



Start of Year data (SOY) data and End of year data (EOY) for the whole school
Years 1 - 8, Term 4 - 2018

Introduction:

The SOY and EOY data has been analysed separately for Reading, Writing and Maths. We have decided to present the SOY and EOY data in this way as we can clearly see the shifts in each of the Year levels from the 'start of year' SOY and the 'end of year' EOY.

Data gathering:

We have gathered data for Reading, Writing and Maths for all classes excluding the Maori Bilingual unit as they have their own data gathering system called Whanaketanga for Maori Rumaki Reo classes. Also, the Total Immersion classes their Reading and Writing data is not included only in Maths.

Data presentation:

The data presented is of all the Years 1 to 8 excluding the Maori Rumaki Reo classes. The teachers enter results ranging from Unlikely to meet, Likely to meet, At, to Likely to exceed in the SOY data and Well below, Below, At and Above in the EOY data.

In order for teachers to make an accurate Overall Teacher Judgement (OTJ's), there were standardised tests, taken by all students in Years 1-8 as one way of determining where each student is at with their learning at the start of the year. These standardised test are also administered in Term 4 to determine their final level for the year. . Teacher observations in the classroom about each student's learning also indicates where they are placed in the OTJ's done by the teachers. The data that is presented also suggests that the students who are 'unlikely to meet' are students that are identified as at risk but in saying this we have additional support provided beyond the classroom programme. With the additional support provided throughout the year for students who are 'unlikely to meet' you would see the shifts being made in the EOY data presented.

Data analysis:

There are a number of students who have significant learning disabilities and are also receiving support through the Ongoing and Reviewable Resourcing Schemes also known as ORRS. The progress these children make will be assessed in relation to a regular review of their learning that takes place through their Individual Education Plan/Programmes (IEP) and processes, which are in consultation with parents, families, whanau teachers and the Ministry of Education.

Furthermore, we are privileged to have trained Teacher Assistants to deliver a reading programme called 'Rainbow Reading' to help with accelerating learning through Reading. Rainbow Reading is available for mainstream students as well as the Bilingual Units from Years 3 to 8 and have continued to be a very successful programme for our students. The teacher assistants undertaking the Rainbow Reading programme have indicated that some students are on their way and have made progress and will look at taking a new intake of students Term 4. We also have a specialist teacher trained in Reading Recovery who delivers an intense one on one 30 minute session with one child at a time and this support is set up for children in Years 1-2.

For our Communities of Learning - Kahui Ako (Mangere South) one of our achievement challenges is about Writing with a focus on boys writing. We have within-school teachers who will focus on selected teachers to work on a collaboratively inquiry to see what is going on with our writing programme here at Sutton Park school. The with-in school teachers work with other teachers in the CoL's to develop strategies that are working across all schools. We look forward to the shifts in Writing with support given by our with-in teachers in the Communities of Learning.

Validity and Reliability:

To ensure that we have valid assessments and reliable data we have 2 weeks timetabled in Term 1 and Term 4 for whole school assessment. This is when standardised tests are done in classes. We use the Progression Achievement Test (PAT) in Maths and Reading, STAR, e-asttle Reading and Writing, PROBE (for Years 4-8) and PM Benchmark (for Years 1-4), JAM (Maths assessment for Years 1-3) and GLoSS (for Years 4-8) to ensure that the data is aligned to the Curriculum levels as well as teacher observation which is an important factor in determining an accurate Overall Teacher Judgement (OTJ).

For the Senior school (Years 5-8) all PAT testings are done in the hall for consistency of results, this format will also be repeated at the end of the year.

Our School Curriculum plan has been shared and discussed with the teachers. They will be referring to this Curriculum plan book for Annual aims for Reading, Writing and Maths, all the planning templates and strategies for Reading, Writing and Maths to accelerate the learning of all students at Sutton Park school.

We hold Syndicate and Whanau meetings on alternate Tuesday's to ensure that teachers are sharing good practice amongst their syndicates or whanau teams. These meetings also hold moderation sessions where teachers bring pieces of writing to moderate as a team to show transparency in students writing and marking. If there are any discrepancies we would bring the samples to the staff meeting for all staff to moderate and discuss.

We have also started Peer Observations within the four syndicates and each teacher has the opportunity to go and observe another colleague. Following on from the observation they have the opportunity to have feedback about how the lesson went. The observer becomes the learner and through peer observations, strategies are gained for those observing.

One tool that is still be discussed by our school in the Communities of Learning PaCT tool. The Progress and Consistency Tool (PaCT) is an online tool that supports teaching and learning.

What does it do?

It prompts teachers to notice what students know and can do across the breadth of mathematics and as they use their reading and writing to support their learning in different areas of the curriculum from levels 1 to 5.

- It supports teachers to understand how students develop their expertise in reading, writing, and mathematics.
- It illustrates rich teaching and learning activities in everyday classroom programmes.
- It supports consistent teacher judgments of student progress and achievement.
- It creates reports that help teachers and school leaders monitor the progress of students.
- It supports schools to plan coherent learning pathways for students transitioning across school contexts.

In this report we have also added the recommendations that were put forward by the Board in our last data report for Mid-Year. There are also explanations/summary from each of the Syndicates as to what are some of the contributions to the achievement of the children but also what are some of the 'barriers' that students have not made progress.

Conclusion:

As you view the data it is heavily weighted in 'Unlikely to Meet' and 'Likely to meet'. But over time, when we present the MID-YEAR data (MOY), THIRD TERM data (TOY) and END OF YEAR data (EOY), we should see the data being heavily weighted on 'At' and 'Likely to Exceed'.

Please take note that the data shared in this report is taken from 'At and Likely to exceed' for Start of Year (SOY) and 'At and Above' in the End of Year (EOY) data.

Reading SOY Data Term 1, 2018

Years 1, 2, 3 & 4

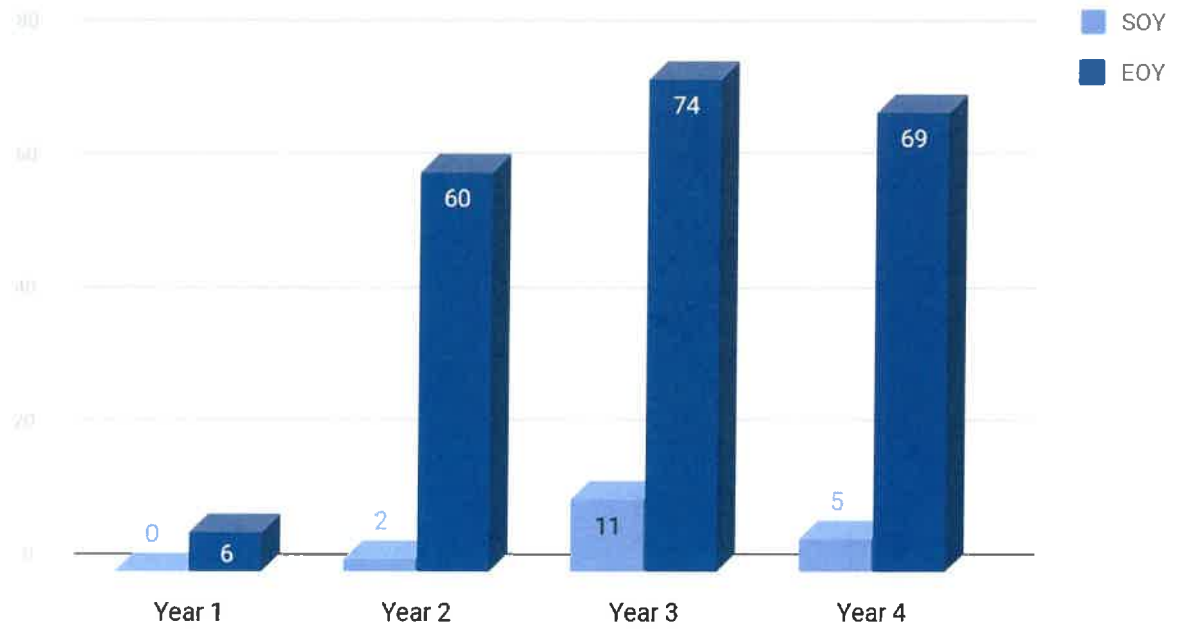
Year Level	Number of Students	Unlikely to Meet	Likely to meet	At	Likely to Exceed
Year 1	17	(6%) 1	94% (16)	-	-
Year 2	57	40% (23)	58% (33)	2% (1)	-
Year 3	80	15% (12)	74% (59)	11% (9)	-
Year 4	64	9% (6)	86% (55)	5% (3)	-

Reading EOY Data Term 4, 2018

Years 1, 2, 3 & 4

Year Level	Number of Students	Well below	Below	At	Above
Year 1	17	1 (6%)	15 (88%)	1 (6%)	-
Year 2	52	5 (9%)	16 (31%)	28 (54%)	3 (6%)
Year 3	71	4 (6%)	14 (20%)	40 (56%)	13 (18%)
Year 4	59	1 (2%)	17 (29%)	36 (61%)	5 (8%)

Reading SOY and EOY Data 2018



Historical data: By the end of Year 2 (mainstream) - 60% of students will be achieving at or above in 2018.

Writing SOY Data Term 1, 2018

Years 1, 2, 3 & 4

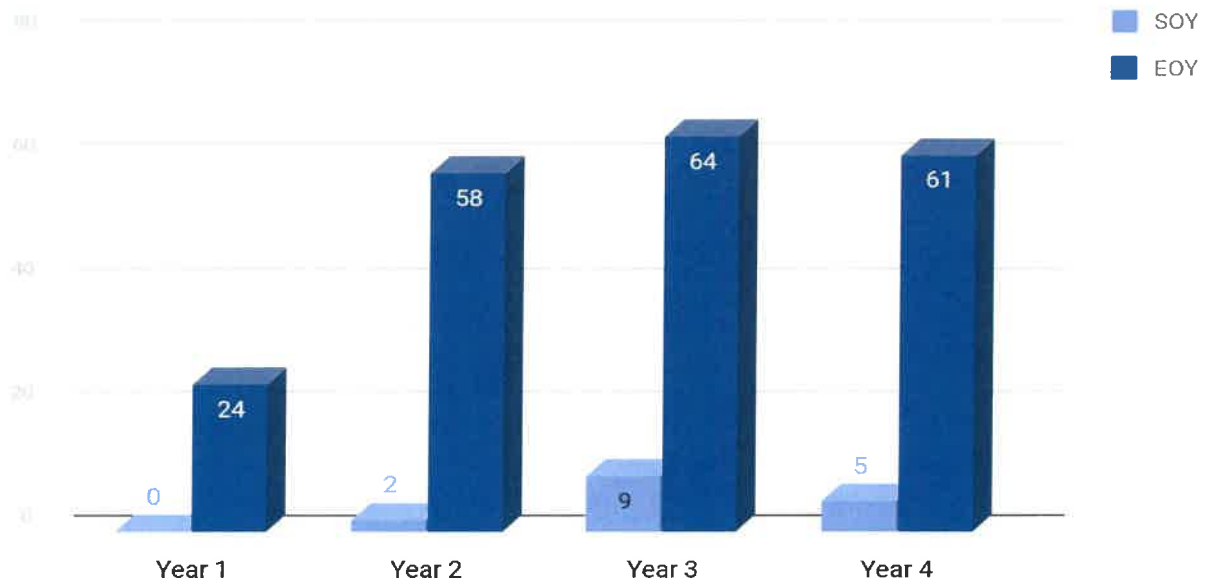
Year Level	Number of Students	Unlikely to Meet	Likely to meet	At	Likely to Exceed
Year 1	17	-	17 (100%)	-	-
Year 2	57	23 (40%)	33 (58%)	2 (2%)	-
Year 3	80	17 (21%)	56 (70%)	7 (9%)	-
Year 4	64	6 (9%)	55 (86%)	3 (5%)	-

Writing EOY Data Term 4, 2018

Years 1, 2, 3 & 4

Year Level	Number of Students	Well below	Below	At	Above
Year 1	17	1 (6%)	12 (70%)	4 (24%)	-
Year 2	52	2 (4%)	20 (38%)	29 (56%)	1 (2%)
Year 3	71	5 (7%)	21 (29%)	41 (58%)	4 (6%)
Year 4	59	2 (3%)	21 (36%)	31 (53%)	5 (8%)

Writing SOY and EOY Data 2018



Historical Data: By the end of Year 3 - 65% of students will be achieving at or above in 2018.

Maths SOY Data Term 1, 2018

Years 1, 2, 3, & 4

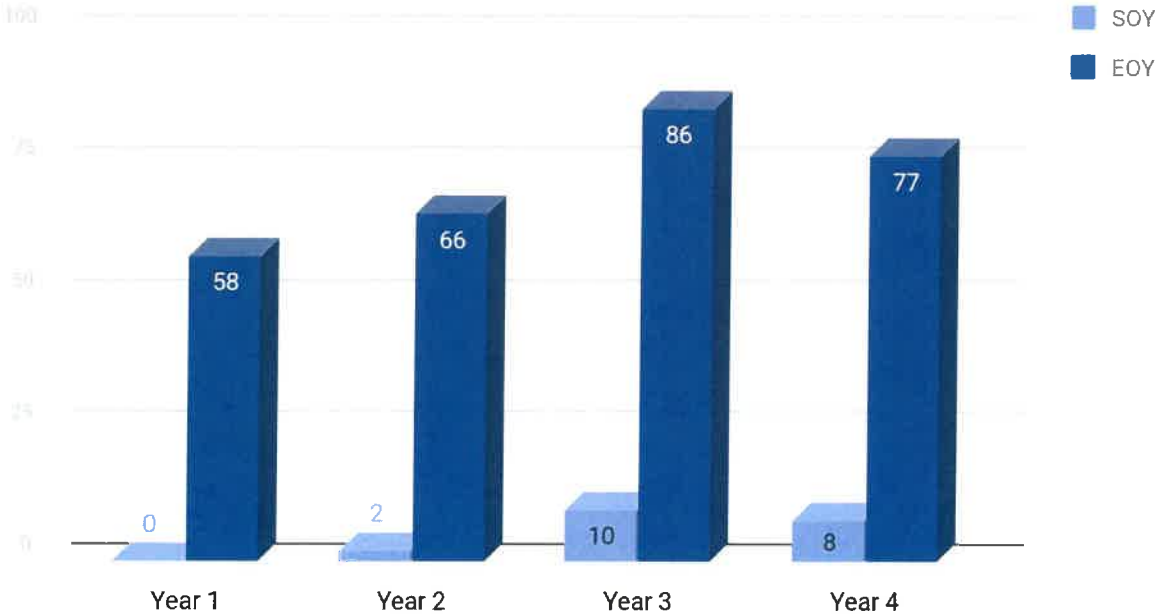
Year Level	Number of Students	Unlikely to Meet	Likely to meet	At	Likely to Exceed
Year 1	39	8 (20%)	31 (80%)	-	-
Year 2	80	21 (26%)	60 (73%)	1 (2%)	-
Year 3	74	7 (9%)	65 (81%)	8 (10%)	-
Year 4	62	8 (13%)	49 (79%)	5 (8%)	-

Maths EOY Data Term 4, 2018

Years 1, 2, 3 & 4

Year Level	Number of Students	Well below	Below	At	Above
Year 1	36	1 (3%)	14 (39%)	21 (58%)	-
Year 2	80	5 (6%)	22 (28%)	52 (65%)	1 (1%)
Year 3	73	2 (3%)	8 (11%)	54 (74%)	9 (12%)
Year 4	61	1 (2%)	13 (21%)	38 (62%)	9 (15%)

Maths SOY and EOY Data 2018



Historical Data: By the end of Year 4, they will achieve 80% at and above in 2018.

Who will our targets be for 2019 Years 1-4?

READING: By the end of 2019, 70% of Year 2 (mainstream), will achieve at and above Curriculum Level 1 .

WRITING: By the end of 2019, 80% of Year 2 (mainstream), will achieve at and above Curriculum level 1.

MATHS: By the end of 2019, 85% of Year 3 will achieve at and above Early Curriculum Level 2.

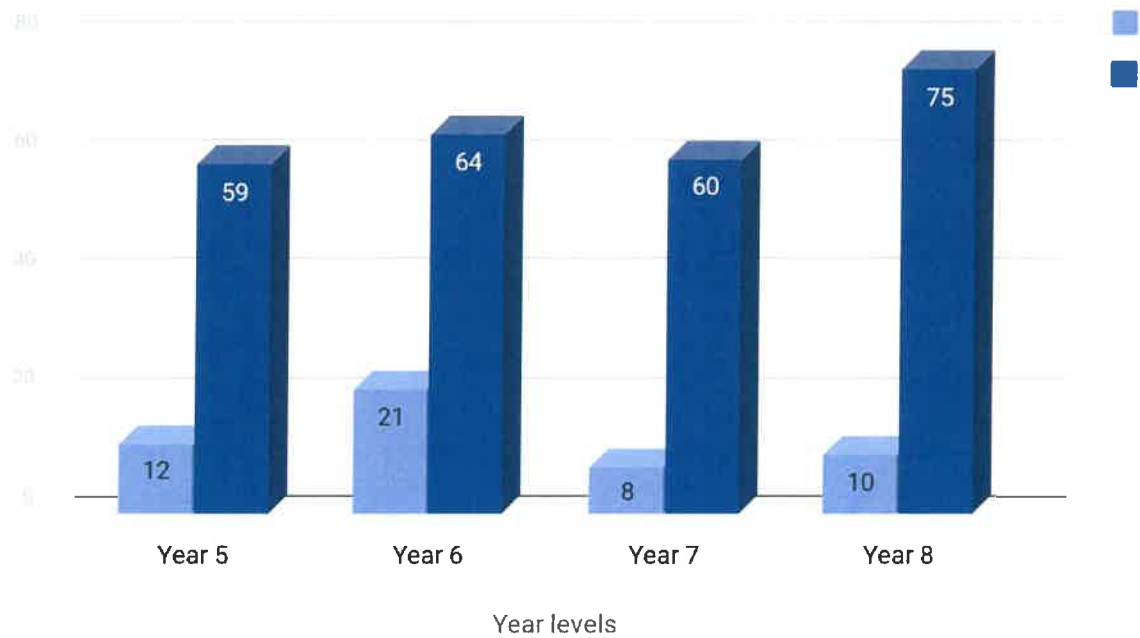
Reading SOY Data Term 1, 2018
Years 5, 6, 7 & 8

Year Level	Number of Students	Unlikely to Meet	Likely to meet	At	Likely to Exceed
Year 5	63	24% (15)	64% (41)	10% (6)	2% (1)
Year 6	64	31% (20)	48% (31)	16% (10)	5% (3)
Year 7	54	44% (24)	48% (26)	4% (2)	4% (2)
Year 8	59	25% (15)	65% (38)	7% (4)	3% (2)

Reading EOY Data Term 4, 2018
Years 5, 6, 7 & 8

Year Level	Number of Students	Well below	Below	At	Above
Year 5	63	11% (7)	30% (19)	48% (30)	11% (7)
Year 6	59	10% (6)	26% (15)	44% (26)	20% (12)
Year 7	48	17% (8)	23% (11)	46% (22)	14% (7)
Year 8	57	4% (2)	21% (12)	51% (29)	24% (14)

Reading SOY and EOY data 2018



Historical Data: By the end of Year 8 - 80% of students will achieve at and above in 2018

Writing SOY Data Term 1, 2018

Years 5, 6, 7 & 8

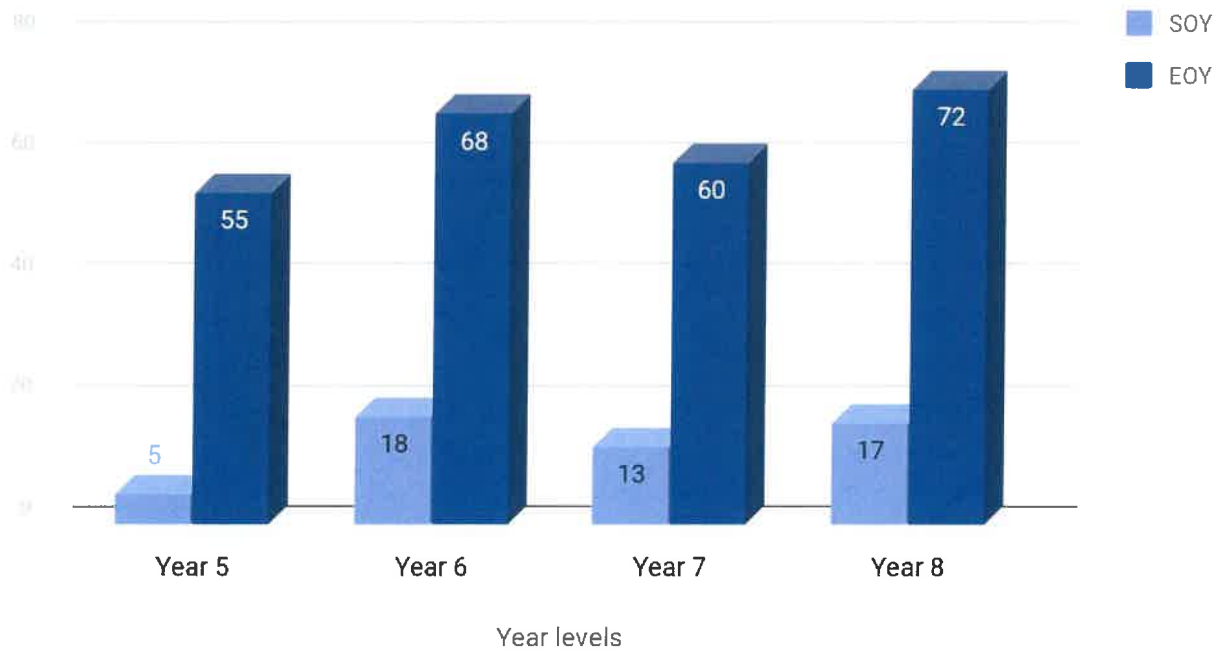
Year Level	Number of Students	Unlikely to Meet	Likely to meet	At	Likely to Exceed
Year 5	63	21% (13)	74% (47)	3% (2)	2% (1)
Year 6	64	31% (20)	51% (33)	13% (8)	5% (3)
Year 7	54	44% (24)	43% (23)	9% (5)	4% (2)
Year 8	59	34% (20)	49% (29)	10% (6)	7% (4)

Writing EOY Data Term 4, 2018

Years 5, 6, 7 & 8

Year Level	Number of Students	Well below	Below	At	Above
Year 5	63	13% (8)	32% (20)	44% (28)	11% (7)
Year 6	59	7% (4)	25% (15)	44% (26)	24% (14)
Year 7	48	13% (6)	27% (13)	48% (23)	12% (6)
Year 8	57	4% (2)	24% (14)	56% (32)	16% (9)

Writing SOY and EOY data 2018



Historical Data: By the end of Year 7 - 70% of students achieve at or above in 2018

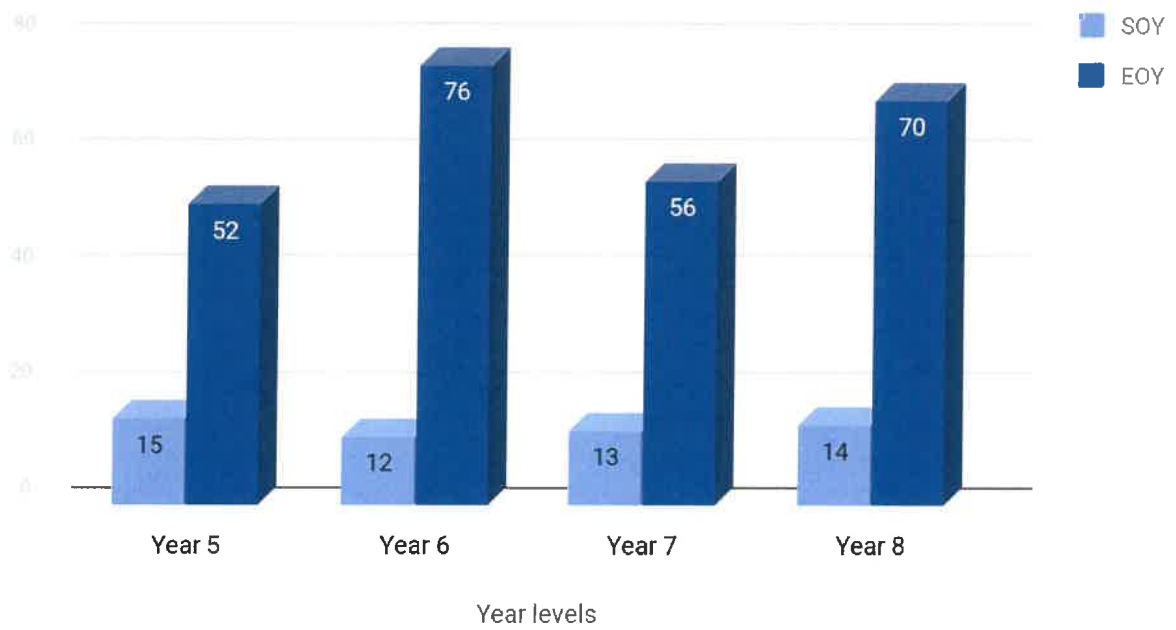
Maths SOY Data Term 1, 2018
Years 5, 6, 7 & 8

Year Level	Number of Students	Unlikely to Meet	Likely to meet	At	Likely to Exceed
Year 5	63	27% (17)	58% (37)	13% (8)	2% (1)
Year 6	64	33% (21)	54% (35)	9% (6)	3% (2)
Year 7	54	30% (16)	57% (31)	7% (4)	6% (3)
Year 8	59	24% (14)	62% (37)	7% (4)	7% (4)

Maths EOY Data Term 4, 2018
Years 5, 6, 7 & 8

Year Level	Number of Students	Well below	Below	At	Above
Year 5	63	8% (5)	40% (25)	40% (25)	12% (8)
Year 6	59	5% (3)	19% (11)	54% (32)	22% (13)
Year 7	48	6% (3)	38% (18)	44% (21)	12% (6)
Year 8	57	9% (5)	21% (12)	49% (28)	21% (12)

Maths SOY and EOY data 2018



Historical Data: By the end of Year 7 and 8, 75% of students will achieve at and above the standard.

Who will our targets be for 2019
Years 5-8?

READING: By the end of 2019, 80% of Year 6 will achieve at and above Curriculum Level 3.

WRITING: By the end of 2019, 80% of Year 8 will achieve at and above Curriculum Level 4.

MATHS: By the end of 2019, 75% of Year 8 will achieve at and above Curriculum Level 4.

STUDENTS/FAMILIES RECEIVING SUPPORT and
STUDENTS WITH SPECIAL LEARNING DISABILITIES.

	NAME	RESOURCES PROVIDED	TEACHER ASSISTANT	MEDICATION	ATTENDANCE	AGENCIES involved
1	O'Leary Children	Yes	Whole class TA	No	Excellent	Oranga Tamariki
2	Max	Yes	Yes	No	Acceptable	SWIS/MOE /SENCO +others
3	Mele T	Yes	Yes	No	Acceptable	ORS/SENCO
4	Romeo (cerebral palsy)	Yes	Rainbow Reading	No	Poor	Paediatrician /SENCO
5	Elijah	Yes	Yes	Yes	Acceptable	SWIS/RTL B/SENCO
6	Monett R (down syndrome)	Yes	Yes	No	Poor	ORS/SENCO
7	George	Yes	Yes	No	Acceptable	ORS/SENCO
8	Kalesita (ADHD)	Yes	Yes	Yes	Acceptable	ORS/SENCO
9	Moneii M (Treacher Collins Syndrome)	Yes	Yes	Yes	Acceptable	SENCO/KIDZ FIRST/MoE
10	Viliami	Yes	Yes	No	Acceptable	MoE
11	Ataria	Yes	Yes	No	Acceptable	SWIS/MOE /SENCO +others
12	Robinson children	Yes	Yes	No	Acceptable	SWIS
13	Richard	Yes	Whole Class TA	No	Acceptable	RTL B/SENCO
14	Tim	Yes	Whole Class TA	No	Acceptable	RTL B/SENCO
15	Bell children	Yes	Whole Class TA	No	Poor	STRIVE/SWIS/SENCO/Oranga Tamariki

16	Tamara	Yes	Whole Class TA	No	Poor	STRIVE/SENCO /SWIS/Oranga Tamariki
17	Harlyn (autistic)	Yes	Yes	No	Excellent	RTLB
18	Daniella (autistic)	Yes	Yes	No	Excellent	
19	Phoenix	Yes	Yes	No	Excellent	MoE/RTLB
20	Te Ariki (ADHD)	Yes	Yes	Yes	Poor	RTLB/SENCO/ KIDZ FIRST
21	Xsavier	Yes	Yes	No	Poor	SWIS/STRIVE/ SENCO
22	Mahealofa	Yes	Whole Class TA	Yes	Poor	EMERGENCY SERVICES
23	Ella	Yes	Yes	No	Acceptable	MoE
24	Talita	Yes	Yes	No	Acceptable	MoE/SLT
25	Irene (22q Syndrome)	Yes	Yes	No	Excellent	MoE/SLT
26	Lima	Yes	Yes	No	Poor	RTLB/SENCO
27	Mele M	Yes	Yes	No	Poor	RTLB/SENCO
28	Sangote	Yes	Yes	No	Poor	RTLB/SENCO
29	Reupena Family	Yes	Whole Class TA	No	Excellent	Various agencies involved
30	Robinson Family	Yes	Whole Class TA	No	Acceptable	Various agencies involved

These are the students that are currently receiving support from outside agencies. I meet regularly (every Tuesday's) with Nicola Talbot the RTLB Liaison to go through the students on the SENCO Register list and to follow up on how these students are tracking especially those that receive support from the RTLB services. Every term, usually the end of every term I hold a SENCO Cluster meeting where all support agencies come together to share the progress and where to next for our students. IEP (Individual Education Plans) are created/ designed for these students to help support them in the classroom but most importantly how parents can also assist with continuous support at home. Meeting with parents for the IEPs are conducted monthly to review support.