

# Analysis of Variance Reporting



<b>School Name:</b>	Sutton Park School	<b>School Number:</b> 1520
<b>Strategic Aim:</b>	<p><b>GOAL 1:</b> Accelerate student achievements especially in literacy and numeracy.</p> <p>Quality teaching and learning.</p>	
<b>Annual Aim:</b>	<p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>By the end of 2022 every child will improve 2 e-asttle sublevels in Writing.</li> </ul> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>Learning progressions - how many learning progressions would equate to 1 ½ years.</li> </ul> <p><b>Maths:</b></p> <ul style="list-style-type: none"> <li>Learning progressions - how many learning progressions would equate to 1 ½ years.</li> </ul> <p><b>ORACY:</b></p> <ul style="list-style-type: none"> <li>By the end of 2022, every child will be able to articulate their learning.</li> </ul>	
<b>Target:</b>	<p><b>2022 Targets - Years 1-4</b></p> <p><b>Writing:</b> By the end of 2022, 75% of Year 3 will be writing at and above Early Level 2 in the NZC, Taiala, TMOA and Silapa.</p> <p><b>Reading:</b> By the end of 2022, 80% of Year 3 will be reading at and above Early Level 2 in the NZC, Taiala, TMOA and Silapa.</p> <p><b>Maths:</b> By the end of 2022, 75% of Year 3 will achieve at and above At Early Level 2 in the NZC.</p>	

### 2022 Targets - Years 5-8

**Writing:** By the end of 2022, 75% of Year 6 and Year 8 will be writing at and above At Level 3 and at Level 4 in the NZC, Taiala and Silapa.

**Reading:** By the end of 2022, 75% of Year 6 and Year 8 will be reading at and above At Level 3 and At Level 4 in the NZC, TMOA, Taiala and Silapa.

**Maths:** By the end of 2022, 75% of Year 6 and Year 8 will be achieving at and above At Level 3 and At Level 4 in the NZC.

### Baseline Data:

**Writing:**

- At the end of 2021, there was a similar trend in data in all curriculum areas from mainstream and in the bilingual units therefore a whole school target was created.

**Reading:**

- At the end of 2021, there was a similar trend in data in all curriculum areas from mainstream and in the bilingual units therefore a whole school target was created.

**Maths:**

- At the end of 2021, there was a similar trend in data in all curriculum areas from mainstream and in the bilingual units therefore a whole school target was created.



## P.R.I.D.E

**Perseverance, Respect, Identity, Diversity and Excellence**

**Mission: Together we learn, Together we lead**

**Vision: Cast the net wide, set it deep to nourish learners for life.**

### EOY (End of Year data report for the whole school) Years 1 - 8, Term 4 - 2022

#### **Introduction:**

This year, we have continued with the new reporting system and the gathering of our school data. We are now using the New Zealand Curriculum levels instead of the National standards levels in past years. Our school will also be aligned with schools in our Community of Learning (CoL). Please refer to the key of the NZ Curriculum levels used throughout our Community of Learning schools.

#### **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, for all Total Immersion classes, their Reading and Writing data are not included only in Maths. We also have the Bilingual Units present their data also in this report.

#### **Data presentation:**

The data presented is of all the Years 1 to 8 excluding the Maori Rumaki Reo classes. The data will be presented later in the data presentation. The teachers enter results according to the New Zealand Curriculum Levels.

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 and where they are at in Term 3. 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 identified as at risk, we have additional support provided beyond the classroom programme.

Teachers normally finalise their OTJ's in Week 5 of each term.

**New Level entries:**

We are continuing to use the new level expectations with the description of the New Zealand Curriculum levels instead of National standards.

<p><b>Note 1</b></p>	<p><b><u>Agreed language:</u></b>            Early or At Curriculum level ...  <b>Early</b> means doing some of this level and they have achieved the level before. Eg: a student working at early L2 would have met the demands of L1 and is able to do some things at L2.  <b>At</b> means, a student is able to do <u>most</u> expectations at that level <u>most</u> of the time.</p>																	
<p><b>Note 2</b></p>	<p><b><u>Year Level Expectations</u></b></p> <table border="1" data-bbox="315 831 1115 1321"> <tr> <td>Year 1</td> <td>Early L1</td> </tr> <tr> <td>Year 2</td> <td>At L1</td> </tr> <tr> <td>Year 3</td> <td>Early L2</td> </tr> <tr> <td>Year 4</td> <td>At L2</td> </tr> <tr> <td>Year 5</td> <td>Early L3</td> </tr> <tr> <td>Year 6</td> <td>At L3</td> </tr> <tr> <td>Year 7</td> <td>Early L4</td> </tr> <tr> <td>Year 8</td> <td>At L4</td> </tr> </table>		Year 1	Early L1	Year 2	At L1	Year 3	Early L2	Year 4	At L2	Year 5	Early L3	Year 6	At L3	Year 7	Early L4	Year 8	At L4
Year 1	Early L1																	
Year 2	At L1																	
Year 3	Early L2																	
Year 4	At L2																	
Year 5	Early L3																	
Year 6	At L3																	
Year 7	Early L4																	
Year 8	At L4																	

**Data analysis:**

There are a number of students who have significant learning needs 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 has 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 next term. We also have a specialist teacher trained in Reading Recovery who delivers an intense one on one 30-40 minute session with one child and this support is set up for children in Year 2.

**Validity and Reliability:**

To ensure that we have valid assessments and reliable data we have 2 weeks timetabled in Term 1, 2, 3 and Term 4 for whole school assessments. This is when standardised tests are done in the hall for Years 5 to 8 and the Year 1-4 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). In Term 2, we have continued our online assessments for Years 5-8 and our teachers and students are aware of the expectations of assessing online.

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 practices 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, syndicates 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.

We have specialist teachers who have been given the opportunity to lead and share their knowledge in specific areas in our staff meetings. The following specialist teachers are as follows: *Lineni Paea (Mathematics)*, *Rebecca Cowley (Writing)* and *Fiona Filipe (Student Agency)*. Each specialist teacher carries out at least one staff meeting per term and follow up sessions.

### **Conclusion:**

In this data, the data tables presented are for each curriculum learning area in English, Maori, Samoan and Tongan.

**Yellow - SOY data**

**Orange - EOY data**

**Green indicates - Clean data (students who started at the beginning of the year).**

**Sutton Park School NZ Curriculum SOY Term 1 Reading Data Years 1-2**

11937 SOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y1	100% (13)											13
Y2	65% (32)	31% (15)	4% (2)									49

**Sutton Park School NZ Curriculum EOY Term 4 Reading Data Years 1-2**

8425 EOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y0	100% (6)											6
Y1	18% (4)	59% (13)	23% (5)									22
Y2	4% (2)	41% (23)	32% (18)	23% (13)								56

**Sutton Park School NZ Curriculum CLEAN Reading Data Years 1-2**

	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y1	8% (1)	50% (6)	42% (5)									12
Y2	2% (1)	35% (16)	35% (16)	28% (13)								46

**Sutton Park School NZ Curriculum SOY Term 1 Reading Data Years 3-4**

11937 SOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y3	30% (19)	31% (20)	33% (21)	6% (4)								64
Y4		10% (7)	18% (12)	66% (44)	6% (4)							67

**Sutton Park School NZ Curriculum EOY Term 4 Reading Data Years 3-4**

8425 EOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y3	5% (3)	10% (6)	18% (11)	54% (33)	13% (8)							61
Y4		3% (2)	7% (5)	21% (15)	66% (47)	3% (2)						71



**Sutton Park School NZ Curriculum CLEAN Reading Data Years 1-2**

	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
<b>Y3</b>	3% (2)	11% (6)	18% (10)	54% (31)	14% (8)							<b>57</b>
<b>Y4</b>		2% (1)	6% (4)	18% (11)	71% (44)	3% (2)						<b>62</b>

**By the end of 2022, 80% of Year 3 will be reading at/above EL2 in the NZC, Silapa, Ta'iala, TMoA.**

**EOY = 67% achieved**

**CLEAN = 68% achieved**

**Sutton Park School NZ Curriculum SOY Term 1 Reading Data Years 5-6**

11937 SOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y5		4% (2)	10% (5)	21% (11)	56% (29)	10% (5)						52
Y6	1% (1)	1% (1)	1% (1)	5% (4)	37% (27)	44% (32)	10% (7)					73

**Sutton Park School NZ Curriculum EOY Term 4 Reading Data Years 5-6**

8425 EOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y5			2% (1)	2% (1)	36% (20)	50% (28)						56
Y6	1% (1)		1% (1)	4% (3)	11% (8)	13% (9)	63% (45)	6% (4)				71

**Sutton Park School NZ Curriculum CLEAN Reading Data Years 5-6**

	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
<b>Y5</b>			2% (1)	2% (1)	33% (16)	51% (25)	12% (6)					<b>49</b>
<b>Y6</b>	2% (1)			4% (3)	11% (7)	12% (8)	65% (43)	6% (4)				<b>66</b>

**By the end of 2022, 75% of Year 6 will be reading at/above EL3 in the NZC, Silapa, Ta'iala, TMoA.**

**EOY = 69% achieved**

**CLEAN = 71% achieved**

**Sutton Park School NZ Curriculum SOY Term 1 Reading Data Years 7-8**

1193 7 SOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y7		1% (1)			7% (5)	24% (18)	56% (42)	12% (9)				75
Y8					4% (3)	11% (8)	46% (34)	32% (24)	5% (4)	1% (1)		74

**Sutton Park School NZ Curriculum EOY Term 4 Reading Data Years 7-8**

8425 EOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y7		4% (3)			1% (1)	8% (6)	21% (16)	45% (34)	18% (14)	3% (2)		76
Y8					1% (1)		3% (2)	14% (10)	64% (44)	14% (10)	3% (2)	69

### Sutton Park School NZ Curriculum CLEAN Reading Data Years 7-8

	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
<b>Y7</b>		1% (1)			1% (1)	9% (6)	21% (14)	44% (30)	21% (14)	3% (2)		<b>68</b>
<b>Y8</b>					1% (1)			15% (10)	66% (44)	15% (10)	3% (2)	<b>67</b>

**By the end of 2022, 75% of Year 8 will be reading at/above EL4 in the NZC, Silapa, Ta'iala, TMoA.**

**EOY = 81% achieved**

**CLEAN = 84% achieved**

**Sutton Park School NZ Curriculum SOY Term 1 Writing Data Years 1-2**

11948 SOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y1	100% (13)											13
Y2	67% (33)	33% (16)										49

**Sutton Park School NZ Curriculum EOY Term 4 Writing Data Years 1-2**

8457 EOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y0	100% (6)											6
Y1	32% (7)	45% (10)	23% (5)									22
Y2	7% (4)	41% (23)	41% (23)	11% (6)								56

**Sutton Park School NZ Curriculum CLEAN Writing Data Years 0-2**

	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
<b>Y1</b>	25% (3)	42% (5)	33% (4)									<b>12</b>
<b>Y2</b>	9% (4)	32% (15)	46% (21)	13% (6)								<b>46</b>

**Sutton Park School NZ Curriculum SOY Term 1 Writing Data Years 3-4**

11948 SOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y3	34% (22)	39% (25)	25% (16)	2% (1)								64
Y4	1% (1)	9% (6)	31% (21)	54% (36)	4% (3)							67

**Sutton Park School NZ Curriculum EOY Term 4 Writing Data Years 3-4**

8457 EOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y3	5% (3)	10% (6)	25% (15)	54% (33)	7% (4)							61
Y4		1% (1)	10% (7)	35% (25)	48% (34)	6% (4)						71



**Sutton Park School NZ Curriculum CLEAN Writing Data Years 3-4**

	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
<b>Y3</b>	4% (2)	11% (6)	25% (14)	53% (30)	7% (4)							<b>56</b>
<b>Y4</b>		2% (1)	6% (4)	34% (21)	52% (32)	6% (4)						<b>62</b>

**By the end of 2022, 75% of Year 3 will be reading at/above EL2 in the NZC, Silapa, Ta'iala, TMoA.**

**EOY = 61% achieved**

**CLEAN = 60% achieved**

**Sutton Park School NZ Curriculum SOY Term 1 Writing Data Years 5-6**

11948 SOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y5		2% (1)	13% (7)	25% (13)	58% (30)	2% (1)						52
Y6	1% (1)	1% (1)	1% (1)	10% (7)	36% (26)	45% (33)	5% (4)					73

**Sutton Park School NZ Curriculum EOY Term 4 Writing Data Years 5-6**

8457 EOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y5			2% (1)	9% (5)	34% (19)	45% (25)	11% (6)					56
Y6	1% (1)	1% (1)	1% (1)	4% (3)	13% (9)	11% (8)	62% (44)	6% (4)				71

**Sutton Park School NZ Curriculum CLEAN Writing Data Years 5-6**

	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
<b>Y5</b>			2% (1)	8% (4)	31% (15)	47% (23)	12% (6)					<b>49</b>
<b>Y6</b>	1% (1)		1% (1)	3% (2)	12% (8)	11% (7)	65% (42)	7% (4)				<b>65</b>

**By the end of 2022, 75% of Year 6 will be reading at/above EL3 in the NZC, Silapa, Ta'iala, TMoA.**

**EOY = 68% achieved**

**CLEAN = 72% achieved**

### Sutton Park School NZ Curriculum SOY Term 1 Writing Data Years 7-8

11948 SOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y7		1% (1)			7% (5)	29% (22)	52% (39)	11% (8)				75
Y8					4% (3)	12% (9)	42% (31)	38% (28)	3% (2)	1% (1)		74

### Sutton Park School NZ Curriculum EOY Term 4 Writing Data Years 7-8

8457 EOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y7		4% (3)			1% (1)	9% (7)	18% (14)	51% (39)	14% (11)	1% (1)		76
Y8					1% (1)		4% (3)	16% (11)	64% (44)	12% (8)	3% (2)	69

**Sutton Park School NZ Curriculum CLEAN Writing Data Years 7-8**

	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
<b>Y7</b>		1% (1)			1% (1)	10% (7)	20% (13)	50% (34)	17% (11)	1% (1)		<b>68</b>
<b>Y8</b>					1% (1)		3% (2)	17% (11)	69% (44)	12% (8)	3% (2)	<b>68</b>

**By the end of 2022, 75% of Year 8 will be reading at/above EL4 in the NZC, Silapa, Ta'iala, TMoA.**

**EOY = 79% achieved**

**CLEAN = 84% achieved**

**Sutton Park School NZ Curriculum SOY Term 1 Maths Data Years 1-2**

1952 SOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y1	96% (27)	4% (1)										28
Y2	63% (42)	33% (22)	4% (3)									67

**Sutton Park School NZ Curriculum EOY Term 4 Maths Data Years 1-2**

8489 EOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y0	85% (11)	15% (2)										13
Y1	24% (11)	48% (22)	26% (12)	2% (1)								46
Y2	11% (8)	19% (13)	53% (37)	17% (12)								70

**Sutton Park School NZ Curriculum CLEAN Maths Data Years 0-2**

	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
<b>Y1</b>	12% (3)	56% (14)	28% (7)	4% (1)								<b>25</b>
<b>Y2</b>	13% (8)	21% (13)	47% (29)	19% (12)								<b>62</b>

### Sutton Park School NZ Curriculum SOY Term 1 Maths Data Years 3-4

11952 SOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y3	19% (12)	41% (26)	36% (23)	5% (3)								64
Y4		7% (5)	19% (13)	66% (44)	7% (5)							67

### Sutton Park School NZ Curriculum EOY Term 4 Maths Data Years 3-4

8489 EOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y3		3% (2)	16% (10)	67% (41)	10% (6)	3% (2)						61
Y4		3% (2)	1% (1)	14% (10)	65% (45)	13% (9)	4% (3)					71

### Sutton Park School NZ Curriculum CLEAN Maths Data Years 0-2

	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y3		3% (2)	18% (10)	64% (36)	11% (6)	4% (2)						56
Y4		2% (1)		11% (7)	68% (42)	14% (9)	5% (3)					62

**By the end of 2022, 75% of Year 3 will be reading at/above EL2 in the NZC, Silapa, Ta'iala, TMOA.  
EOY = 80% achieved CLEAN = 79% achieved**



### Sutton Park School NZ Curriculum SOY Term 1 Maths Data Years 5-6

1952 SOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y5		4% (2)	12% (6)	15% (8)	65% (34)	4% (2)						52
Y6	1% (1)			12% (9)	29% (21)	48% (35)	10% (7)					73

### Sutton Park School NZ Curriculum EOY Term 4 Maths Data Years 5-6

8489 EOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y5			4% (2)	7% (4)	32% (18)	48% (27)	9% (5)					56
Y6	1% (1)		1% (1)	1% (1)	15% (11)	13% (9)	59% (42)	8% (6)				71

### Sutton Park School NZ Curriculum CLEAN Maths Data Years 5-6

	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y5			4% (2)	8% (4)	27% (13)	51% (25)	10% (5)					49
Y6	1% (1)				17% (11)	12% (8)	61% (40)	9% (6)				66

By the end of 2022, 75% of Year 6 will be reading at/above EL3 in the NZC, Silapa, Ta'iala, TMoA.  
 = **70% achieved**                      **EOY = 67% achieved**                      **CLEAN = 70% achieve**

### Sutton Park School NZ Curriculum SOY Term 1 Maths Data Years 7-8

11952 SOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y7		1% (1)			9% (7)	29% (22)	44% (33)	15% (11)	1% (1)			75
Y8					1% (1)	16% (12)	36% (27)	43% (32)	1% (1)	1% (1)		74

### Sutton Park School NZ Curriculum EOY Term 4 Maths Data Years 7-8

8489 EOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y7		4% (3)			1% (1)	8% (6)	24% (18)	46% (35)	11% (8)	7% (5)		76
Y8					1% (1)		6% (4)	19% (13)	58% (40)	14% (10)	1% (1)	69

### Sutton Park School NZ Curriculum CLEAN Maths Data Years 7-8

	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y7		1% (1)			1% (1)	9% (6)	24% (16)	46% (31)	12% (8)	7% (5)		68
Y8					1% (1)		5% (3)	19% (13)	59% (40)	15% (10)	1% (1)	68

By the end of 2022, 75% of Year 8 will be reading at/above EL4 in the NZC, Silapa, Ta'iala, TMOA. **EOY = 73% achieved**  
**CLEAN = 75% achieved**

**Sia Ua Tongan Silapa document SOY Term 1: Lea (Speaking)**

10868 SOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y1	100% (9)											9
Y2	69% (18)	31% (8)										26

11462 EOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y0	100% (5)											5
Y1	47% (7)	53% (8)										15
Y2	16% (4)	28% (7)	36% (9)	20% (5)								25

10868 SOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y3		13% (2)	88% (14)									16
Y4	3% (1)	3% (1)	13% (4)	68% (21)	13% (4)							31

11462 EOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y3			11% (2)	72% (13)	17% (3)							18
Y4		3% (1)	3% (1)	7% (2)	79% (23)	7% (2)						29

10868 SOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y5				21% (4)	63% (12)	16% (3)						19
Y6	4% (1)				4% (1)	79% (22)	14% (4)					28

11462 EOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y5				5% (1)	5% (1)	62% (13)	24% (5)	5% (1)				21
Y6	4% (1)					4% (1)	85% (23)	7% (2)				27

10868 SOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y7			3% (1)	7% (2)			69% (20)	21% (5)				29
Y8							19% (6)	65% (20)	16% (5)			31

11462 EOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y7				3% (1)			10% (3)	84% (26)	3% (1)			31
Y8								10% (3)	77% (24)	13% (4)		31

**Sia Ua Tongan Silapa document TOY Term 3: Laukonga (Reading)**

10862 SOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y1	100% (9)											9
Y2	62% (16)	38% (10)										26

11463 EOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y0	100% (5)											5
Y1	53% (8)	47% (7)										15
Y2	19% (5)	19% (5)	38% (10)	23% (6)								26

10862 SOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y3	13% (2)	6% (1)	81% (13)									16
Y4	6% (2)	6% (2)	19% (6)	58% (18)	10% (3)							31

11463 EOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y3			11% (2)	72% (13)	17% (3)							18
Y4		7% (2)		3% (1)	90% (26)							29

By the end of 2022, 75% of Year 3 will be reading at/above EL2 in the NZC, Silapa, Ta'iala, TMOA.  
= 89% achieved

10862 SOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y5				26% (5)	68% (13)	5% (1)						19
Y6	4% (1)				11% (3)	75% (21)	11% (3)					28

11463 EOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y5				5% (1)	24% (5)	52% (11)	19% (4)					21
Y6	4% (1)					19% (5)	74% (20)	4% (1)				27

10862 SOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y7			3% (1)		3% (1)	3% (1)	72% (21)	17% (5)				29
Y8							29% (9)	61% (19)	10% (3)			31

11463 EOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y7				3% (1)	3% (1)		23% (7)	71% (22)				31
Y8							6% (2)	13% (4)	71% (22)	10% (3)		31

By the end of 2022, 75% of Year 6 (At L3) will be reading At and Above in the NZC, TMoA, Ta'iala and Silapa = **78% achieved**

By the end of 2022, 75% of Year 8 will be reading At and Above and and Year 8 (At L4) in the NZC, TMoA, Ta'iala and Silapa = **81% achieved**



**Sia Ua Tongan Silapa document MOY Term 2: Tohi (Writing)**

11482 SOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y1	100% (9)											9
Y2	62% (16)	38% (10)										26

11461 EOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y0	100% (5)											5
Y1	67% (10)	33% (5)										15
Y2	15% (4)	31% (8)	31% (8)	23% (6)								26

11482 SOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y3	50% (8)	6% (1)	44% (7)									16
Y4	13% (4)	3% (1)	10% (3)	74% (23)								31

11461 EOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y3		6% (1)	6% (1)	83% (15)	6% (1)							18
Y4		3% (1)	3% (1)	7% (2)	83% (25)		3% (1)					30

By the end of 2022, 75% of Year 3 will be reading at/above EL2 in the NZC, Silapa, Ta'iala, TMOA.  
= 86% achieved

11482 SOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y5				32% (6)	63% (12)	5% (1)						19
Y6	4% (1)				14% (4)	71% (20)	11% (3)					28

11461 EOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y5				5% (1)	24% (5)	52% (11)	19% (4)					21
Y6	4% (1)				4% (1)	7% (2)	81% (22)	4% (1)				27

11482 SOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y7			3% (1)		7% (2)	7% (2)	66% (19)	17% (5)				29
Y8							26% (8)	65% (20)	10% (3)			31

11461 EOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y7			3% (1)		3% (1)		16% (5)	74% (23)	3% (1)			31
Y8							6% (2)	10% (3)	61% (19)	23% (7)		31

**By the end of 2022, 75% of Year 6 (At L3) will be reading At and Above in the NZC, TMoA, Ta'iala and Silapa = 85% achieved**

**By the end of 2022, 75% of Year 8 will be reading At and Above and and Year 8 (At L4) in the NZC, TMoA, Ta'iala and Silapa = 84% achieved**

**Masina Va'aia Samoan Ta'iala document TOY Term 3: Faitau Tusi (Reading)**

10826 SOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y1	100% (6)											6
Y2	33% (4)	42% (5)	25% (3)									12

10852 EOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y0		100% (2)										2
Y1			88% (7)	13% (1)								8
Y2		27% (3)	9% (1)	27% (3)	36% (4)							11

10826 SOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y3	6% (1)	59% (10)	35% (6)									17
Y4		9% (1)	18% (2)	36% (4)	27% (3)	9% (1)						11

10852 EOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y3		8% (1)	31% (4)	46% (5)	15% (2)							13
Y4				18% (2)	64% (7)	18% (2)						11

By the end of 2022, 75% of Year 3 will be reading at/above EL2 in the NZC, Silapa, Ta'iala, TMOA.  
= 61% achieved

10826 SOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y5			10% (1)	20% (2)	70% (7)							10
Y6			8% (1)	8% (1)	42% (5)	42% (5)						12

10852 EOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y5				11% (1)	11% (1)	44% (4)	33% (3)					9
Y6	8% (1)				15% (2)	38% (5)	23% (3)	15% (2)				13

10826 SOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y7					27% (4)	13% (2)	60% (9)					15
Y8				8% (1)	23% (3)	8% (1)	38% (5)	23% (3)				13

10852 EOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y7	6% (1)					18% (3)	24% (4)	41% (2)	12% (2)			17
Y8						17% (2)	8% (1)	17% (2)	58% (2)			12

By the end of 2022, 75% of Year 6 (At L3) will be reading At and Above in the NZC, TMoA, Ta'iala and Silapa = **38% achieved**

By the end of 2022, 75% of Year 8 will be reading At and Above and and Year 8 (At L4) in the NZC, TMoA, Ta'iala and Silapa = **58% achieved**

**Masina Va'aia Samoan Ta'iala document TOY Term 3: Tautala (Speaking)**

10831 SOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y1	17% (1)	83% (5)										6
Y2	8% (1)	58% (7)	17% (2)	17% (2)								12

10848 EOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y0		100% (2)										2
Y1			75% (6)	25% (2)								8
Y2			36% (4)	9% (1)	55% (6)							11

10831 SOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y3	18% (3)	41% (7)	41% (7)									17
Y4				73% (8)	18% (2)	9% (1)						11

10848 EOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y3		8% (1)	38% (5)	31% (4)	23% (3)							13
Y4				45% (5)	45% (5)	9% (1)						11

10831 SOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y5			10% (1)		90% (9)							10
Y6			8% (1)	25% (3)	25% (3)	33% (4)	8% (1)					12

10848 EOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y5				11% (1)	11% (1)	33% (3)	44% (4)					9
Y6					31% (4)	8% (1)	54% (2)	8% (1)				13



10831 SOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y7				13% (2)	20% (3)	20% (3)	40% (6)	7% (1)				15
Y8				15% (2)	15% (2)	8% (1)	31% (4)	31% (4)				13

10848 EOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y7					6% (1)	18% (3)	18% (3)	47% (8)	12% (2)			17
Y8					8% (1)	17% (2)		25% (3)	50% (6)			12

**Masina Va'aia Samoan Ta'iala document TOY Term 3: Tusitusi (Writing)**

10827 SOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y1	83% (5)	17% (1)										6
Y2	8% (1)	75% (9)	17% (2)									12

10850 EOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y0		100% (2)										2
Y1		13% (1)	50% (4)	38% (3)								8
Y2		18% (2)	18% (2)	27% (3)	36% (4)							11

10827 SOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y3	6% (1)	65% (11)	29% (5)									17
Y4			45% (5)	55% (6)								11

10850 EOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y3			38% (5)	38% (5)	23% (3)							13
Y4			9% (1)	18% (2)	55% (6)	18% (2)						11

By the end of 2022, 75% of Year 3 will be reading at/above EL2 in the NZC, Silapa, Ta'iala, TMOA.  
= 61% achieved

10827 SOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y5			10% (1)	30% (3)	60% (6)							10
Y6				50% (6)	33% (4)	17% (2)						12

10850 EOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y5			11% (1)		33% (3)	11% (1)	44% (4)					9
Y6	8% (1)			8% (1)	31% (4)	31% (4)	15% (2)	8% (1)				13

10827 SOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y7				7% (1)	27% (4)	27% (4)	40% (6)					15
Y8				15% (2)	15% (2)	8% (1)	54% (7)	8% (1)				13

10850 EOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y7	6% (1)				12% (2)	24% (4)	29% (5)	24% (4)	6% (1)			17
Y8				8% (1)	17% (2)		8% (1)	42% (5)	25% (3)			12

By the end of 2022, 75% of Year 6 (At L3) will be reading At and Above in the NZC, TMoA, Ta'iala and Silapa = **23% achieved**

By the end of 2022, 75% of Year 8 will be reading At and Above and and Year 8 (At L4) in the NZC, TMoA, Ta'iala and Silapa = **25% achieved**

Nga taumata o TMoA mo te Rūmaki 2022

Sutton Park School Rumaki **SOY Term 1 KORERO Data 2022** Years 1-5

Tau Ako- How many?	Pre L1 Timata	Early L1 1 He Pīpī	At L1 / Early L2 1 He Kaha/ 1 He Pakari	Develop L2 Taumata 2	At L2 / Early L3 Taumata 2-3	Adv L2 / Develop L3 Taumata 3	At L3 / Early L4 Taumata 3-4
TA0 = 0							
TA1 = 2		100% (2)					
TA2 = 1			100% (1)				
TA3 = 4				50% (2) (J) & (K) 50% (2)			
TA4 = 2					100% (2)		
TA5 = 5						40% (2) 60% (3)	
TA6 = 0							
<b>Total = 14</b>	42.9% - 6	57.1% - 8					

**Ma te āta tautoko = 6 (-2). Kei te eke tonu = 8. Katoa = 14.**

Sutton Park School Rumaki **EOY Term 4 KORERO Data 2022** Years 1-5

KORERO	Requires tailored ME ĀTA TAUTOKO.	Working towards KEI TE EKE TONU.	Achieving KEI TE EKE.	Exceeding KEI TE EKE PANUKU.	KATOAA
Y1			100% (2)		2
Y2	100% (1)				1
Y3	33% (1) (I)	67% (2)			3
Y4	100% (2)				2
Y5	50% (3) (C)		50% (1)		6
Totals	50% 7-2	14.3% 2	35.7% 5		14

Ma te āta tautoko = 7 (-2). Kei te eke tonu = 2. Kei te eke = 5. Katoa = 14.

Explanation of **KORERO** Data.

<p><b>Maramatanga</b></p>	<ul style="list-style-type: none"> <li>❖ <b>Me āta tautoko</b>- Require a tailored programme and are working towards 'Kei te eke tonu'. Programmes are put in place that the tamaiti works on to assist with their learning, behaviour or both that are monitored by myself. Tamariki are provided with time where they work with Whaea Uru to lift their reo. Korero whakawhiti is constantly between both Whaea mā about the progression of the child. Five tamariki take part in 'Te Puawaitanga o te reo Māori' programme that takes place within the Rūmaki. These tamariki have either arrived within the Rūmaki this year or need more assistance to learn Te Reo Māori. There are 5 in Total. The programme is an oral programme that motivates tamariki to Korero Te Reo Māori. Twice a week Whaea Aroha Ngaropo comes and carries out activities. Whaea Uru attends the sessions while I work with the rest of the tamariki. This programme has grown the confidence of these tamariki to korero Māori. Constant following up with whanau about attendance.</li> <li>❖ <b>Kei te eke tonu</b>- Are just below their taumata of learning working towards 'Kei te eke'.</li> </ul>
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Tau Aho	NZC.	TMoA.
1	Early 1	He Pīpī / He Kaha
2	At 1/ Early 2	He Kaha Ake / He Pakari 1 / He Pakari 2
3	Developing 2	Taumata 2
4	At 2 / Early 3	Taumata 2-3
5	Advanced 2 / Developing 3	Taumata 3

	<ul style="list-style-type: none"> <li>❖ <b>Kei te eke</b>- Are at their taumata of learning working towards '<b>Kei te eke Panuku</b>'.</li> <li>❖ <b>Kei te eke Panuku</b> -Above their taumata of learning.</li> <li>❖ <b>Taumata of each tau ako:</b></li> </ul>
<b>The data shows:</b>	<p>Wahanga 1- <b>Ma te āta tautoko = 6. Kei te eke tonu = 8. Katoa = 14.</b></p> <p>Wahanga 4- <b>Ma te āta tautoko = 7. Kei te eke tonu = 2. Kei te eke = 5. Katoa = 14.</b></p> <p><b>Whakamarama: Ma te āta tautoko:</b> 4 Tamariki = They are in a new medium of teaching- Te Reo Māori. 3 have te reo Māori within the home but their 1st reo is English. 3 have irregular attendance. The effect of the interrupted learning is revising and revisiting the learning.</p> <p><b>Kei te eke tonu = 2.</b> Tamariki are reminded to korero te reo. They have the reo but keep speaking in English.</p> <p><b>Kei te eke = 5.</b></p> <p>There is: 10 = Taumata 1. 1 = Taumata 2. 3 = Taumata 3. Y1-2 are at Taumata 1. <b>Year 1's</b> are achieving well. <b>Year 2</b> needs more encouragement. Year 3: need more motivation to korero Māori. Year 4 and some of Year 5 need more encouragement. Year 5 are achieving their taumata.</p> <p>The new tamariki (4) to our kura are progressing well. 3 have carried out individual roles within powhiri. Attendance- an ongoing issue that is constantly followed up. These tamariki know that there is learning on the digital platforms to carry out- learn waiata, karakia, mihi, korero. Therefore, when we consider the progression of the 14 tamariki within the Rūmaki, They have all progressed. They are more confident in speaking and understanding te reo Māori. They all need to speak Māori more.</p>
<b>Highlights.</b>	<p><b>Tu te korero:</b> All tamariki spoke.</p> <p><b>Te wiki o te reo Māori:</b> All tamariki assisted other tamariki from the kura.</p> <p><b>Karakia:</b> All tamariki can perform the karakia in front of others: kura, other places.</p> <p><b>Powhiri:</b> individual roles are carried out as best as the tamaiti can carry it out. Teina mā are more confident in what they need to do. <b>National Anthem.</b> TA5 kotiro carry out the karanga. These kotiro have been with me since they were 5 years old- confident and cheeky.</p>

Sutton Park School Rumaki **SOY Term 1 PANUI Data 2022** Years 1-5

Tau Ako- How many?	Pre L1 Timata	Early L1 1 He Pīpī	At L1 / Early L2 1 He Kaha/ 1 He Pakari	Develop L2 Taumata 2	At L2 / Early L3 Taumata 2-3	Adv L2 / Develop L3 Taumata 3	At L3 / Early L4 Taumata 3-4
TA0 = 0							
TA1 = 2		100% (2)					
TA2 = 1			100% (1)				
TA3 = 4				50% (2) (J) & (K) 50% (2)			
TA4 = 2					100% (2)		
TA5 = 5						40% (2) 60% (3)	
TA6 = 0							
<b>Total = 14</b>	42.9% - 6	57.1% - 8					

Ma te āta tautoko = 6 (-2). Kei te eke tonu = 8. Katoa = 14.



Sutton Park School Rumaki **EOY Term 4 PANUI Data 2022** Years 1-5

Panui Wahanga 4	Requires tailored ME ĀTA TAUTOKO.	Working towards KEI TE EKE TONU.	Achieving KEI TE EKE.	Exceeding KEI TE EKE PANUKU.	Total
Y1			100% (2)		2
Y2		100% (1)			1
Y3		33% (1) (I)	67% (2)		3
Y4	50% (1)	50% (1)			2
Y5	17% (1)	33% (2) (C)	50% (3)		6
Totals	14.3% 2	35.7% 5 (-2)	50% 7		14

**Ma te āta tautoko = 2. Kei te eke tonu = 5. Kei te eke = 7. Katoa = 14.**

**Explanation PANUI of Data.**

<b>Maramatanga</b>	<ul style="list-style-type: none"> <li>❖ <b>Me āta tautoko</b>- Require a tailored programme and are working towards 'Kei te eke tonu'. Tamariki read with Whaea Uru one on one. Constant following up with whanau about attendance.</li> <li>❖ <b>Kei te eke tonu</b>- Are just below their taumata of learning working towards 'Kei te eke'.</li> <li>❖ <b>Kei te eke</b>- Are at their taumata of learning working towards 'Kei te eke Panuku'.</li> <li>❖ <b>Kei te eke Panuku</b> -Above their taumata of learning.</li> </ul> <ul style="list-style-type: none"> <li>● <b>Kura Piro: Year 3:</b> By the end of 2022, <b>80% of Year 3</b> will be reading at and above EL2 in the NZC, TMoA.</li> <li>● <b>Rūmaki Piro: Tau Ako 3-</b> By the end of 2022, <b>60%</b> will be reading at and above: Developing Level 2 - KKi-KPa in Te Marautanga o Aotearoa.</li> </ul>																		
<b>The data shows:</b>	<p>Wahanga 1- <b>Ma te āta tautoko = 6. Kei te eke tonu = 8. Katoa = 14.</b></p> <p>Wahanga 4- <b>Ma te āta tautoko = 2. Kei te eke tonu = 5. Kei te eke = 7. Katoa = 14.</b></p> <p><b>Whakamarama: Ma te āta tautoko:</b> 2 Tamariki = Reading with Whaea Uru and being</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Tau ako</th> <th>NZC</th> <th>TMoA</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Early 1</td> <td>Taumata 1-KHa/ KHe, KHe/ KHi</td> </tr> <tr> <td>2</td> <td>At 1 / Early 2</td> <td>Taumata 1-KHi/ KKa, KKa/KKe, KKe/KKi</td> </tr> <tr> <td>3</td> <td>Developing 2</td> <td>Taumata 2</td> </tr> <tr> <td>4</td> <td>At 2 / Early 3</td> <td>Taumata 2-3</td> </tr> <tr> <td>5</td> <td>Advanced 2 / Developing 3</td> <td>Taumata 3</td> </tr> </tbody> </table>	Tau ako	NZC	TMoA	1	Early 1	Taumata 1-KHa/ KHe, KHe/ KHi	2	At 1 / Early 2	Taumata 1-KHi/ KKa, KKa/KKe, KKe/KKi	3	Developing 2	Taumata 2	4	At 2 / Early 3	Taumata 2-3	5	Advanced 2 / Developing 3	Taumata 3
Tau ako	NZC	TMoA																	
1	Early 1	Taumata 1-KHa/ KHe, KHe/ KHi																	
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3	Developing 2	Taumata 2																	
4	At 2 / Early 3	Taumata 2-3																	
5	Advanced 2 / Developing 3	Taumata 3																	

	<p>encouraged to select and read material to, with her.</p> <p><b>Kei te eke tonu = 5.</b> Working on their understanding of text- predicting, questioning, finding meaning, making connections.</p> <p><b>Kei te eke = 7.</b> Working on their understanding of text- all the above and analyzing, justifying.</p> <p><b>Taumata of each tau ako:</b> Year 3: <b>One</b> is below their learning age level. <b>Two</b> have reached their learning age level.</p>
<b>Highlights.</b>	<p><b>Reading:</b> Reading more independently. .</p> <p><b>Phonics:</b> Tamariki are able to decode better- using sounds to form and decode new words within sentences.</p> <p><b>Making connections and meaning:</b> Tamariki are able to make connections and find meaning by using pictures, words , prior experiences.</p> <p><b>Waiata, karakia, mihi:</b> Tamariki are able to learn all these as they can recognise basic words, decode words they do not know and pronounce them correctly. They also understand the words.</p>

Sutton Park School **Rumaki SOY Term 1** TUHITUHI **Data 2022** Years 1-5

Tau Ako- How many?	Pre L1 Timata	Early L1 1 He Pīpī	At L1 / Early L2 1 He Kaha/ 1 He Pakari	Develop L2 Taumata 2	At L2 / Early L3 Taumata 2-3	Adv L2 / Develop L3 Taumata 3	At L3 / Early L4 Taumata 3-4
TA0 = 0							
TA1 = 2		100% (2)					
TA2 = 1			100% (1)				
TA3 = 4				50% (2) (J) & (K) 50% (2)			

TA4 = 2					100% (2)		
TA5 = 5						40% (2) 60% (3)	
TA6 = 0							
<b>Total = 14</b>	42.9% 6	57.1% 8					

Ma te āta tautoko = 7. Kei te eke tonu = 7. Katoa = 14.

Sutton Park School Rumaki **EOY Term 4 TUHITUHI Data 2022** Years 1-5

Tuhituhi	Requires tailored ME ĀTA TAUTOKO.	Working towards KEI TE EKE TONU.	Achieving KEI TE EKE.	Exceeding KEI TE EKE PANUKU.	Total
Y1			100% (2)		2
Y2		100% (1)			1
Y3		33% (1) (1)	67% (2)		3
Y4	50% (1)	50% (1)			2
Y5	17% (1)	33% (2) (C)	50% (3)		6
<b>Totals</b>	14.3% 2	35.7% 5 (-2)	50% 7		14

Ma te āta tautoko = 2. Kei te eke tonu = 5. Kei te eke = 7. Katoa = 14.

**Explanation of TUHITUHI Data.**

<p><b>Maramatanga</b></p>	<ul style="list-style-type: none"> <li>❖ <b>Me āta tautoko</b>- Require a tailored programme and are working towards ‘<b>Kei te eke tonu</b>’. Tamariki read with Whaea Uru one on one. Constant following up with whanau about attendance.</li> <li>❖ <b>Kei te eke tonu</b>- Are just below their taumata of learning working towards ‘<b>Kei te eke</b>’.</li> <li>❖ <b>Kei te eke</b>- Are at their taumata of learning working towards ‘<b>Kei te eke Panuku</b>’.</li> <li>❖ <b>Kei te eke Panuku</b> -Above their taumata of learning.</li> </ul> <ul style="list-style-type: none"> <li>● <b>Year 3:</b> By the end of 2022, <b>75% of Year 3</b> will be writing at and above EL2 in the <b>TMoA</b>.</li> <li>● By the end of 2022, <b>60% of Tau Ako 3</b> will be reading at and above: Developing Level 2 - Taumata 2 (Early) in Te Marautanga o Aotearoa.</li> </ul>																																																			
<p><b>The data shows:</b></p>	<p>Wahanga 1- <b>Ma te āta tautoko = 6. Kei te eke tonu = 8. Katoa = 14.</b>  Wahanga 4- <b>Ma te āta tautoko = 2. Kei te eke tonu = 5. Kei te eke = 7. Katoa = 14.</b></p> <p><b>Whakamarama: Ma te āta tautoko:</b> 1 Tamaiti has irregular attendance. The other was working with an RTLB for his behaviour. However, he does not like to write. I have worked with him showing him that there are many ways to write- mindmaps, note taking, different types of sentences, drawing pictures. But the most important factor is to show others what you are thinking, your opinion. This is his 2nd year with us. He is now writing more but not to the standard of a Tau Ako 5. He also has irregular attendance.</p> <p><b>Kei te eke tonu = 5.</b> All tamariki are writing but not at their age reo Māori. The other has personal issues at home that are beyond her progressing.</p> <p><b>Kei te eke = 7.</b> TA1- are working on creating simple sentences using joining sounds to create the word they need. TA3 are working on one adding more detail to their writing to make it more interesting. All punctuation within their writing.</p> <p><b>Te Hanganga Reo Matatini.</b>  This is a programme that has been introduced within the Rūmaki of explicit teaching of sounds (oro, kūoro), breaking &amp; joining sounds kupu (nouns, verbs, descriptive, tenses, plurals, etc...) sentences ( punctuation and all other aspects of writing. There are 3 Kaupae</p> <div style="display: flex; justify-content: space-around;"> <table border="1" data-bbox="1164 726 1590 965"> <caption>Te reo Māori Scope and Sequence</caption> <thead> <tr><th colspan="10">Kaupae 1</th></tr> </thead> <tbody> <tr><td>m</td><td>a</td><td>ā</td><td>p</td><td>t</td><td>e</td><td>ē</td><td>h</td><td>o</td><td>ō</td><td>k</td></tr> </tbody> </table> <table border="1" data-bbox="1164 997 1590 1133"> <thead> <tr><th colspan="6">Kaupae 1</th></tr> </thead> <tbody> <tr><td>1a = Pō</td><td>1e = Tangi</td><td>1i = Kupu</td><td>1o = Kupu Manawa</td><td>1u = Rerenga Kōrero</td><td></td></tr> </tbody> </table> </div> <p><b>Kaupae 1:</b> m, a, ā, p, t, e, ē, h, o, ō, k.  <b>Kaupae 2:</b> i, ī, n, w, ng, r, u, ū, wh- Reflect &amp; revise.  <b>Kaupae 3:</b> aa, ae, ai, ao, au, ea, ee, ei, eo, eu, ia ie, ii, io, iu, oa, oe, oi, oo, ou, ua, ue, ui, uo, uu.</p> <p>Each stage has accompanying resources- sound cards, Each rauemi ONLY has the sounds, words, sentences words that tamariki will need to make a complete</p> <table border="1" data-bbox="1041 1181 1601 1436"> <thead> <tr> <th>Tau Ako</th> <th>NCC</th> <th>TMoA</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Early 1</td> <td>Taumata 1- Ka Oho</td> </tr> <tr> <td>2</td> <td>At 1 / Early 2</td> <td>Taumata 1- Ka Oho/ Ka Whai Huruwhiri - Ka Whai Huruwhiri</td> </tr> <tr> <td>3</td> <td>Developing 2</td> <td>Taumata 2- Ka Whai Huruwhiri/ Ka Marawa</td> </tr> <tr> <td>4</td> <td>At 2 / Early 3</td> <td>Taumata 2-3- Ka Whai Huruwhiri/ Ka Marawa</td> </tr> <tr> <td>5</td> <td>Advanced 2/ Developing 3</td> <td>Taumata 3- Ka Ka Marawa</td> </tr> </tbody> </table> <p>level. 4 are new to the kura and learning to control. However, all these tamariki are their skills of decoding- breaking and part of a writing Genre. TA5 are working on tamariki are working on placing</p> <p>✚ <b>2022: Hanganga Reo Matatini - Panui...</b> since Wahanga 2. The programme consists to make kupu, teaching different types of from simple to complex &amp; structure), (Stages).</p> <p>oa, oe, oi, oo, ou, ua, ue, ui, uo, uu. pictures, word, cards, sentences, books. relating to each stage. Kupu Mahara are the sentence- tēnei, tēna, tēra...</p>	Kaupae 1										m	a	ā	p	t	e	ē	h	o	ō	k	Kaupae 1						1a = Pō	1e = Tangi	1i = Kupu	1o = Kupu Manawa	1u = Rerenga Kōrero		Tau Ako	NCC	TMoA	1	Early 1	Taumata 1- Ka Oho	2	At 1 / Early 2	Taumata 1- Ka Oho/ Ka Whai Huruwhiri - Ka Whai Huruwhiri	3	Developing 2	Taumata 2- Ka Whai Huruwhiri/ Ka Marawa	4	At 2 / Early 3	Taumata 2-3- Ka Whai Huruwhiri/ Ka Marawa	5	Advanced 2/ Developing 3	Taumata 3- Ka Ka Marawa
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3	Developing 2	Taumata 2- Ka Whai Huruwhiri/ Ka Marawa																																																		
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	<p>All tamariki were tested first then placed in each stage. All tamariki were tested in Korero, Panui, Tuhituhi. The results in Wahanga 2 revealed gaps within tamariki learning. I was able to discuss with other kaiako &amp; the creator of this programme, Mahina Selby-Law, results and why were they occurring- A tamaiti that would write 'mahī' as- 'moe, aniwaniwa, hikoi, ika' showed that his recognition of letters was the action and the word from Māori Jolly Phonics. So we eased off Māori Jolly Phonics. He, now, sounds and hears the consonants. This programme enables us to identify the learning need and focus on that need and assist the child in overcoming it. There has been a great improvement in tamariki learning within Korero, Panui &amp; Tuhituhi.</p> <p><b>Taumata of each tau ako:</b> Year 3: <b>One</b> is below their learning age level. <b>Two</b> have reached their learning age level.</p>
<b>Highlights.</b>	<p><b>Tu te korero:</b> Tamariki were able to compose their own kaupapa in te reo Māori.</p> <p><b>Seesaw, Akomanga Kūkara, Book Creator:</b> Tamariki adding work to these digital forms of writing.</p> <p><b>Kaimahi o te Rangi:</b> A responsibility within the Rūmaki- Write it properly or the teina will tell you.</p> <p><b>Tauira tuhituhi.:</b> Using their writing as a tauira.</p>

Sutton Park School **Rumaki SOY Term 1 PANGARAU Data 2022** Years 1-5.

Tau Ako- How many?	Pre 1 Taumata 1a Kaupae 0	Taumata 1a Kaupae 1	Taumata 1e Kaupae 3	Taumata 2a Kaupae 5a	Taumata 2e Kaupae 5e -	Taumata 3a Kaupae 6a	Taumata 3e Kaupae 6e
TA0 = 0							
TA1 = 2		100% (2)					
TA2 = 1			100% (1)				
TA3 = 4				100% (4) (J) & (K)			
TA4 = 2					50% (1) 50% (1)		
TA5 = 5						20% (1) 80% (4)	
TA6 = 0							
<b>Total = 14</b>	14% - 2	86% - 12					

Ma te āta tautoko = 12. Kei te eke tonu = 2. Katoa = 14.

Sutton Park School Rumaki **EOY Term 4 PANGARAU Data 2022** Years 1-5.

Pangarau	Requires tailored ME ĀTA TAUTOKO.	Working towards KEI TE EKE TONU.	Achieving KEI TE EKE.	Exceeding KEI TE EKE PANUKU.	Total
Y1				100% (2)	2
Y2		100% (1)			1
Y3		67% (2) (I)	33% (1)		3
Y4	50% (1)		50% (1)		2
Y5		50% (3)	50% (3) (C)		6
<b>Totals</b>	7.1% 1	42.9% 6	35.7% 5	14.3% 2	14

Ma te āta tautoko = 1. Kei te eke tonu = 6. Kei te eke = 5. Kei te eke Panuku = 2. Katoa = 14

Explanation of **PANGARAU** Data.

<p><b>Maramatanga</b></p>	<ul style="list-style-type: none"> <li>❖ <b>Me āta tautoko</b>- Require a tailored programme and are working towards ‘<b>Kei te eke tonu</b>’. Constant following up with whanau about attendance.</li> <li>❖ <b>Kei te eke tonu</b>- Are just below their taumata of learning working towards ‘<b>Kei te eke</b>’.</li> <li>❖ <b>Kei te eke</b>- Are at their taumata of learning working towards ‘<b>Kei te eke Panuku</b>’.</li> <li>❖ <b>Kei te eke Panuku</b> -Above their taumata of learning.</li> <li>● <b>Piro o te Kura</b>: By the end of 2022, <b>75% of Year 3</b> will achieve at and above EL2 in the NZC, <b>TMoA</b>.</li> <li>● <b>By the end of 2022</b>, <b>60% of Year 3</b> will achieve at and above: Developing Level 2 - Taumata 2a: Kaupae 5 in Te Marautanga o Aotearoa.</li> </ul>																		
<p><b>The data shows:</b></p>	<p>Wahanga 1- <b>Ma te āta tautoko</b> = 12. <b>Kei te eke tonu</b> = 2. <b>Katoa</b> = 14.                  Wahanga 4- <b>Ma te āta tautoko</b> = 1. <b>Kei te eke tonu</b> = 6. <b>Kei te eke</b> = 5. <b>Kei te eke Panuku</b>= 2. <b>Katoa</b> = 14.  <b>Whakamarama: Ma te āta tautoko:</b> 1 tamaiti has <b>Kei te eke tonu</b> = 6. All tamariki are learning to solve problems. However, I can see that TA3 and need confidence to work in this area.  <b>Kei te eke</b> = 5. Using all their strategies, skills to <b>Kei te eke Panuku</b> = Wanting to learn more.  <b>Taumata of each tau ako:</b> <b>Year 3:</b> <b>Two</b> are</p> <table border="1" data-bbox="882 1187 1518 1422"> <thead> <tr> <th>Tau Ako</th> <th>NZC</th> <th>TMoA</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Early 1</td> <td>Taumata 1a- Kaupae 1-2</td> </tr> <tr> <td>2</td> <td>At 1/ Early 2</td> <td>Taumata 1e- Kaupae 3-4</td> </tr> <tr> <td>3</td> <td>Developing 2</td> <td>Taumata 2a- Kaupae 5a</td> </tr> <tr> <td>4</td> <td>At 2/ Early 3</td> <td>Taumata 2e- Kaupae 5e</td> </tr> <tr> <td>5</td> <td>Advanced 2/ Developing 3</td> <td>Taumata 3a-Kaupae 6a</td> </tr> </tbody> </table> <p>irregular attendance.                  use the pangarau knowledge they have as strategies                  TA5 can reach their learning age level. They just                  solve problems, justify their answers.                  below their learning age level. <b>One</b> has reached</p>	Tau Ako	NZC	TMoA	1	Early 1	Taumata 1a- Kaupae 1-2	2	At 1/ Early 2	Taumata 1e- Kaupae 3-4	3	Developing 2	Taumata 2a- Kaupae 5a	4	At 2/ Early 3	Taumata 2e- Kaupae 5e	5	Advanced 2/ Developing 3	Taumata 3a-Kaupae 6a
Tau Ako	NZC	TMoA																	
1	Early 1	Taumata 1a- Kaupae 1-2																	
2	At 1/ Early 2	Taumata 1e- Kaupae 3-4																	
3	Developing 2	Taumata 2a- Kaupae 5a																	
4	At 2/ Early 3	Taumata 2e- Kaupae 5e																	
5	Advanced 2/ Developing 3	Taumata 3a-Kaupae 6a																	

	their learning age level.
<b>Highlights.</b>	<p><b>TA5:</b> 2 tamariki go to Akomanga 12 (Room 12) for added, higher assistance with their learning. This is greatly appreciated so that I can work with other tamariki. The gap between These 2 and the other TA5 tamariki is wide. It is smaller than before.</p> <p><b>TA1:</b> Tamariki just carry on with their mahi</p>

**Recommendations:**

- Te Puawaitanga o te reo Māori: To Have this in place for one more year so that I can implement Whaea Aroha’s techniques and rauemi as well as Whaea Uru.
- Te Hanganga Reo Matatini: That we keep implementing this programme within the Rūmaki to lift Korero, Panui, Tuhituhi.
- To send TA5 & TA6 tamariki to Aorangi to assist with their Pangarau learning. Thank you Lineni & Rebecca.
- More PLD for me within Maths for TA5 and up.
- A reliever that can speak te reo Māori. At the moment if both whaea are absent, which is rarely, tamariki get sent out to Whenua, Moana, Aorangi. Thank you to all those syndicates. However, this pathway does not assist growing the fluency of te reo Māori within the tamariki.