

Achievement data for 2024

Goldfields school presently has 86 students on roll. The data in this IEP achievement report includes all the students who have completed a full IEP cycle this is 69% of the students attending Goldfields school.

The other 31% of students not included fall under several categories.

* Students with PATH Plans. The goals within these plans are not developed using the SMART approach and often involve home, school and respite. So the data is not in a quantifiable format.
* Students that have not been present for the full IEP cycle. This is due to moving out of the area, or new to Goldfields part way through the year.
* Academic data students that are able to complete adapted standardised assessments.

This year we asked our whānau who they would like to have attending the IEP meetings from school. The reason behind giving whānau this choice was to make them feel supported but not overwhelmed by the number of professionals at the meetings. As a result of this flexibility many meetings did not have therapists attending.

To support effective therapy input into whānau request goals class teachers, syndicate leaders and therapists met to develop the goals as a team. They also met termly to evaluate the goals.

Our cohort of Māori students has consistently increased over the last few years. In 2018 our Māori school cohort was 37% of our student population this now stands at 54% in 2024.

Our changes in practice around the IEP process reflect the changes in ethnicity of our student cohort. This included meeting with whānau and brainstorming the learning areas they feel were most important for their tamariki. The information from the brainstorm meetings is then discussed in a second meeting attended by Teacher, Therapists and Senior Leadership Team. Goals were formulated during these meetings and the staff responsible for monitoring and reporting on each goal were identified. Goals are then discussed and agreed upon by whānau. The IEP’s have remained on our StoryPark platform for Whānau to easily share with the wider family.

Māori achievement rates, this data includes our Maōri Pacifika students in total 46% of students included in the IEP achievement report. 77% of goals were achieved at the two highest levels (75 & 100%) this is higher than the combined goals of the students from all other ethnicities.

We currently have 29% of our students working on IEP’s assessed at the Very High ORS level and 71% at the High ORS level.

One of last year’s recommendations was to develop smaller achievable steps to each goal for the Very High ORS-complex learners so we were able to show their progress. We have greatly improved in this area as 98% of the students with Very High ORS have achieved their goals by 50% or more. This year 2% of the Very High ORS students goals were achieved at under <50% compared to 10% in the 2023 data. We still need to be analysing the mid-year data more critically to ensure all goals have at least a 50% achievement rate.

Out of the 59 ORS students 17 have Very High ORS funding. Students with VH ORS achieved 70% of their goals at >75% level.

We have 42 students with High ORS funding that have completed 90 goals. 74% of these goals are in the 75-100% achievement level.

Across the school 5 students achieved 100% in all 3 of their goals. These students goals were all written around highly motivating activities. The SMART goals had clear steps and were well reviewed mid-year to ensure the student was on track for success.

The graph shows that across all ethnicities the majority of goals are achieved at the 75% and 100% level. This is correct for both genders.

Out of the 139 goals 77% were achieved at the top 2 levels. A future target would be to have accumulative 100% achievement rate for the top 2 levels.

Analysis of our one non-achieved goal shows that the student is achieving many of the elements of the goal but because of the ‘wording’ they didn’t achieve the goal. A more focused review of the goal in term 3 may have identified the wording as a barrier to student achievement. Teachers do need to be aware that some goals can be too specific and really analyse the steps/elements the student is engaged in.

The data collected shows that we have 23% of the 139 goals achieved at a below 75% standard. These goals were achieved at 25% which is one step of the goal (4%) and at 50% - two steps of the goal (20%).

The main reason for the lack of progress with these goals:

* student motivation and engagement.
* goals were unable to be practiced daily eg: swimming/showering/accessing the community.
* Goals focused on emotions struggled to get engagement from students.

To ensure that changes made to our IEP process where support by whānau we completed a small whānau phone survey.

**Summary of whānau phone survey**

* Whanau found the house/café/school flexibility of meeting places extremely helpful (100%)
* 100% liked having a say in who is invited to the meetings, 80% were keen to have therapy input
* 90% of surveyed whānau enjoyed the relaxed chat and catch-up atmosphere of the meetings
* 80% found accessing StoryPark convenient and enjoyed the regular updates

**Academic Data**

The academic programmes run alongside the IEP’s as daily class programmes. A few students have academic goals as their IEP goals, this dependents upon whānau aspirations and wishes.

The academic data is collected and collated termly, and teachers develop and adapt their programmes and plans to support student achievement. The assessments used are standardised tests used in mainstream primary schools.

These include:

Concepts about print, Junior Area Mathematics, e-asTTLE Writing, running records, Alphabet Names and Sounds and the Essential Word Lists.

**Academic Students Data for 2024**

2024 Concepts About Print Assessment

B J R S T TH M L K L LL S A K M F K

**Assessment Explanation:**

Concepts of Print refer to the awareness of 'how print works'. This includes the knowledge of the concept of what books, print, and written language are, and how they function. Students need to learn important concepts of print like book handling skills, text directionality, spacing, function of letters, and punctuation. This knowledge is most important in the early stages of learning to read as it provides an essential foundation for the development of reading and writing skills.

**Results**:

Over the period of SOY 2024 to EOY 2024, there were 17 students who were able to be assessed.

* 5 of these made progress
* 7 remained at the same level
* 5 went back in their score

2024 JAM Assessment

**Assessment Explanation:**

JAM (Junior Area Mathematics) Assessment is an assessment tool used to asses students in the area of maths in Years 1-3 of all New Zealand Primary Schools. It allows us to assess the achievement of a student in relation to levels 1 and 2 of the curriculum. It can give us an overview of each student's learning in Number Knowledge, Number Strategy, and the strands of Algebra (patterns), Geometry (shape), and Measurement.

The following chart shows how the stages link to the curriculum

|  |  |  |
| --- | --- | --- |
| New Zealand Curriculum | Mathematics Standards | Number Framework JAM |
| Pre Level one |  | Stages 0-1 |
| Early Level one | After one year at school | Stages 2-3 (counting all) |
| At Level one | After two years at school | Stage 4 (advanced counting) |
| Early Level 2 | After three years at school | Stage 5 (early additive) |

**Results**:

Over the period of SOY 2024 to EOY 2024, there were 17 students who were able to be assessed.

* 8 of these made progress
* 9 remained at the same level
* 0 went back in their score

At the end of 2023, we recognised that our data did not show progress due to the mainstream levels for JAM assessment. For 2024 we created a raw score system as shown in the table above to enable us to score smaller increments for JAM. This has enabled us to show more detailed progress this year.

**Outcomes**:

Our Assessment cycle for Jam works from Feb Term 1 to Oct Term 3, due to our new scoring system the levels of progress can now be shown more accurately and in smaller increments as above in this year’s graphs.

47% of students made progress within the JAM, these students all had consistent attendance across the school year.

2024 e-asTTle Assessment

**Assessment Explanation:**

The e-asTTle assessment assesses a piece of writing on seven different elements of writing. The rubric scores over the seven elements can be added together to produce an overall score. The table can be used to convert this overall score to an associated curriculum level descriptor e.g.

1B (Basic level 1 of the curriculum) Raw Score 1-7

1P (Proficient level 1 of the curriculum) Raw Score 8-

1A (Advanced level 1 of the curriculum)

As these scores above made it difficult to create a graph we have changed the assessment to record the raw scores rather than the writing level. This means we are able to create graphs that show more progress even for small increases. This is the first year we have implemented this new scoring and we are getting a better overview of progress.

The assessment is most relevant for students who can communicate at least 1 simple idea in a written form. Those students who are still pre writers are considered as working towards level 1 of the writing rubric.

To create our data we use the raw/total score on the conversion chart rather than the curriculum level as its shows the smaller increments of progress for our students at Goldfields.

**Results**:

Over the period of SOY 2024 to EOY 2024, there were 17 students who were able to be assessed, of those:-

* 2 students made progress
* 15 students remained at the same level
* 0 student went backwards

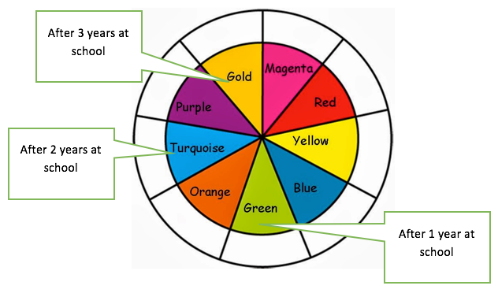
The e-asTTle results are down compared to 2021. This can be contributed to the change in the needs of the students, we have an increasing number of students who have very complex needs and are not yet ready for academic learning.

2024 Running Records

**Assessment Explanation:**

A Running Record provides a score of word reading accuracy, an analysis of a reader's errors and self-corrections, and an analysis of the reading strategies used. With a running record a teacher can quickly and accurately record what the reader says as they read a text or section of a text aloud. A running record also allows the opportunity to ask questions about the text read and there ascertain a comprehension level.

The students’ progress though reading levels on the colour wheel. While there are benchmark expectations for student to achieve against time at school this does not apply to our students as they make smaller levels of progress compared to their mainstream counterparts.



**Results**:

Over the period of SOY 2024 to EOY 2024, there were 18 students who were able to be assessed.

* 8 of these made progress
* 7 remained at the same level
* 1 went back in their score

2024 Alphabet Names and Sounds

**Assessment Explanation:**

The alphabet assessment allows us to identify knowledge of letters and letter sounds. In this task students demonstrate their ability to recognise letters and correspond letter names with sounds. This assessment can also be used to identify whether a student is having difficulty in recognising and naming letters and identifying the sounds letters make in words. Students need to automatically recognise and name the letters used to represent sounds in words. This knowledge is key to the next steps in the reading and writing processes.

**Results:**

Over the period of SOY 2024 to EOY 2024, there were 17 students who were able to be assessed.

|  |  |
| --- | --- |
| Alphabet Letters | Alphabet Sounds |
| * 4 students made progress * 13 stayed at the same level * 0 students went backwards | * 4 made progress * 13 stayed at the same level * 0 students went backwards |
| Of the 13 children who have stayed the same 11 have reached the top score and know all the letter names now. 2 have made no progress | Of the 13 children who have stayed the same have 8 reached the top score and know all the letter sounds. 5 have made no progress |

2024 Essential Word Lists

**Assessment Explanation:**

The 290 words contained across the levelled Essential Words Lists, are used most often when we write. Together they make up about 75% of most writing, so they are very important. These words have been arranged put in lists according to how often they are used. Because these words are used so often, it is very important that we learn to spell each one. At Goldfields we begin by learning to recognise and read them first, this then supports the process of learning to spell them.

**Results**:

Over the period of SOY 2024 to EOY 2024, there were 17 students who were able to be assessed.

* 6 of these made progress
* 9 remained at the same level (1 had already reached 100% and maintained this score)
* 2 Students went backward in their learning

**Maōri students on Academic programmes**

We presently have 17 students involved in our academic programmes running across 4 classes with 3 individual students from other classes access 1:1 academic support. 41% of these students are Maōri. A 100% of our Maōri academic students made progress across the year within the academic assessments completed.

**Next steps for academic students during 2025**:

* Increase the number of Teachers trained in BSLA
* Implementation of the new BSLA programme should support the students to increase their progress. This programme is being rolled out across these classes during 2025.
* Literacy support Teacher aide will work consistently across set classes.
* Individualised plans will include interests and motivates for students.
* Academic student teachers will meet regularly to discuss student progress and teaching strategies.
* Students who make progress will receive termly certificates from the principal.

**Recommendations**

Discuss goals with whanau to make sure they are happy for these important to whanau goals to become embedded in the daily class programme.

Some goals would be better as class programmes - these need to be written on the IEP as “class programme goals” and discussed with the therapy team at IEP/PATH plan review meetings.

Goals need daily practice. Supporting Teachers to have a clear weekly Timetables with all the student goals and who is teaching them incorporated into this plan. This provides the students with plenty of time for focused learning.

The current IEP process has been effective in fostering collaboration between teachers, specialists, and deputy principals. Collaborative IEP goal-writing hui, held early in the year, ensure alignment between teachers and specialists, simplifying discussions about goal implementation and progress. This year, teachers reported that having dedicated, timetabled slots for IEP goal practice has been particularly beneficial. IEP elective groups were trialled this year, and while they posed logistical challenges, they proved valuable in creating opportunities to work on goals that are difficult to address within the busy classroom environment.

Goldfields ongoing focus around increasing student voice has continued to undergo development. Teachers are thinking creatively about how to gather this information from students are non-speaking and the value of this has had strong support from the senior leadership team. More consistent contribution of student voice across the school in IEP/PATH plans and in daily programmes is something that we look forward to next year.

Over the past two years, specialist attendance at whānau ā-Kawenata hui has been by invitation only. This approach has led to additional administrative work arising from incomplete discussions at these meetings. Moreover, some students who typically require specialist involvement had other goals set instead, resulting in reduced specialist input where it was expected to continue. Specialists have also raised concerns about relying on information passed on by teaching staff, which can lead to misinterpretation due to a lack of professional expertise in these areas. Furthermore, it was noted that the invitation of specialists varied from class to class, irrespective of other factors, suggesting that teachers’ kōrero about specialist attendance influenced whether specialists were present.

Specialists have consulted their relevant professional bodies, which have repeatedly emphasised the importance of having a specialist present at whānau ā-Kawenata meetings when goals requiring specialist input are likely to arise. While it is not necessary to include a specialist from every discipline or a specific discipline, having a representative specialist present ensures more comprehensive and informed discussions. This advice, combined with reports from several teachers acknowledging that this is not their area of expertise, supports the inclusion of specialists in the future. Specialists highly value these hui as opportunities to engage kanohi ki te kanohi with whānau and to strengthen whanaungatanga. These meetings are seen as integral to building relationships and supporting meaningful goal-setting processes.

Goal writing and defining achievement steps remain areas for ongoing development. At times, the specificity required by the Specialist Service Standards has inadvertently limited the ability to capture progress in related, relevant areas. This has meant that while significant progress may be evident, the goal might not technically be considered “met” due to its narrow scope. We are refining this process annually and view these challenges as part of our continued growth, particularly as this is only our second year using this approach to goal-setting.

Our joint review process with teachers, specialists, and deputy principals, conducted three times a year, continues to be an efficient and effective method for combining data and insights to assess IEP goal progress. These reviews provide valuable opportunities for troubleshooting when progress is not as expected and further enhances collaboration between teachers and specialists.

Overall, our procedure enhances collaboration with teaching teams. We believe that this has resulted in more effective programme implementation within the classroom and a better understanding of why programmes are in place. We continue to develop in areas such as goals that capture a wide range of progress and ensuring both ākonga and whānau voice and aspirations are central to our mahi.