



# Wilson School

## Report on B-Squared Assessment Term 4 2022

### Introduction

Wilson School is using an assessment tool called Connecting Steps from the variety of tools available from B-Squared. Within Connecting Steps there are two different learning pathways:

- ✚ Progression Steps
- ✚ Engagement Steps

This report focuses on the progress made between **Sept 2022 and Dec 2022 (End of Term 3 2022 to End of Term 4 22)**.

Only students who were enrolled at school for the entire data range and present in school (Term 3 2022 + Term 4 2022) have been included in this report. The data focuses on 112 students. One further student was identified as enrolled, but teachers were unable to make reliable teacher judgements about this student due to attendance / illness.

Of the 112 students present: 35 (31%) students are learning within the Engagement Steps pathway and 77 (69%) students are learning within the Progression Steps pathway.

Term 4 – the 35 students (31%) were identified to be learning within the Engagement Steps pathway. Students are assessed against 2 strands:

- ✚ Communication and Interaction (Expressive, Receptive)
- ✚ Cognition and Learning (Exploration, Realisation, Anticipation, Persistence, Initiation)

Term 4 - 77 students (69%) were identified to be learning within the Progression Steps pathway. Students are assessed against 2 strands:

- ✚ English (Reading, Writing, Spoken Language)
- ✚ Mathematics (Number, Measurement and Geometry)

Additionally, at the end of this report there is a yearly overview of the progress made within the two learning pathways for the students present for the entire school year.

Please note throughout this report, percentages have been rounded and therefore numbers do not necessarily add up to 100%. The difference is limited to a 1% margin on either side of 100% (99 – 101).

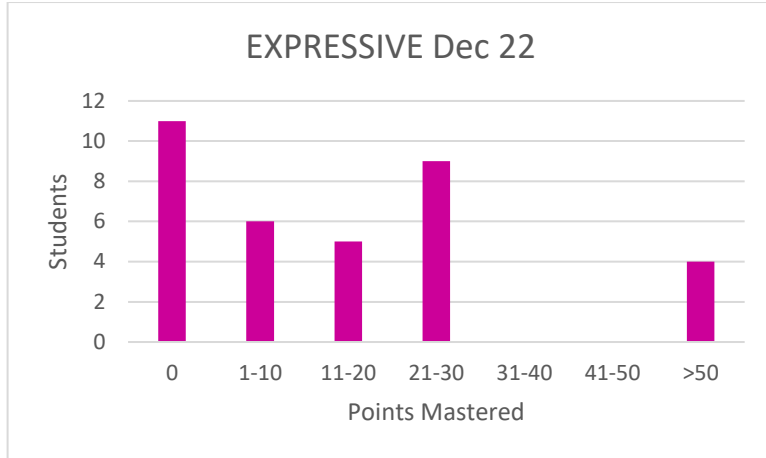
## **Assessment**

Within each Assessment Pathway learning is broken down into 'steps' and each 'step' is made up of 'assessment points.'

### **Progress**

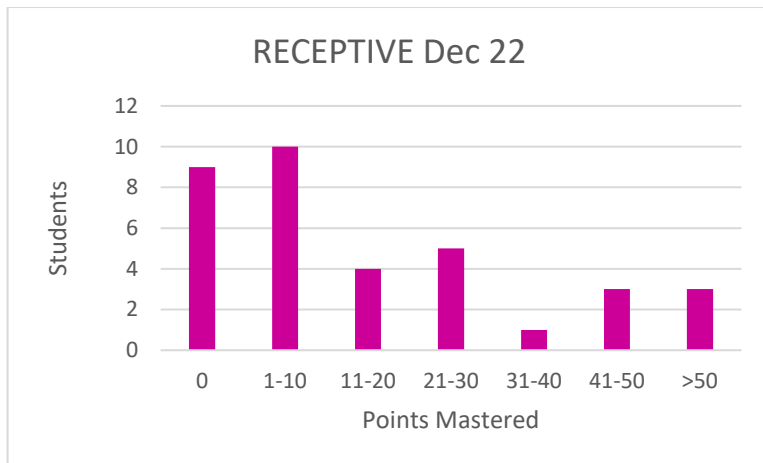
- Progress can be illustrated in different ways:
  - Levels of Achievement within a point: there are 8 different descriptors on how progress may be recorded (Encounter through to Mastered).
  - Mastered: when a student is consistently demonstrating an assessment point (with a step) a 100% of the time
  - Mastered assessment points are identified within B-Squared and reported on
  - A 'step' is achieved when the student has achieved 80% or more of the points within that step
  - % of points mastered within a step demonstrate student progress
  - The remaining 7 descriptors enable teachers to capture the finer levels of progress being made by students, against each point within a step. Teachers and the Leadership Team can view individual students progress at this level.

## Engagement Steps – Communication



69% of students have made progress

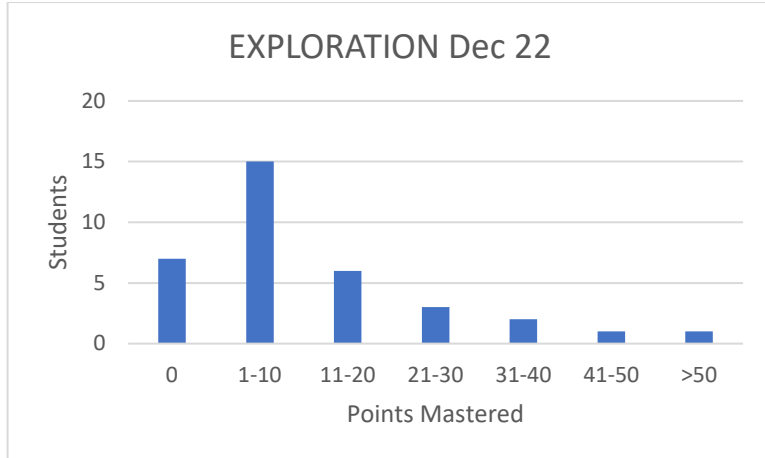
31% of students have not mastered points



74% of students have made progress

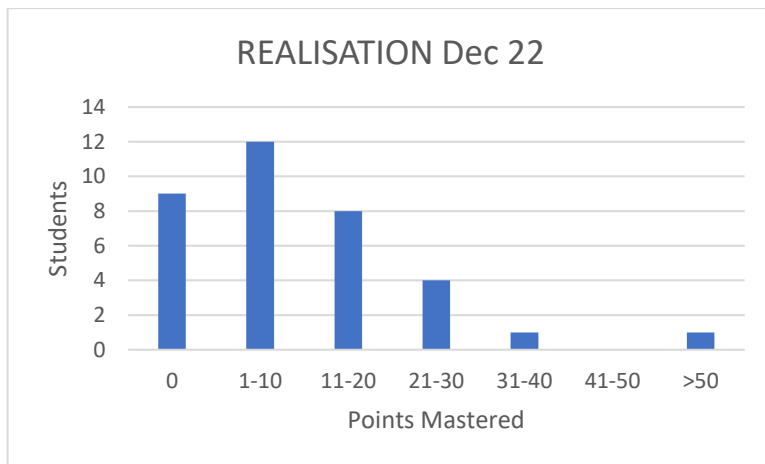
26% of students have not mastered points

## Engagement Steps – Cognition and Learning



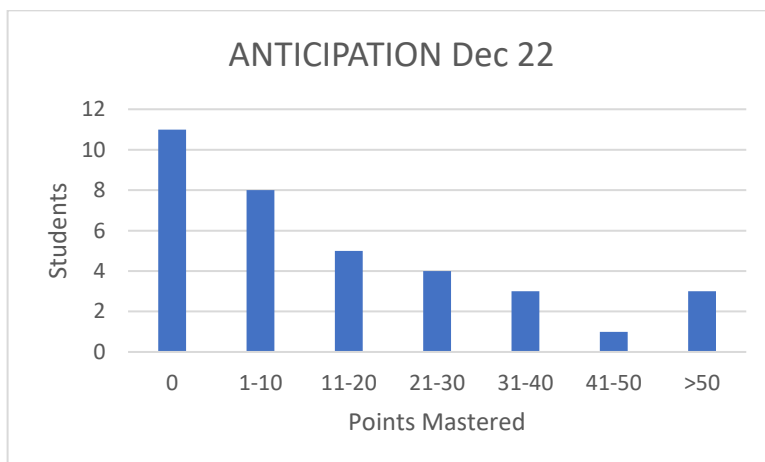
80% of students have made progress

20% of students have not mastered points



74% of students have made progress

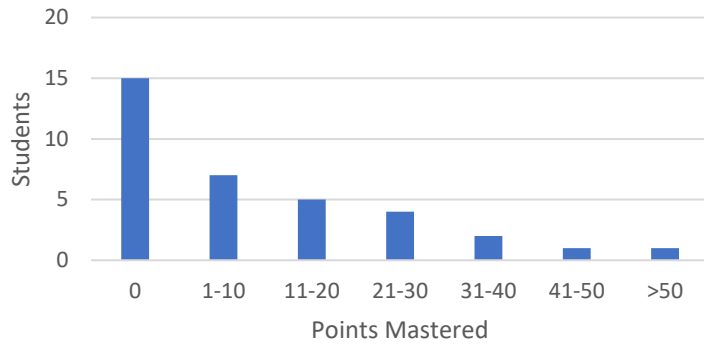
26% of students have not mastered points



69% of students have made progress

31% of students have not mastered points

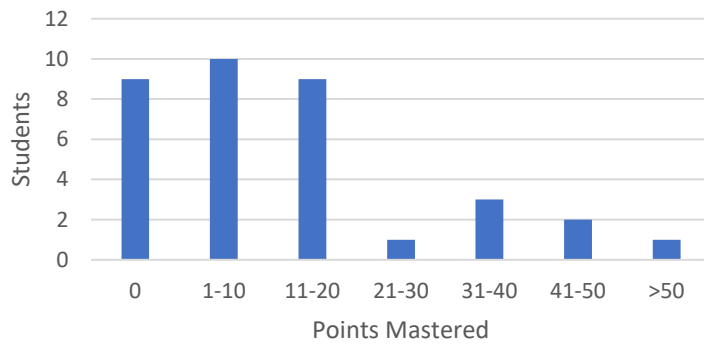
### PERSISTENCE Dec 22



57% of students have made progress

43% of students have not mastered points

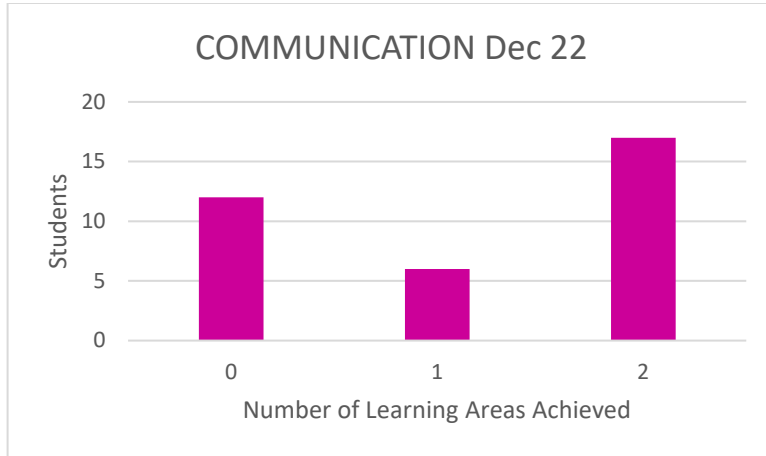
### INITIATION Dec 22



74% of students have made progress

26% of students have not mastered points

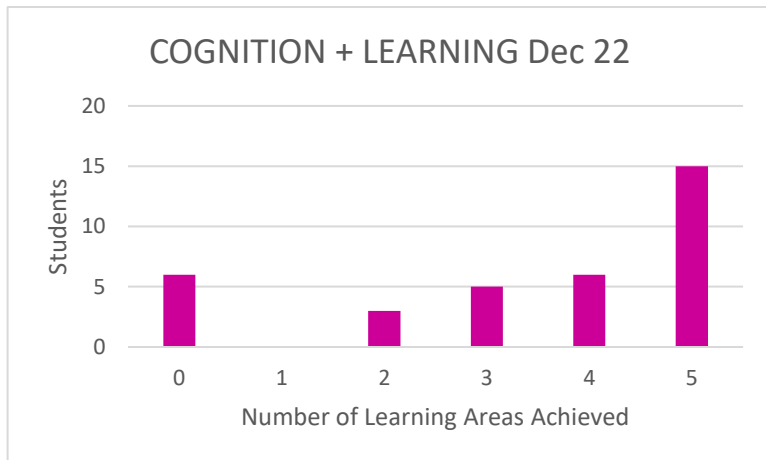
## Overview of Engagement Steps



66% of students have made progress

34% of students have not mastered points

49% of students are making progress across both communication strands

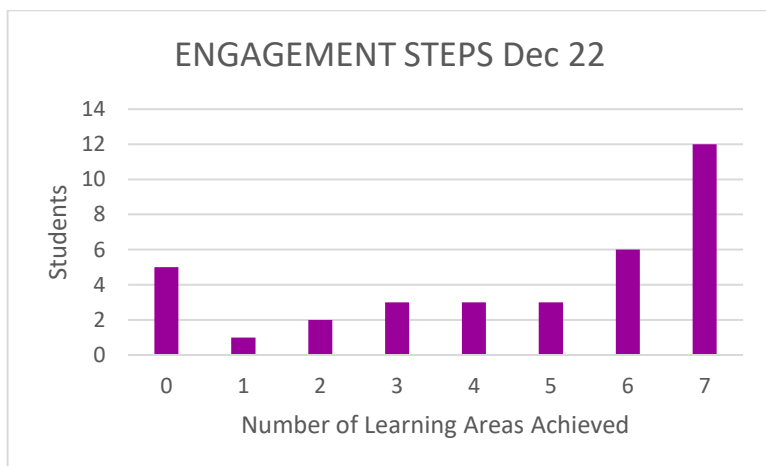


83% of students have made progress in two or more learning areas

17% of students have not mastered points

74% of students have made progress in three or more learning areas

42% of students are making progress across all cognition and learning strands



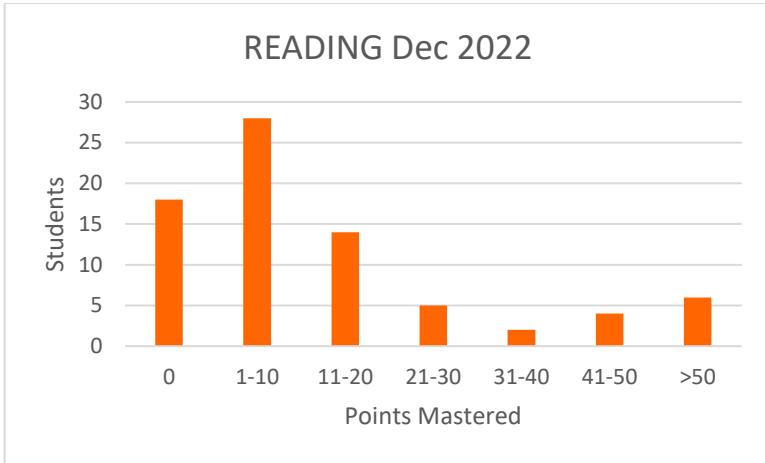
86% of students have made progress

14% of students have not mastered points

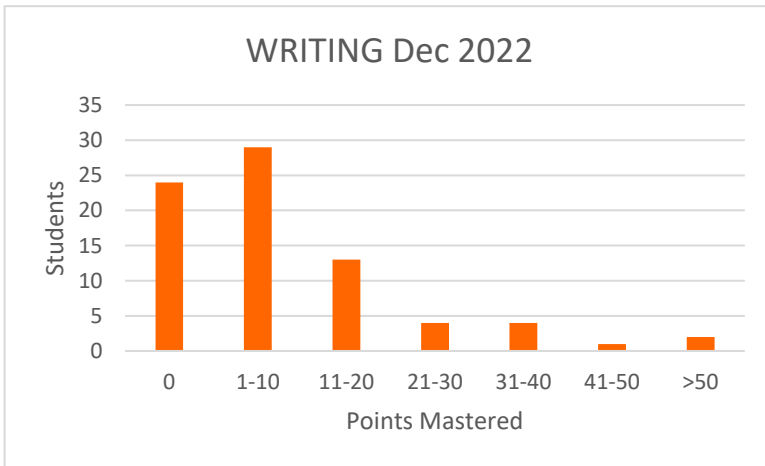
77% of students have made progress in 3 or more learning areas

34% of students are making progress across all learning areas within the Engagement Steps

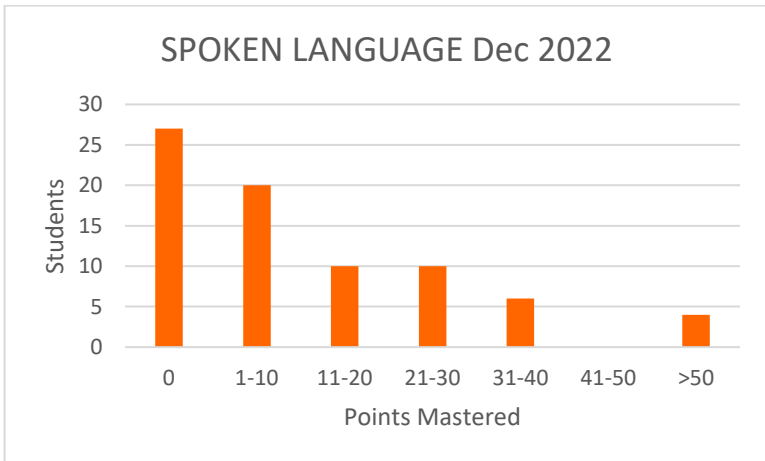
# Progression Steps - English



77% of students have made progress  
23% of students have not mastered points

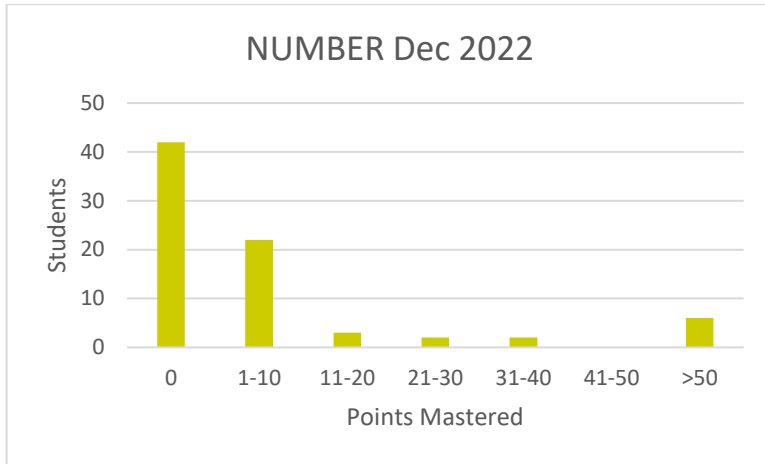


69% of students have made progress  
31% of students have not mastered points



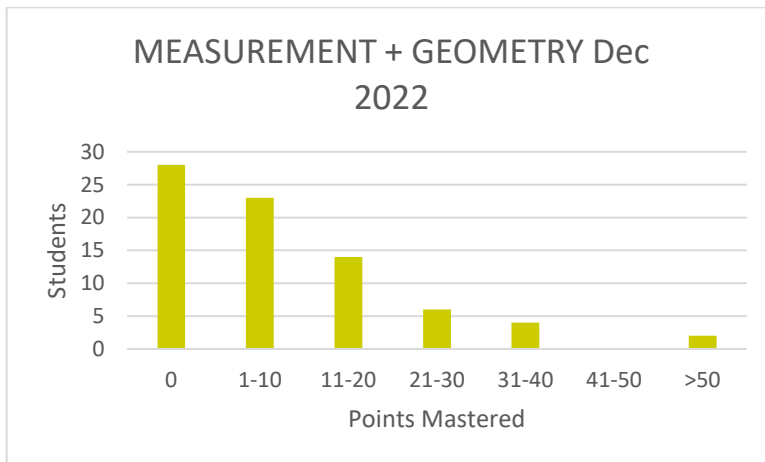
69% of students have made progress  
35% of students have not mastered points

## Progression Steps - Mathematics



45% of students have made progress

55% of students have not mastered points

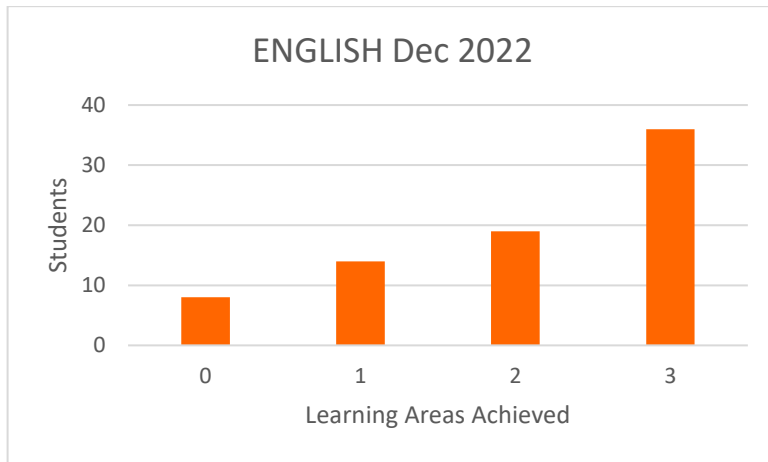


64% of students have made progress

36% of students have not mastered points



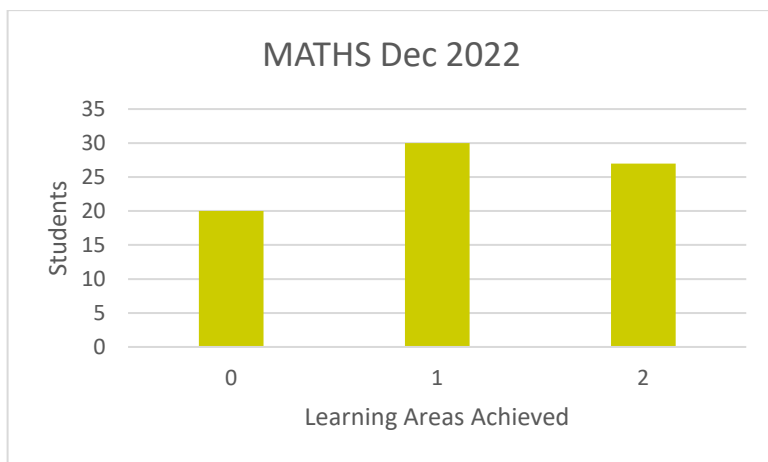
## Overview of Progression Steps



90% of students have made progress in one or more learning areas

10% of students have not mastered points

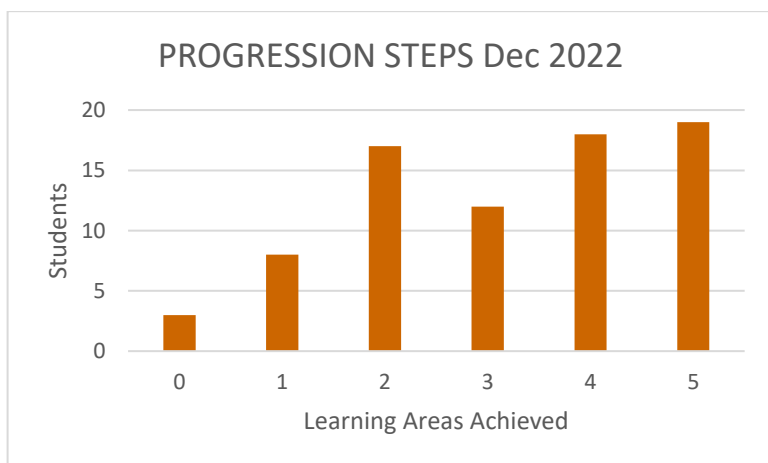
47% of students are making progress across all English strands



74% of students have made progress

26% of students have not mastered points

35% of students are making progress across all Maths strands



96% of students have made progress

4% of students have not mastered points

64% of students have made progress in 3 or more learning areas

86% of students have made progress in 2 or more learning areas

25% of students are making progress across all learning areas

## Summary

### Engagement Steps

- 31% of students at Wilson School
- 86% of students have made progress in one or more learning areas
- 77% of students have made progress in three or more learning areas
- 34% of students have made progress in all learning areas
- 14% of students have not mastered points

### Progression Steps

- 70% of students at Wilson School
- 96% of students have made progress in one or more learning areas
- 64% of students have made progress in three or more learning areas
- 25% of students have made progress in all learning areas
- 4% of students have not mastered points

## Connecting Steps - Overall

- 93% of students have made progress in one or more learning areas
- 29% of students have made progress in all learning areas in their pathway
- 68% of students have made progress in 3 or more learning areas in their pathway
- 7% have not mastered points

## Thoughts

Overall:

### Engagement Strand

In the Cognition and Learning Area:

- A significant increase of 17% of students making progress within the Initiation strand
- An increase of 6% in the Anticipation strand
- The Exploration Strand remains consistent, a 6% decrease for both the strands of Realisation and Persistence respectively

In the Communication and Interaction Learning Area:

- A significant increase of 19% of students making progress within the Expressive strand
- An increase of 9% in the Receptive strand

### Progression Strand

In the English Strand:

- An increase of 2% and 4% in the Reading and Writing strands

In Mathematics Strand

- Number strand, decrease of 18% students making progress
- Measurement and Geometry strand, decrease of 9%
- The Overview of the Progression Steps shows that there is consistency in the % of students making progression within this learning area is 96% in one or more strands during terms 3 + 4
- However, there is a decrease in the % of students making progress in multiple strands
  - In Term 4 64% of students made progress in 3 or more learning areas in comparison to 76% in Term 3
  - In Term 4, 25% of students made progress in all learning areas in comparison to 35% in Term 3
- The increase of students in this group will impact these figures slightly

### **Connecting Steps**

The % of students making progress within Connecting Steps remains similar to Term 3 across all learning areas. The data indicates that 93% of students in the whole school are making progress which is consistent with the term 3 data. During T4 there was a decrease of the number of students learning across:

- 3 or more learning areas from 76% in Term 3 to 67% in Term 4
- all strands from 36% in Term 3 to 29% in Term 4

We need to note that the timeframes to collate data in Term 4 was a short time frame of 4/5 weeks. In comparison to 7 weeks in Term 3.

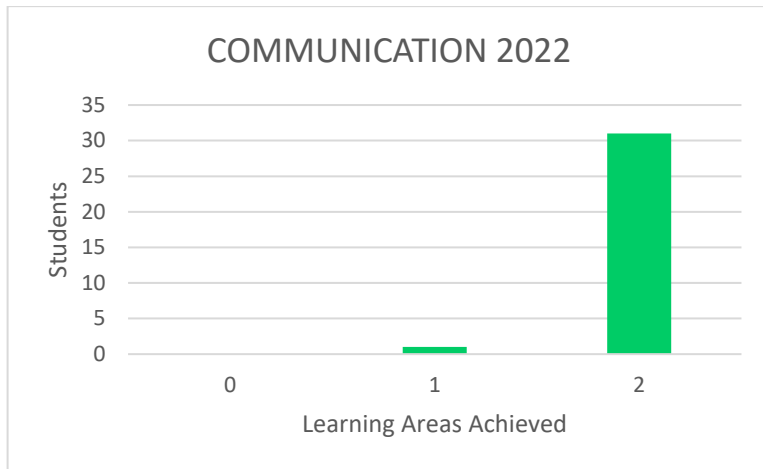
## **Overview of Learning Using B-Squared for 2022**

We have data that reflects the entire school year of 2022. This section focuses on the progress made across the entire **2022 school year**.

Only students who were enrolled at school for the entire data range and present in school for the whole year have been included in this report. The data focuses on a total of 98 students. One further student was identified as enrolled during this entire time-frame, however teachers were unable to make reliable teacher judgements due to absence.

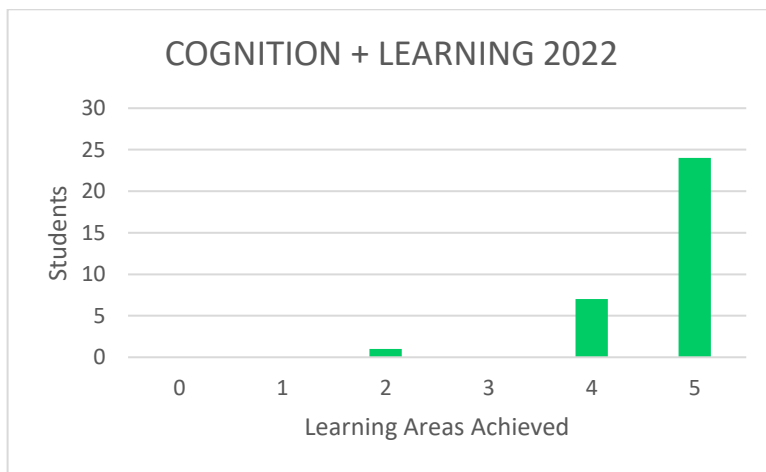
Of the 98 students present: 32 (33%) students are learning within the Engagement Steps pathway and 66 (67%) students are learning within the Progression Steps pathway.

## Overview of Engagement Steps



100% of students have made progress

97% of students are making progress across all learning strands



100% of students have made progress

75% of students are making progress across all learning strands

97% of students are making progress in 4 or more learning strands

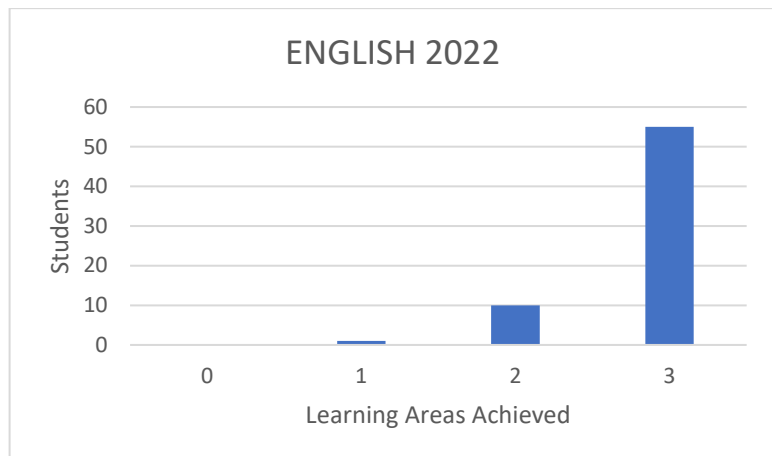


100% of students have made progress

75% of students are making progress across all the learning strands

94% of students are making progress 6 or more learning strands

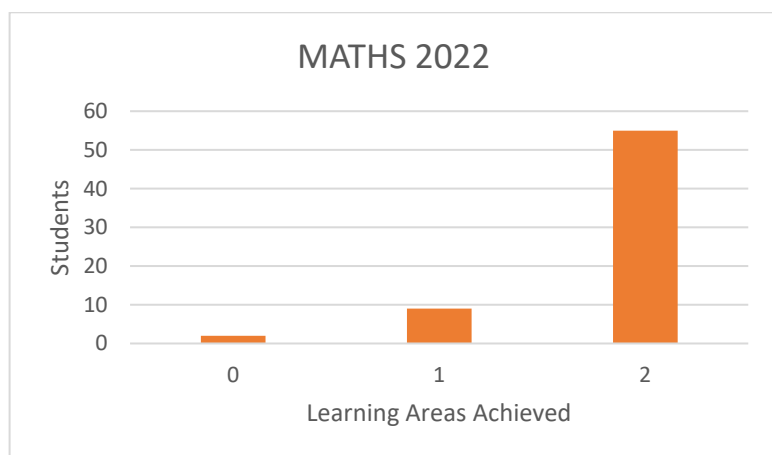
## Overview of Progression Steps



100% of students have made progress

83.5% have made progress across all learning strands

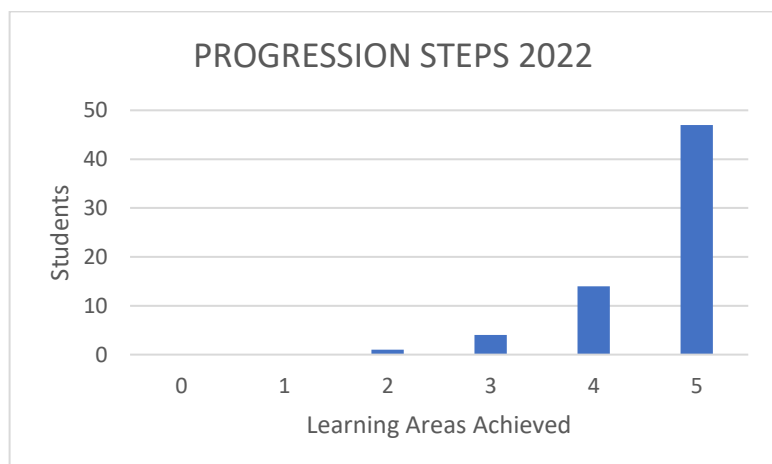
98.5% of students are making progress in 2 or more learning strands



97% of students have made progress

3% of students have not mastered points

83.5% of students are making progress across both strands



100% of students have made progress

71% of students are making progress across all the learning strands

92% of students are making progress in 4 or more learning strands

## Summary

### Engagement Steps

33% of students at Wilson School

100% have made progress

100% of students made progress in both learning areas in the Engagement Steps

75% of students have made progress in all learning areas

97% of students have made progress in 6 or more learning areas (out of 7 areas)

### Progression Steps

67% of students at Wilson School

100% have made progress

100% of students made progress in the English learning area of the Progression Steps

97% of students made progress in the Maths learning area of the Progression Steps

71% of students have made progress in all learning areas

92% of students have made progress in 4 or more learning areas (out of 5 areas)

3% of students did not master points in the Maths learning area across 2022

## Connecting Steps - Overall

100% of students have made progress in one or more learning areas

72.5% of students have made progress in all learning areas in their pathway

97% of students have made progress in 3 or more learning areas in their pathway

95% of students have made progress in 4 or more learning areas in their pathway

## Thoughts

Analysing achievement on a yearly timeframe demonstrates that students are making progress

The reports during 2021 have focused on a comparison between terms. By using an accumulative approach from start of the year to the identified date (currently end of a term) the leadership team can identify students where progress is not being made and provide support in a timely. Using this strategy would have identified the 3% of students who did not progress in Maths earlier in the school year.

Wilson School is now undertaking Moderation to ensure we have consistency amongst teachers and classrooms. We have set this up to occur regularly across the school year.