance motivation and engagement; such as workshops (and student-led workshops); deliberate, explicit teaching in Maths. Student engagement continues to be very high across the school, with the junior 'shopping lists' proving to be hugely motivating for our youngest students.
- We will review our Maths Long Term Plan with the needs of our current students in mind.
- We will commit to providing every child with an IXL (online Maths learning) subscription.
- We will build on, and extend our Maths equipment and resource

2019 ATTENDANCE

The following tables indicate the attendance rate for each group of students:

Year Level	Attendance Rate
Year 1	94.7%
Year 2	90.6%
Year 3	90.1%
Year 4	91.8%
Year 5	89.2%
Year 6	90.4%
Year 7	91.5%
Year 8	91.3%

	Attendance Rate
Maori	90.4%
European	92.75%
Pasifika	86.9%
Boys	90.3%
Girls	91.1%

End of Year Summary

Overall average for student attendance was **91.3%**.

Target

All students will have at least a **90% attendance rate** for the year, and be at school **every day on time**.

Comment

- In 2019, truancy/attendance officers were less involved with the school than they had been in 2018.
- Our overall average for student attendance across the school increased by over 1%.
- Maori student attendance increased by almost 1% compared to 2018.
- Pasifika student attendance increased by almost 1% compared to 2018.
- There were 24 students who had more than 20 days off. Medical reasons and health concerns were , for a quarter of them, reasons for the lack of attendance.
- Formal letters were sent to caregivers of students whose **punctuality** or **attendance** was of concern.
- Being late to school may not seem like it would have much effect on your child's learning – but it does. Over one school year, being 12 minutes late for school each day adds up to being absent from school for a total of 8 days.
- Our aim is to have **all students attending school at least 90% of the time**. High attendance is linked to high achievement and builds positive routines for students as they move through the education system.
- Mel Scott (DP) will once again have the responsibility for Attendance in 2020.