

**Data Gathered from ‘STAR’s Learning‘ in 2018**

Two assessment sources for Data

* Jost testing for Oral Language in Year 1
* Separate Rubrics for Year 1 and Year 2 detailing observable behaviours developed for Key Competencies (NZ Curriculum P12-13)

**Jost Testing - (perfect score is 55)**

**\* Pre ‘STAR’s time ‘ data assessed:  March 2018**

**\* Post ‘STAR’s time ‘ data assessed:  November 2018**

What we found:

**Year 1**

**Matawhero 3** – 15 out of 19 students improved in their Oral Language knowledge, 6 out of 19 made a significant improvement (lift of 10 score points or more). 17 students score at 40 or more. 1 student gained 15 points throughout the year, going from a score of 40 to a perfect score of 55.  **79 % improvement.**

**Matawhero 1** - 18 out of 21 students improved in their Oral Language knowledge, 4 out of 21 made a significant improvement (lift of 10 score points or more). 16 out of 21 had a score above 40. **86 % improvement.**

**Orion 7**– 18 out of 18 students improved in their Oral Language knowledge, 13 out of 18 made a significant improvement (lift of 10 score points or more).  **100 %  improvement**

**Orion 8**– 18 out of 19 students improved in their Oral Language knowledge. 5 out of 19 made a significant improvement (lift of 10 score points or more).  1 student gained 20 points going from a score of 0 to a score of 20. **95 %   improvement**

**Orion 9**– 19 out of 20 students improved in their Oral Language knowledge. 5 out of 20 made a significant improvement (lift of 10 score points or more). One student made a gain of 20 points, one student made a gain of 31 points from a score of 1 to 32.  **95 %  improvement**

**Orion 10**– 16 out of 18 students improved in their Oral Language knowledge. 6 out of 18 made a significant improvement (lift of 10 score points or more), 3 of these were a score improvement of 22, 22 and 31. **89 %   improvement**

**Total (2018)  – 104 out of 115 students demonstrated an improvement in the Jost test over the ‘STAR’s time frame.’ This is a 90.4% improvement. (2018)**

**Key Competencies – Rubrics were created with the overall title ‘Functioning Knowledge to be Ready to Learn.’**

The indicators we created for the Rubric were:

**Managing Self** – 3 categories; ‘Communicating my own needs’, ‘Working in Social Harmony’, ‘Having a ‘can do ‘attitude.’

**Participating and Contributing** – 2 categories; ‘Participating with Others (Taking Turns)’, ‘Taking part in Group discussions.’

**Relating to Others** – 1 category; ‘Looking at a situation from other’s perspectives.’

**\* Pre ‘STAR’s time ‘ data assessed -  March 2018**

**\* Post ‘Discovery time ‘ data assessed – November 2018**

What we found: Year 1

**Matawhero 3**

- **Managing Self**-17 out of 19 students showed improvement across the rubrics in this category. **89 % improvement. All now at age appropriate categories or above.**

- **Participating and Contributing** – 15 out of 19 students showed improvement across the rubrics in this category. **79 % improvement. 19 of 19 students are now age appropriate or above.**

- **Relating to Others** -  17 out of 19 students showed improvement across the rubric in this category. **89% improvement. 19 of 19 students are now age appropriate or above.**

**Matawhero 1**

- **Managing Self**-19 out of 21 students showed improvement across the rubrics in this category. **90 % improvement. 18 of 21 students are now age appropriate or above.**

- **Participating and Contributing** – 11 out of 21 students showed improvement across the rubrics in this category. **52% improvement. 15 of 21 students are now age appropriate or above.**

- **Relating to Others** - 19 out of 21 students showed improvement across the rubrics in this category.  **90 % improvement. 20 of 21 students are now age appropriate or above.**

**Orion 7**

- **Managing Self**-18 out of 18 students showed improvement across the rubrics in this category. **100 % improvement. 18 of 18 students are now age appropriate or above.**

- **Participating and Contributing** – 18 out of 18 students showed improvement across the rubrics in this category. **100% improvement. 18 of 18 students are now age appropriate or above.**

- **Relating to Others** - 12 out of 18 students showed improvement across the rubric in this category. **67 % improvement. 18 of 18 students are now age appropriate or above.**

**Orion 8**

- **Managing Self** -18 out of 19 students showed improvement across the rubrics in this category. **95 % improvement. 19 of 19 students are now age appropriate or above.**

- **Participating and Contributing** – 16 out of 19 students showed improvement across the rubrics in this category. **84 % improvement. 19 of 19 students are now age appropriate or above.**

- **Relating to Others** - 11 out of 19 students showed improvement across the rubric in this category. **58% improvement. 19 of 19 students are now age appropriate or above.**

**Orion 9**

- **Managing Self** -19 out of 20 students showed improvement across the rubrics in this category. **95 % improvement. 20 of 20 students are now age appropriate or above.**

- **Participating and Contributing** – 20 out of 20 students showed improvement across the rubrics in this category. **100 % improvement. 20 of 20 students are now age appropriate or above.**

- **Relating to Others** - 15 out of 20 students showed improvement across the rubric in this category. **75 % improvement. 20 of 20 students are now age appropriate or above.**

**Orion 10**

- **Managing Self** -18 out of 18 students showed improvement across the rubrics in this category. **100 % improvement. 17 of 18 students are now age appropriate or above.**

- **Participating and Contributing** – 17 out of 18 students showed improvement across the rubrics in this category. **94 % improvement. 15 of 18 students are now age appropriate or above.**

- **Relating to Others** - 15 out of 18 students showed improvement across the rubric in this category.  **83 % improvement. 18 of 18 students are now age appropriate or above.**

**Year 1 Students Overall Data**

- **Managing Self**-109 out of 115 students showed improvement across the rubrics in this category. **95% improvement. 111 of 115 students are now age appropriate or above. (97%)**

- **Participating and Contributing** – 97 out of 115 students showed improvement across the rubrics in this category. **84% improvement. 106 of 115 students are now age appropriate or above. (92%)**

- **Relating to Others** - 107 out of 115 students showed improvement across the rubric in this category. **93% improvement. 114 of 115 students are now age appropriate or above. (99%)**

Stars Learning in **Year 2** is not the same as **Year 1**.

There is a building on the skills gained in Year 1

STARS Learning in Year 2 is concerned with promoting student independence and ownership of their learning through student choice and student directed engagement.

It is an activity based programme but it is well planned, structured, ‘hands on’ experiences that our Year 2 teachers facilitate with their learners. During the session the teacher takes on the role of facilitator: observing, providing feedback, asking questions and encouraging students.

Year 2 detailing observable behaviours developed for Key Competencies (NZ Curriculum P12-13)

This rubric has extended the competency expectations both throughout the categories and to also include the last two competencies of Thinking and Using Language, Symbols and Text.

**Managing Self** – 2 categories; ‘Communicating own needs’, ‘Having a ‘can do ‘attitude.’

**Participating and Contributing** – 2 categories; ‘Participating with Others and taking turns’, and ‘Taking part in Group discussions.’

**Relating to Others** – 1 category; ‘Looking at a situation from other’s perspectives.’

**Thinking -** 1 category; ‘Thinking about my own learning.’

**Using Language Symbols and Text** - 2 categories; ‘Questioning’ and’ Presenting Information to Others.’

**\* Pre ‘STAR’s time ‘ data -  March 2018**

**\* Post data assessed – November 2018**

What we found: Year 2

**Kopu  25**

- **Managing Self** -19 out of 21 students showed improvement across the rubrics in the categories. **90% improvement. 21 of 21 students are now age appropriate or above.**

- **Participating & Contributing** – 18 out of 21 students showed improvement across the rubrics in the categories. **86% improvement. 19 of 21 students are now age appropriate or above.**

- **Relating to Others** - 16 out of 21 students showed improvement across the rubric in the categories. **76% improvement. 19 of 21 students are now age appropriate or above.**

-**Thinking** - 17 out of 21 students showed improvement across the rubric in the categories. **81% improvement. 16 of 21 students are now age appropriate or above.**

- **Using Language, Symbols and Text** - 20 out of 21 students showed improvement across the rubric in the categories. **95% improvement. 19 of 21 students are now age appropriate or above.**

**Neptune 27**

- **Managing Self** -17 out of 20 students showed improvement across the rubrics in the categories. **85% improvement. 19 of 20 students are now age appropriate or above.**

- **Participating & Contributing** – 17 out of 20 students showed improvement across the rubrics in the categories. **85% improvement. 19 of 20 students are now age appropriate or above.**

- **Relating to Others** - 11 out of 20 students showed improvement across the rubric in the categories. **55% improvement. 12 of 20 students are now age appropriate or above.**

-**Thinking** - 12 out of 20 students showed improvement across the rubric in the categories. **60% improvement. 17 of 20 students are now age appropriate or above.**

- **Using Language, Symbols and Text** - 14 out of 20 students showed improvement across the rubric in the categories. **70 % improvement.  16 of 20 students are now age appropriate or above.**

**Neptune 28**

- **Managing Self**-13 out of 19 students showed improvement across the rubrics in the categories. **68% improvement. 19 of 19 students are now age appropriate or above.**

- **Participating & Contributing** – 18 out of 19 students showed improvement across the rubrics in the categories. **95% improvement.  19 of 19 students are now age appropriate or above.**

- **Relating to Others** - 12 out of 19 students showed improvement across the rubric in the categories. **63% improvement. 18 of 19 students are now age appropriate or above.**

-**Thinking** - 13 out of 19 students showed improvement across the rubric in the categories. **68% improvement.  19 of 19 students are now age appropriate or above.**

- **Using Language, Symbols and Text**  - 19 out of 19 students showed improvement across the rubric in the categories. **100% improvement. 19 of 19 students are now age appropriate or above.**

**Kopu 22**

- **Managing Self**-18 out of 19 students showed improvement across the rubrics in the categories. **95% improvement. 17 of 19 students are now age appropriate or above.**

- **Participating & Contributing** – 19 out of 19 students showed improvement across the rubrics in the categories. **100% improvement. 17 of 19 students are now age appropriate or above.**

- **Relating to Others** - 14 out of 19 students showed improvement across the rubric in the categories. **74 % improvement. 17 of 19 students are now age appropriate or above.**

-**Thinking** - 18 out of 19 students showed improvement across the rubric in the categories. **95% improvement. 18 of 19 students are now age appropriate or above.**

- **Using Language, Symbols and Text** - 19 out of 19 students showed improvement across the rubric in the categories. **100% improvement. 17 of 19 students are now age appropriate or above.**

**Kopu 23**

- **Managing Self** -13 out of 21 students showed improvement across the rubrics in the categories. **62% improvement. 21 of 21 students are now age appropriate or above.**

- **Participating & Contributing** – 14 out of 21 students showed improvement across the rubrics in the categories. **67% improvement. 21 of 21 students are now age appropriate or above.**

- **Relating to Others** - 9 out of 21 students showed improvement across the rubric in the categories. **43% improvement. 19 of 21 students are now age appropriate or above.**

-**Thinking** - 8 out of 21 students showed improvement across the rubric in the categories. **38% improvement. 21 of 21 students are now age appropriate or above.**

- **Using Language, Symbols and Text** - 17 out of 21 students showed improvement across the rubric in the categories. **81% improvement. 21 of 21 students are now age appropriate or above.**

**Neptune 26**

- **Managing Self**-15 out of 19 students showed improvement across the rubrics in the categories. **79% improvement. 13 of 19 students are now age appropriate or above.**

- **Participating & Contributing** – 17 out of 19 students showed improvement across the rubrics in the categories. **89% improvement. 14 of 19 students are now age appropriate or above.**

- **Relating to Others** - 15 out of 19 students showed improvement across the rubric in the categories. **79% improvement. 15 of 19 students are now age appropriate or above.**

-**Thinking** - 15 out of 19 students showed improvement across the rubric in the categories. **79% improvement. 10 of 19 students are now age appropriate or above.**

- **Using Language, Symbols and Text** - 16 out of 19 students showed improvement across the rubric in the categories. **84% improvement. 15 of 19 students are now age appropriate or above.**

**Year 2 Students Overall Data**

- **Managing Self**-95 out of 119 students showed improvement across the rubrics in this category. **80 % improvement. 110 of 119 students are now age appropriate or above. (92%)**

- **Participating and Contributing** – 106 out of 119 students showed improvement across the rubrics in this category. **89% improvement. 109 of 119 students are now age appropriate or above. (92%)**

- **Relating to Others** - 77 out of 119 students showed improvement across the rubric in this category. **65% improvement. 100 of 119 students are now age appropriate or above. (84%)**

-**Thinking** - 83 out of 119 students showed improvement across the rubric in the categories. **70% improvement. 101 of 119 students are now age appropriate or above. (85%)**

-**Using Language, Symbols and Text** - 105 out of 119 students showed improvement across the rubric in the categories. **88% improvement. 107 of 119 students are now age appropriate or above. (90%)**

**Summary of Programmes and Achievement Data**

The Oral Language programme ‘Talk to Learn’ used at Year 1 has high levels of success in enhancing student achievement in oral language construction and ability, as evidenced by the JOST testing results in 2018.

The Year 1 rubric results of age appropriateness show a consistency between the learning areas. Managing Self (97%) , Participating and Contributing (92%) and the Relating to Others areas of the rubric was particularly strong with 99 % of the students being at the age-appropriate expectation.

PMP physical support equipment, physical manipulatives such as Nimble Fingers enhance the focus on Readiness to Learn. This ‘bridges the gap’ between preschool Te Whariki and the New Zealand Curriculum Level 1. Taking the ‘best bits of both.’

The Year 2 rubric results showed more consistency this year in the way the programme was delivered and in the conceptual understanding and results. The rubric was developed through team discussions however there is an ongoing need for collaborative planning, dialogue, support and application of the programme. The age appropriate results are Managing Self (92%), Participating and Contributing (92%) and the Relating to Others (84%).

The new areas for the Year 2 students which the Year 1 students don’t have are Thinking, in regards to their Learning and Using Language Symbols and Text, which covers questioning and presenting and communicating information to others. The age appropriateness levels with these new skills are as follows Thinking (85%) and Using Language, Symbols and Text (90%).

A strong oral language component with our teachers and teacher and teacher aides supporting the students particularly our E.S.O.L. learners is an important feature of the programme. Our ‘Record of Oral Language’ scores at the 5 year entry assessments, taken one month after the start date with all our students show concerning drop in the oral language of children. This is also supported by anecdotal evidence. This decline is evident throughout New Zealand and forms one of our Kāhui Ako C.O.L. achievement challenges. From the C.O.L. data presented to the Ministry of Education in 2017 it states:

*‘Data collected by primary schools show that many students have poor oral language skills upon entry to school.  This gap is reflected in achievement from the first Year at school, through to problems in meeting the English requirements for Level 2 NCEA.  Schools will develop appropriate programmes to support the growth of language acquisition to reduce the negative impact on learning.’ (Te Pae Here Kāhui Ako - Page 4)*

The STAR’s programme is a vital response to the Oral Language concerns expressed above.

**Programme Suggestions for 2019**

Continue the Oral Language support programme ‘Talk to Learn’ with Teacher Aides, both in-class and withdrawal groups. Continue the Year 1 STAR’s programme as per the 2018 format.

* Strengthen the work around oral language in the early schooling years (both Years 1-2) with the STARs programme and in relation to the Kahui Ako goals in Oral Language. Te Totara is one of the schools with this achievement challenge. Oral Language goal from the Kahui Ako agreement states:

*We have identified the importance of oral language competency in the early schooling years for its own sake, and for the contribution this makes to student wellbeing, as well as leading to improvements in early writing and reading.*

*Our discussions have led us to believe that collaborating in this area to share current best practice and develop approaches further can be of great benefit to all schools and their students. Currently, there is no common approach to, or assessment of, oral language across the Kāhui Ako. This will be part of an inquiry to be undertaken by a group of schools who have this as a focus.*

*Our initial target is to develop an oral language assessment that allows accurate, consistent measurement, across our schools. Once we have completed a collaborative inquiry and established a process for assessing oral language we will determine suitable progress targets within the first three years of schooling. This will be one year after our achievements challenges are endorsed. (Te Pae Here Kāhui Ako - Page 20)*

* Throughout the Year 1 and 2 STAR’s child-directed learning programme enhance the role of the teachers and teacher aides when they interact with the students’. Identify opportunities to ‘model to’ and ‘coach’ the students without ‘taking over.’ This is by the use of ‘descriptive commenting’ whilst the child is interacting with their peers or constructing and building a self-planned object. This ‘descriptive commenting’ is an important foundational teaching tool to strengthen children’s social skills, emotional literacy and academic skills, in other words to strengthen the Key Competencies which our assessment rubrics are based on. (See attached page on ‘Descriptive Commenting’ Facilitating Children’s Academic and Social Learning’ from Carolyn Webster-Stratton ‘The Importance of Teacher Attention, Coaching and Praise.’)

Enhance the Year 2 STAR’s programme to continue a more defined and consistent approach across the year level by the following:

* Continue to develop with the new Year 2 team leader and Year 2 teachers their knowledge of the STAR’s programme. Reinforce to them that STAR’s learning in Year 2 is not the same as Year 1 as it builds on skills and progressions already mastered. STARS Learning in Year 2 is concerned with promoting student creativity, independence and ownership of their learning through student choice and student initiated engagement. Frequent discussions with Jennie and Anne around how this is being developed in the learning areas. Identify the barriers to implementation and programme success, allowing all to work proactively to overcome this.
* It is an activity based programme but it is well planned, structured, ‘hands on’ experiences that our Year 2 teachers facilitate with their learners. During the session the teacher takes on the role of facilitator or coach: observing, providing descriptive comments, asking questions and encouraging students.
* Activities to be related to Curriculum as appropriate:

                    - Try to achieve a balance of activities that will cater for all interests, needs and

abilities.

                    - Some activities might be routine activities that occur in some form every week.

                    - Some might be physical activities.

* These activities are to be planned for with some degree of ‘open-endedness’ and flexibility, just as every other curriculum area is.  All team members can be involved in this to use team member’s strengths.
* A “make it” table and an Art table / observational drawing area (looking at “training” the students in how to use that area – leading to independence in Term 2). Lots of materials such as boxes, magazines, straws etc can be sourced by asking in your team newsletter. Families love to help sending stuff in.

* As part of planning, the use of Learning Intentions will make it specific as to why you are using the identified equipment and should reflect a Year 2 expectation.

Learning maintenance and curriculum anticipation/ preparation. ‘Look back at the things you have done in class, look forward to the things you will be doing next.’

                               Possible organisation of this STAR’s learning time could be :-

                        1. Teacher talking setting up the session ( 5-10 mins) Don’t over talk it.

                        2. Activities:- Teacher moving around observing,  interacting, encouraging,

questioning

                                                                                  (30 - 45 mins)

                        3. Student sharing what they have made or done, student reflection.

                         Possible circle time / oral language experience (10 – 15 mins)

                         Teacher to jot down observations and thoughts e.g “Try and get Tom more

involved early in the session as he tended to hang back and watch others.”

* The idea of Stars Learning in Term One with the use of the STARS Teacher Aides is to guide the students to learn the routines and procedures that they will need independently in Terms 2, 3 and 4. Focused discussion within the teams on the quote: “*What a child can do today with assistance, she will be able to do by herself tomorrow*.” (Vygotsky)

* This is strongly related to the Key Competencies rubric developed for Year 2. Ongoing professional dialogue with team leaders and teachers to reflect on the rubric and where we expect the students to get to by the end of Year 2. This will inform the choice of activities that will be facilitated, in order to get these outcomes. We need to foster an expectation that this programme will regularly occur in the team timetables. Use the ‘Discovery Time’ support resources as examples to develop consistency of practise and an ownership of the process by the staff and learners.
* Baseline data taken in March on the Year 2 rubric. The Rubric sheet is highlighted for each child. These documents will be worked on again during the year and at the end of the year will be highlighted with a different colour to show progress and for Year 2 data collection. A collation sheet will be filled in for Deputy Principal to analyse and report on.

**This document on student achievement in STAR’s Learning in 2018 was reported to the Board of Trustees Meeting on 28 March 2019.**

**The valuable input of Jennie Brook-Watt, Te Totara Year 1 and 2 teachers and teacher aides is**

**acknowledged in the preparation of this report.**

**Anne Fraser**

**Principal**

**(2018 Deputy Principal and Curriculum Manager)**