

# Chromebook usage and achievement

- Data gathered in each of the Porirua East cluster of schools using norm-referenced assessment tools e-AsTTle writing, STAR (reading) and PAT maths in 2015, 2106 for students with chromebooks and those without.
- Individual schools also received their data in 2015. At Corinna in 2015 a clear differentiated result between the two groups was evident in reading and writing . Overtime, our results in writing indicate that are results compare favourably withall NZ students and we have more students achieving at higher levels. Māori students at Corinna are achieving above Māori as a group in NZ.
- While there isn't a strong link between overall achievement and chromebook use in the two achievement reports (2016 and 2017) there is evidence that in some aspects of writing, particularly Structure and language, students who are at the lower end of achievement and use a chromebook for their learning will make better progress.
- “School initiated learning at home in a digital age” research report completed also in 2017. Examples of comments by students and parents are positive in relation to improved understanding of how students learn at school with a changing pedagogy to meet the learner needs for the 21st Century
- One finding from this study

*The children in this study demonstrated agency and autonomy in their learning at home.*

# Corinna School E AsTTle writing (year 1 of chromebook project)

## Term 1 2014 Console

Multi-Test Console Report for Subject: Writing

Group: All Test Candidates

Number of Tests: 2

Period Tested: March 2014 to April 2014

### Comparison Information


Ethnicity: All

Year: 1, 2, 3, 4, 5, 6, 7, 8

Gender: All


Language: All

Cluster: All Clusters

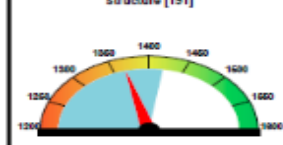
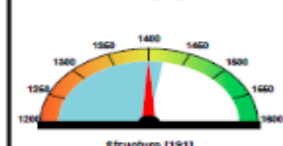
NZ Performance: 

Location: All Schools

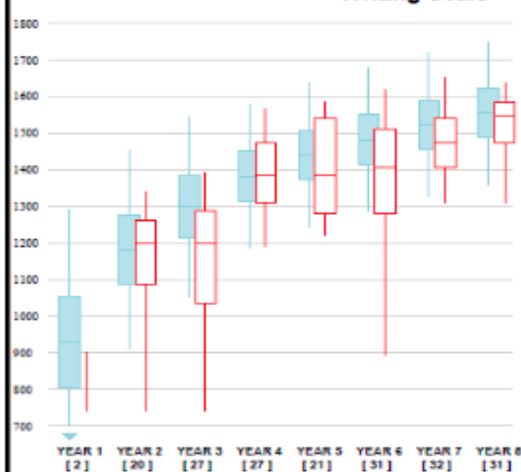
No. of Students: 190

Your Group Performance:  No. of Results: [ n ]

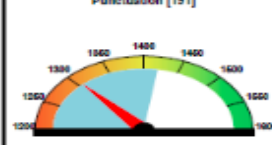
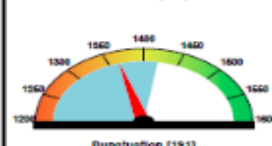
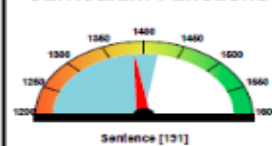
### Curriculum Functions



### Writing Scale

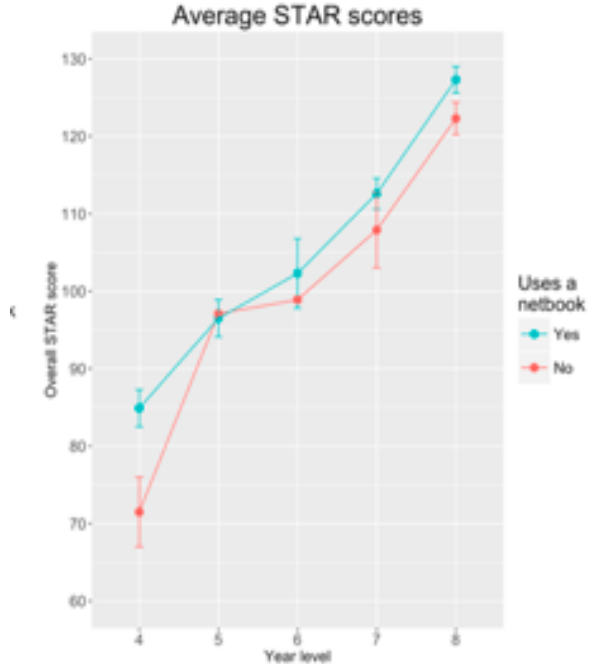
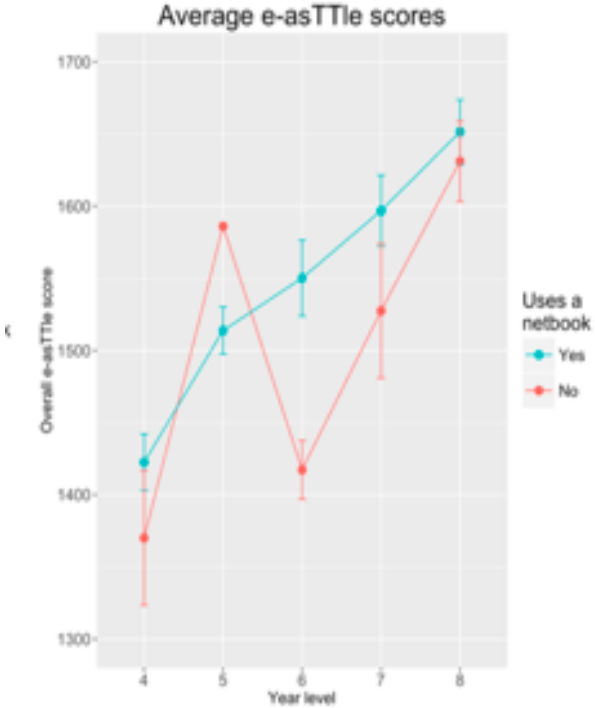


### Curriculum Functions



### Attitude - General

# Corinna School writing and reading results 2015 . Comparisons of students with a chromebook and those without



2017

## 2016 cluster report on the use of netbooks and student achievement



Jingyi Zhong and Louise Starkley  
Victoria University of Wellington  
8/18/2017

### Significant finding

Analysis of each of the seven measured domains of e-asTTle writing identified no significant difference for six of these. However, one test domain (structure and language) did appear to have significantly different distributions of student performance between the netbook cohorts (p-value=0.0321). The students using a netbook had a significant higher level of achievement in this domain compared to their non-using peers.

# Corinna School E -AsTTle results Term 1 2018

## Term 1 2018 Console

Multi-Test Console Report for Subject: Writing

Number of Tests: 3

Group: All Test Candidates

Period Tested: February 2018 to March 2018

Comparison Information

Ethnicity: All

Language: All

Location: All Schools

No. of Students: 164

Year: 3, 4, 5, 6, 7, 8

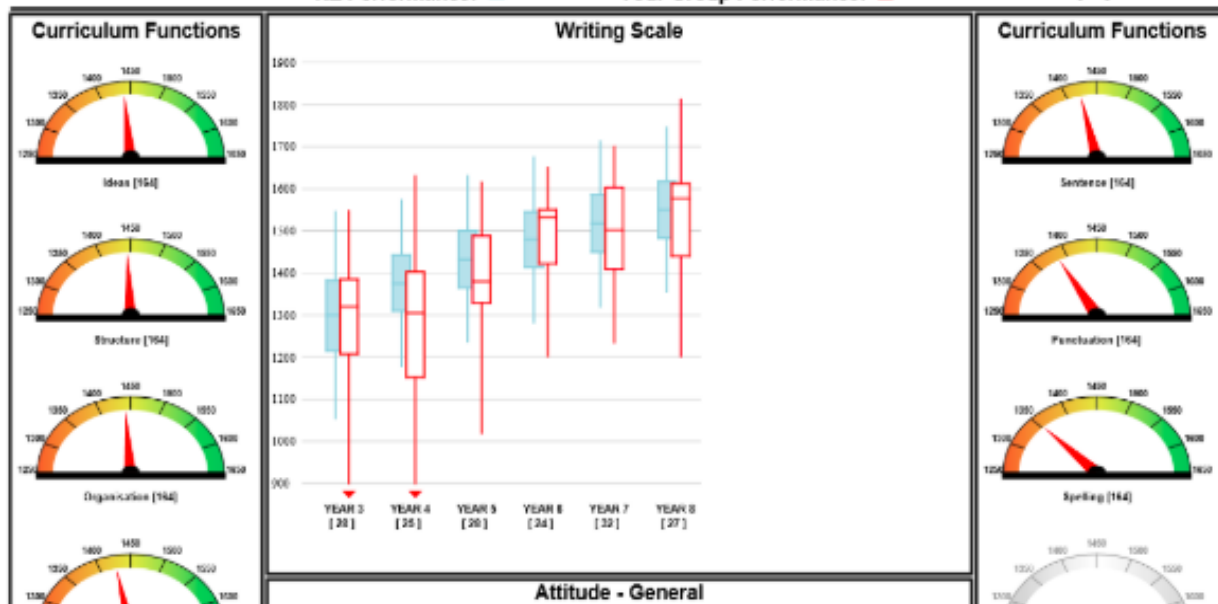
Cluster: All Clusters

Gender: All

NZ Performance:

Your Group Performance:

No. of Results: [ n ]




# Corinna School E -AsTTle writing term 1 2018 Māori students

Multi-Test Console Report for Subject: Writing  
 Group: All Test Candidates

Number of Tests: 3  
 Period Tested: February 2018 to March 2018


## Comparison Information

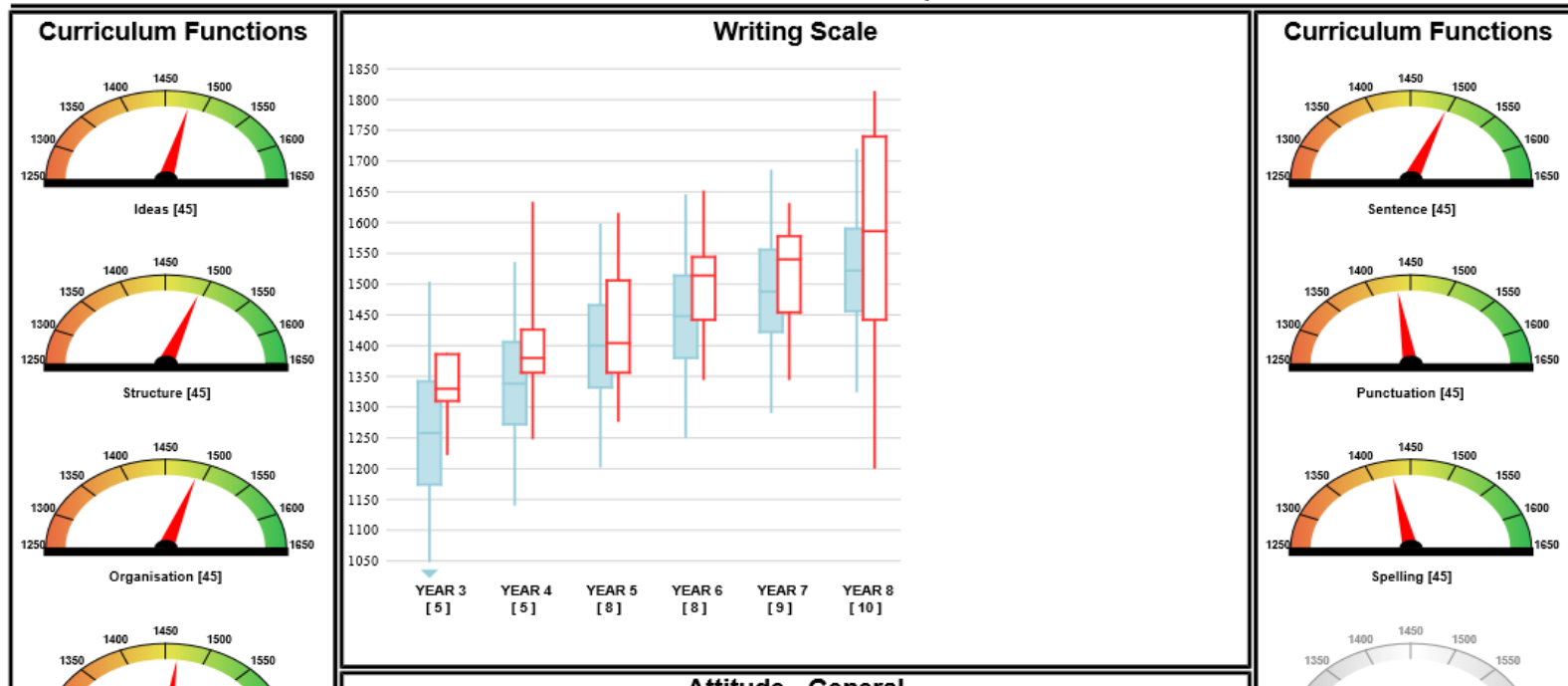
Ethnicity: Māori  
 Year: 3, 4, 5, 6, 7, 8  
 Gender: All

Language: All  
 Cluster: All Clusters  
 NZ Performance: 

Location: All Schools

No. of Students: 45

Your Group Performance:  No. of Results: [ n ]



2017

School initiated learning at home  
in a digital age



Louise Starkey, Hiria McRae and Allan  
Sylvester  
Victoria University of Wellington  
8/11/2017

## Student comments

*We usually do our learning contract. We finish it off at home, our normal work. We get our learning contract every week and we have to finish it by Friday. We use our time at home to finish it off. (Student, School C)*

*You do it with your family and they can help you they can be there to support you just like your own teacher. (Student, School C)*

*I usually go on (an online application) to read, I like reading and writing and I mostly like going on the news site...it's interesting. (Student, School C)*

*You get to share with your family what you're doing at school because they're never at school with you. Like seeing like what you're doing but you can show them what you're learning and what you're doing when you're not at home. (Student, School C)*

*I usually go on and do spelling and some reading, and some writing. (Student, School A)*

*For homework we did te reo Māori, Kiwi Kids News, Olympics, our values, narrative writing and spelling and our reading logs. (Student, School A)*

# Parent Comments

Some parents stated that they wanted to contribute to their child's education however they could.

*We've both got skills and knowledge we want our kids to have but it's natural for parents to always want more for your kids than what you have want to be more and better than what you are as people... to be the best version of her kind of thing. I feel like we've got lots to contribute. (Parent, School B)*

Another parent sought help if they couldn't support.

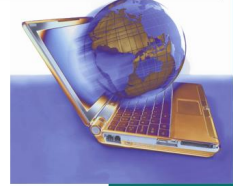
*Quite often I won't know the answer either, but I'll try and put him in contact with somebody who can help him or we'll try and find the answer together and I'll give suggestions about what he might be able to google to find the answer things like that. (Parent, School B)*

Students, parents and teachers shared that parental support often involved learning about their own cultures. One student spoke about their mother teaching the Samoan language in the home.

*(My mum) always helps me with my Samoan stuff. I get to learn new things about that. I'm not very fluent in Samoan. Sometimes at home when I speak English she doesn't, she wants me to speak Samoan she doesn't want me to forget when I'm older. (Student, School C)*

2017

School initiated learning at home  
in a digital age



Louise Stanley, Hira McIvor and Allan  
Sylvester  
Victoria University of Wellington  
8/11/2017



# Summary

The children in this study demonstrated agency and autonomy in their learning at home. They were motivated and enjoyed using their Chromebooks for homework. The parents were highly supportive of their children's learning but sometimes felt they lacked the knowledge or skills to be able to teach them or assist with the school based tasks at home. The teachers were supportive of the parents and the students in their learning and use of the Chromebook.

There are a range of homework activities that students in this study undertook. These tasks included skill development and inquiry type projects that the students carried out as individuals supported by their family. Within these tasks the Internet was used to access information for the inquiry type projects and curriculum specific websites provided skill development activities. Presentation software was used by the students to record and present their work. The e-Learning portal enabled communication between the student and the teacher.