

Statement of Variance & Evaluation of Student Progress & Achievement 2024



School Name:	Fergusson Intermediate	School Number:	2841
Vision and Values	<p>Our Vision: At Fergusson Intermediate we identify and amplify all the awesome things about our people, our teaching and learning and the world around us.</p> <p>Our Values: Resilience / Manawaroa Integrity / Ngākau Pono Sense of Self / Mana Ahua Ake Empathy / Aroha</p>		
Strategic Aim:	<p>Goal 1 A community-based culture with genuine partnerships where local voices guide and shape our culture and practice</p> <p>Goal 2 Ensure our programmes, systems, environment, resources and pedagogy are responsive to the local adolescent in a post Covid Aotearoa</p> <p>Goal 3 Reflect on, review and refresh our local curriculum in line with the recent NZ Curriculum refresh, the NELPS and the needs of our rangatahi</p>		
Annual Aim:	Identify students who need extending or who have fallen behind and have gaps in their learning and / or attendance and implement strategies to ensure they receive the appropriate support.		
Target:	<ol style="list-style-type: none"> To improve engagement and achievement of target students. To improve assessment for learning practices. To improve the timeliness and effectiveness of structured attendance interventions. To improve regular attendance of Māori ākonga. 		
Baseline Data:	<ul style="list-style-type: none"> 70 students are priority targets for Reading, 88 for Writing, 72 for Mathematics. 106 students in total across Years 7-8. These students are below curriculum expectations. 59 students were target students for enrichment / extension – operating above curriculum expectations. Spread of achievement continues to be wide. A priority learning area is Writing. Many ākonga are starting Year 7 not at the level they should be at according to the New Zealand Curriculum - progress will take longer and looks different for everyone. 32% below in Reading, 46% in Writing and 40% in Mathematics. Differentiation will always remain a priority. A one-size fits all model will not improve progression. Assessment for learning practices are inconsistent across the school and/or not used effectively to improve progression. Staff and student capability to be a professional learning focus across the year. 		

- Attendance target areas are irregular (80-90%) and moderate attendance (70-80%) through a focus on unexplained absences, with and without reasons. 33% of all students were sitting within these attendance brackets at the end of Term 1. 44% (25 ākonga) identifying as Māori fall within this attendance bracket too. This needs systems and processes to faces to the data.

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>
<ul style="list-style-type: none"> Target students were part of planning processes and syndicate team's hui. Students were tracked over time not just at two points in time (mid and end of year). Twice a term reflections and reviews in teams and with senior leadership. Continued to work towards consistent syndicate and whole school assessment moderation processes. Continued to engage with professional learning and development – The Learner First Maths, Structured Literacy, Formative Assessment Practices. Formal Reviews: Attendance, Literacy and Numeracy. Needs based groupings within syndicates for Spelling and Maths. Formal interventions to support target students – Spring into Maths, Liz Kane's The Code, FIS ESOL programme. Teacher Aide training in literacy and numeracy interventions – The Code, Heggerty, Numicon, Spring, Rachel Harvey's resources. Brought Maths Dispositions (the HOW we do Maths) to life in our teaching and learning spaces, integrating them in our planning, including a rubric for teachers and students to identify areas of focus. Continued to develop teacher capability to use the FIS Writing Progression Framework. Introduced peer and self-assessment tools to improve writing. Critical Friend Observations with a focus on Maths and some Spelling groups. Continued our journey of using Assistive Tech to remove barriers to learning. 	<ul style="list-style-type: none"> See data analysis attached. Results are telling us that the jump from mid to end of year curriculum progression expectation is a big one for many. Our target student tracking improved some progress and achievement. Writing remains a focus. Year 8 progression remains challenging. Teachers using a range of formative assessment strategies (feedback in real-time) more regularly, students experimenting with peer and self-assessment tools. More syndicate and school-wide collaboration for planning and resourcing. Noticeable improvement in spelling results through using The Code. Sharing of strategies and supports to help move target students. More 'Maths Talk' and use of Learner First Rich Routines. Increased communication about attendance and more personalised interventions. A small improvement in tracked irregular and moderate attendance but not enough overall to improve regular attendance stats. Change in ākonga and reasons for absence affected the aspirational target of 90% not the ākonga who sat in in the other attendance brackets regularly.

<ul style="list-style-type: none"> • Worked with whānau, individuals, agencies, and organisations to support learning and wellbeing – Kickstart, Youthtown, Ted's Space, Natural Leaders, Resource Teachers: Learning and Behaviour (RTLb), Child and Adolescent Mental Health Services (ICAFS), our Teacher Aides, Learning Support Co-ordinator, SENCo, and Counsellor. • Tracked attendance more regularly. 	
Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<ul style="list-style-type: none"> • We do need to question the data. Variation on what informs an Overall Teacher Judgement must be considered in the variance - classroom experience, staffing, syndicate leadership and culture, one off test or piece of work vs the preferred portfolio of evidence, time of judgement. • Growing number of ākonga with learning and wellbeing needs - many were not getting the right support or consistent support due to lack of funding, time, resourcing, experience, relationships, attendance. • Focus on Maths meant less of a focus on Writing. • Time for the consultation on and release of the new Maths and English curriculum had an impact on our decisions and actions – pushing into Term 4. • Insufficient tracking in 2023 of Year 7 progression. 	<ul style="list-style-type: none"> • Focus on Curriculum first and Assessment second - what, why and how we teach, and then how we best measure what is important. This is still in review. Starting with the Science of Learning, structured approaches to literacy and maths, and community take-action curriculum projects. • Assessment practice at FIS needs to be consistent and understood. Improving teacher capability to give meaningful formative feedback at the time of the learning to keep ākonga moving (often referred to as Assessment for Learning or AFL). Reviewing our reporting frameworks. • Continue with Upper Hutt School's Cluster professional learning and development priorities - Learner First Maths and Structured Literacy. • Establish staff Literacy and Numeracy Curriculum Teams to lead change. • Develop a FIS scope and sequence for Mathematics and school-wide planning template. • MOE funded Oxford University Press Mathematics Resources to be trialled 2025.

	<ul style="list-style-type: none"> • Explore iDeaL running records as a school-wide assessment tool. • Introduce a syntax programme. • Learning Support - continue to look for ways to bring the learning support documents to life in classrooms, continue to build teacher aide capability. • Digging into classroom ESOL supports, not just group interventions. • Professional learning on how to use AI tools to differentiate tasks. • Move from Educa to Edge - Term 4 2024 and Term 1 2025 trial of Student Voice function and Technology reporting.
Planning for next year:	
Actions the Board will take: <ul style="list-style-type: none"> • Monitor progress of our Reviews. • Ensure that mechanisms are in place for communicating targets and progress to all stakeholders. 	

Analysis of Variance End Year 2024

Reading
Writing
Mathematics
Attendance



Strategic Goals

Goal 1

A community-based culture with genuine partnerships where local voices guide and shape our culture and practice

Goal 2

Ensure our programmes, systems, environment, resources and pedagogy are responsive to the local adolescent in a post Covid Aotearoa

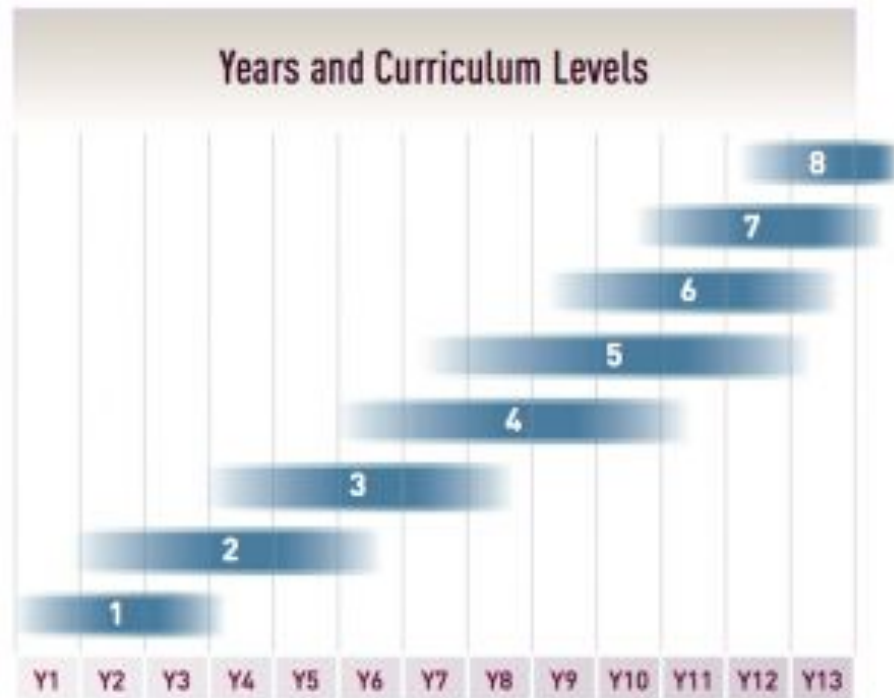
Goal 3

Reflect on, review and refresh our local curriculum inline with the recent NZ Curriculum refresh, the NELPS and the needs of our rangatahi

2024 Targets

1. To improve engagement and achievement of target students.
2. To improve assessment for learning practices.
3. To improve the timeliness and effectiveness of structured attendance interventions.
4. To improve *regular* attendance of Māori ākonga.

NOTE: title of the graphs reads 'Accelerated (insert data)'. This does NOT mean acceleration from one curriculum level to another. It means value added progress and in this case is measured against 2 sub-levels or more of progress within a curriculum level.



Progress vs Expected Levels of Achievement

SoY 7	EoY 7	SoY 8	EoY 8
Below - 3E	Below - 3D	Below - 3D	Below - 3P-4E
At - 3D	At - 3P-4E	At - 3P-4E	At - 4D
Above - 3P	Above - 4D	Above - 4D	Above - 4P

**aspirations + meeting kids where they are at +
celebrating progress = SUCCESS**

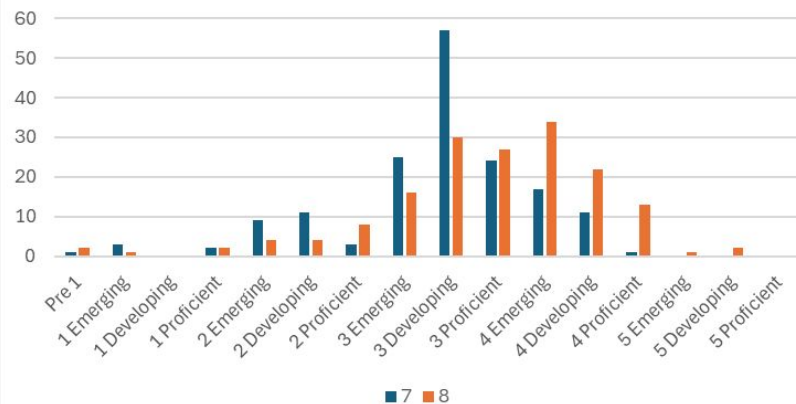
Year 7 SoY 2024

Reading	Writing	Maths
Below - 3E 52 (32.1%)	Below - 3E 73 (45.6%)	Below - 3E 65 (40.1%)
At - 3D 57 (35.2%)	At - 3D 52 (32.5%)	At - 3D 57 (35.2%)
Above - 3P 53 (32.7%)	Above - 3P 35 (21.9%)	Above - 3P 40 (24.7%)

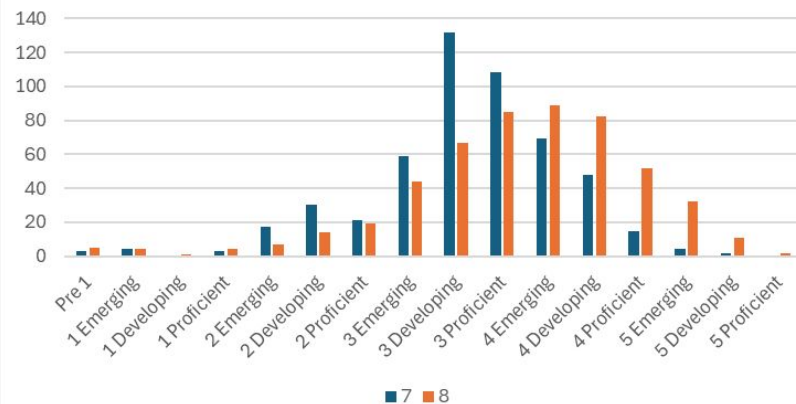
Year 8 SoY 2024

Reading	Writing	Maths
Below - 3E 67 (40.6%)	Below - 3E 83 (50.3%)	Below - 3E 63 (38.2%)
At - 3D 61 (37%)	At - 3D 64 (38.8%)	At - 3D 62 (37.6%)
Above - 3P 37 (22.4%)	Above - 3P 18 (10.9%)	Above - 3P 40 (24.2%)

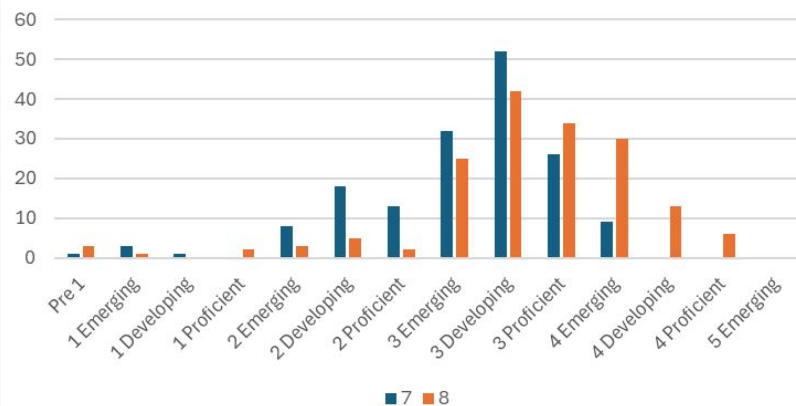
Reading Start of Year 2024



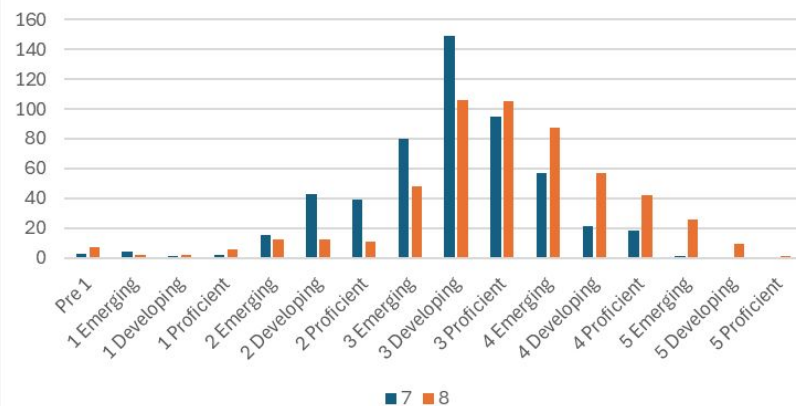
Reading End of Year 2024



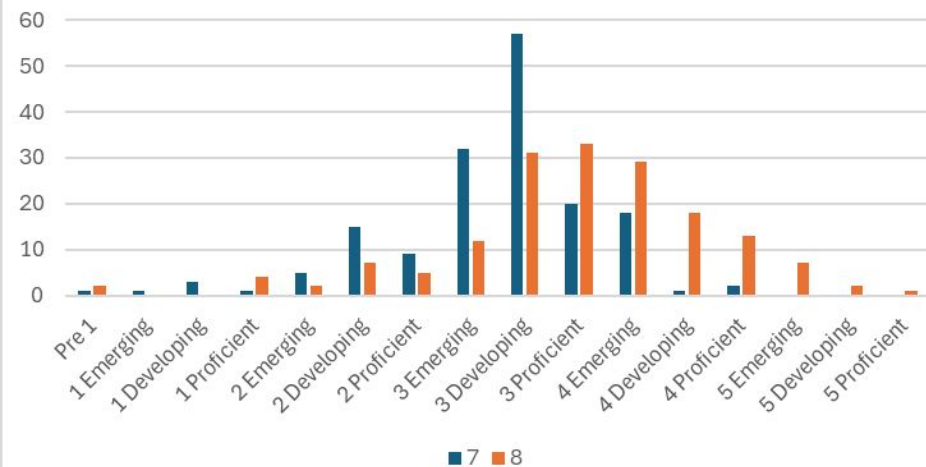
Writing Start of Year 2024



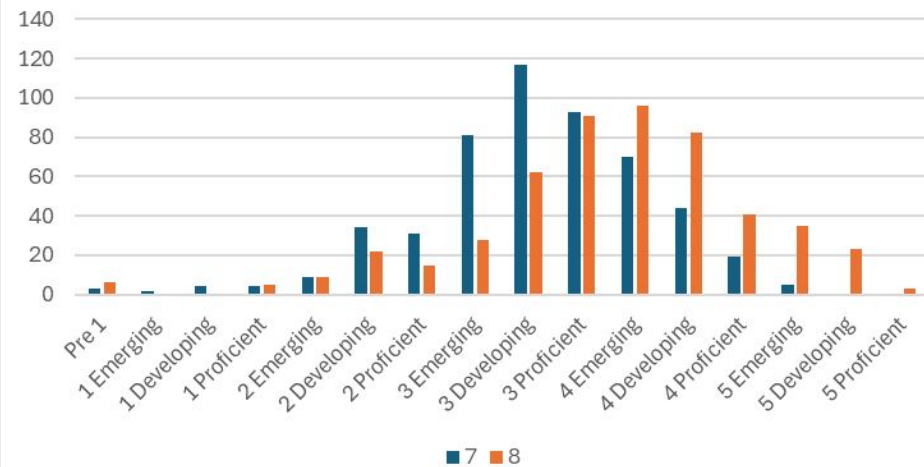
Writing End of Year 2024



Maths Start of Year 2024



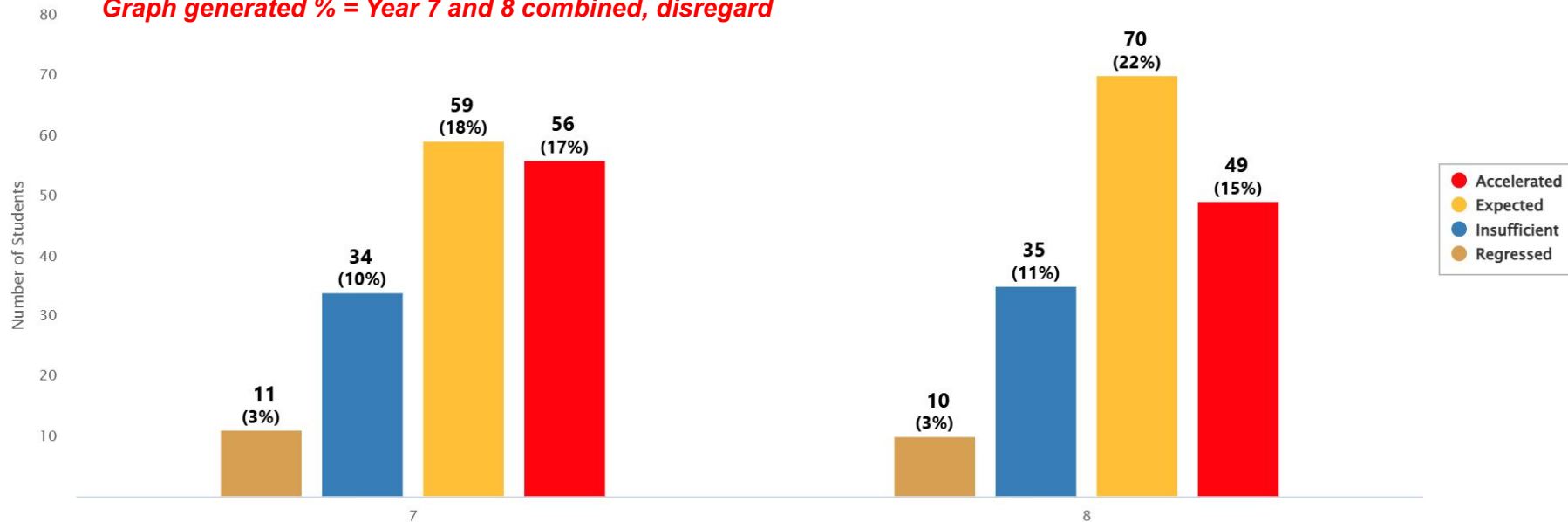
Maths End of Year 2024



Accelerated Reading Data - 2024 Term 1 To 2024 Term 4 - Column Chart

Split By: Year Level

Graph generated % = Year 7 and 8 combined, disregard



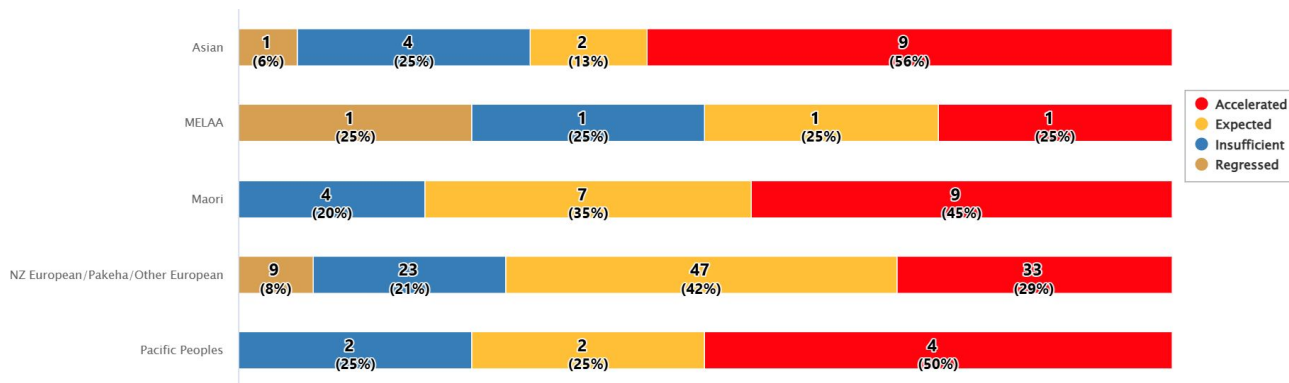
What does this tell us?

- 35% of Year 7 and 30% of Year 8s moved 2 or more or more curriculum sub-levels in 2024
- 37% of Year 7 and 43% of Year 8s moved 1 or more curriculum sub-levels in 2024
- Year 7 progression = 72%, Year 8 progression = 73%

Accelerated Reading Data - 2024 Term 1 To 2024 Term 4 - 100% Bar Chart

Split By: Ethnicity

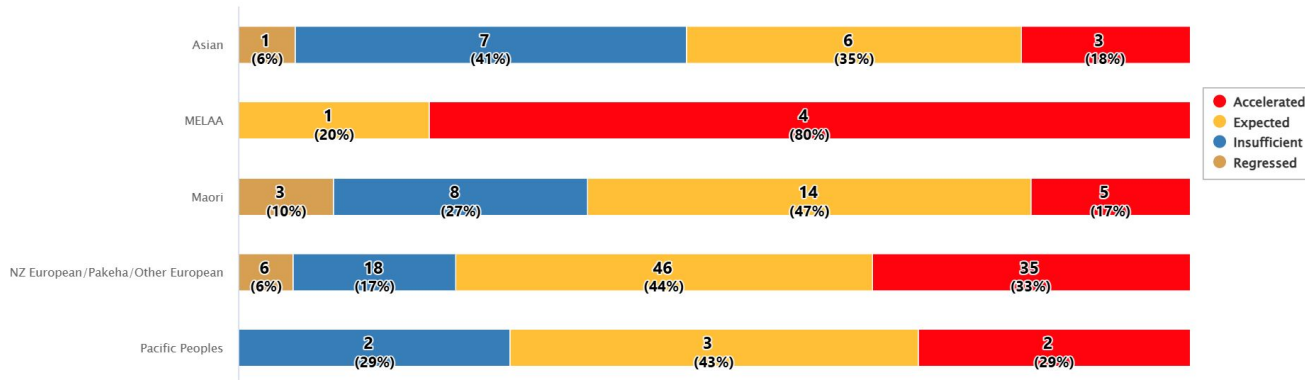
Filtered By: Year 7



Accelerated Reading Data - 2024 Term 1 To 2024 Term 4 - 100% Bar Chart

Split By: Ethnicity

Filtered By: Year 8



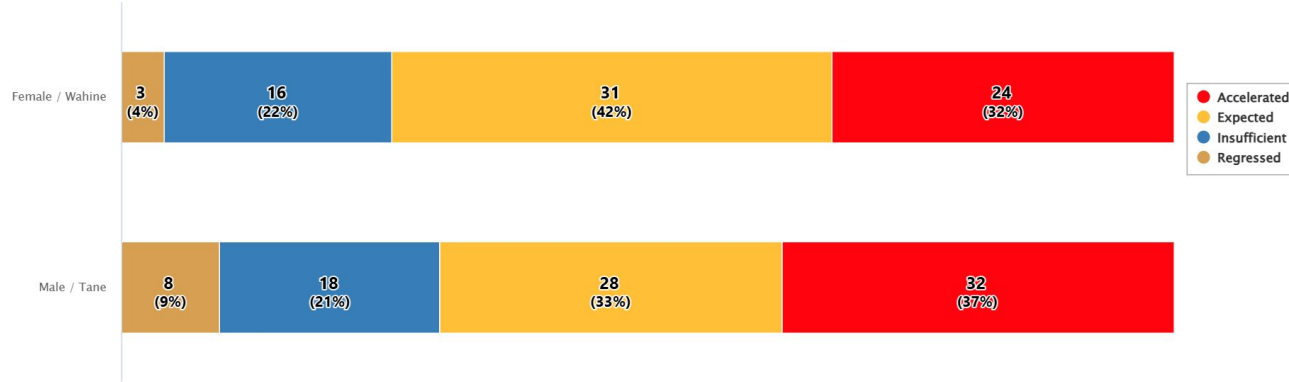
What does this tell us?

- Year 7 Māori achievement in Reading is close to that of NZ European /Pakeha/Other European.
- Higher % of Year 8 Māori did not progress compared with NZ European /Pakeha/Other European.

Accelerated Reading Data - 2024 Term 1 To 2024 Term 4 - 100% Bar Chart

Split By: Gender

Filtered By: Year 7



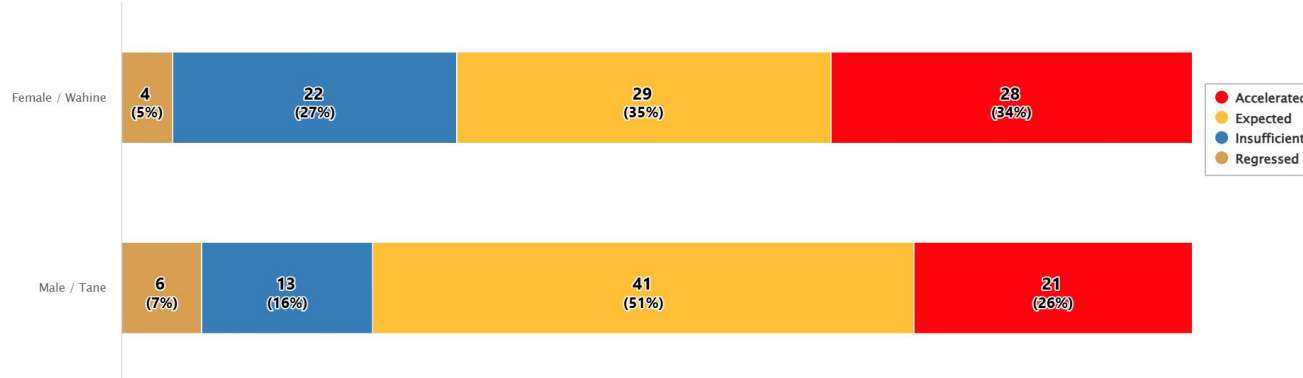
What does this tell us?

- Year 7 female progression is slightly higher than males
- Year 8 male progression is slightly higher than female

Accelerated Reading Data - 2024 Term 1 To 2024 Term 4 - 100% Bar Chart

Split By: Gender

Filtered By: Year 8



Reading Term 4 - 2024 - Student Counts & Percentages

Split By: Year Level

Search:

↑↓	Well Below ↑↓	Below ↑↓	At ↑↓	Above ↑↓	Well Above ↑↓
7	33 (20%)	32 (19%)	66 (39%)	22 (13%)	15 (9%)
8	64 (39%)	23 (14%)	32 (19%)	19 (12%)	27 (16%)

↑↓	Well Below ↑↓	Below ↑↓	At ↑↓	Above ↑↓	Well Above ↑↓
Female / Wahine	40 (25%)	28 (17%)	46 (28%)	22 (13%)	27 (17%)
Male / Tane	57 (34%)	27 (16%)	52 (31%)	19 (11%)	15 (9%)

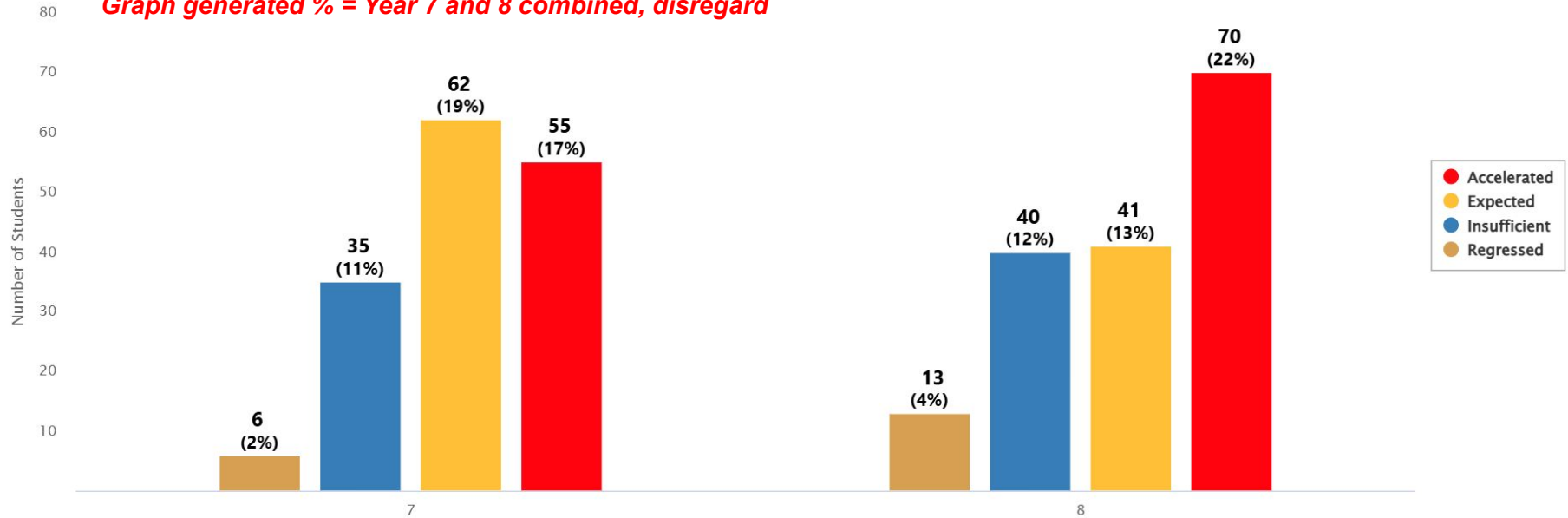
What does this tell us about Reading curriculum expectations (not progression)?

- 61% Year 7s at or above, 47% Year 8s at or above, males a target group

Accelerated Writing Data - 2024 Term 1 To 2024 Term 4 - Column Chart

Split By: Year Level

Graph generated % = Year 7 and 8 combined, disregard



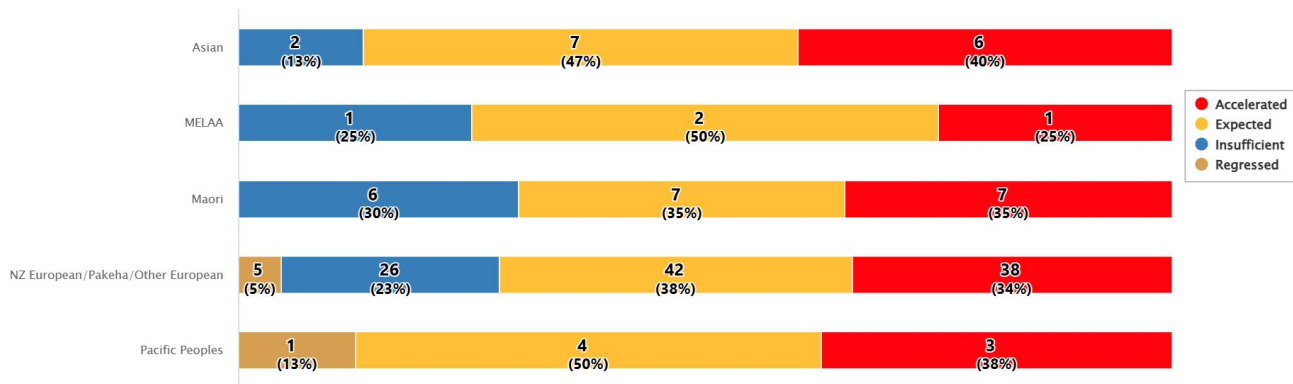
What does this tell us?

- 35% of Year 7 and 43% of Year 8s moved 2 or more or more curriculum sub-levels in 2024
- 39% of Year 7 and 25% of Year 8s moved 1 or more curriculum sub-levels in 2024
- Year 7 progression = 74%, Year 8 progression = 68%

Accelerated Writing Data - 2024 Term 1 To 2024 Term 4 - 100% Bar Chart

Split By: Ethnicity

Filtered By: Year 7



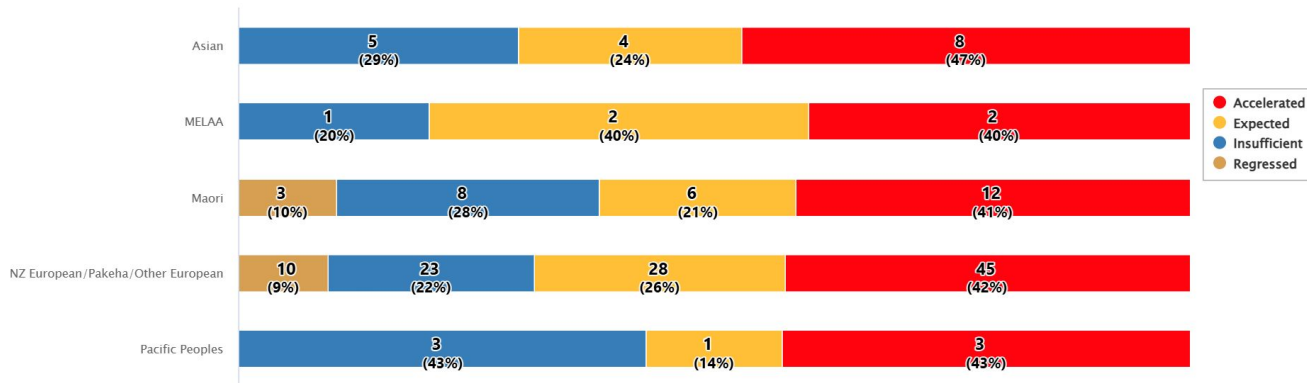
What does this tell us?

- Māori progression in Writing comparable to that of European/Pakeha /Other European

Accelerated Writing Data - 2024 Term 1 To 2024 Term 4 - 100% Bar Chart

Split By: Ethnicity

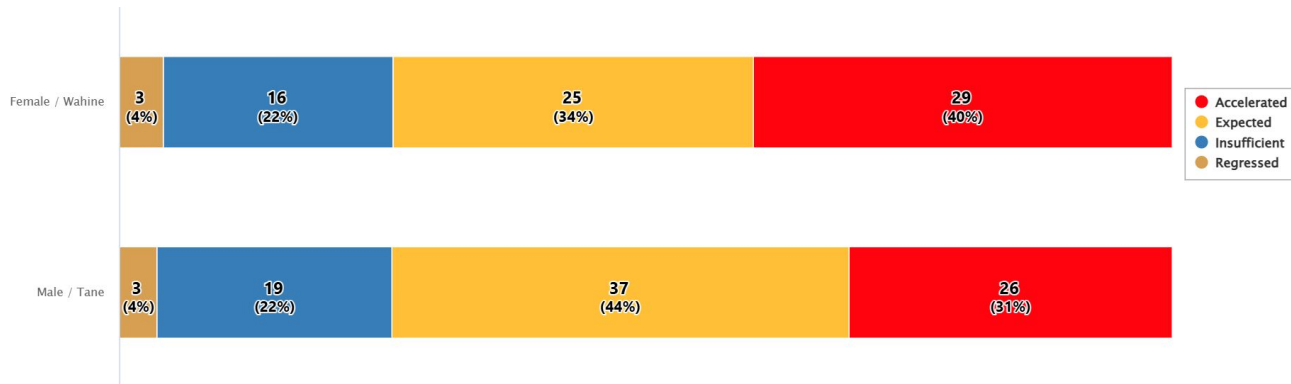
Filtered By: Year 8



Accelerated Writing Data - 2024 Term 1 To 2024 Term 4 - 100% Bar Chart

Split By: Gender

Filtered By: Year 7



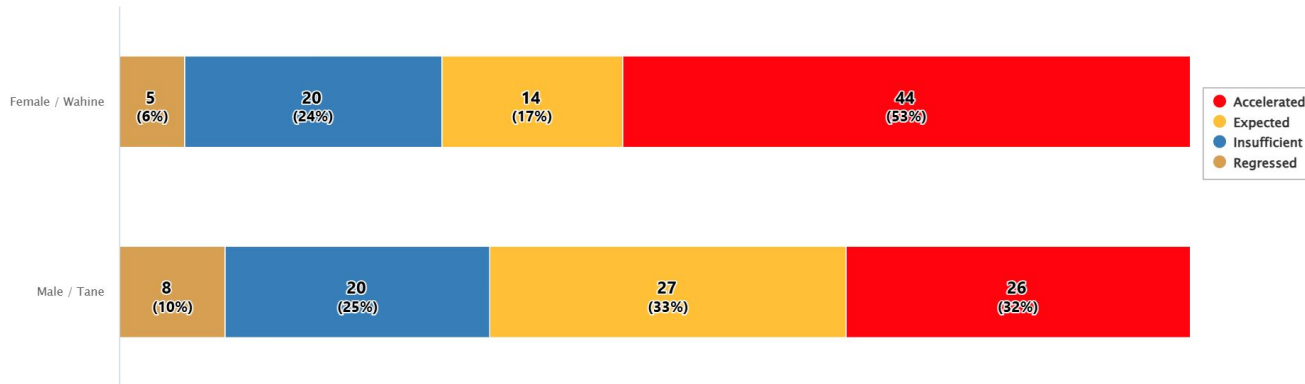
What does this tell us?

- Female progression is higher than Males, particularly Year 8 Males

Accelerated Writing Data - 2024 Term 1 To 2024 Term 4 - 100% Bar Chart

Split By: Gender

Filtered By: Year 8



Writing Term 4 - 2024 - Student Counts & Percentages

Split By: Year Level

Search:

↑↓	Well Below ↑↓	Below ↑↓	At ↑↓	Above ↑↓	Well Above ↑↓
7	45 (27%)	39 (23%)	59 (35%)	13 (8%)	12 (7%)
8	80 (48%)	24 (14%)	21 (13%)	16 (10%)	25 (15%)

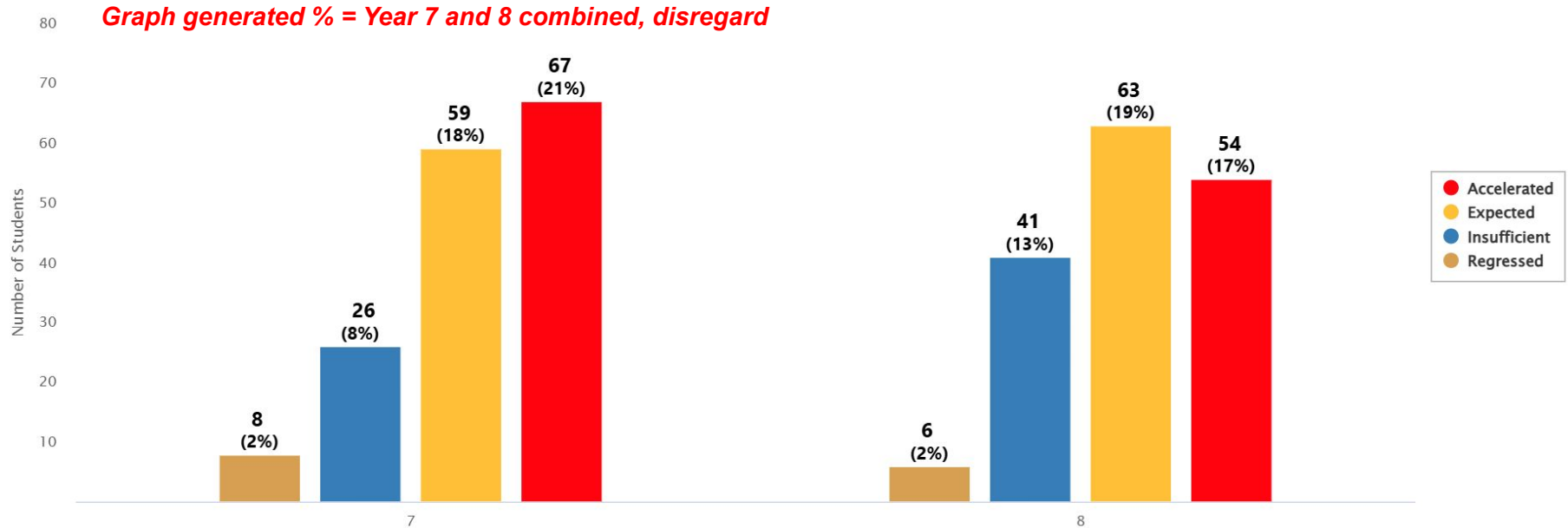
↑↓	Well Below ↑↓	Below ↑↓	At ↑↓	Above ↑↓	Well Above ↑↓
Female / Wahine	43 (26%)	32 (20%)	39 (24%)	22 (13%)	28 (17%)
Male / Tane	82 (48%)	31 (18%)	41 (24%)	7 (4%)	9 (5%)

What does this tell us about Writing curriculum expectations (not progression)?

50% Year 7s at or above, 38% Year 8s at or above, males target group

Accelerated Math Data - 2024 Term 1 To 2024 Term 4 - Column Chart

Split By: Year Level



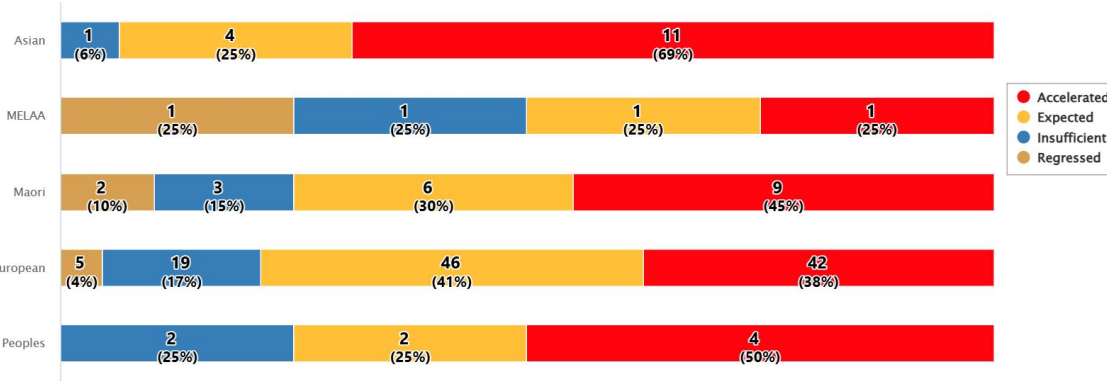
What does this tell us?

- 42% of Year 7 and 33% of Year 8s moved 2 or more or more curriculum sub-levels in 2024
- 37% of Year 7 and 38% of Year 8s moved 1 or more curriculum sub-levels in 2024
- Year 7 progression = 79%, Year 8 progression = 71%

Accelerated Math Data - 2024 Term 1 To 2024 Term 4 - 100% Bar Chart

Split By: Ethnicity

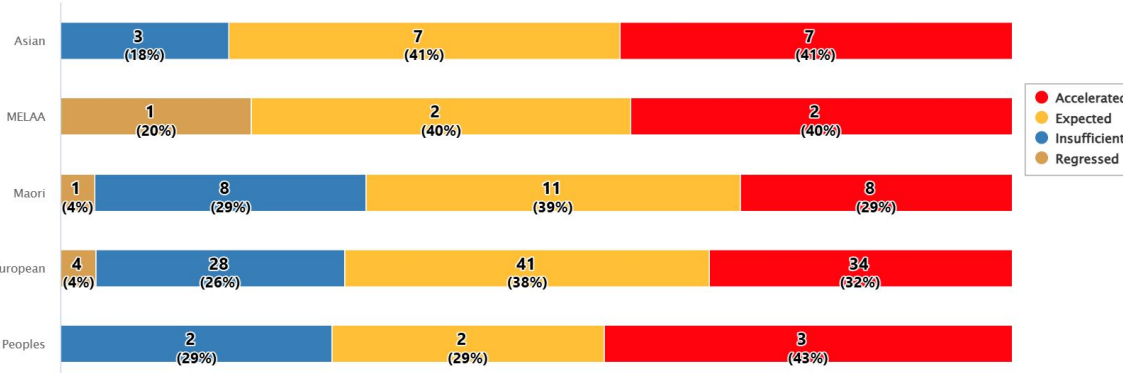
Filtered By: Year 7



Accelerated Math Data - 2024 Term 1 To 2024 Term 4 - 100% Bar Chart

Split By: Ethnicity

Filtered By: Year 8



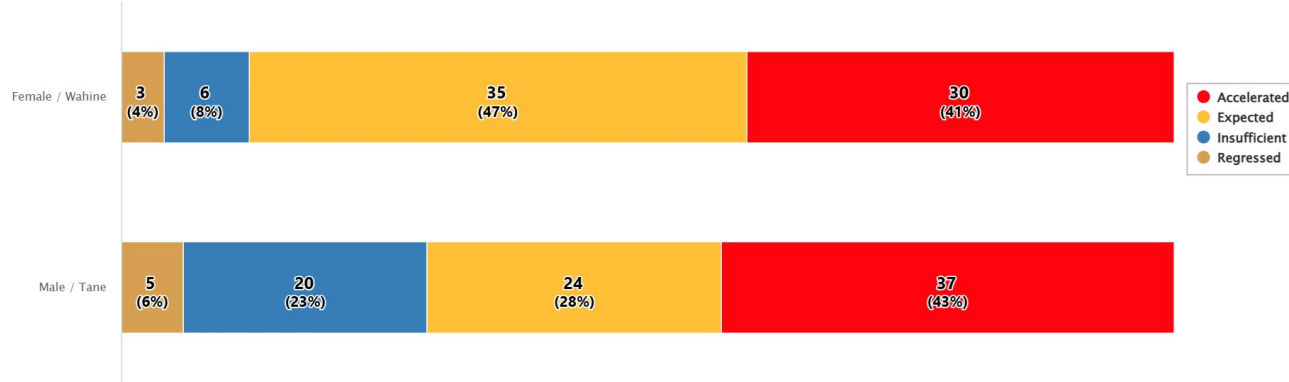
What does this tell us?

- Māori progression in Mathematics is comparable than that of NZ European /Pakeha/Other European.

Accelerated Math Data - 2024 Term 1 To 2024 Term 4 - 100% Bar Chart

Split By: Gender

Filtered By: Year 7



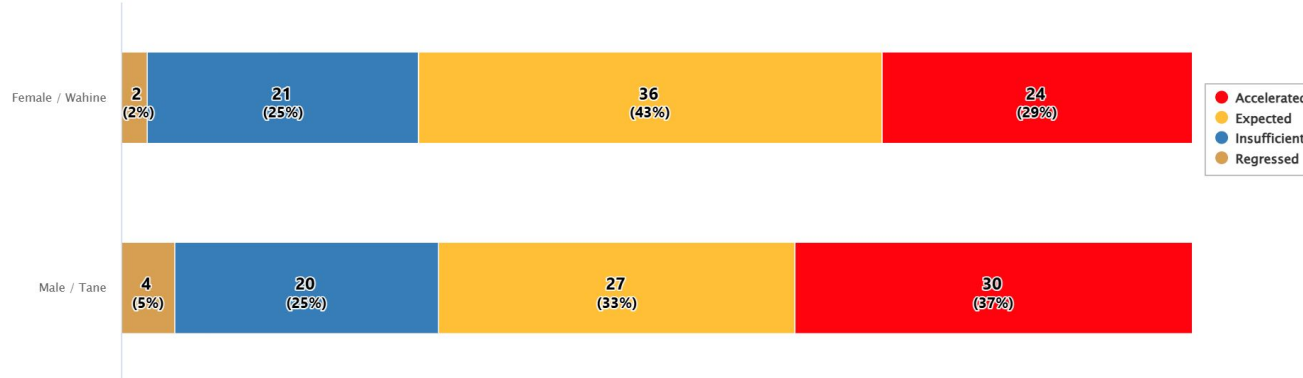
What does this tell us?

- Year 7 males are a target group
- Male progression % is higher in Year 8

Accelerated Math Data - 2024 Term 1 To 2024 Term 4 - 100% Bar Chart

Split By: Gender

Filtered By: Year 8



Math Term 4 - 2024 - Student Counts & Percentages

Split By: Year Level

Search:

↑↓	Well Below ↑↓	Below ↑↓	At ↑↓	Above ↑↓	Well Above ↑↓
7	42 (25%)	25 (15%)	62 (37%)	23 (14%)	16 (10%)
8	57 (35%)	30 (18%)	35 (21%)	16 (10%)	27 (16%)

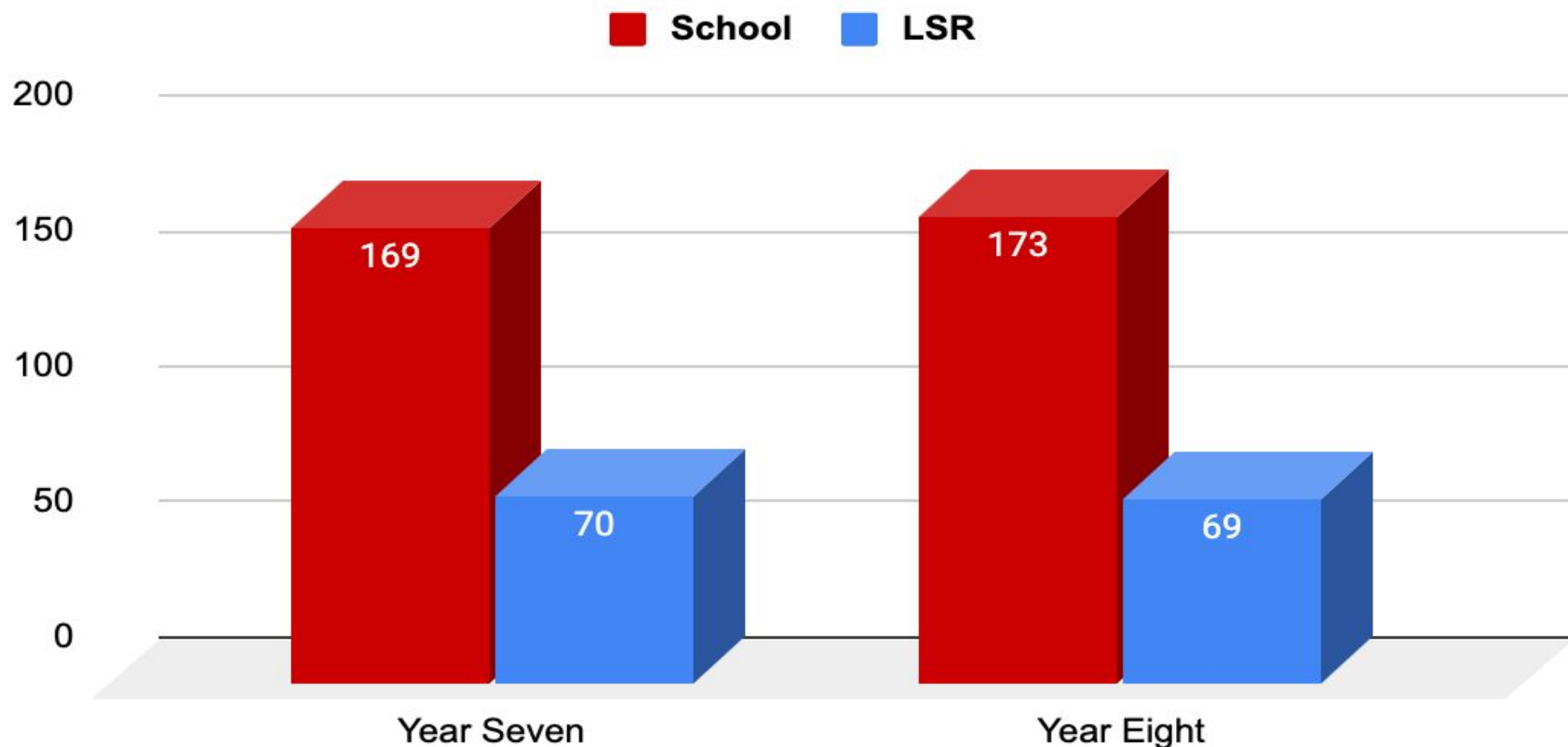
↑↓	Well Below ↑↓	Below ↑↓	At ↑↓	Above ↑↓	Well Above ↑↓
Female / Wahine	50 (31%)	32 (20%)	49 (30%)	14 (9%)	18 (11%)
Male / Tane	49 (29%)	23 (14%)	48 (28%)	25 (15%)	25 (15%)

What does this tell us about Maths curriculum expectations (not progression)?

- 61% Year 7s at or above, 47% Year 8s at or above, females a target group

Fergusson - Whole School VS LSR Data

YEAR LEVEL



Tiers explained

Tier 1; Minor Needs

Identified need does not have a major effect on the student's ability to cope with programmes within the classroom. The identified need can be met by carefully planned teaching and school system support eg: interventions or learning groups outside of the classroom.

Tier 2; Moderate Needs

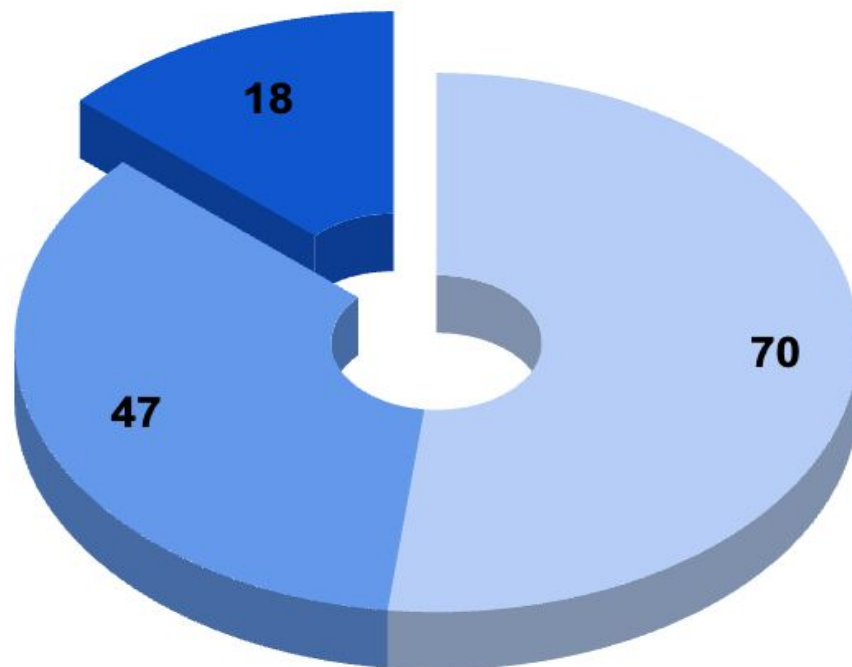
Student copes with some basic requirements but has difficulty keeping up with the group and requires targeted adaptation and modification learning tasks that most other students can complete independently. An intervention programme or additional behaviour and/or learning support required. External supports like RTLB may be required.

Tier 3; High Needs

Student is unable to participate in classroom/school situations without major programme adaptation. Individualised and intensive support, an individualised behaviour/safety plan or an IEP needed for students who experience severe and challenging needs and behaviour. Students need 1:1 adult support to participate in learning tasks. Multiple external agencies may be involved.

Fergusson - Students on LSR by Tier

- Tier 1
- Tier 2
- Tier 3



Target Students: Year 7 2P below | Year 8 3E below

Profile

106 total from SoY data

- **60 males**
- **46 females**
- **52 Yr 7**
- **54 Yr 8**
- **9 ORS**
- **90 on LSR**

Actions

- Assistive Technology
- Teacher Aide support
- Small group support - Spelling, Maths, Reading, ESOL (Spring into Maths, Liz Kane's The Code)
- Graphic Organisers
- Chunking the work
- Differentiated tasks
- More vocab and syntax support
- Buddies
- Use of more physical materials for maths learning
- Reading Eggs, Education Perfect, StepsWeb
- Increased teacher time

End of Year Progress - below expectations target group

READING	WRITING	MATHS
Yr 7 = 29	Yr 7 = 40	Yr 7 = 35
Yr 8 = 41	Yr 8 = 44	Yr 8 = 36
1 sub-level = 22	1 sub-level = 24	1 sub-level = 16
2 sub-levels = 11	2 sub-levels = 16	2 sub-levels = 14
3 or more sub-levels = 10	3 or more sub-levels = 15	3 or more sub-levels = 12
Regressed or no progress = 27	Regressed or no progress = 29	Regressed or no progress = 28
63.2% progressed	65.5% progressed	60% progressed

Year 8 Target Group

At mid year 2024, 55 Year 8 students had not made any progress in one or more areas. These students were reviewed, discussed in syndicate teams and tracked.

Trends for lack of progress

- Insufficient evidence
- Learning support and behaviour needs, including 8 ORS
- Variable effort
- Not acting on teacher feedback
- Will take more time to progress, expected by the end of the year.

RESULTS BELOW

Reading Mid	Reading End	Writing Mid	Writing End	Maths Mid	Maths End
29 no progress 8 regressed	16 no progress 3 regressed 18/37 progressed	28 no progress 3 regressed	8 no progress 4 regressed 19/31 progressed	11 no progress 3 regressed	8 no progress 0 regressed 6/14 progressed

Target Students: 4P and above

Profile

30 total from SoY data

- **19 males**
- **11 females**
- **3 Yr 7**
- **27 Yr 8**
- **7 on LSR**

Actions

- Assistive Technology
- Extension groups - Maths, Reading, Writing
- Differentiated tasks
- Passion contexts
- Mathswell, Spell-It-Out, Kiwi Comps
- Education Perfect

End of Year Progress - extension

READING	WRITING	MATHS
1 sub-level = 9	1 sub-level = 2	1 sub-level = 7
2 sub-levels = 2	2 sub-levels = 4	2 sub-levels = 5
No progress or regressed = 5	No progress or regressed = 2	No progress or regressed = 12
69% progressed	75% progressed	50% progressed

Syndicate Reflections

Keep doing, it is working

- Target students, syndicate and whole school moderation, needs based groupings for Maths and Spelling, linking our literacy and numeracy programmes to the inquiry focus.

Needs a fresh pair of eyes

- MOE curriculum priorities (structured literacy and maths), assessment for learning practices, transitions between teachers and spaces, meaningful use of Education Perfect, reporting to parents/caregivers (student reflections and summative reporting).

Needs consistency

- *Ongoing* - tracking progress, understanding of what it means to be working within a curriculum sub-level, data used to inform Overall Teacher Judgements.



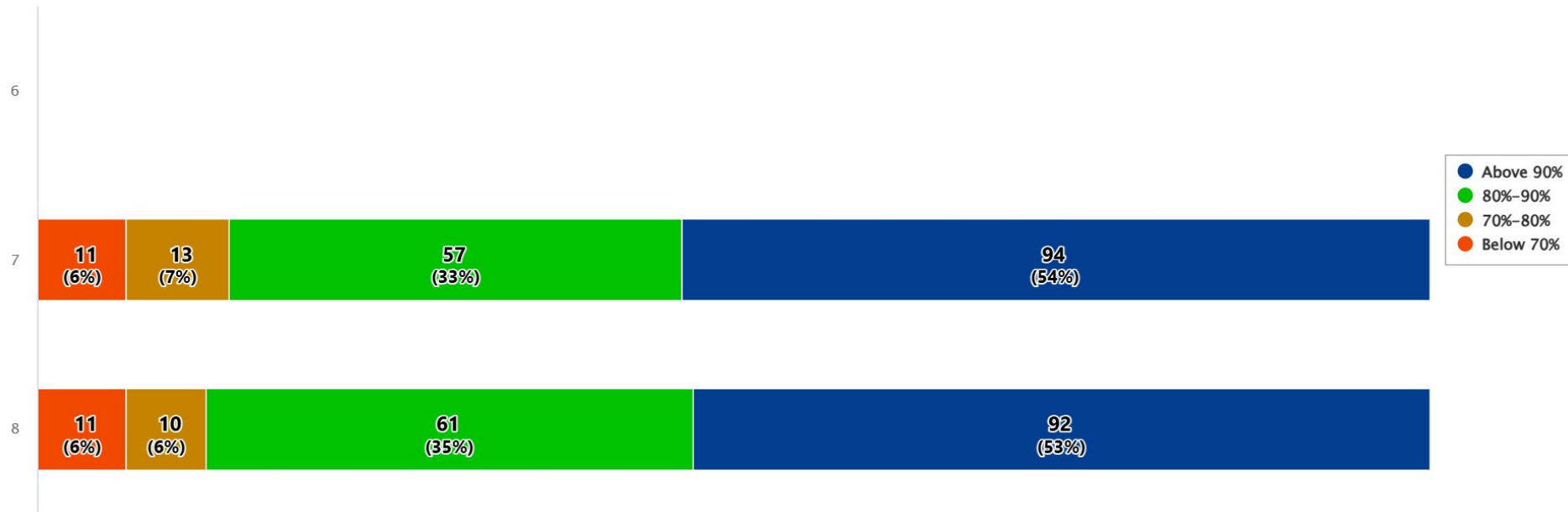
Attendance Review Outcomes

	Student Categories	Student with	Equivalent to
	Regular attendance	over 90% attendance	missing fewer than 5 days across a term
	Irregular absence	more than 80% and up to 90% attendance	absent for between 5 and 9 days across a term
	Moderate absence	more than 70% and up to 80% attendance	absent for between 10 and 14.5 days across a term
	Chronic absence	70% attendance or less	absent for 15 days or more across a school term

- Continue to prioritise understanding the context of the attendance concern, especially Unexplained and Medical reasons.
- Improve the timeliness of formal interventions.
- Develop a lateness policy and procedure.
- Formalise learning from home plans and accountability around this, particularly for extended medical periods.
- Irregular absence continues to be a priority target area.
- Increasing daily communication for unexplained non-attendance. Every child must be accounted for.
- Termly communication with parents, caregivers and whānau about attendance.
- Continue with to work in partnership with whānau to improve attendance, not a one size fits all model.

Attendance Data (4 Point Scale) Year To Date - 2024 - 100% Bar Chart

Split By: Year Level



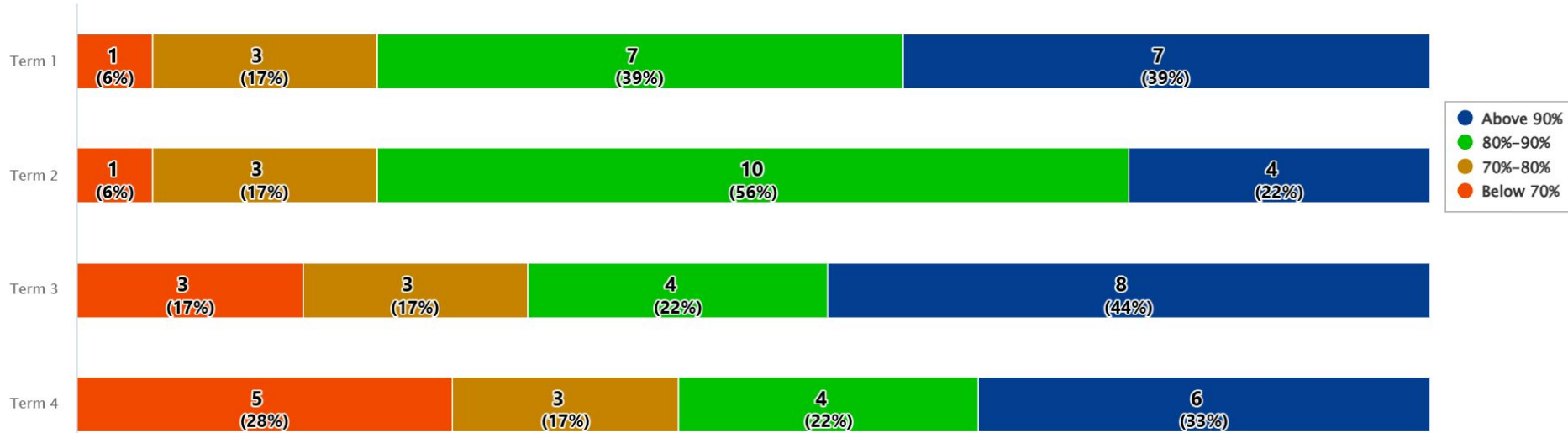
What does this tell us?

- Attendance is comparable between Years 7 and 8.
- Target areas need to be 70-80% and 80-90%. This requires systems and processes and putting faces to the data, and less holidays during term time (69 students coded G for a period of time in 2024)
- 24 Year 7s and 21 Year 8s 80% and below had formal attendance interventions.

Attendance Data (4 Point Scale) Term On Term - 2024 - 100% Bar Chart

Split By: Ethnicity

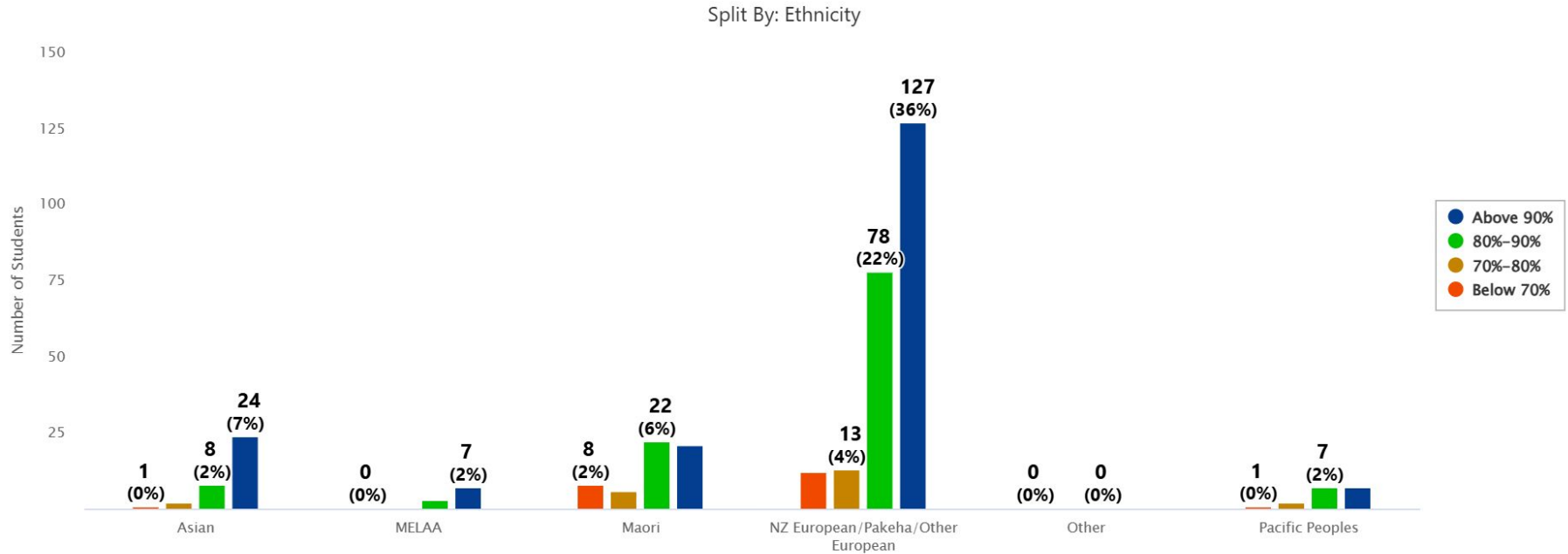
Filtered By: Maori



What does this tell us?

- After the review in Term 2 our actions helped reduce the 80-90% in Terms 3 and 4
- 70-80% we did not shift
- 2 regular attenders dropped to below 70% for understood reasons

Attendance Data (4 Point Scale) - 2024 - Column Chart



What does this tell us?

- 78 students who identify as NZ European/Pakeha/Other European and 22 students who identify as Māori have a 80-90% attendance rate. This tells us there is more work to be done to improve attendance.
- Gender was comparable.