

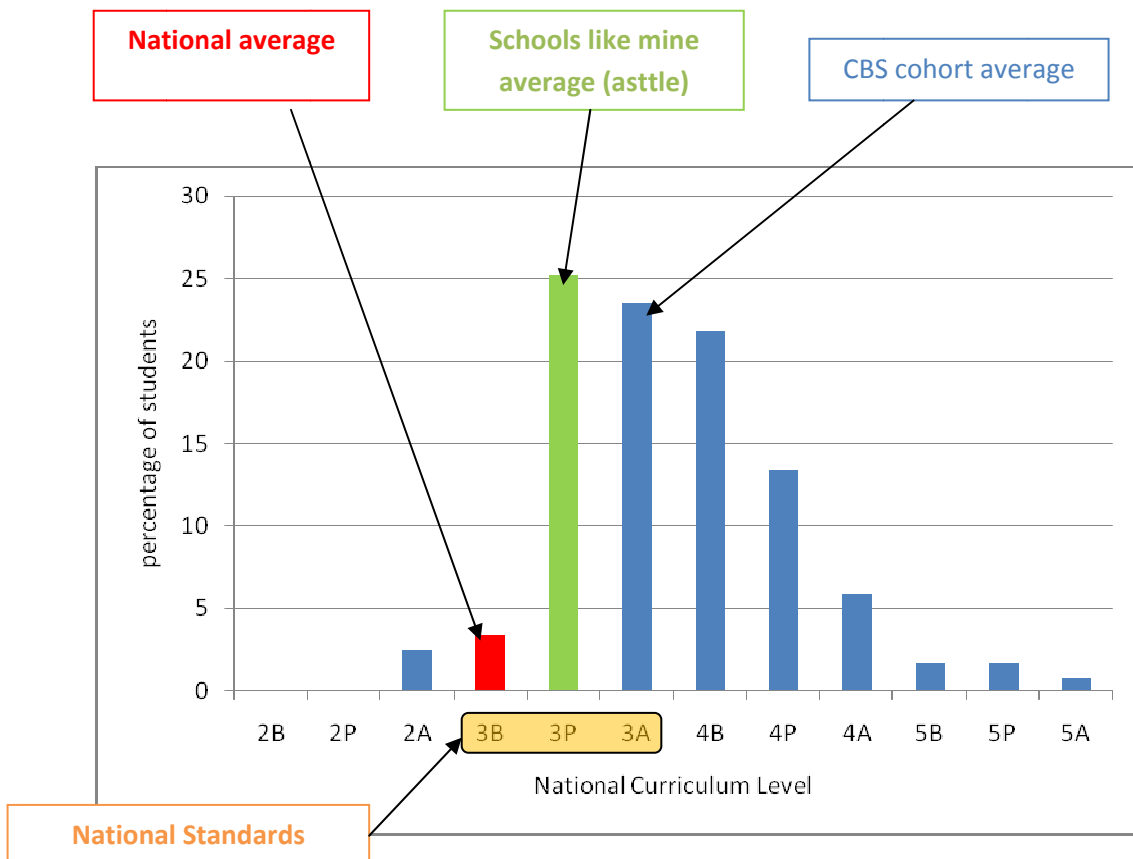
## **National Standards**

It has become a requirement for all schools with students from years 1 – 8 to implement the use of national standards from 2010. There has been considerable debate about these standards within the education community and across the country in the wider community. Regardless of the merits, or otherwise, of the introduction of national standards, you can be assured that Campbells Bay School will be fully compliant with the requirements pertaining to national standards as established by the Ministry of Education. The section, below, entitled *Campbells Bay School and the National Standards*, provides information on how we will implement the national standards.

Within the education community the overwhelming view is that the national standards will not increase standards; hence they will fail to achieve what they set out to do, namely ‘to set clear expectations that students need to meet in reading, writing and mathematics in the first eight years at school.’ In itself, national standards seems like an entirely reasonable proposition and it could be thought that opposition to the standards probably comes from some ‘woolly, sandal wearing educationalists’ who enjoy a good joust with the government. The reality is somewhat different. Those who have lined up against the standards as they have been developed include most in the education profession including prominent and highly respected academics such as Professor John Hattie (University of Auckland) and Professor Terry Crooks (University of Otago.) Both these gentlemen are experts in the field of student assessment and are highly regarded globally in this domain.

In a recent open letter to the Minister of Education these academic leaders stated that ‘a better form of assessment and reporting would focus on the progress that children are making’ (rather than simply stating a standard to be achieved). They share their concerns about the poor record national standards have had in countries they have been introduced into.

What is so wrong with the national standards as they have been developed? In a nutshell, they are not standards that are relevant to all students and they do not focus on the amount of progress students are making. The best evidence of this can be seen with an example from CBS. The graph, below, shows (a) the national standard for year six students is very broad. (b) The national standard is not terribly relevant to students at this school as most of our students are well in excess of the national standard; and (c) we already have our own standard to work towards and improve upon that is much more relevant to our students. That is the ‘schools like mine average.’ (In our case, ‘schools like mine’ are large, urban, high decile schools). NB ‘high decile’ is the official Ministry word for high socioeconomic. Hence, the national standard is not something that we will find to be very useful when we are planning student programmes. We will use our more relevant ‘schools like mine’ information and base future standards for year groups of our students on the performance of the year group. This is what we do at present. Of course, we will meet the requirements of the Ministry and supply them with information they require based on their standards.



The other side of the coin is that these standards may well be overly onerous for many students in a number of schools. These will often be those children who have not had access to the many advantages students at Campbells Bay School have had before they arrived at school. Hence, although the teaching at schools these children attend may be of very high quality, given the starting point of the child at age five, the ‘value added’ by the school may not be sufficient to raise children to the national standard. This is not to write off students who arrive at school without the benefits of our Campbells Bay children. Rather, it is to suggest that each child needs to have relevant and realistic achievement targets set for them with these targets then being assiduously worked towards. A ‘one size fits all’ approach is not the way to go. It is simplistic and, for the most part, unhelpful and distracting to the craft of teaching, particularly when we focus on teaching and learning to meet individual needs in the school environment.

Where to from here? We will comply with the new requirements and this won’t take us terribly long but it will be just another administrative task foisted upon us by government. We will spend the great majority of our time in the realm of student assessment refining what we currently do; namely analysing student data to determine next learning steps to achieve standards that are most relevant to the students at Campbells Bay School.

# Campbells Bay School and the National Standards

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The Campbells Bay School New Curriculum has been fully developed and is in the implementation phase across the school. The assessment practices that are in place have been identified to support the school vision. Reading, Writing and Mathematics which the National Standards have been produced for by the Ministry of Education, is the foundation that the CBS New Curriculum is built on, and stems from the “effective communicators” strand, and drawing on the others: “effective thinkers, self-managers and citizens”.

Campbells Bay School is already well on the way to integrate the National Standards into its current practice.

MOE

In this first year of implementation (2010), schools will:

CBS

- help students understand the standards and their goals in relation to them

*Already teachers use assessment to inform planning and to set goals with students. Formative assessment, the use of learning intentions and success criteria, is expected practice across the school. As part of continuous improvement teachers are developing personalised learning.*

MOE

- assess students' progress and achievement in relation to the standards, using a range of assessment methods

CBS

A range of assessments are used across the school which provide triangulation of student assessment. Information from assessments is regularly assessed against the national average and against ‘schools like mine’ averages. The National Standards will now provide another layer to assess students’ progress and achievement against.

MOE

- ensure that students understand their progress and achievement and what the next steps are in their learning

CBS

Examples of individualised learning programmes are evident across the school. Goal setting occurs at the beginning of the year for all students and this is done in consultation with the students, family and teacher. These are what drive the learning for the students for the year, and are adjusted accordingly. Assessment and learning is then shared in relation to these

MOE goals, which are in turn reviewed throughout the year. Using assessment better, such as the individual learning pathways from asTTle, is always in a process of continuous improvement. Recent changes with e-asTTle have provided a “student-speak” individual learning pathway. It is important for Campbells Bay School to be on top of recent developments in assessment for learning, and that is where the role of the Director of Student Achievement is important

- CBS
- provide at least two plain-language, written reports to parents, family and whānau about their child's progress in relation to the standards
  - support parents, family, and whānau to understand the process and format of reporting and how they can work with schools to support their child's progress.

Campbells Bay School currently offers two written reports per year, and two opportunities for parents to attend parent – teacher interviews.

<i>Term 1, Week 2</i>	<i>Meet the Teacher</i>
<i>Term 1, Week 5</i>	<i>Goal Setting Interview</i>
<i>Term 2, Week 10</i>	<i>Mid Year Interviews / Mid-Year Report sent home</i>
<i>Term 4, Week 8</i>	<i>End of Year Report sent home</i>

*Opportunities for parents to make comments on how reporting and interviews are run occur through surveys such as the School Quality Survey. In 2009, Teresa Burn led a parent focus group to make improvements to the style of the Campbells Bay School end of year reports to ensure the school was reporting in language that parents wanted and that the areas reported on were what was wanted. This has led to the change in the style of reports and also in the construction of a parent information pack regarding the assessment tools and explanations of national curriculum levels. Information is sent to parents at home and is produced on the UltraNet, along with graph showing recent assessment information in relation to the school cohort and the national average.*

*With the implementation of National Standards, this will provide another layer to the process of reporting where individual students sit in relation to national expectations.*

An example of student achievement data: Year 6 Number

