

## PTA MEETING MARCH 2018

### Student Achievement Report to Parents and Whānau

#### National Standards December 2017

#### **National Standards in Reading, Writing and Mathematics**

National Standards in Reading, Writing and Mathematics were introduced by the New Zealand government in 2010 to support the national curriculum. The standards describe the core capabilities that students need at specific stages of schooling in order to access and meet the demands of all curriculum learning areas. Schools are required to report to parents, families and whānau at least twice a year on their child's progress and achievement in reading, writing and mathematics, in relation to the National Standards. Teachers make Overall Teacher Judgements about a student's achievement in relation to the appropriate standard for their age/year level.

National Standards data and Education Review Office (ERO) reports from Good Shepherd School and other primary and intermediate schools are published on the Ministry of Education website <http://www.educationcounts.govt.nz>.

#### **Overall Teacher Judgements<sup>1</sup>**

An overall teacher judgment (OTJ) involves drawing on and applying the evidence gathered up to a particular point in time in order to make an overall judgment about a student's progress and achievement.

In each National Standard (Reading, Writing and Mathematics) there is a description of the learning required in reading, writing and mathematics to meet the demands of The New Zealand Curriculum. In making overall teacher judgments in relation to National Standards, teachers consider the evidence from multiple sources to determine how to report each student's performance.

#### **Definitions of achievement**

**Above:** A student's current level of achievement is at a standard at least one year above their year group, which means that special consideration needs to be given to their learning needs in order to provide them with sufficient challenge to continue their accelerated rate of progression into the future.

**At:** A student is currently meeting the standard, and effective classroom teaching should realistically enable them to meet or exceed the standard for next year.

**Below:** A student is not currently meeting the standard, but there is every reason to believe that their learning needs can be accommodated within effective differentiated classroom teaching in order to meet the standard for next year.

**Well below:** A student's current achievement against the standard is such that in order to have a realistic chance of making sufficient progress to meet the standard for next year, special consideration needs to be given to their learning needs and specific actions in addition to effective differentiated classroom teaching may need to be taken.

#### **Limitations**

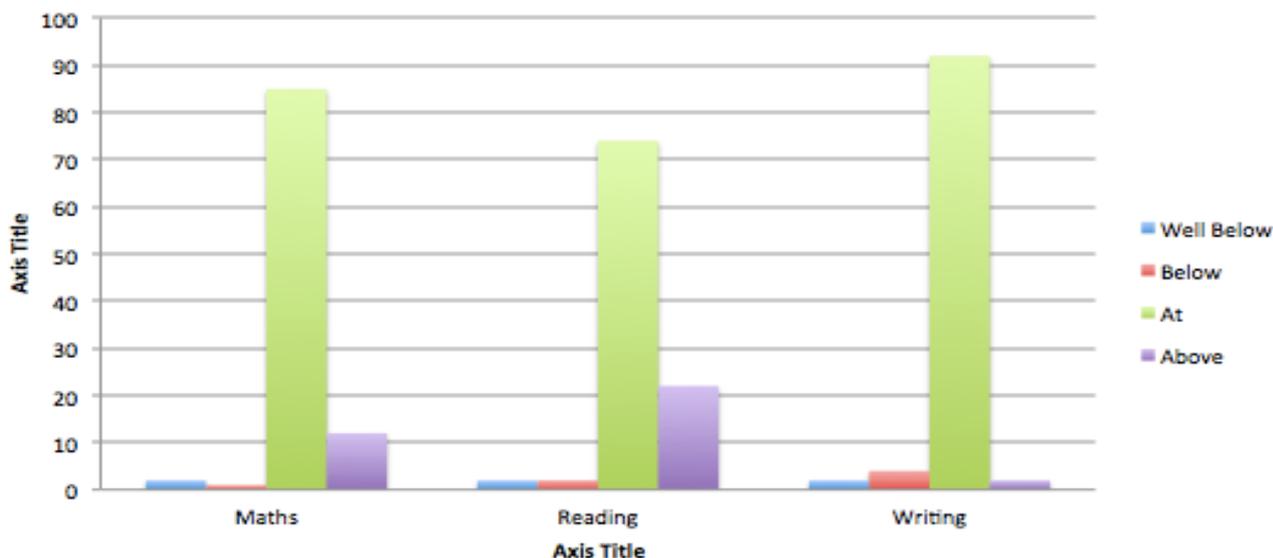
National Standards in Reading, Writing and Mathematics are relatively new in New Zealand primary schools and schools are still working towards their full implementation. Teaching staff at GSS have established a system of moderating Overall Teacher Judgements. We will continue to work on these processes to ensure that they are rigorous and that they provide reliable data.

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<sup>1</sup> from <http://assessment.tki.org.nz/Overall-teacher-judgment>

## Results: All Students

**Good Shepherd School  
Dec 2017 End-of-Year National Standards  
Years 1-6 Comparison of Maths, Reading and Writing**



### **Snapshot Summary:**

- More students are achieving *Above* the NS in Reading (22%) than in Writing (2%) and Mathematics (12%)
- Majority of the GSS students are achieving *At* or *Above* the NS in all subject areas, Mathematics (97%), Reading (96%) and Writing (94%)

### **What does this mean for teachers at Good Shepherd School?**

- We will use information from this analysis, along with other forms of information, to plan to meet the learning needs of individuals and groups in the classroom
- We will use information from this analysis, along with other forms of information, to inform parents of students' progress
- We will continue to monitor carefully the progress of all our students, especially those who are below where we want them to be
- We will be continuing to look for other ways to extend those children who are excelling in mathematics, reading or writing

### **What does this mean for parents and families of children at Good Shepherd School?**

- We like to work in partnership with you so regular communication is very important, especially if you have any concerns
- Continue to talk to your children about their learning. Ask them what their next learning steps are in reading, writing or mathematics and ask them if they know what they need to do to reach their next learning goal.

Jane Hahn  
**PRINCIPAL**