

# 2023 REWA REWA SCHOOL END OF YEAR WHOLE SCHOOL DATA

**SCHOOL NUMBER: 2979**

## Student Roll

Not in the data (less than 10 weeks at school): Female (Yr 0), Female (Yr 0), Female (Yr 0), Male (Yr 0), Male (Yr 0), Female (Yr 0), Male (Yr 2), Female (Yr 2), Male (Yr 2), Female (Yr 4), Female (Yr 4), Female (Yr 4), Male (Yr 4), Female (Yr 5), Male (Yr 5), Male (Yr 6)

Whole School: 174 - 13 = 161

Year 1: 32 (3 Yr 0s and 29 Yr 1s)

Year 2: 29

Year 3: 17

Year 4: 35

Year 5: 23

Year 6: 25

**TOTAL:161**   **Māori: 25**   **Pasifika: 7**   **Other: 129**   **Male:82**   **Female: 79**

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

Female (Y2), Male (Y2), Female (Yr 2), Male (Yr 2)

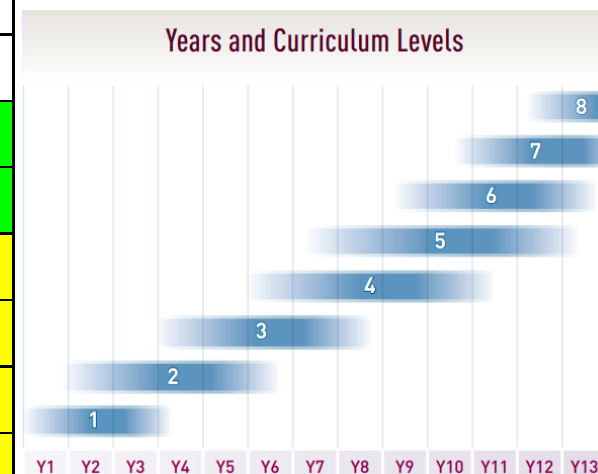
Female (Y3), Female (Y3), Female (Y3)

**Male (Y4)**, Male (Y4), Female (Y4), Female (Y4), Female(Y4), Male (Y4), Male(Y4), Female (Y4), Female (Y4), Female (Y4), Female (Y4), Female (Y4)

Female (Y5) Male (Y5), **Male (Y5)**, Female (Y5), Male (Y5), Female (Y5)

**Male (Y6)**, **Male (Y6)**, Male (Y6), Female (Y6), Male(Y6), Female (Y6), Male (Y6)

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



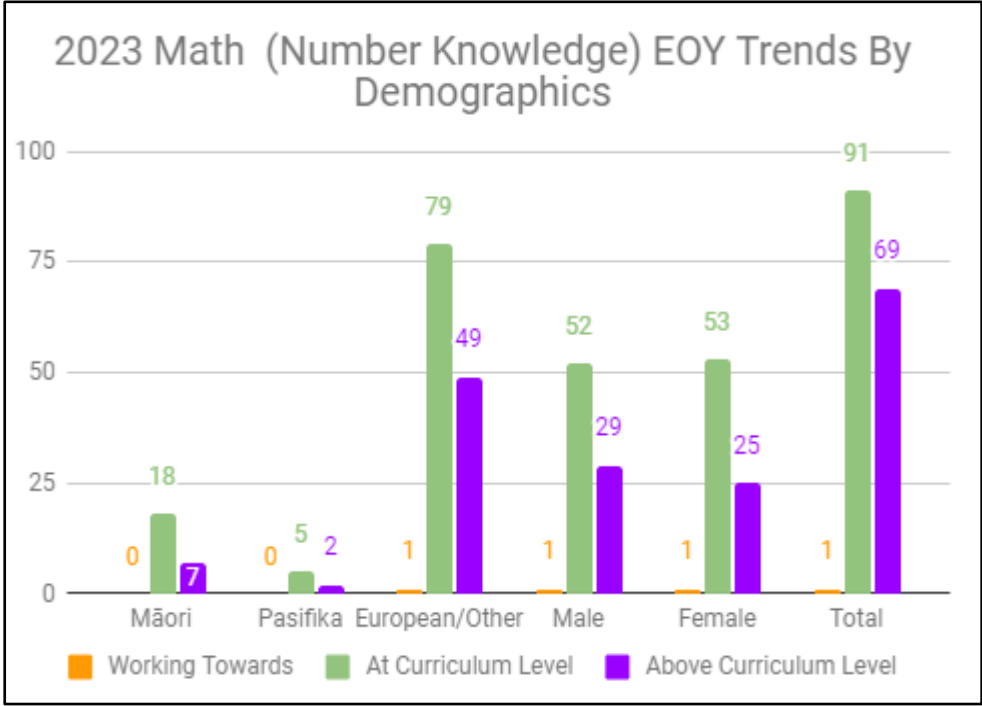
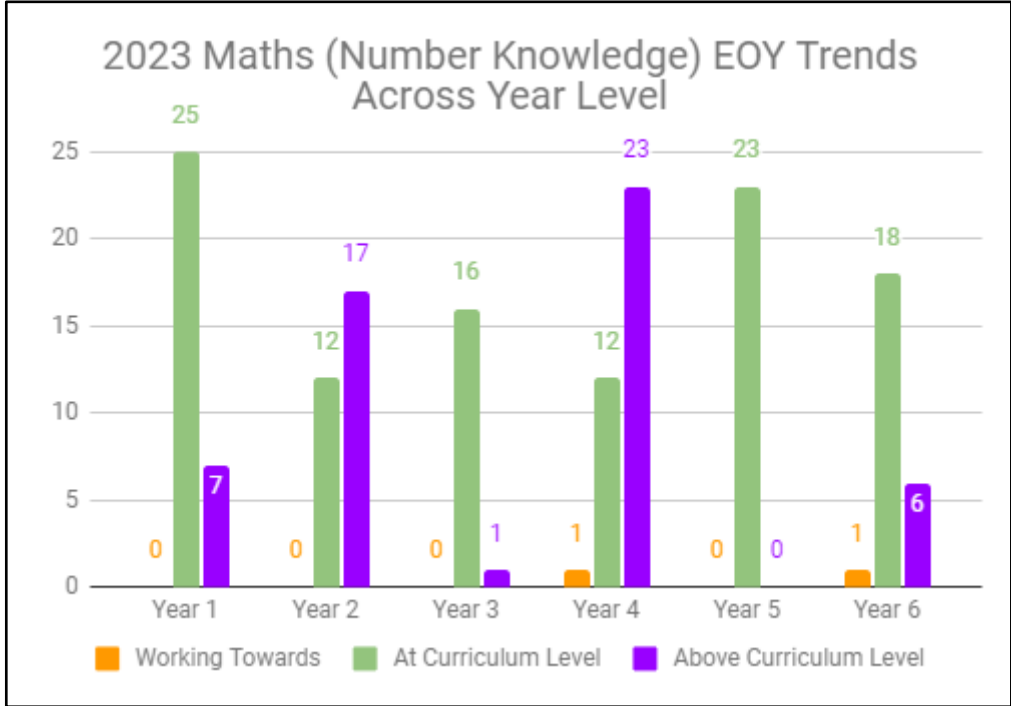
## MATHEMATICS: End of Year School Reporting 2023 - NUMBER Knowledge & Strategy

November

MATHEMATICS	Working towards		At the Curriculum level		Above the Curriculum Level		Total Number
	Number	Proportion	Number	Proportion	Number	Proportion	
All students	2*	1%	91	57%	69	42%	161
Māori	0	0	18	80%	7	28%	25
Pasifika	0	0	5	71%	2	29%	7
European/Other	1	1%	79	61%	49	38%	129
Male	1	1%	52	64%	29	35%	82
Female	1	1%	53	63%	25	35%	79

MATHEMATICS	Working towards		At the Curriculum level		Above the Curriculum Level		Total Number
	Number	Proportion	Number	Proportion	Number	Proportion	
Year 1	0	0	25	78%	7	22%	32
Year 2	0	0	12	43%	17	57%	29
Year 3	0	0	16	95%	1	5%	17
Year 4	1	4%	12	34%	23	65%	35
Year 5	0	0	23	100%	0	0	23
Year 6	1	4%	18	72%	6	24%	25

Note\*: At the beginning of term 1 we will be undertaking testing of all students to ascertain their current achievement levels in maths number & strategy. A return to 2 standards based assessments (GLOSS and JAM), along with new assessment strategies, will be used to cross reference maths results prior to OTJ's. This will be done at moderated sessions within teaching teams. 2023 EOY data for Mathematics appears to show trends across all levels which seem to not correlate with expected performance as tracked over the last 4-5 years – we are wondering if using the PaCT maths tool for the 1<sup>st</sup> time may have caused this discrepancy.



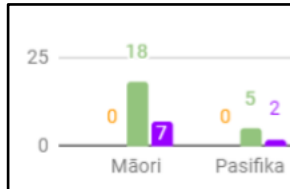
#### Maths Number Knowledge and Strategy Trends

- A significant portion of Y2 students are achieving above curriculum standard, which is a trend that's newly developed as EOY reporting from 2022 had all Y1 at level. The team made the conscious decision that we needed to have smaller maths groups so we only have about 10 in a group for year 1-2. This has continued a trend from our mid-year data reporting.
- Overall, maths learning across the Junior team is progressing well when compared to EOY in 2022. Although students have shifted (Y4 and new entrants), many have continued within the cohort. In 2022 EOY 64 of 81 (79%) were 'At'. In 2023 MOY 54 of 65 (83%) are 'At', thus are progressing well.
- Overall, it appears that Y4 has a higher proportion of students performing above the expected level in mathematics, while Y5 has no students in the "Above" category. This was a cohort of students who have been tracked and noted with higher than average exceptional learning needs.

#### Number Knowledge and Strategy Next Steps

- Schoolwide Recommendations:**
- Continue to review instructional processes used for maths within the Junior and Senior schools to ensure levelling is accurate and based on a range of quality samples supporting teacher judgement. Particular focus will be placed on interventions from Y3 to Y4 as that age level presents significant curriculum challenges with students needing to demonstrate that they've solidified foundational number concepts.
  - The new Y6 class will require extra support with lifting math skills. An increased focus on 'drill to skill' basics as well as application based maths via games will be critical.
  - At the start of each moderation term teachers need to identify key foci areas for assessment purposes.
  - Whole school learning activities (moveNprove; Problem of the Week; maths games) are identified (appropriate for year levels) at staff meetings and they're used during maths lessons frequently monitored by the Lead Maths Teacher.

- It's also worth noting that the number of students in the "Working Towards" category is very low across all year levels. The one student at this category level in Y6 is a new student and ELL from the Philippines. His learning needs have been noted and passed on to the intermediate school.
- **72% of Māori** students and **71% of Pasifika** students are working 'At' curriculum. This is a significantly positive achievement that many other schools strive to develop. These totals are somewhat lower than at mid-year because students have been moved to the 'Above' category. fig. 1
- Both Māori and Pasifika students have no students in the "Working Towards" category, indicating that all students have met the expected level of proficiency or are above it. Māori students have a higher number in the "Above" category (7) compared to Pasifika students (2).
- There are very nearly the same performance between male and female students, with a slightly higher number of males in the "Above" category simply because of more students in that cohort.. Overall, both groups perform well.



- Continued active engagement through contextual word problems in class learning with peer to peer, small groups, whole class and individual activities of a collaborative nature (using 'problems of the week' and 'Talk Moves').
- New students to RRS are assessed to identify their level of knowledge within two weeks of beginning at school using predetermined assessment tests.
- "Uplifting Maths" groups for years 3-4 and 5-6 are being developed to start term 1. These groups will focus on games to solidify knowledge and build confidence with foundational skills.

#### Teaching Staff:

1. *Deliberate Acts of Teaching* - Teachers plan for and deliver a "balanced diet" which includes maths games, rote practise, multi-part problem solving.
2. "I do, You do, We do" teaching strategies are evident in planning and delivery of curriculum.
3. Teachers monitor Variance students and provide them with extra instructional support. The focus is on using physical manipulatives to improve visualisation of maths concepts.
4. Return twice yearly GLOSS, JAM assessments to support teacher OTJ's.
5. Create maths games kits for all classes. Emphasis on the need to play with applying our skills.
6. New emphasis on student application of skills/ teacher assessment of skills in other contexts e.g. STE(A)M or LTP learning times.
7. Teachers need to begin to use and document 'dynamic assessments' of both Number Knowledge and Strand.
8. Using a school-wide assessment Sheet, all teachers will cross reference GLOSS or JAM, PaCT, dynamic assessments, and PAT assessments, resulting in an OTJ.

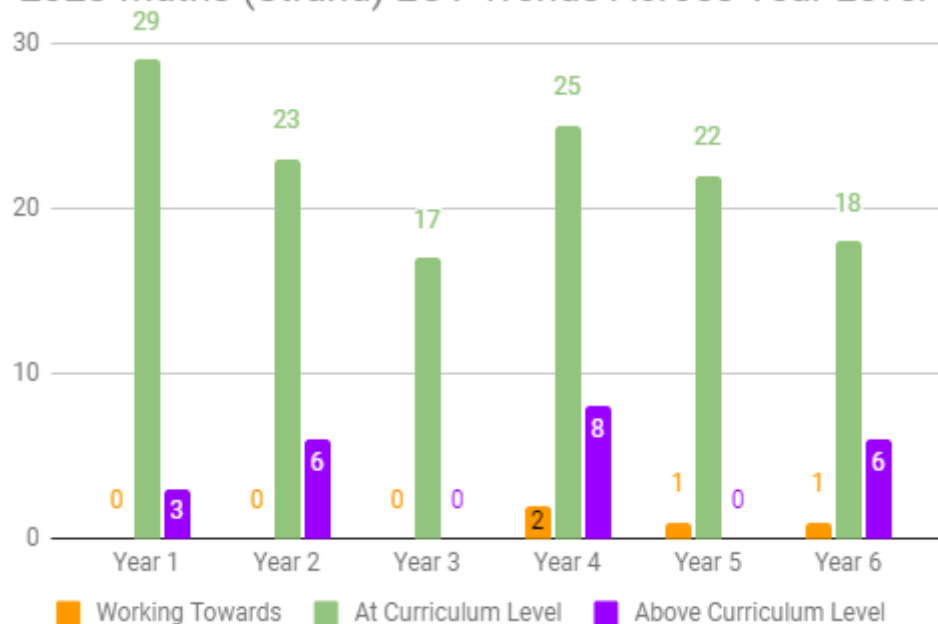
## MATHEMATICS: End of Year School Reporting 2023 - STRAND

November

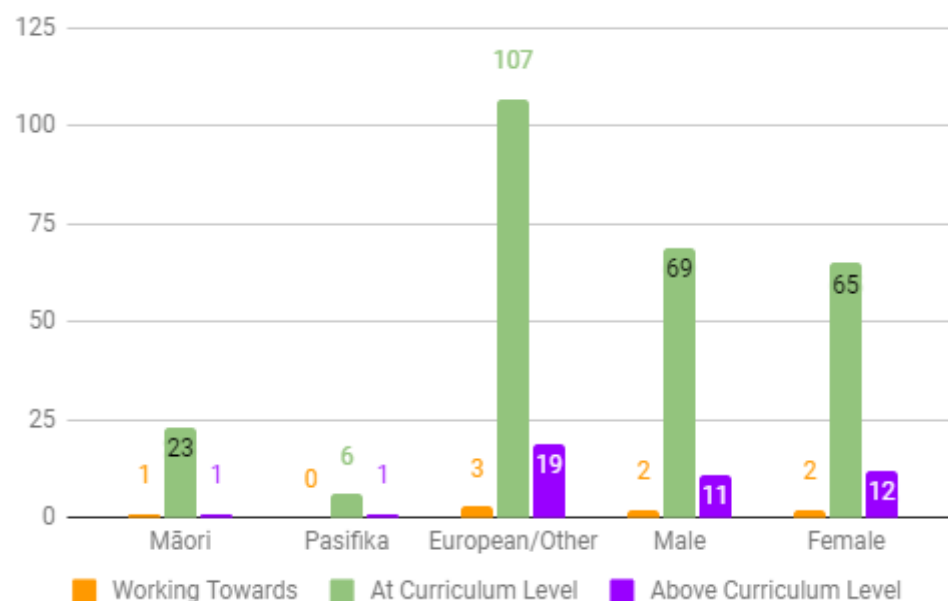
MATHEMATICS	Working towards		At the Curriculum level		Above the Curriculum Level		Total Number
STRAND	STRAND	Proportion	STRAND	Proportion	STRAND	Proportion	
All students	4	3%	134	83%	23	14%	161
Māori	1	0	24	96%	1	4%	25
Pasifika	0	0	6	86%	1	14%	7
European/Other	3	2%	107	83%	19	15%	129
Male	2	1%	69	87%	11	12%	82
Female	2	3%	65	82%	12	15%	79

MATHEMATICS	Working towards		At the Curriculum level		Above the Curriculum Level		Total Number
STRAND	Number	Proportion	Number	Proportion	Number	Proportion	
Year 1	0	0	29	91%	3	9%	32
Year 2	0	0	23	80%	6	20%	29
Year 3	0	0	17	100%	0	0	17
Year 4	2	5%	25	71%	8	24%	35
Year 5	1	1%	22	99%	0	0	23
Year 6	1	4%	18	72%	6	24%	25

### 2023 Maths (Strand) EOY Trends Across Year Level



### 2023 Math (Strand) EOY Trends By Demographics



#### Maths STRAND - MEASUREMENT: Volume/Capacity/Mass Trends

- The majority of students across all groups are performing at the expected curriculum level or above.
- Māori and Pasifika students have strong representation at the expected curriculum level, with a small proportion performing above it.
- European/Other students show a significant number performing at and above the curriculum level.
- There are minor differences in performance between male and female students, with females having a slightly higher proportion working towards the curriculum level. Overall, both genders perform well at and above the curriculum level.
- There is variation in the proportions of students working towards, at, and above the curriculum level across different year levels, but the majority of students are at or above the expected level.

#### STRAND Next Steps

##### Schoolwide Recommendations:

1. New students to RRS are assessed to identify their level of STRAND knowledge within two weeks of beginning at school.
2. Lead Teacher to check that teachers are regularly and accurately using quality assessment to ascertain student progress / achievement
3. Purchase Strand resources to support concept development in classrooms.
4. Move away from the concept of alternating year plans for teaching Strand, but instead plan for teaching and re-visiting all Strand concepts throughout the year. Using TLF strategies as presented by the Maths Lead Team (moveNprove; recallNreason; discussNdefend).

##### Teaching Staff:

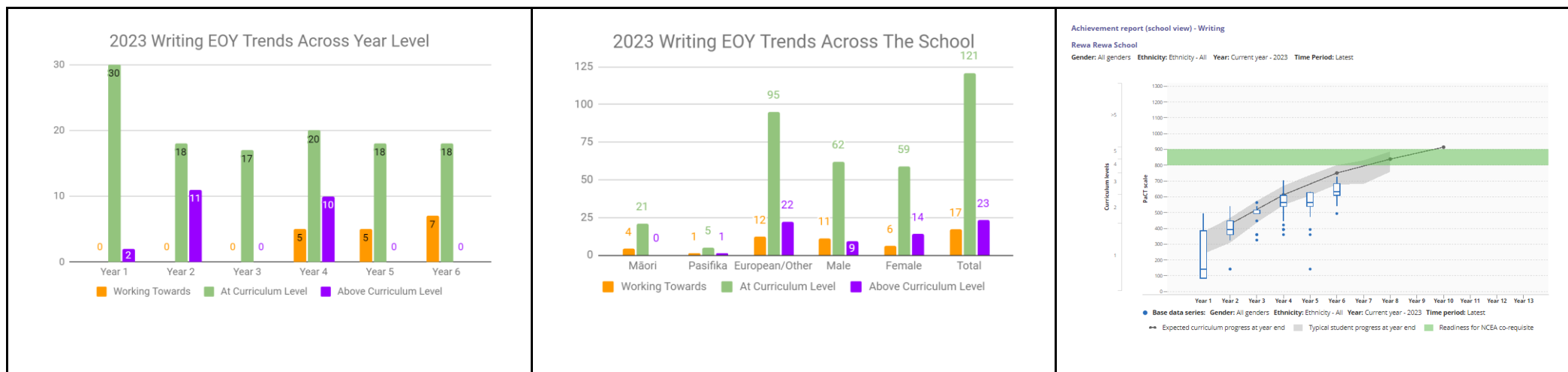
1. **Deliberate Acts of Teaching:** Teachers to continue to follow their 2023 Maths Long Term Plan for their curriculum level, keeping to the outlined timeframe.

	<ol style="list-style-type: none"> <li>2. Teachers to undertake formative and summative assessments for each child using agreed upon school-wide tools (GLOSS, JAM, PAT, PACT)</li> <li>3. Teachers participate in regular Maths PD (The Learner First) around the refreshed curriculum, led by the Maths Lead Team, and discussions to build their pedagogical knowledge and develop quality classroom practice.</li> <li>4. Teachers need to begin to use and document 'dynamic assessments' of both Number Knowledge and Strand.</li> <li>5. Using a school-wide assessment Sheet, all teachers will cross reference Dynamic assessment tasks, PaCT, and PAT assessments, resulting in an OTJ.</li> </ol>
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## WRITING: End of Year School Reporting 2023 - November

WRITING	Working towards		At the Curriculum level		Above the Curriculum Level		Total Number
	Number	Proportion	Number	Proportion	Number	Proportion	
All students	17	10%	121	75%	23	15%	161
Māori	4	16%	21	84%	0	0%	25
Pasifika	1	14%	5	72%	1	14%	7
European/Other	12	9%	95	74%	22	17%	129
Male	11	13%	62	76%	9	11%	82
Female	6	7%	59	75%	14	18%	79

WRITING	Working towards		At the Curriculum level		Above the Curriculum Level		Total Number
	Number	Proportion	Number	Proportion	Number	Proportion	
Year 1	0	0%	30	94%	2	6%	32
Year 2	0	0%	18	62%	11	38%	29
Year 3	0	0%	17	100%	0	0%	17
Year 4	5	14%	20	57%	10	29%	35
Year 5	5	22%	18	78%	0	0%	23
Year 6	7	28%	18	72%	0	0%	25





## WRITING: End of Year School Reporting 2023 - November

### Trends

**Writing data for the end of year 2023 shows 90% (144 students) at RRS Working At and Above the curriculum level. This is an increase of 2% (21 students) from EOY 2023.**

- The 23 students Working Above the Curriculum are in the Years 1,2,and 4
  - As predicted the 6 Year 2 students who were working Above in 2022 are now Working At the expected Curriculum. Although they have made immense progress they were unable to make the 2 sublevel changes necessary to be working Above.
  - Therefore it is necessary to note the 11 Year 2 students who are currently Working Above the Curriculum Level will also need to make this 2 sublevel jump next year to continue to be Working Above
- 15/23 students Working Above the Expected Curriculum are ESOL students.
- 14 students Working Above the Curriculum are female and 9 students are male
- 12 students Working Towards the Curriculum are male and 6 students are female
- It is interesting to note that all 17 students Working Towards the Curriculum are in Years 4, 5, 6
- 4 Māori students are Working Towards the Curriculum. 2 students are in Year 4 and 2 students are in Year 6. We will need to create a learning plan for the 2 Year 4 students.
- 10/17 students Working Towards the Expected Curriculum are ESOL students.

### Next Steps

#### 2023 Actions Taken:

- PaCT is now being used across the school to report to parents. Teachers are feeling more confident about understanding the tool's contents with regard to their child's progress.
- Analysis of trends were shared with staff after Mid Year data and this was a teaching focus for teachers for the 2nd half of the year.
- Structured Literacy PD continued with purpose through the year.
  - We have 3 teachers strongly advocating for the benefits of structured literacy
  - 1 who has come on board as of Term 3
  - 2 who are still upskilling themselves
- 2 teachers are using the Syntax Project for explicit writing instruction with 2 others trialling this in their classrooms.
- For a range of reasons the literacy lead was unable to gather student voice data school wide. However, data was collected within the Year 2/3 cohort who have been trialling the Syntax Project. Student Voice was also gathered in one of the Year 4/5 writing observations.
  - "Yeah it's okay because we can learn it in different stages instead of having to write a whole piece of writing. Breaking into stages is easier and I like writing the big long ones but more in my free writing book." - male (Cook Islands)
  - "Yes I do... not really sure; I like doing this because we can do it step by step. When I am on the floor I'm on my own and can focus." - female (Māori), target student
  - There is a strong sense of enjoyment for writing, a level of self achievement and pride, as well as students articulating why this method is working for them (slows it down, decoding, etc.)
- TA and board funding to support ESOL small group sessions
- 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.
- Regular informal teacher observations have also been made during this year by Jan Hamilton, RTLB as part of the structure literacy PLD support

#### Recommendations for 2024:

##### Assessment Next Steps:

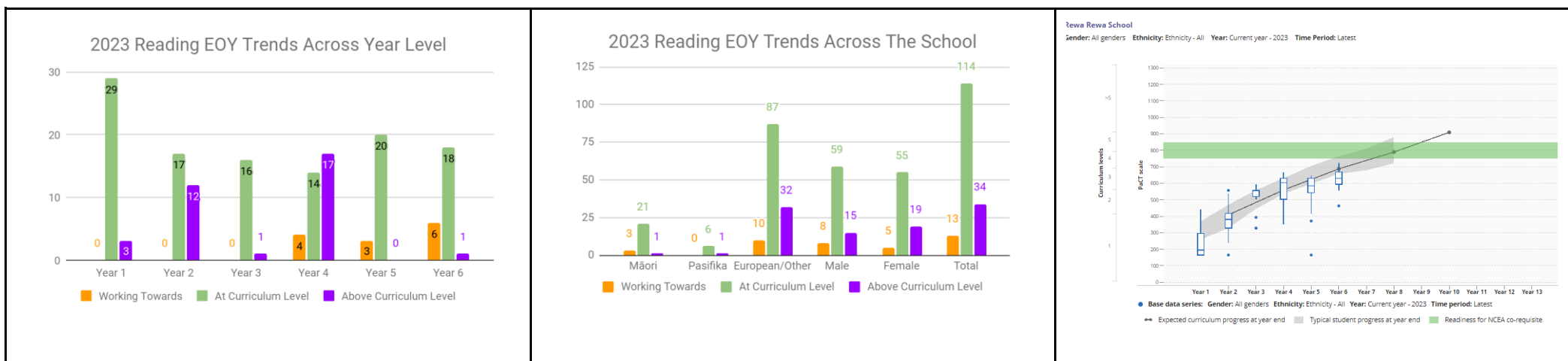
- Look at how we assess writing school wide. Propose writing samples in Term 1 and Term 3; same picture prompt across school to see progression; picture prompt could allow for different types of writing (narrative, instructional, persuasive, etc.) Teachers use the same instructions when presenting tasks
- Continue to use Liz Kane The Code Assessment for spelling
- Continue to gather informed data to support class programmes and student progress

	<ul style="list-style-type: none"> <li>Continue to use the PaCT assessment tool to support reporting to parents about progress and achievement as well as teacher next steps in the teaching of literacy programmes</li> </ul> <p><b>Structured Literacy Next Steps:</b></p> <ul style="list-style-type: none"> <li>Continued PLD provided by Jan Hamilton (RTLB) and Avi with the support of Liz Kane (PLD budget \$1400)</li> <li>Whole staff PLD in January with Liz Kane; Upskill of Jan H. and Avi by Liz Kane. We have invited a group of eight RTLB to also attend this PLD with us (RRS PLD Budget \$700, RTLB budget \$700)</li> <li>Purchase 2nd set of readers to support SL programmes (\$3500)</li> <li>Upskill new teachers in 2024 as required - Literacy Lead will need release to model</li> <li>Lead teacher to be released to observe / model SL in classrooms on a regular basis</li> <li>Literacy Lead to set up individual plans with each teacher to support their progress within the Structured Literacy journey for the school</li> <li>Bring all teachers on board with the Syntax Project for writing</li> </ul> <p><b>Student Voice Next Steps:</b></p> <ul style="list-style-type: none"> <li>Conduct a School Wide Survey on writing attitudes in Term 1, 2024 and again in Term 4, 2024 once we launch into this school wide.</li> </ul>
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## READING: End of Year School Reporting 2023 - November

READING	Working towards		At the Curriculum level		Above the Curriculum Level		Total Number
	Number	Proportion	Number	Proportion	Number	Proportion	
All students	13	8%	114	71%	34	21%	161
Māori	3	12%	21	84%	1	4%	25
Pasifika	0	0%	6	86%	1	14%	7
European/Other	10	8%	87	67%	32	25%	129
Male	8	10%	59	72%	15	18%	82
Female	5	6%	55	70%	19	24%	79

READING	Working towards		At the Curriculum level		Above the Curriculum Level		Total Number
	Number	Proportion	Number	Proportion	Number	Proportion	
Year 1	0	0%	29	91%	3	9%	32
Year 2	0	0%	17	59%	12	41%	29
Year 3	0	0%	16	94%	1	6%	17
Year 4	4	11%	14	40%	17	49%	35
Year 5	3	13%	20	87%	0	0%	23
Year 6	6	24%	18	72%	1	4%	25



## READING: End of Year School Reporting 2023 - November

### Trends

Reading data for the end of year 2023 shows 92% (148 students) at RRS Working At and Above the curriculum level. This is an increase of 7% (30 students) from EOY 2022.

- There are 34 students Working Above the Curriculum are represented in mostly Years 2 (12) and Year 4 (17) with 3 in Year 1 and 1 in Year 6
  - It is important to note that the 12 Yr 2 students Working Above will be Working At as Year 3s unless they progress 2 sub levels of the Curriculum in 2024 i.e. This means they need to progress from 2e to 2a to 3e.
- There are more females(19) Working Above the Curriculum than males(15)
- There is a fair distribution of male (8) and female (5) students Working Towards the Curriculum
- The 13 students Working Towards the Curriculum are in Years 4-6. 6/13 are Year 6s leaving RRS but It will be important to closely monitor the 7 remaining students.
- 3 Māori students are Working Towards the Curriculum. All 3 of these students will be leaving RRS at the end of 2023.
- Of our ESOL students 8 are Working Towards the Curriculum, and 20 are Working Above the Curriculum.

### Next Steps

#### 2023 Actions Taken:

- PaCT is now being used across the school to report to parents. Teachers are feeling more confident about using the tool to understand their child's progress and next steps.
- Analysis of trends were shared with staff after Mid Year data and this was a teaching focus for teachers for the 2nd half of the year.
- Structured Literacy PD continued with purpose through the year.
  - We have 3 teachers strongly advocating for the benefits of structured literacy
  - 1 who has come on board as of Term 3
  - 2 who are still upskilling themselves
- Observations for reading (teaching using the structured literacy model) was undertaken by Jan H. (RTLB); Feedback was given to Literacy Lead and where openness to new learning was required, followed up by the Principal.
- For a range of reasons the Literacy Lead was unable to gather student voice data school wide. However, data was collected within the Year 2/3 cohort who have been fully immersed in Structured Literacy throughout the year.
  - There is a strong sense of enjoyment for reading, a level of self achievement and pride, as well as students articulating why this method is working for them (slows it down, decoding, etc.)
- Sufficient resources were purchased to support the teaching of Reading through The Code (such as copies of The Code for each classroom teacher)
- The first purchase of SL student readers have been purchased (\$3000)
- TA funding to support ESOL small group sessions, and TAs have been upskilled by Sue (LSC - ESOL) and Corina (Learning Needs support).

#### Recommendations for 2024:

##### Assessment Next Steps:

- Look at how we assess reading school wide. Trial using Dibels assessment and phonological awareness (Liz Kane) in Term 1 and Term 3
- Continue to gather informed data to support class programmes and student progress
- Continue to use the PaCT assessment tool to support reporting to parents about progress and achievement as well as teacher next steps in the teaching of literacy programmes

##### Structured Literacy Next Steps:

- Continued PLD provided by Jan Hamilton (RTLB) and Avi with the support of Liz Kane (PLD budget \$1400)

	<ul style="list-style-type: none"><li>● Whole staff PLD (20) in January with Liz Kane; Upskill of Jan H. and Avi by Liz Kane. This includes a group of eight RTLb who will also attend this PLD with us (RRS PLD Budget \$700, RTLb budget \$700)</li><li>● Upskill new teachers in 2024 as required - Literacy Lead will need release to model / observe teachers</li><li>● Literacy Lead to set up individual plans with each teacher to support their progress within the Structured Literacy journey for the school</li><li>● The Board to support and fund sufficient resources needed to implement the SL programme successfully (Little Learners Love Literacy resources and well as Phonics Books Series) as well as professional development</li><li>● Continue to use programmes that support target readers such as STEPS.</li></ul> <p><b>Student Voice Next Steps:</b></p> <ul style="list-style-type: none"><li>● Conduct a School Wide Survey on writing attitudes in Term 1, 2024 and again in Term 4, 2024 once we launch into this school wide.</li></ul>
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