

2024 Literacy Analysis of Variance for Northcross Intermediate School

School Name:	Northcross Intermediate School	School Number:	1396
Strategic Aim:	Student Learning—Progress - Literacy		
Annual Aim:	All students are able to effectively access the NZC. Raise student achievement in numeracy and literacy whereby target students exceed a years' progress annually.		
Target:	80% of students achieve at least 12 months' progress in Literacy.		
Baseline Data:	<p>Reading: OTJ Data</p> <ul style="list-style-type: none"> 65% of Year 7 students (430) were achieving below expectation 44% of Year 8 students (320) were achieving below expectation 69 Year 7 students and 120 Year 8 students were achieving well below expectation <p>Writing:</p> <ul style="list-style-type: none"> 65% of Year 7 students (438) were achieving below expectation 44% of Year 8 students (320) were achieving below expectation 69 Year 7 students and 120 Year 8 students were achieving well below expectation 		
Actions <i>What did we do?</i>	<p>Learning Mentors Learning mentors were assigned to teams and the Associate Principals were afforded the autonomy to utilise the LM's with the students whom they felt would best benefit from their time.</p> <p>Teams A key component of all team meetings is reviewing the progress of all students. Discussions around strategies that are working for students are shared as well as concerns for any students who are at risk of not making progress.</p> <ul style="list-style-type: none"> - What interventions and strategies are working for our target students? - How can we ensure that accelerated progress is being made? - Teams tracking and analysing their own team data and identifying collective actions. <p>PLD Schoolwide Writers Toolbox PLD for all staff- making links between Reading and Writing and using internal expertise and Writers Toolbox coaches to develop differentiated PD for various individual teachers Quick60 PLD for Learning Assistants</p> <p>Learning Support Head of Inclusive Learning More Quick60 material purchased and used for identified students - daily sessions with a Learning Mentor</p> <p>ELIP Expansion of staffing in the ELIP Department to accommodate increased needs PLD given to LM's on how to test, monitor and accelerate learning for ELIP learners</p> <p>RAZ Kids (ESOL and low readers) All ESOL students have RAZ Kids accounts levelled to the students' current reading ability Low-ability readers have also been set up with accounts and these are monitored by Learning Mentors</p>		

Writers Toolbox

This programme is being used school-wide for teaching students the structures and conventions of writing and how they are related to reading

HOD Literacy Support

HOD Literacy support for teachers with their Reading Programmes, including modelling, observations and providing feedback to teachers

Support for Writing Programmes, including modelling and moderation

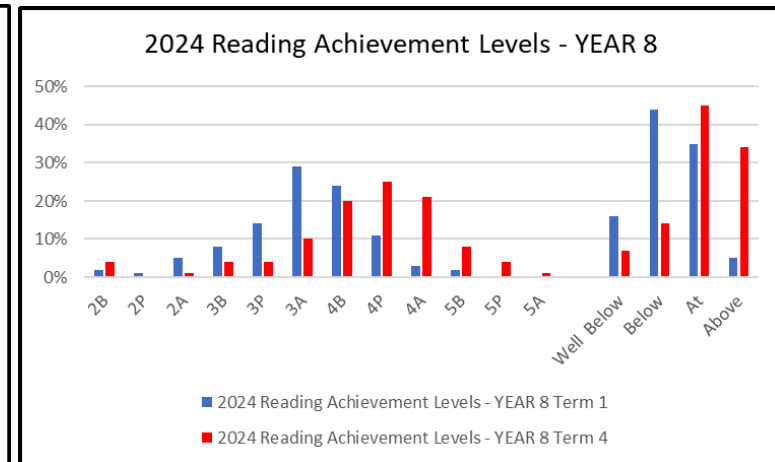
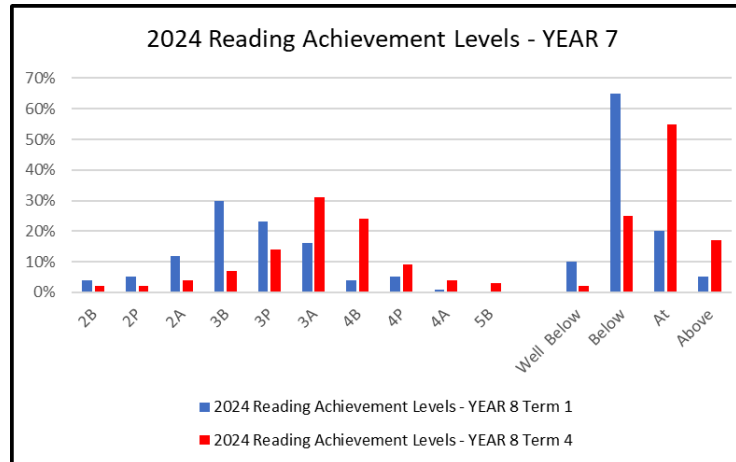
Outcomes

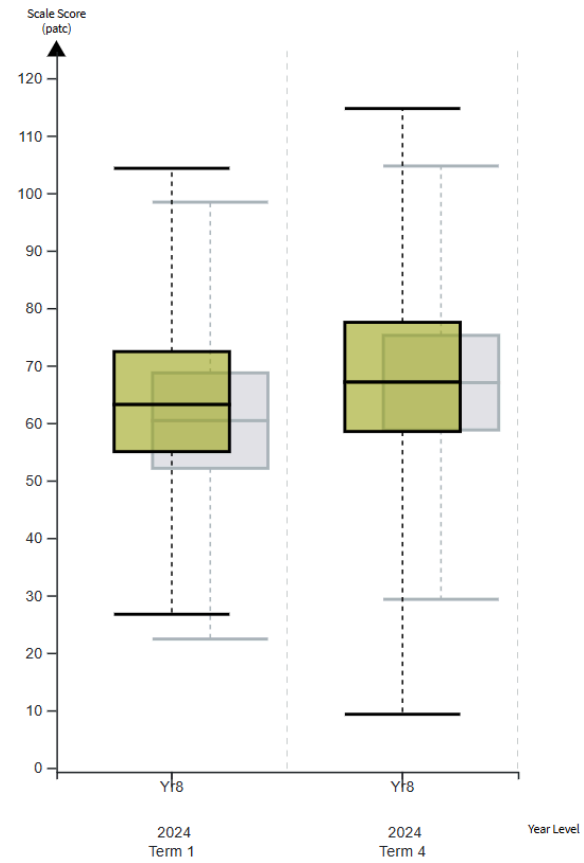
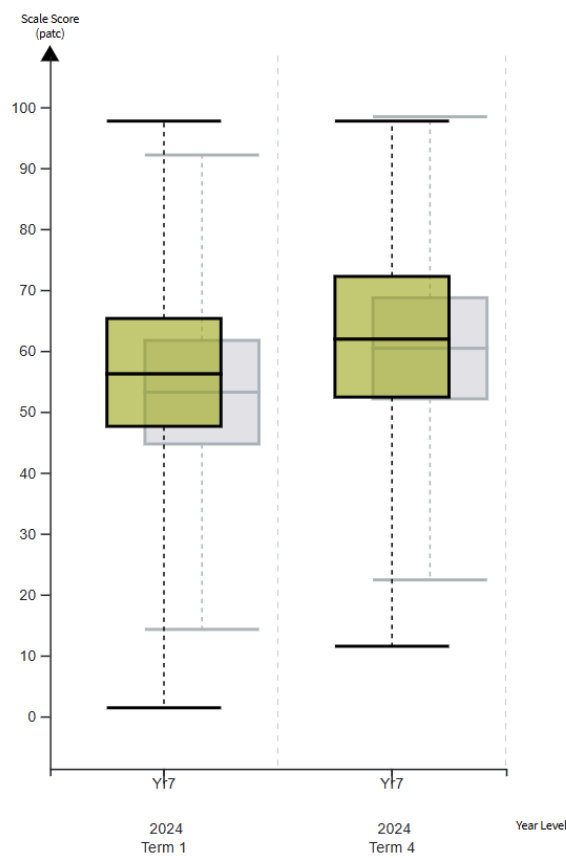
What happened?

Reading OTJ (End of Year)

Achievement Data

- 25% of Year 7 students (168) were achieving **below** expectation
- 14% of Year 8 students (104) were achieving **below** expectation
- 26 Year 7 students and 49 Year 8 students were achieving **well below** expectation



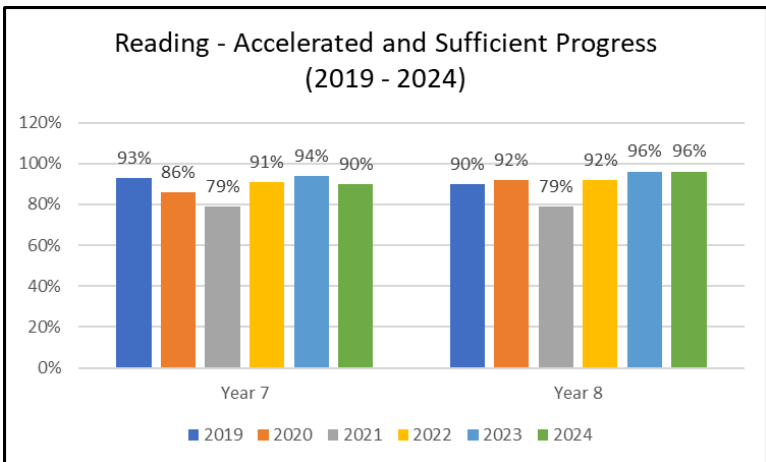
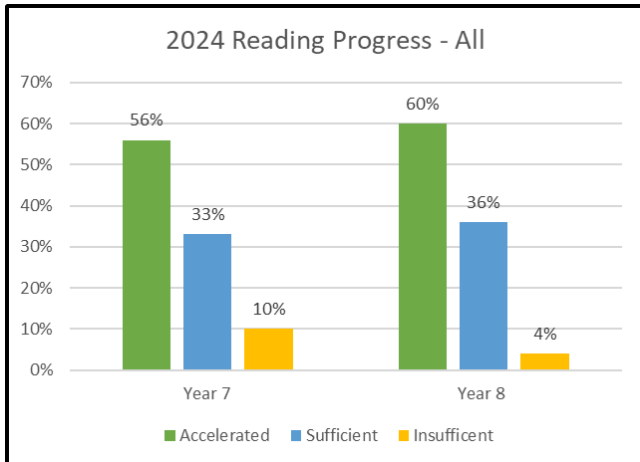


Year	Term	Year Level	Students (Completed)	Mean Scale Score
2024	Term 1	7	610/637	56.7 (53.2)

Year	Term	Year Level	Students (Completed)	Mean Scale Score
2024	Term 1	8	744/764	64.4 (60.4)

PAT Progress Data 2024:

- Expected year growth for Year 7-8 students is a scale score of 7.2. For 2024, Year 7 students showed a growth of 7.2 and Year 8 students showed a growth of 6.8.
- Our lower quartile year 7 students achieved a 4.8 scale score shift while the upper quartile achieved 6.9. This further indicates a focus on our 'below' students is required for 2025.



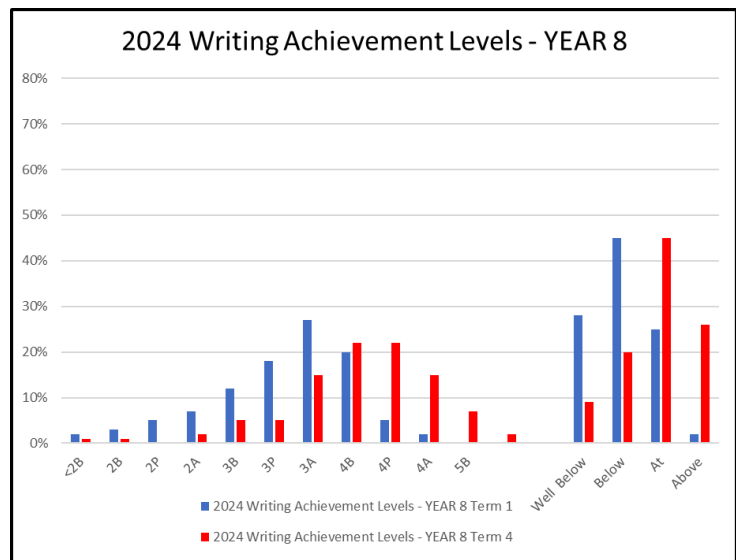
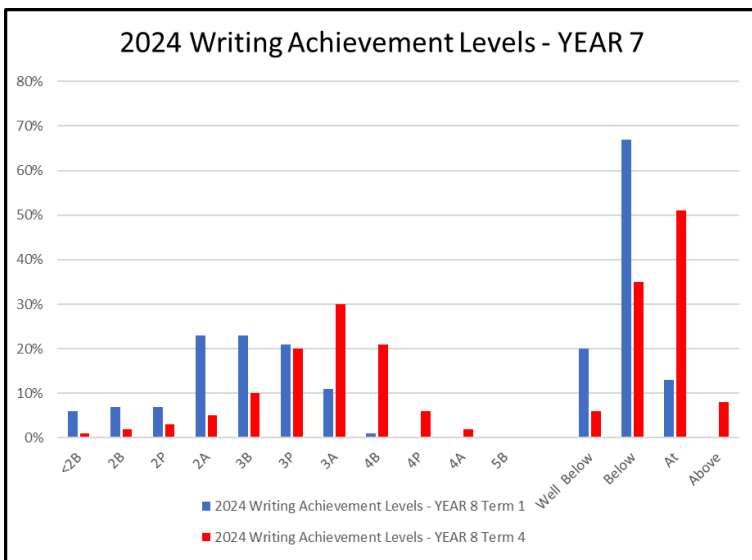
Progress Data 2024:

- 90% of Year 7 students (607) are achieving **accelerated or sufficient** progress -56% (381) students = accelerated progress; 33% (226) students = sufficient progress
- 96% of Year 8 students (710) are achieving **accelerated or sufficient** progress - 60% (447) students = accelerated progress; 36% (263) students = sufficient progress

Writing (End of Year)

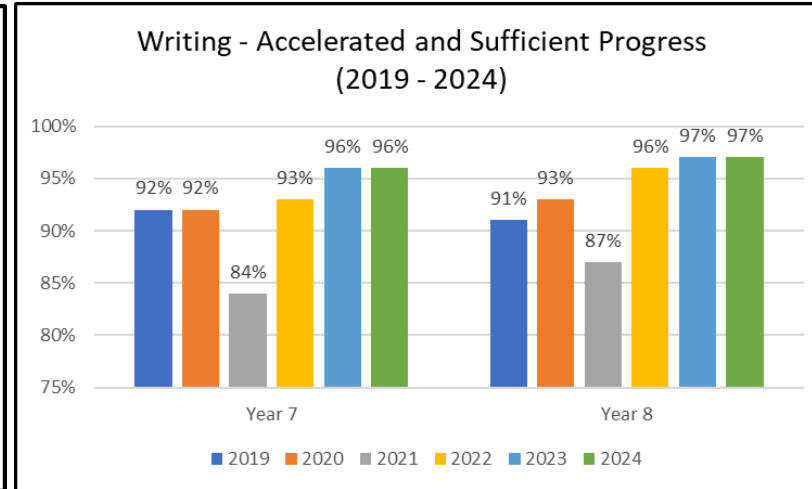
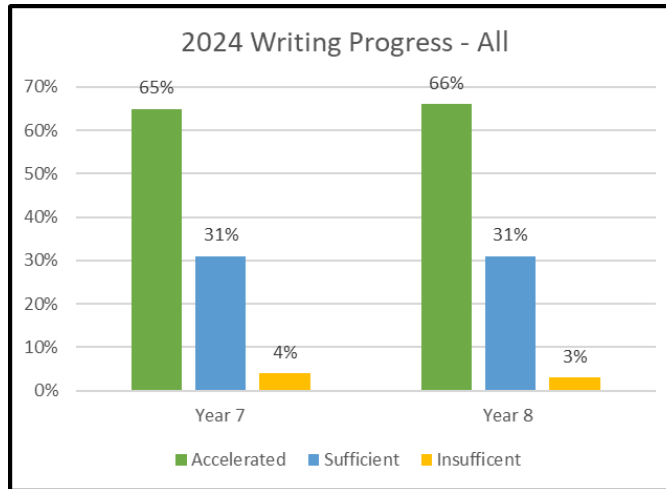
Achievement Data

- 35 % of Year 7 students (234) were achieving **below** expectation
- 20% of Year 8 students (149) were achieving **below** expectation
- 39 Year 7 students and 67 Year 8 students were achieving **well below** expectation



Progress Data:

- 96% of Year 7 students (675) are achieving **accelerated or sufficient** progress -65% (440) students = accelerated progress;31 % (210) students = sufficient progress
- 97% of Year 8 students (711) are achieving **accelerated or sufficient** progress -66 % (484) students = accelerated progress; 31% (227) students = sufficient progress



We far exceeded our target of having 80% of students making at least 12 months progress in Reading and Writing
90% of Year 7 students and 96% of Year 8 students in Reading
96% of Year 7 students and 97% of Year 8 students in Writing

Reasons for the variance Why did it happen?

Our use of Writers Toolbox continues to allow us to see accelerated progress. Teachers are able to ensure that there is consistency in the teaching of composition skills and the craft of writing, as well as writing processes. The updated features of the software allowed for more individualised approaches to address the needs of various students and these were utilised in 2024.

Targeted Learning Mentor assistance has also helped in the area of Literacy, with priority/target students being offered individual support.

Classroom teachers used their PAT data more effectively to inform the next steps in learning for their students. The PLD that was undertaken by NZCER enabled them to better access the Assessment Resource Banks. Those classes that used the ARB's extensively saw great progress in PAT Reading Comprehension tests from Term 1 to Term 4.

Due to the increased spread of ability of incoming students, teachers have been required to make judgments across several curriculum levels, requiring knowledge of curriculum levels 1-6 in some cases.

Coinciding with the increase of Te Reo in the PAT Reading test and increasing numbers of ELL (English Language Learners), there was some variance in PAT results when compared to previous years.

With many teams now working in collaborative environments the need for greater discussion of student achievement at a team level is very evident. A key component of all team meetings is discussing the target students – what strategies and interventions are working well, what else could be tried?

Evaluation

Where to next?

Teachers to continue to build greater confidence in making Overall Teacher Judgements.
Look to the Year 7-13 English Curriculum Refresh and make a plan for its implementation in 2025.
Keep abreast of new developments in the curriculum refresh as it relates to possible Structured Literacy PLD opportunities available through the Ministry of Education.
ALL Reading focus for two teachers in Reading for 2025
Continue to work on schoolwide moderation in Writing to ensure consistency of OTJ's.

Planning for next year:

Ongoing PLD in Literacy for new to Northcross and Provisionally Certified Teachers.

Two teachers involved with ALL Tier 2 Interventions with a focus on Reading.

Support and guidelines given for making Overall Teacher Judgements.

PLD and implementation of Structured Literacy approaches, including iDeal (Learning Matters), investing in decodable texts, etc.

Focus on our 'Below' students through learning support programmes such as Rainbow Reading, AVAILL (Audio Visual Achievement in Literacy, Language and Learning), TALL (Team Approach to Language Learners), etc.

Internal expertise to continue to upskill the teachers in Writers Toolbox and its evolving content.