

MOE - END OF YEAR WHOLE SCHOOL DATA 2022 - Rewa Rewa School 2979

Not in the data: 4 students not in the data: Yr 0 students (Male, Male, Female); New Arrival Yr 4 (Female)

Year 1: 31
Year 2: 17
Year 3: 33
Year 4: 23
Year 5: 23
Year 6: 12
Total: 139

TOTAL: Māori:24 Pasifika: 8

The following students did not begin with us as Year 1 students:
Female (Y2), Female (Y2), Female (Y2), Male (Y1)
Male (Y3), Male (Y3), Female (Y3), Female (Y3), Female (Y3), Male (Y3), Male (Y3), Female (Y3), Male (Y3), Female (Y3)
Female (Y4), Male (Y4), Male (Y4), Female (Y4), Male (Y4), Female (Y4)
Male (Y5), Male (Y5), Female (Y5), Male (Y5), Female (Y5)
Male (Y6), Female (Y6), Male (Y6), Male (Y6), Female (Y6), Male (Y6)

Commented [1]: This is Joshua on the TCHR version.

Curriculum Level	Level 1		Level 2		Level 3	
	1e	1a	2e	2a	3e	3a
Year 6	Working Towards	Working Towards	Working Towards	Working Towards	Working Within	Working Within
Year 5	Working Towards	Working Towards	Working Towards	Working Within	Working Within	Working Within
Year 4	Working Towards	Working Towards	Working Within	Working Within	Working Above	Working Above
Year 3	Working Towards	Working Within	Working Within	Working Within	Working Above	Working Above
Year 2	Working Within	Working Within	Working Above	Working Above	Working Above	Working Above
Year 1	Working Within	Working Within	Working Above	Working Above	Working Above	Working Above

Years and Curriculum Levels

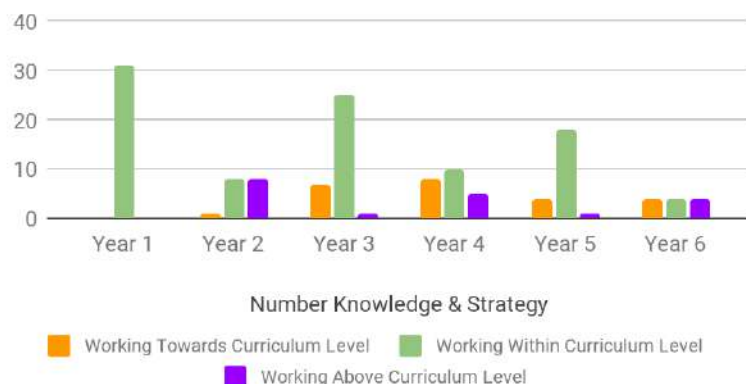
MATHEMATICS: End of Year School Reporting 2022 - NUMBER Knowledge & Strategy

November

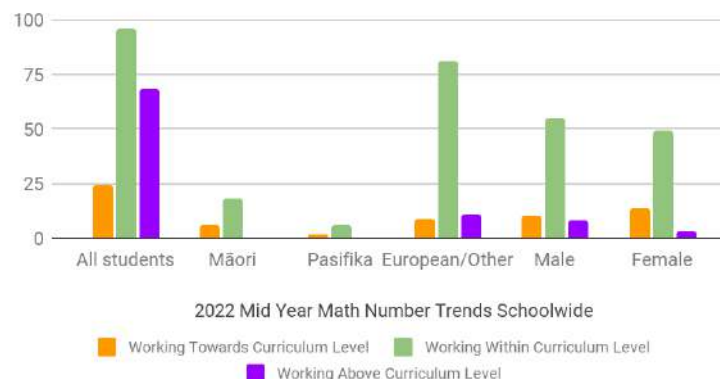
MATHEMATICS	Working towards		At the Curriculum level		Above the Curriculum Level		Total Number
	Number	Proportion	Number	Proportion	Number	Proportion	
All students	24	17%	96	69%	19	14%	139
Māori	6	25%	17	71%	1	4%	24
Pasifika	2	25%	6	75%	0	0%	8
European/Other	15	14%	74	69%	18	17%	107
Male	10	14%	50	68%	13	17%	73
Female	14	20%	46	71%	6	9%	66

MATHEMATICS	Working towards		At the Curriculum level		Above the Curriculum Level		Total Number
	Number	Proportion	Number	Proportion	Number	Proportion	
Year 1	0	0%	31	100%	0	0%	31
Year 2	1	6%%	8	47%	8	47%	17
Year 3	7	21%	25	76%	1	3%	33
Year 4	8	35%	10	43%	5	22%	23
Year 5	4	17%	18	78%	1	5%	23
Year 6	4	33%	4	33%	4	33%	12

2022 End of Year Math Number Trends



2022 End of Year Math Number Trends Schoolwide



Maths Number Knowledge and Strategy Trends

- Students **working Above expected curriculum** level across the school at Mid Year has improved from 3% to 14%. Of the 14% (19 students), 8 are Year 2, 1 is Year 3, 5 are Year 4, 1 is Year 5 and the 4 students at Year 6 will be leaving at the end of the year.

Students working Above Curriculum for Number Knowledge and Strategy:

Year 2: Male (2e), Female (2e), Female (2e), Female (2e), Male (2e), **Male (2e)**, Male (2e), Male (2e)

Year 3: Male (3e)

Year 4: Male (3e), Male (3e), Male (3e), Male (3e), Male (3e)

Year 5: Female (4e)

Year 6: Male (4e), Female (4e), Male (4e), Female (4e)

- Students working **At curriculum** for number is up by 3% from Mid Year, an increase of 15 students (note that the total number of students at Mid Year was 123, compared to End of Year 139).
- Student **Working Towards** has decreased from 32% at Mid Year to 17% at the End of Year. Of the 17% (24 students). 1 is Year 2, 7 are Year 3, 9 are Year 4, 4 are Year 5 and the 4 students at Year 6 will be leaving at the end of the year.

Number Knowledge and Strategy Next Steps

Schoolwide Next Steps:

- Continue to review moderation processes used for maths within the middle school to ensure levelling is accurate and based on a range of quality samples supporting teacher judgement.
- At the start of each moderation term (terms 1 & 3) teachers to identify key foci areas for assessment purposes
- Whole school Number Knowledge and Strategy learning activities are identified (appropriate for Year Levels) at staff meetings and their use during maths lessons frequently monitored by the Lead Maths Teacher.
- New students to RRS are assessed to identify their level of knowledge within

<p>Students Working Towards Curriculum for Number Knowledge and Strategy: Year 2: Female (1e) Year 3: Female (1e), Male (1e), Female (1e), Male (1e), Female (1e), Male (1e), Female (1e) Year 4: Female (1e), Male (1e), Male (1e), Female (1a), Female (1a), Female (1a), Female (1a), Male (1a) Year 5: Male (2e), Female (2e), Female (2e), Male (2e) Year 6: Female (2e), Male (2e), Male (2a), Female (2a)</p> <ul style="list-style-type: none"> There are 4 students new to Working Towards (Year 2: Female 1e, Year 3: Male (1e), Male (1e), Year 4: Female (1a). 19 students who were Working Towards at Mid Year are now At their expected curriculum level, 1 student has left RRS. 4 students new to Working At are from Year 5 and have made accelerated progress: Year 5: Female (1a to 2a), Male (1a to 2a), Female (1a to 2a), Female (1a to 2a) and Male (2e to 3e). <p>Student voice was gathered from those students who had made accelerated progress at the Year 5 level. Key areas identified were:</p> <ol style="list-style-type: none"> Feeling comfortable learning in small DMIC groups which aren't changed too often to build relationship with peers Using mixed ability group of 4 (used with DMIC) because there will be someone who might know something Having half the class with the teacher while the other half work independently (DMIC lessons) Using the 'Talk Moves' conversation framework to help them ask question and share their learning Teacher lets the kids share their strategies with each other Teacher will explain the strategy and if students don't get it, will revoice it in another way or ask a student to have a go Teacher expecting students to ask others when unsure of how to start or apply a strategy Working with tricky questions because it makes them use what they know Two out of the 4 students have participated in learning with an outside provider, and all but one have been practising at home. 	<p>2-4 weeks of beginning at school using predetermined assessment tests.</p> <p>Teaching Staff Next Steps:</p> <ol style="list-style-type: none"> Deliberate Acts of Teaching: Teachers use the appropriate Number Knowledge and Strategy learning activities during every maths session (warm ups, cool downs, break times etc). Teachers monitor Variance students and teach the strategies they need to make progress. Identify in their practice key findings from student voice from those tamariki who have made accelerated progress. Use the Math PaCT tool for OTJ assessment - connects to the elaborations/concepts.
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MATHEMATICS: End of Year School Reporting 2022 - STRAND

November

MATHEMATICS	Working towards		At the Curriculum level		Above the Curriculum Level		Total Number
STRAND	STRAND	Proportion	STRAND	Proportion	STRAND	Proportion	
All students	22	16%	112	81%	5	3%	139
Māori	6	24%	17	72%	1	4%	24
Pasifika	2	25%	6	75%	0	0%	8
European/Other	14	13%	89	83%	4	4%	107
Male	7	10%	63	86%	3	4%	73
Female	15	23%	49	74%	2	3%	66

MATHEMATICS	Working towards		At the Curriculum level		Above the Curriculum Level		Total Number
STRAND	Number	Proportion	Number	Proportion	Number	Proportion	
Year 1	0	0%	31	100%	0	0%	31
Year 2	0	0%	12	71%	5	29%	17
Year 3	6	19%	27	81%	0	0%	33
Year 4	14	61%	9	39%	0	0%	23
Year 5	0	0%	23	100%	0	0%	23
Year 6	2	17%	10	83%	0	0%	12

● **TEACHER NOTES:**

When the Year 3 and 4 were compared to 2021 EOY data, a number of students have made no progress, or gone back one sub level

Yr Lvl	Student	EOY 2021	MID 2022	EOY 2022	Progress Overall	Average result from Mid & EOY overall
Y3	Female	1a	2e	1e	-2	1a - would be At Curriculum
	Female	1e	1a	1e	-1	1a - would be At Curriculum
	Female	1e	2e	1e	-2	1a - would be At Curriculum
	Male	1e	1a	1e	-1	1a - would be At Curriculum
	Male	1e	2e	1e	-2	1a - would be At Curriculum
	Male	1a	1a	1e	-1	1a - would be At Curriculum
Y4	Female	1e	1a	1e	-1	1a - 1 sub level Working Towards
	Taimutu	1e	1a	1e	-1	1a - 1 sub level Working Towards
	Female	N/A	1a	1a	0	1a - 1 sub level Working Towards
	Female	1e	2e	1a	-1	1a - 1 sub level Working Towards
	Female	1a	2e	1a	-1	1a - 1 sub level Working Towards
	EFemale	1a	1a	1a	0	1a - 1 sub level Working Towards
	Female	1a	2a	1a	-2	1a - 1 sub level Working Towards
	Female	1a	2e	1a	-1	1a - 1 sub level Working Towards
	Female	1a	2e	1a	-1	1a - 1 sub level Working Towards
	Female	1a	2e	1a	-1	1a - 1 sub level Working Towards
	Female	1a	2e	1a	-1	1a - 1 sub level Working Towards
	Female	1e	2e	1a	-1	1a - 1 sub level Working Towards
	Female	1a	2e	1a	-1	1a - 1 sub level Working Towards
	Male	1e	2e	1a	-1	1a - 1 sub level Working Towards
	Male	1e	2e	1a	-1	1a - 1 sub level Working Towards

Discussion around Year 3 and 4 data trends:

Note:

- Assessed Term 1 and Term 2 Strand Topics where: **Geometry**, (Measurement - capacity/volume/mass) and **Statistics**
- Assessed Term 3 and Term 4 Strand Topics where: **Geometry** (Shape & Space) and **Algebra** (Also covered was *Measurement Time*, but not assessed in time for the EOY data as it runs from week 5 to 9).

When comparing STRAND data, it is important to take note of the strand areas that are causing a dip. To ascertain our 'OTJ' curriculum level for Strand we take the areas assessed and make a Teacher Judgement on where each child sits overall for STRAND.

If we were to average out the assessment results **across the year** for STRAND, the Year 3 students currently Working Towards would be Working At, albeit at the tail end of the level. This would drop our number of students Working Towards from 16% (22 students) down to 12% (16 students). The Year 4 students would still be Working Towards, but only 1 sub level away, once again they would be at the tail end of the level.

A trend that has been identified in the end of year data is that Algebra is an area that needs to be addressed. The Year 3 and 4 levels of the kura found this topic challenging. The Maths Leader will need to ascertain why students who are Working At in Year 2 for Algebra struggle with this area the following year in Year 3. Algebra will be covered again in 2023 in Term 1 for the first 6 weeks, again in Term 3 for the first 6 weeks, and once again in Term 4 (2022/[2023 Maths Assessment](#) Long Term Plan).

Four students dropped down two sub levels over the year, 3 in Year 3, and 1 in Year 4. Of the 3 students in Year 3 one student (**male**) only began remaining in the classroom from Term 3 when our new Year 3 - 4 teacher started. 1 has identified learning needs (male) and the other student (Female) has been in the target group across the maths curriculum since her arrival at RRS. The Year 4 student who has been identified (Female) will be in a target group for 2023.

WRITING: End of Year School Reporting 2022 - November							
WRITING	Working towards		At the Curriculum level		Above the Curriculum Level		Total Number
	Number	Proportion	Number	Proportion	Number	Proportion	
All students	15	11%	117	84%	7	5%	139
Māori	5	21%	19	79%	0	0%	24
Pasifika	1	12%	7	88%	0	0%	8
European/Other	10	9%	90	84%	7	7%	107
Male	11	15%	61	84%	1	1%	73
Female	4	6%	56	85%	6	9%	66

WRITING	Working towards		At the Curriculum level		Above the Curriculum Level		Total Number
	Number	Proportion	Number	Proportion	Number	Proportion	
Year 1	0	0%	30	97%	1	3%	31
Year 2	0	0%	11	65%	6	35%	17
Year 3	3	9%	30	91%	0	0%	33
Year 4	6	26%	17	74%	0	0%	23
Year 5	4	17%	19	83%	0	0%	23
Year 6	2	17%	10	83%	0	0%	12



WRITING: Mid Year School Reporting 2022 - November	
Trends	Next Steps
<p>Writing data for the end of year 2022 shows 88% (123 students) at RRS Working At and Above the curriculum level. This is an increase of 18 students from EOY 2021.</p> <ul style="list-style-type: none"> The 7 students Working Above the Curriculum are in the Year 1/2 Cohort; It is important to note that the 6 Yr 2 students Working Above will be Working At as Year 3s unless they progress 2 sub levels of the Curriculum in 2023. <ul style="list-style-type: none"> This means they move from 2e to 2a to 3e. 6 of the 7 students Working Above the Curriculum are Female 11 of the 16 students Working Towards the Curriculum are Male 7 of the 16 students Working Towards the Curriculum at the end of year are Year 4s. However an improvement can be seen in the yr 3 & 4 classes since mid yr when 16 students were Working Towards meaning that 9 students have now made progress into Working At which is very 	<p>2022 Actions Taken:</p> <ul style="list-style-type: none"> TA funded to support ESOL small group sessions Long Term Writing Plan designed to expose our writers to a range of genres e.g. poetry, persuasive writing Mid year review of Long Term Writing Plan undertaken. Decided to teach genres for a longer period of time (9-10 weeks rather than 5) to give students more time to develop their writing skills. We also clarified the expectations for our writing programmes across the school as 2 new teachers joined our team this year. Use of school wide graphic organisers to support students at the planning stage when recording ideas to use in their writing 2 formal teacher observations with feedback have been undertaken by the literacy lead teacher as part of our whole school inquiry to find out what writing lessons look like at each year level. Informal data has also been gathered using walkthroughs, looking at student book works as well as teacher planning. <p>Recommendations for 2023:</p> <ul style="list-style-type: none"> Upskill on the PACT writing tool to build teacher capabilities to identify student gaps / next steps in writing as well as accurate school-wide moderation. It is important that as a team our data is valid and reliable and that our practices are consistent school-wide in planning and teaching.

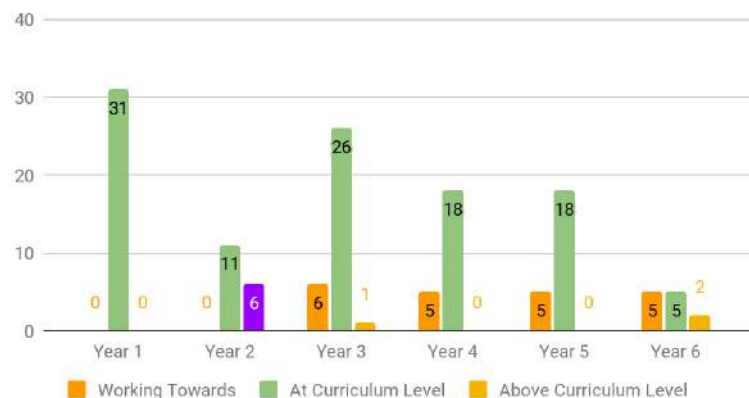
<p>pleasing (1 left our school before EOY)</p> <ul style="list-style-type: none"> • 5 Māori students are Working Towards the Curriculum. 4 of these students are in the year 3/4 cohort (3 Males, 1 Female) • Of 21 ESOL Year 2-6 students included in the data, 3 are Working Above the Curriculum and only 2 are Working Towards the Curriculum level. Both are diagnosed with high learning needs. 	<ul style="list-style-type: none"> • Use the PACT writing elements to analyse trends across the school to see which areas of writing students/teachers need support / are excelling in: <ul style="list-style-type: none"> ■ text structures and features ■ vocabulary knowledge ■ think and organise for learning ■ communicate current knowledge and understanding ■ texts for literacy purposes ■ text to influence others • Professional Development for teachers and teacher aides - Developing an effective writing programme and using strategies that support positive student outcomes <ul style="list-style-type: none"> ○ How to conduct writers' workshops to support differentiation ○ Sheena Cameron & Louise Dempsey (online webinars) ○ The Structured Literacy PD in reading will also support writers ○ Continue to fund the STEPS programme to support target writers
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READING: Mid Year School Reporting 2022 - November							
READING	Working towards		At the Curriculum level		Above the Curriculum Level		Total Number
	Number	Proportion	Number	Proportion	Number	Proportion	
All students	21	15%	109	79%	9	6%	139
Māori	6	25%	17	71%	1	4%	24
Pasifika	2	25%	5	63%	1	12%	8
European/Other	13	12%	87	81%	7	7%	107
Male	12	16%	55	75%	6	9%	73
Female	9	13%	54	82%	3	5%	66

READING	Working towards		At the Curriculum level		Above the Curriculum Level		Total Number
	Number	Proportion	Number	Proportion	Number	Proportion	
Year 1	0	0%	31	100%	0	0%	31
Year 2	0	0%	11	65%	6	35%	17
Year 3	6	18%	26	79%	1	3%	33
Year 4	5	22%	18	78%	0	0%	23
Year 5	5	22%	18	78%	0	0%	23
Year 6	5	42%	5	42%	2	16%	12

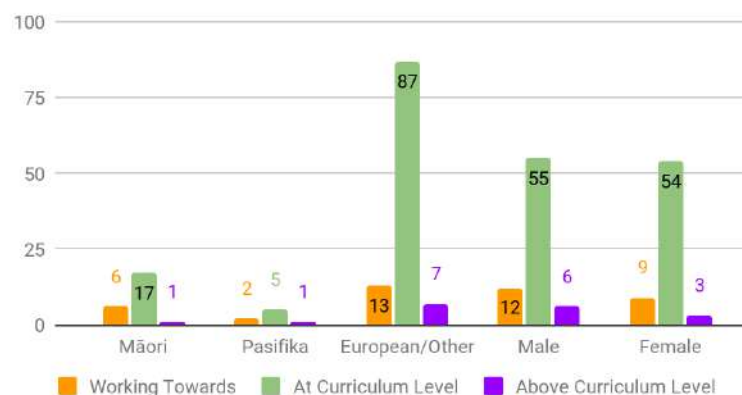
2022 End of Year Trends Across Year Levels

2022 Reading EOY Trends Across Year Level



2022 End of Year Trends Schoolwide

2022 Reading EOY Trends Across The School



READING: Mid Year School Reporting 2022 - June

Trends

Reading data for the end of year 2022 shows 85% (118 students) at RRS Working At and Above the curriculum level. This is an increase of 5 students from EOY 2021.

- There are 9 students Working Above the Curriculum in Years 2, 3, and 6.
 - It is important to note that the 6 Yr 2 students Working Above will be Working At as Year 3s unless they progress 2 sub levels of the Curriculum in 2023.
 - This means they move from 2e to 2a to 3e.
- There are more Males (6) Working Above the Curriculum than Females (3)
- There is a fair distribution of Male (12) and Female (9) students Working Towards the Curriculum
- 11 of the 21 students Working Towards the Curriculum are in the Year 3/4 Cohort; The other 10 in the Year 5/6 Cohort
- 6 Māori students are Working Towards the Curriculum
- Of our funded ESOL students, 6 are Working Towards the expected Curriculum level

Next Steps

2022 Actions Taken:

- STEPS Web introduced yr 2 - 6 for struggling readers (15 students on the programme); identified by classroom teacher and ORS teacher (refer to EOY report on STEPS student progress achieved in 2022)
- TA support funded by the Board with access to PD to support them when working with ESOL and small literacy groups. ORS teacher oversees TA in classrooms.
- Reading lessons are undertaken at least 4 times per week Years 1-4 with at least 3 lessons in yr 5 - 6.
- A focus on Deeper Features with the introduction of the PACT reading tool used to support moderation and planning; ensuring all teachers are looking at Reading through the same lens across the school
 - Using knowledge of text structures and features
 - vocabulary knowledge
 - Reading critically

	<ul style="list-style-type: none"> ○ Reading to organise ideas and information for learning ○ Acquiring and using information and ideas in informational texts ○ Reading for literacy experience <ul style="list-style-type: none"> ● Move Reading Moderation to End of Term 1 and Term 3 so that areas of concern can be targeted in teaching prior to mid and end year reporting cycle. ● The Literacy leader undertook a review of reading practice school-wide and from this teachers created a shared expectation of what a successful Reading programme looks like and how it should be delivered throughout the year ● Regular teacher observations (informal / formal) throughout the year by literacy lead - What does Reading look like at each Year Level. Feedback given to teachers. ● BSL Training undertaken by Year 1 and 2 Teachers (Avi and Helen) - the impact of this on our readers has been extremely positive and can be seen in the data. Student engagement and independence are two noticeable areas of growth, that even parents are commenting about. <p>Recommendations for 2023:</p> <ul style="list-style-type: none"> ● Ensure a quality reading programme is in place in all classrooms ● 2023 Professional Development in Structured Literacy and PACT reading for teachers, lead teacher, and support staff working in classrooms ● Target students will be identified early, especially in yr 3 - 6, so that throughout the year teachers can monitor and accelerate student progress. Regular analysis of the gaps / next steps for these readers will be important information to support teaching decisions. ● Teachers will undertake Structured Literacy lessons with their target group and regularly discuss strategies that are working at buddy and staff meetings throughout the year. ● Purchase specific teacher / student reading resources to support successful student outcomes i.e. Phonics decodable books (Structured Literacy) yr 1 - 6 ● The Lead Teacher will undertake regular Reading PD staff meetings as well as teacher observations and planning / teaching expectations. ● Those teachers who need PD in how to teach an effective reading programme will be supported to achieve this. ● Continue to use programmes that support target readers such as STEPS.
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