

MOE: END OF YEAR WHOLE SCHOOL DATA 2021

Not in the data: 16 students not in the data: Male, Female, Male, Male, Female, Female, Female, Male, Female, Female, Female, Male, Female, Male, Female (Y0), Female (Y5)

Year 1: 14
Year 2: 36
Year 3: 22
Year 4: 20
Year 5: 10
Year 6: 19

Total: 121 137 (including all students)

TOTAL: Māori: 24 Pasifika: 9

The following students did not begin with us as Year 1 students:

Male (Y2) Female (Y3), Male (Y3), Male (Y3), Female (Y2), Female (Y2), Male (Y4) , Male (Y5), Female (Y5), Male (Y5), Male (Y6), Female (Y6), Male (Y6), Male (Y6),

New to RRS in 2021 and in the data: Male (Y2), Female (Y2), Female (Y2) Male (Y2), Female (Y4) Male (Y4) Male (Y4) Male (Y6) Male (Y6), Female (Y6), Male (Y6)

Students who have left in 2021:

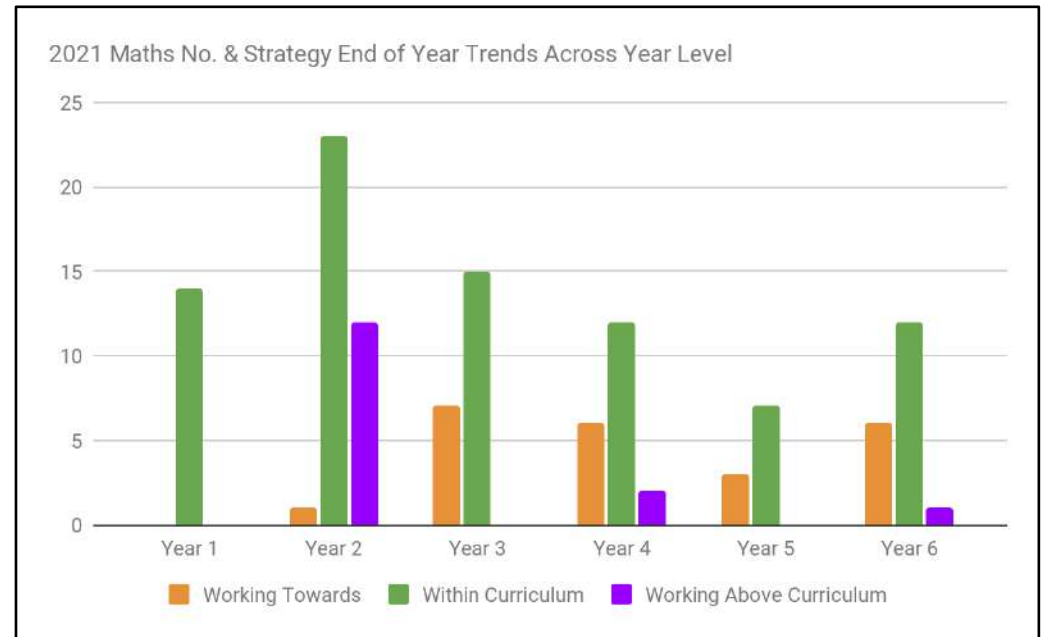
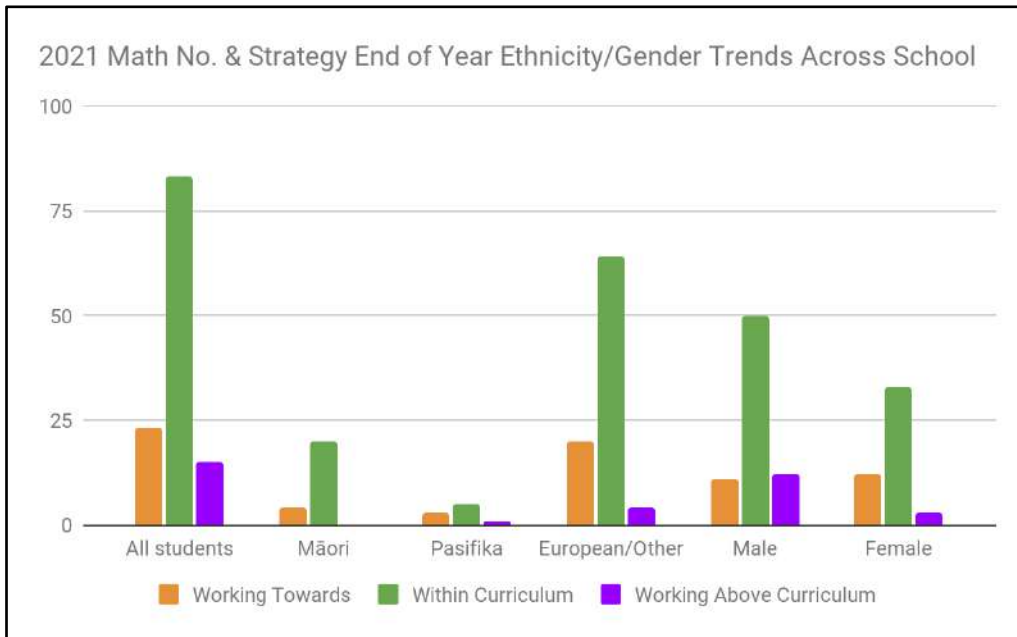
Male (Y2), Male (Y2), Male (NE)

MATHEMATICS: END Year School Reporting 2021 - NUMBER

November 2021

MATHEMATICS	Working towards		At the Curriculum level		Above the Curriculum Level		Total Number
NUMBER	Number	Proportion	Number	Proportion	Number	Proportion	
All students	23	19%	83	69%	15	12%	121
Māori	4	17%	20	83%	0	0%	24
Pasifika	3	33%	5	56%	1	11%	9
European/Other	20	22%	64	73%	4	5%	88
Male	11	15%	50	69%	12	16%	73
Female	11	23%	34	71%	3	6%	48

MATHEMATICS	Working towards		At the Curriculum level		Above the Curriculum Level		Total Number
NUMBER	Number	Proportion	Number	Proportion	Number	Proportion	
Year 1	0	0%	14	100%	0	0%	14
Year 2	1	3%	23	64%	12	33%	36
Year 3	7	32%	15	66%	0	0%	22
Year 4	5	25%	13	65%	2	10%	20
Year 5	3	30%	7	70%	0	0%	10
Year 6	6	32%	12	63%	1	5%	19



MATHEMATICAL - NUMBER: END Year School Reporting 2021

Maths Number and Strategy data for the end of year 2021 shows 81% of students are Working At and Above their expected curriculum level. With the introduction of DMIC focusing on word problems that revolve around Strand, explicit teaching of number and strategy has had an impact on the classroom programme.

Areas	NUMBER Trends	Number Notes and Next Steps
All Students Trends:	<ul style="list-style-type: none"> When mid year data is compared to end of year data for those students Working Above their expected curriculum level, there has been double the number of children who are Working at Above, 6% (7/111), End of year Working Above 12% (15/121). 10 students are new to Working Above, Year 2 (5 males and 2 females), 1 student Year 4 (1 male). Two students in Year 4 (1 male, 1 female) were assessed as Above at mid year have been re-moderated and are now Working At the expected curriculum. <p>New to Working Above :</p> <p>Year 2: male 2e, male 2e, male 2e, male 2e, male 2e, male 2e, female 2e, female 2a</p> <p>Year 4: male(3e)</p>	<p><i>It is important to note that a curriculum level runs over a two year timeframe. This is why a student can be Working within two curriculum levels and be AT their expected curriculum level. Year 1 and 2 will generally be Working At their expected curriculum level even if they are on the lower end of the bell curve. The students who are Working at the lower</i></p>

	<p>Continued Working Above: Year 2: male 2e, male 2e, male 2e Year 4: female 3a Year 6: male 4e</p> <ul style="list-style-type: none"> When mid year data 80% (88/111) is compared to end of year 69% (83/121) the level of students Working At their expected curriculum level has fallen by 11% (5 students*). Year 3 (3 females), Year 4 (1 female new to RRS and ELL), Year 5 (1 male). <p>Moved from At to Working Towards * Year 3: female 1e, female 1e, female 1e Year 4: female 1a - (new to RRS and EEL) Year 5: male 2e</p> <ul style="list-style-type: none"> Since Mid Year, 11 students are new to Working Towards. Year 2 (1 male - has recognised learning needs), Year 3 (4 females), Year 4 (2 males, 2 females), Year 5 (1 male), Year 6 (1 male). <p>Year 2: male Pre 1 Year 3: female 1e (mid year 1a), female 1e (mid year 1a), female 1e (mid year 1a), female 1e (mid year 1a) Year 4: male 1a (mid year 2a), male 1a (mid year 2a), female 1a, female 1a (mid year 2a) Year 5: male 2e (mid year 2a) Year 6: male 2a</p>	<p>level of a curriculum level across the school are noted and highlighted to ensure teachers put these students into priority groups to consolidate and accelerate their learning.</p> <p>Actions Taken:</p> <ul style="list-style-type: none"> Daily basic facts implemented in Years 4-6 Maths Assessment Long Term Plan to inform curriculum coverage over a two year cycle has been restructured and will roll out in 2022. This will ensure that teachers are providing more regular opportunities for students to learn each component of the maths curriculum Teachers have been undertaking (and will continue with) professional development with Developing Mathematical Inquiry Communities (DMIC) through facilitators.
<p>Māori Trends:</p>	<ul style="list-style-type: none"> 83% (20/24) Māori students are Working At their expected curriculum level for Number Knowledge and Strategy. Māori students Working Towards, 17% (4/24), 2 are new to RRS this year (Y3 male 1e, Y6 male 2e) and 2 also joined RRS as Year 4 students and have received targeted time with teachers (Y6 female 1a, male 2a). The one student who was Working Above the expected curriculum at Mid-Year was incorrectly entered and when reassessed found to be Working within their expected curriculum level (Y4 male 2a). 	<p>Recommendations for 2022:</p> <p>Ensure that teachers are teaching Number knowledge & strategy everyday.</p>
<p>Pasifika Trends:</p>	<ul style="list-style-type: none"> A total of 67% (6/9) students are Working At or Above their expected Curriculum Level for Number Knowledge and Strategy. 11% (1/9) is Working Above their expected Curriculum Level for Number Knowledge and Strategy in Y4. (Y4 Male 3e) and 56% (5/9) Pasifika students are Working At their expected curriculum level 33% (3/9) students Working Towards (2 students in Y3 and 1 student in Y6). (Y3 male 1a, male 1a and Y6 female 2e) 	<p>Assessment/Moderation will be carried out in Term 1 to ensure all teachers are reading their Overall Teacher Judgements with accuracy.</p>

<p>European/ Other trends:</p>	<ul style="list-style-type: none"> 78% (68/88 students) of Europeans/Others are Working At or Above their expected curriculum level for Number Knowledge and Strategy and the 4 students Working Above and are spread across the school in Year 2, Year 4 and Year 6. This is only a 3% drop from mid year when it was sitting at 81%. <p>Working Above Mid Year: Year 2: male 2e, male 2e, male 2e, Year 4: female 3a, female 3e, Year 6: male 4e</p> <p>Working Above End of Year: Year 2: male 2a, male 2a, Year 4: female 3a, Year 6: male 4e</p>	<p>Ensure foundational number knowledge and strategy is embedded at Curriculum Level 1 to provide a solid foundation as students move up the curriculum levels as they move up the school, especially at the New Entrant level of the school.</p> <p>Continue to provide contextual word problems (DMIC) for students so they can access the information to apply their mathematical strategies.</p>
<p>Male Trends:</p>	<ul style="list-style-type: none"> 85% (62/73) male students are Working At or Above their expected curriculum level for Number Knowledge and Strategy. There are 12 males and 3 females Working Above their expected curriculum level for Number Knowledge and Strategy. There are 7 more male students Working Above the curriculum than were Working there at Mid Year. 15% (11/88) male students Working Towards their expected curriculum level. 5 male students at Year 4, 5 and 6 were incorrectly recorded as At by classroom teachers in the Mid Year data, this has now been corrected. <p><u>Working Above Males Mid Year (5):</u> Year 2: male 2e, male 2e, male 2e Year 4: male 3e Year 6: male 4e</p> <p><u>Working Towards Males Mid Year (8):</u> Year 3: male (1e), male (1e), male(1e), male (1e) Year 4: Year 5: male (2e) Year 6: male (2e), male (2e), male (2e)</p> <p><u>Working Above Males End of Year (12):</u> Year 2: male 2e, male 2e, male 2e, male 2e, male 2e, male 2e, male 2e, male 2e, male 2a, male 2a Year 4: male 3e Year 6: male 4e</p> <p><u>Working Towards Males End of Year (11):</u> Year 2: male (pre 1e), Year 3: male (1e), male(1e) Year 4: male (1a), male (1a) Year 5: male (2e), male (2e) Year 6: male (1a), male (2e), male (2e), male (2a)</p> <ul style="list-style-type: none"> Of the 11 males Working Towards the Curriculum it is important to note that that of these students, 2 are new to RRS this year (male, male, male) and 5 have diagnosed learning needs (male, male, male, male and male). 	<p>Support students new to our school by assessing their knowledge within a reasonable timeframe to ascertain their knowledge base using JAM or GLOSS as an assessment tool.</p> <p>Continue to offer Otago Maths (aimed at Years 7 & 8) for those students in Years 5-6 Working Above their expected curriculum level.</p> <p>Review what opportunities are available for extension and enrichment opportunities and use these with identified students in Years 3-6.</p> <p>Earlier moderation in Term 1 and Term 3 will give us the opportunity of identifying areas of concern more quickly.</p> <p>Continue to share maths data to Māori community (PAT Maths and other).</p>

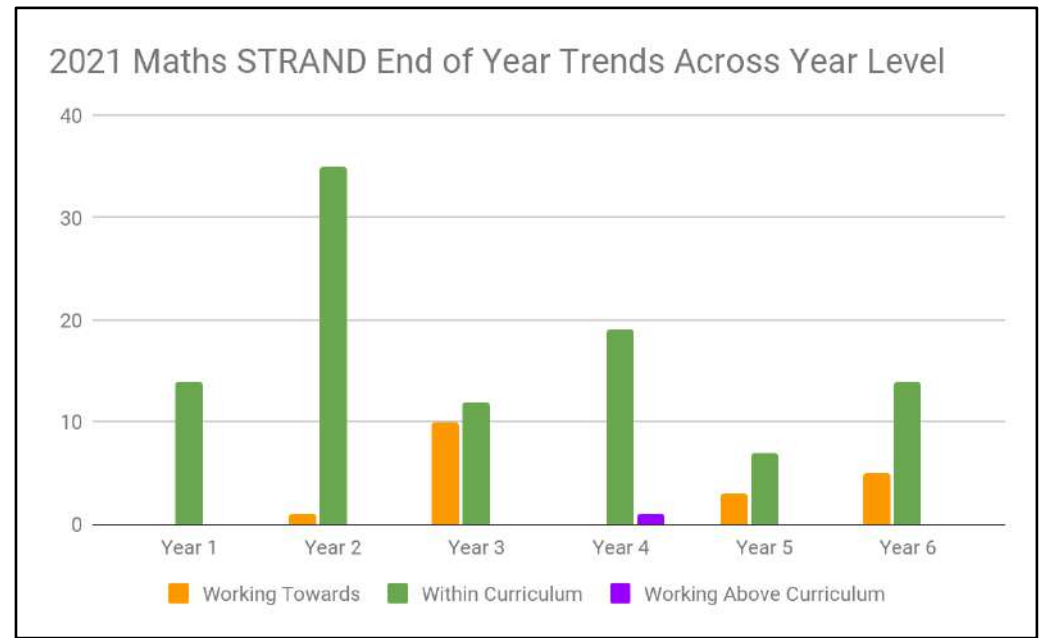
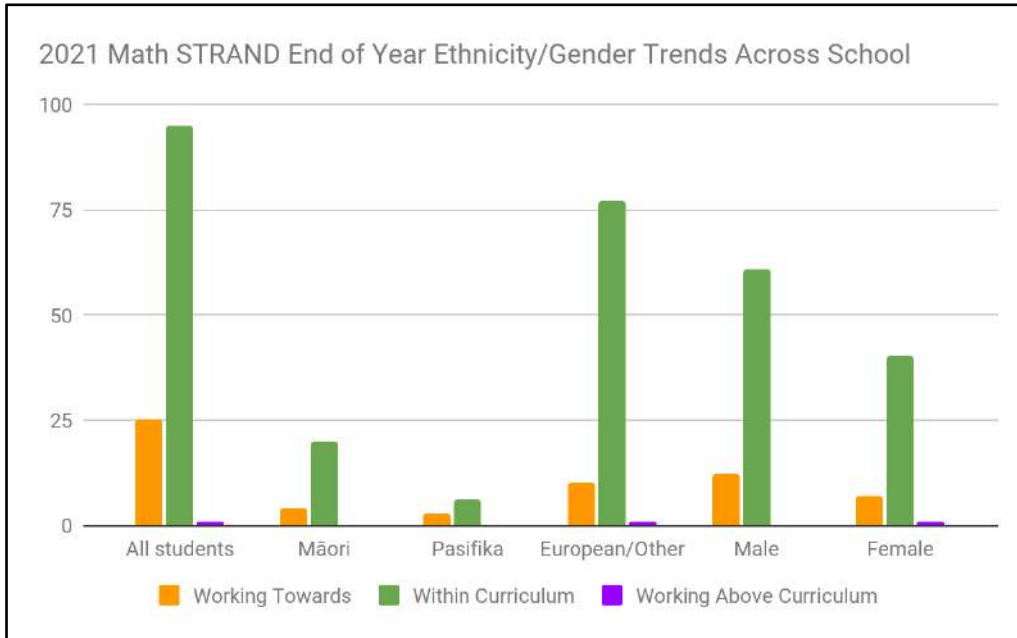
<p>Female Trends:</p>	<ul style="list-style-type: none"> • 77% (37/48) female students are Working At or Above their expected curriculum level for Number Knowledge and Strategy. • 1 more female joined those Working Above the curriculum by end of year. • Females Working Towards has increased by 6% (4 students) since Mid Year. <p><u>Working Above Females Mid Year (2):</u> Year 2: Year 4: female (3a), female (3e) Year 6:</p> <p><u>Working Towards Females Mid Year (8):</u> Year 3: female (1e), female (1e), female (1e) Year 4: female (1a), female(1a) Year 5: female (1a) Year 6: female (2e), female (2e)</p> <p><u>Working Above Females End of Year (1):</u> Year 2: Year 4: female (3a) Year 6:</p> <p><u>Working Towards Females End of Year (11):</u> Year 3: female (1e), female (1e), female (1e), female (1e), female (1e) Year 4: female (1a), female (1a), female (1a) Year 5: female (1a) Year 6: female (1a), female (2e)</p>	
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MATHEMATICS: END of Year School Reporting 2021 - STRAND

November 2021

MATHEMATICS	Working towards		At the Curriculum level		Above the Curriculum Level		Total Number
STRAND	STRAND	Proportion	STRAND	Proportion	STRAND	Proportion	
All students	19	15%	101	84%	1	1%	121
Māori	6	25%	18	75%	0	0%	24
Pasifika	3	33%	6	67%	0	0%	9
European/Other	10	11%	77	88%	1	1%	88
Male	12	16%	61	84%	0	0%	73
Female	7	15%	40	83%	1	2%	48

MATHEMATICS	Working towards		At the Curriculum level		Above the Curriculum Level		Total Number
STRAND	STRAND	Proportion	STRAND	Proportion	STRAND	Proportion	
Year 1	0	0%	14	100%	0	0%	14
Year 2	1	3%	35	97%	0	0%	36
Year 3	10	45%	12	55%	0	0%	22
Year 4	0	0%	19	95%	1	5%	20
Year 5	3	30%	7	70%	0	0%	10
Year 6	5	26%	14	74%	0	0%	19



MATHEMATICAL - STRAND: END Year School Reporting 2021

Maths Strand data for the end of year 2021 shows 85% of students are Working At and Above their expected curriculum level. Some of the factors that may have contributed to this are:

- Staff gaining a deeper understanding of mathematical elaborations to write word problems at the correct level
- Staff have undertaken in depth professional conversations about the components of each area of Strand

Positive STRAND Trends	Interesting STRAND Trends	STRAND Next Steps
<p>All Students Trends: Note: The following STRAND areas have been taught: Tm3: Measurement (Time) Tm4: Geometry (Position & Orientation)</p>	<ul style="list-style-type: none"> • Overall 84% (101/121) are Working AT their expected curriculum level for STRAND, an increase of 4% from mid year (partly due to roll growth of 10 new students to RRS). • 1 Yr 4 student is Working Above their expected curriculum level for STRAND 1% (1/48). (female 3e) • 15% (19/121) students are Working Towards their expected curriculum level for STRAND 5 students more than mid year. Y2: 1 male (has recognised learning needs), in Y3: 6 males and 4 females, Y5: 2 males, 1 female, Y6: 3 males and 1 female. 9 of these students are new to Working Towards, with 7 students in Y3. 	<p>Actions Taken:</p> <ul style="list-style-type: none"> • The second half of the year has seen teachers set pre and post assessments for Strand, which has meant teacher OTJ's are now in line with the expected outcomes for students at their given curriculum

	<p>STRAND Males Working Towards Mid Year (14): Year 2: None Year 3: male (1e), male (1e), male(1e) female (1e), female (1e) Year 4: female (1a), female (1a) Year 5: male (2e), female (2e) Year 6: male (2e), male (2e), male (2e) female (2e), female (2a)</p> <p>STRAND Males Working Towards End of Year (19): Year 2: male (pre 1) Year 3: male (1e), male (1e), male (1e), male (1e), male (1e), male (1e), male (1e), female (1e), female (1e), female (1e) Year 4: None Year 5: male (2e), male (2e), male (2e) Year 6: male (1a), male (2a), male (2e), female (2e), female (2a)</p>	<p>levels.</p> <ul style="list-style-type: none"> Teachers are providing DMIC problems to solve around STRAND to provide contextual problems that students can relate to and apply their skills.
<p>Māori Trends: Note: The following STRAND areas have been taught: Tm3: Measurement (Time) Tm4: Geometry (Position & Orientation)</p>	<ul style="list-style-type: none"> The number of Māori students Working At and Towards is 9% (2 students) lower when compared to Mid Year (84% 20/24) and End of year (75% 18/24) There are 6 Māori students Working Towards their curriculum levels for Strand. From the original 4 at mid year, 2 students have moved from Working At to Towards. Those remaining at Working Towards are 3 students in Y3 (1 is new to RRS), 1 student in Year 5, 2 students in Year 6 (1 new to RRS). <p>Year 3: female 1e, female 1e, male 1e (new to RRS) Year 5: male 2e Year 6: female 1e, male 2e (new to RRS)</p>	<p>Recommendations for 2022: STRAND</p> <p>Continue to prioritise STRAND by timetabling in areas to focus on schoolwide to ensure coverage for each student (2021 Maths Assessment Long Term Plan).</p> <p>Prioritise students in Years 1-3 with STRAND learning opportunities to secure a solid foundation as we know that as students move into Level 2 of the curriculum they begin falling behind if their foundation knowledge in STRAND is not embedded.</p>
<p>Pasifika Trends: Note: The following STRAND areas have been taught: Tm3: Measurement (Time) Tm4: Geometry (Position & Orientation)</p>	<ul style="list-style-type: none"> 67% (6/9) Pasifika Students are Working At and 33% (3/9) Working Towards. 2 Y3 students (male) are new to Working Towards (2 males 1e) and 1 Y6 student (female 2a new to RRS) remain at this level. The one student who was Working Above at mid term is now Working At (male 1a) 33% (3/9) students are Working Towards, 2 more than at mid year (2 Y3 2 males 1e and 1 Y6 female 2a) 	<p>Continue to support students new to our school by assessing their knowledge within a reasonable timeframe to ascertain their knowledge base using the JAM assessment for STRAND.</p>
<p>European/Other trends: Note: The following STRAND areas have been taught: Tm3: Measurement (Time) Tm4: Geometry (Position & Orientation)</p>	<ul style="list-style-type: none"> Students Working AT their expected curriculum level for STRAND has increased 9% (15 students, partly due to roll growth 10 new students to RRS). Students Working Above has dropped from 6 students to 1 (female). We believe the reason for this drop may be due to teachers being more accurate in their assessment over the past two terms, i.e., gathering pre and post assessment data. <p>STRAND Working Above Mid Year (7): Year 2: Year 3: male (2e), male (2e), male (2e) Year 4: female (3a), female (3e), male (3e)</p> <p>STRAND Working Above End of Year (1): Year 2: Year 3: Year 4: female (3e)</p>	<p>Earlier moderation in Term 1 and Term 3 will give us the opportunity of identifying areas of concern more quickly.</p>

	<p>Year 5: Year 6: male (4e)</p> <p>Year 5: Year 6:</p> <ul style="list-style-type: none"> Our European/Other group Working Towards their expected curriculum level for STRAND remains the same (10 students). Within this group at least one student is new to RRS this year, another 3 students are new to Working Towards at the Year 3 level of the school. The 4 students new to Working Towards are Y1: 1 male, Y3: 1 female, 2 male. <p><u>STRAND Working Towards Mid Year (10):</u> Year 2: None Year 3: female (1e), female (1e), male (2e), male (2e) Year 4: female (1a), female (1a) Year 5: female (2e), male (2e) Year 6: male (2e), male (2e)</p> <p><u>STRAND Working Towards End of Year (10):</u> Year 2: male (pre 1) Year 3: male (1e), female (1e), male(1e), male (1e), female (1e) Year 4: None Year 5: female (2e), male (2e) Year 6: male (1a), male (2a)</p>	
<p>Male Trends: Note: The following STRAND areas have been taught: Tm3: Measurement (Time) Tm4: Geometry (Position & Orientation)</p>	<ul style="list-style-type: none"> 84% (61/73) males are Working AT their expected curriculum level for STRAND this is an increase of 3% (5 students, note 4 males new to end of year data). 16% (12/73) males are Working Towards their expected curriculum level for STRAND, a 6% increase from mid-year. Of these 1 has recognised learning needs and 2 students are new to RRS. Of the 12 males Working Towards their expected curriculum, 6 students are in Y3 and Working at the beginning of level 1 and will need to be in target groups for 2022 (male 1e, male 1e, male 1e, male 1e, male 1e, male 1e). <p><u>STRAND Males Working Towards Mid Year (7):</u> Year 2: None Year 3: male (1e), male (1e), male (1e) Year 4: Year 5: male (2e) Year 6: male (2e), male (2e), male (2e)</p> <p><u>STRAND Males Working Towards End of Year (12):</u> Year 2: male (pre 1) Year 3: male (1e), male (1e), male (1e), male (1e), male (1e), male (1e) Year 4: None Year 5: male (2e), male (2e) Year 6: male (1a), male (2a), male (2e)</p>	
<p>Female Trends: Note: The following STRAND areas have been taught: Tm3: Measurement (Time) Tm4: Geometry (Position & Orientation)</p>	<ul style="list-style-type: none"> 83% (61/48) females are Working AT their expected curriculum level for STRAND this is an increase of 4% (7 students). Of the 10 Y4 females Working At their expected curriculum level 2 are Working at the beginning of level 2 and will need to be in target groups for 2022 (female 2e, female 2e, female 2e, female 2e, female 2e, female 2e). 1 Yr 4 student is Working Above their expected curriculum level for STRAND 1% (1/48). (female 3e) 	

- 15% (7/48) females are Working Towards their expected curriculum level for STRAND a 3% decrease from mid year. Of these 1 has recognised learning needs and 1 student is new to RRS.

STRAND Females Working Towards **Mid Year (7):**

Year 2: None

Year 3: female (1e), female (1e)

Year 4: female (1a), female (1a)

Year 5: female (2e)

Year 6: female (2e), female (2a)

STRAND Females Working Towards **End of Year (7):**

Year 2: None

Year 3: female (1e), female (1e), female (1e), female(1e)

Year 4: None

Year 5: female (2e)

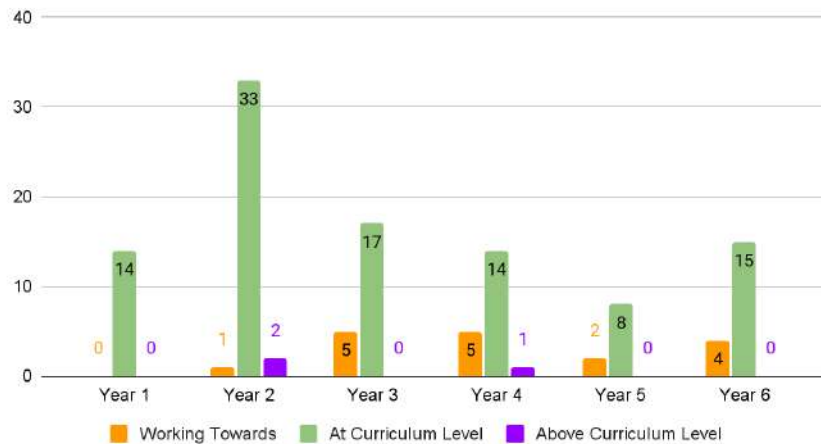
Year 6: female (2e), female(2a)

WRITING: End of Year School Reporting 2021

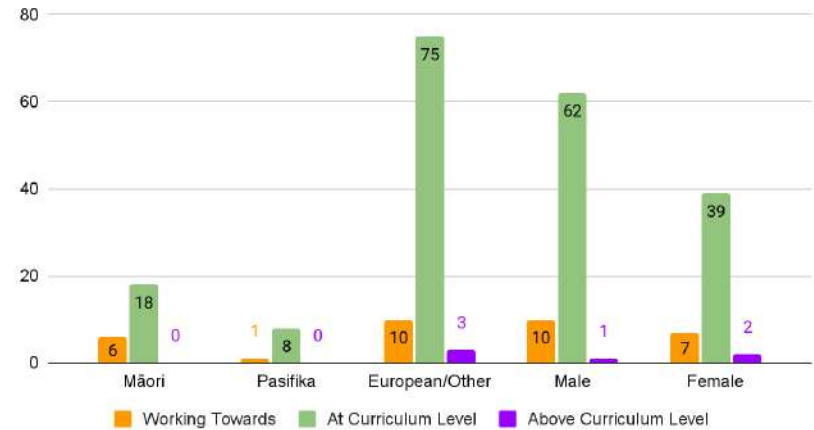
WRITING	Working towards		At the Curriculum level		Above the Curriculum Level		Total Number
	Number	Proportion	Number	Proportion	Number	Proportion	
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Māori	6	25%	18	75%	0	0%	24
Pasifika	1	11%	8	89%	0	0%	9
European/Other	10	11%	75	85%	3	4%	88
Male	10	14%	62	85%	1	2%	73
Female	7	15%	39	81%	2	4%	48

WRITING	Working towards		At the Curriculum level		Above the Curriculum Level		Total Number
	Number	Proportion	Number	Proportion	Number	Proportion	
Year 1	0	0%	14	100%	0	0%	14
Year 2	1	2%	33	92%	2	6%	36
Year 3	5	23%	17	77%	0	0%	22
Year 4	5	25%	14	70%	1	5%	20
Year 5	2	20%	8	80%	0	0%	10
Year 6	4	21%	15	79%	0	0%	19

2021 Writing EOY Trends Across Year Level



2021 Writing EOY Trends Across the School



WRITING: END Year School Reporting 2021

Writing data for the end of year 2021 shows 87% of students Working At and Above the curriculum level. We believe that some of the factors that may have contributed to this are:

1. Progress of shared understanding within the staff about moderation and leveling children
2. Better Start Literacy programme
3. Handwriting programme
4. Writing lessons undertaken consistently at least 3-4 times a week in the Years 1-3

Trends

Next Steps

Māori Trends:

6/24 (25%) - Working Towards; decreased from 10 students (42%)* to 6 students (25%)

18/24 (75%) - Working At; increased from 14 students (58%)* to 18 students (75%)

Students who have shifted to At: Male, Female., Male

Male (has since left RRS)

YR	Working Towards	
3	Female (1e)	Female (1e)
4	Male (1a)	Male (1a)
6	Male (2e)	Female (2e)

Pasifika Trends:

1/9 (11%) - Working Towards; decreased from 3 students (33%)* to 1 student (11%)

8/9 (89%) - Working At; increased from 6 students (67%)* to 8 students (89%)

Students who have shifted to At: Male

Male (has since left RRS)

YR	Working Towards
3	Male (1e)

European/Other trends:

10/88 (11%)- Working Towards; Increased from 7 students (9%)* to 10 students (11%)

Students who have shifted in: Female (2e), Female (2e), Male (PreP)

Students who have shifted out: Male (now Working at)

75/88 (85%) - Working At; increased from 70 students (90%)* to 75 students (85%) - but 5% decrease

3/88 (4%) - Working Above; increased from 0 student (0%)* to 3 students (4%)

Female (2e), Male (2e), Female (3e)

*Mid year data

2021 Actions Taken:

- TA funded to support small writing group sessions - targeted at the year 2 and 3 level for our Māori and Pasifika students
- TA funded to support ESOL small group sessions
- Long Term Writing Planner includes a range of genres of writing
- Use of school wide graphic organisers to plan for writing

Recommendations for 2022

- Professional Development for Staff - Developing an effective writing programme
 - How to conduct writers workshops to support differentiation
 - Sheena Cameron & Louise Dempsey ([online webinars](#))
- Introduction of the PACT tool for moderation; ensuring all teachers are looking at writing samples through the same lens across the school
 - Trends across the school; The PACT tool will allow us to analyse and see which areas of writing students/staff need support:
 - text structures and features
 - vocabulary knowledge
 - think and organise for learning
 - communicate current knowledge and understanding
 - texts for literacy purposes
 - text to influence others
- Two Observations a year by literacy lead - What does writing look like at each Year Level

YR	Working Towards	Working Above
2	Male (PreP)	Female (2e) Male (2e)
3	Male (1e) Female (1e)	
4	Female (1a) Female (1a) Male (1a)	Female (3e)
5	Female (2e) Female (2e)	
6	Male (2e) Male (1a)	

- Move Writing Moderation to End of Term 1 and Term 3
- Observations Term 2 and Term 4; How have we responded to gaps seen through moderation
- Literacy leader to undertake defining clear expectations for Writing programmes and delivery throughout the year
- Explore ways of supporting Māori and Pasifika target students in Writing

Male Trends:

10/73 (14%) - Working Towards; decreased from 15 students (22%)* to 10 students (14%)

62/73 (85%) - Working At; increased from 53 students (77%)* to 62 students (85%)

1/73 (2%) - Working Above; increased from 0 student (0%)* to 1 student (2%)

Students who have shifted Above: Male

Students who have shifted At: Male, Male, Male, Male

Students who have shifted Below: Male

Students who have left: Male, Male

YR	Working Towards	Working Above
2	Male (PreP)	Male (2e)
3	Male (1e) Male (1e) Male (1e)	
4	Male (1a) Male (1a) Male (1a)	Female (3e)
6	Male (2e) Male (2e) Male (1a)	

Female Trends:

7/48 (15%) - Working Towards; increased from 5 students (12%)* to 7 students (15%)

39/48 (81%) - Working At; increased from 37 students (88%)* to 39 students (81%) - decrease by 7%

2/48 (4%) - Working Above; increased from 0 student (0%)* to 2 students (4%)

Students who have shifted above: Female, Female

Students who have shifted At: Female

Students who have shifted below: Female (new to RRS), Female, Female

YR	Working Towards	Working Above
2		Female (2e)

3	Female(1e)	Female(1e)	
4	Female (1a)	Female (1a)	Female (3e)
5	Female (2e)	Female (2e)	
6	Female (2e)		

All Students Trends:

16/121 (13%) - Working Towards; decreased from 20 students (18%)* to 16 students (13%)

102/121 (84%) - Working At; increased from 90 students (81%)* to 102 students (84%)

3/121 (3%) - Working Above; increased from 1 student (1%)* to 3 students (3%)

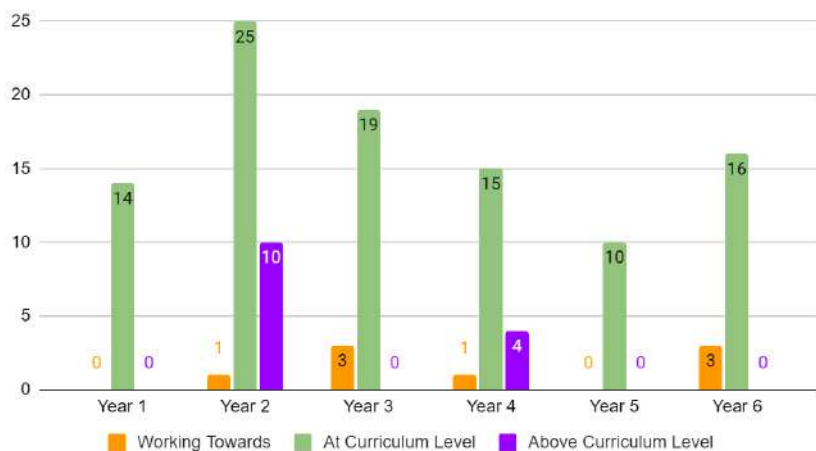
YR	Working Towards		Working Above	
2	Male (PreP)		Female (2e)	Male (2e)
3	Female(1e) Male (1e)	Male(1e) Female (1e)	Male(1e)	
4	Female (1a) Male (1a)	Male (1a) Male (1a)	Female (1a)	
5	Female (2e)			
6	Male (2e) Female (2e)	Male (2e) Male (1a)		

READING: END Year School Reporting 2021

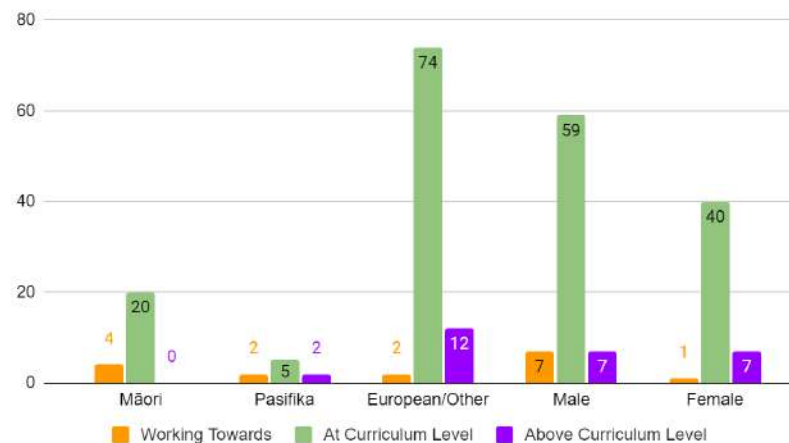
READING	Working towards		At the Curriculum level		Above the Curriculum Level		Total Number
	Number	Proportion	Number	Proportion	Number	Proportion	
All students	8	7%	99	82%	14	11%	121
Māori	4	17%	20	83%	0	0%	24
Pasifika	2	22%	5	56%	2	22%	9
European/Other	2	2%	74	84%	12	14%	88
Male	7	10%	59	81%	7	9%	73
Female	1	2%	40	83%	7	15%	48

READING	Working towards		At the Curriculum level		Above the Curriculum Level		Total Number
	Number	Proportion	Number	Proportion	Number	Proportion	
Year 1	0	0%	14	100%	0	0%	14
Year 2	1	3%	25	69%	10	28%	36
Year 3	3	14%	19	86%	0	0%	22
Year 4	1	5%	15	75%	4	20%	20
Year 5	0	0%	10	100%	0	0%	10
Year 6	3	16%	16	84%	0	0%	19

2021 Reading EOY Trends Across Year Level



2021 Reading EOY Trends Across the School



READING: END Year School Reporting 2021

Reading data for the end of year 2021 shows 93% of students Working At and Above the curriculum level. The shift of students from At to Above is especially prominent at the Year 2 level. Some of the factors that may have contributed to this are:

- Progress of shared understanding within the staff about moderation and leveling children
- Better Start Literacy programme
- Reading lessons undertaken consistently 3-4 times a week
- Home Learning being shared and undertaken at home in the Years 1-3

Positive Trends

Next Steps

Māori Trends:

4/24 (17%) - Working Towards; decreased from 5 students (21%)* to 4 students (17%)

20/24 (83%) - Working At; increased from 19 students (79%)* to 20 students (83%)

Students who have shifted to At: Male

Students who have shifted to Below: Male

Male (has since left RRS)

***Mid year data**

Actions Taken:

- TA funded to support small writing group sessions - targeted at the year 2 and 3 level for our Māori and Pasifika students
- TA funded to support ESOL small group sessions; We have noticed a huge shift in the Year 2 achievement for the ESOL group (Male, Male, Male)
- Daily Reading Groups (Mon-Thurs) Years 1-3
- Focus on Deeper Features

Next Steps:

- Ensure Reading lesson happening at least 4 times a week Years 1-6;
- Include ESOL target planning within Reading planning

YR	Working Towards
3	Male(1e)
4	Male (1a)
6	Male, Female, (all 2e)

Pasifika Trends:

2/9 (22%) - Working Towards; decreased from 3 students (33%)* to 2 student (22%)
 5/9 (56%) - Working At; decreased from 6 students (67%)* to 5 students (56%) - decrease in percentage as 2 moved to Working above
 2/9 (22%) - Working above; increased from 0 students (0%)* to 2 students (22%)
 Students who have remained the same: Male, Male
 Male (has since left RRS)
 Students who have shifted from At to Above: Male, Male

YR	Working Towards	Working Above
2		Male (2e)
3	Male (1e), Male (1e),	
4		Male, Male (3e)

European/Other trends:

2/88 (2%)- Working Towards; decreased from 6 students (8%)* to 2 students (2%)
 74/88 (84%) - Working At; increased from 66 students (84%)* to 74 students (84%)
 12/88 (14%) - Working Above; increased from 6 students (8%)* to 12 students (14%)
 Students who shifted from Working Towards to At: Male, Female, Male, Male
 Students who shifted from At to Below: Male
 Students who shifted from At to Above: Female, Male, Female, Female, Male, Female

YR	Working Towards	Working Above
2	Male (PreP)	Female, Female, Male, Female, Male, Male, Female, Female, Male (all 2e)
4		Male, Female, Female (all 3e)
6	Male (2e)	

Male Trends:

7/73 (10%) - Working Towards; decreased from 12 students (17%)* to 7 students (10%)
 59/73 (81%) - Working At; increased from 54 students (78%)* to 59 students (81%)
 7/73 (9%) - Working Above; increased from 3 students (5%)* to 7 students (9%)
 Students who have shifted Above: Male, Male
 Students who have shifted At: Male, Male, Male, Male, Male
 Students who have shifted Below: Male
 Students who have left: Male, Male

- Introduction of the PACT tool for moderation; ensuring all teachers are looking at Reading through the same lens across the school
 - Trends across the school; The PACT tool will allow us to have a shared analysis and understanding; and see which areas of writing students/staff need support:
 - Using knowledge of text structures and features
 - vocabulary knowledge
 - Reading critically
 - Reading to organise ideas and information for learning
 - Acquiring and using information and ideas in informational texts
 - Reading for literacy experience
 - Move Reading Moderation to End of Term 1 and Term 3
- Literacy leader to undertake defining clear expectations for Reading programmes and delivery throughout the year
- Regular teacher observations throughout the year by literacy lead - What does Reading look like at each Year Level
- BSL Training to be undertaken by Year 1 and 2 Teachers (Avi and Helen); Avi to organise PD for structured Literacy for Years 3-6
 - [Ideal Programme](#) - PD provider
 - choose reading resources to match programme of choice
- Explore ways of supporting Māori and Pasifika target students in Read
- ing

YR	Working Towards	Working Above
2	Male(PreP)	Male, Male, Male, Male, Male (all 2e)
3	Male (1e), Male (1e), Male(1e)	
4	Male (1a)	Male, Male (all 3e)
6	Male, Male(all 2e)	

Female Trends:

1/48 (2%) - Working Towards; decreased from 2 students (5%)* to 1 student (2%)
 40/48 (83%) - Working At; increased from 37 students (88%)* to 40 students (83%) - increased 2 students
 7/48 (15%) - Working Above; increased from 3 students (7%)* to 7 students (15%)
 Students who have shifted above: Female, Female, Female
 Students who have shifted At: Female

YR	Working Towards	Working Above
2		Female, Female, Female, Female, Female (all 2e)
4		Female, Female (all 3e)
6	Female (2e)	

All Students Trends:

8/121 (7%) - Working Towards; decreased from 14 students (13%)* to 8 students (7%)
 99/121 (82%) - Working At; increased from 91 students (82%)* to 99 students (82%); percentage stayed the same
 14/121 (11%) - Working Above; increased from 6 students (5%)* to 14 students (11%)

YR	Working Towards	Working Above
2	Male (PreP)	Female, Female., Male, Male, Female, Male, Male, Female, Female, Male (all 2e)
3	Male (1e), Male(1e), Male(1e)	

4	Male(1a)	Male, Female., Female, Female (all 3e)	
6	Male, Female, Male(all 2e)		