

# OREWA BEACH SCHOOL

End of Year 2023

## ANALYSIS OF VARIANCE



### ANALYSING OVERALL DATA

Total Students	Well Below	Below	Within	Above	Well Above	Percentage students : Within, Above and Well Above
Reading	7%	14%	49%	25%	5%	79%
Writing	4%	23%	67%	6%	0%	73%
Mathematics	2%	18%	49%	26%	5%	80%

## OVERALL DATA REVIEW

	All students Yr 1 - 6		Boys Yr 1 - 6		Girls Yr 1 - 6		Māori Yr1 - 6		Pasifika Yr 1 - 6	
	total	%	total	%	total	%	total	%	total	%
READING										
Within / Above	327	79%	158	75%	169	84%	59	79%	12	80%
Below	85	21%	54	25%	31	16%	16	32%	3	20%
WRITING										
Within / Above	299	73%	134	63%	165	83%	53	71%	11	73%
Below	113	27%	78	37%	35	17%	22	29%	4	27%
MATHS										
Within / Above	330	80%	183	86%	147	74%	54	72%	11	73%
Below	82	20%	29	14%	53	23%	21	28%	4	27%
TOTALS	412		212		200		75		15	

## Students within/above comparison - mid to end of year

Learning Area	Mid year	End of year	
Reading	72.5%	79%	↑
Writing	80%	73%	↓
Maths	79%	80%	↑

We have seen a positive increase in our overall Reading results from mid-year. This can be seen particularly in our boys (with a 6% increase) and is also reflected in our Māori students who have shown an 11% increase in this area from mid-year.

Based on our previous Reading results, where a fair proportion of our Māori students had just started the BSLA program, our improved results reflect the significant progress these students are making on this Structured Literacy Approach.

Writing results have dropped, with the most significant drop seen in the boys. This decline is unpacked further below, as information about year groups helps build a stronger picture of what is happening.

We have shown a slight increase in Maths results, but this has not been reflected in our Māori and Pacifica students, who have dropped slightly from mid-year. This will be an area for us to review.

## READING ANALYSIS BY YEAR LEVELS

	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
	total	%	total	%	total	%	total	%	total	%	total	%
Above and Within	49	73%	55	69%	60	76%	47	87%	58	92%	58	84%
Below	18	27%	25	31%	19	24%	7	13%	5	8%	11	16%
TOTAL	67		80		79		54		63		69	

## WRITING ANALYSIS BY YEAR LEVELS

	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
	total	%	total	%	total	%	total	%	total	%	total	%
Above and within	56	84%	64	80%	53	67%	37	69%	42	67%	47	68%
Below	11	16%	15	20%	26	33%	17	31%	21	33%	22	32%
TOTAL	67		80		79		54		63		69	

## MATHEMATICS ANALYSIS BY YEAR LEVELS

	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
	total	%	total	%	total	%	total	%	total	%	total	%
Above and within	65	97%	65	81%	60	76%	37	69%	53	84%	50	72%
Below	2	3%	15	19%	19	23%	17	31%	10	12%	19	28%
TOTAL	67		80		79		54		63		69	

## TRACKING COHORTS

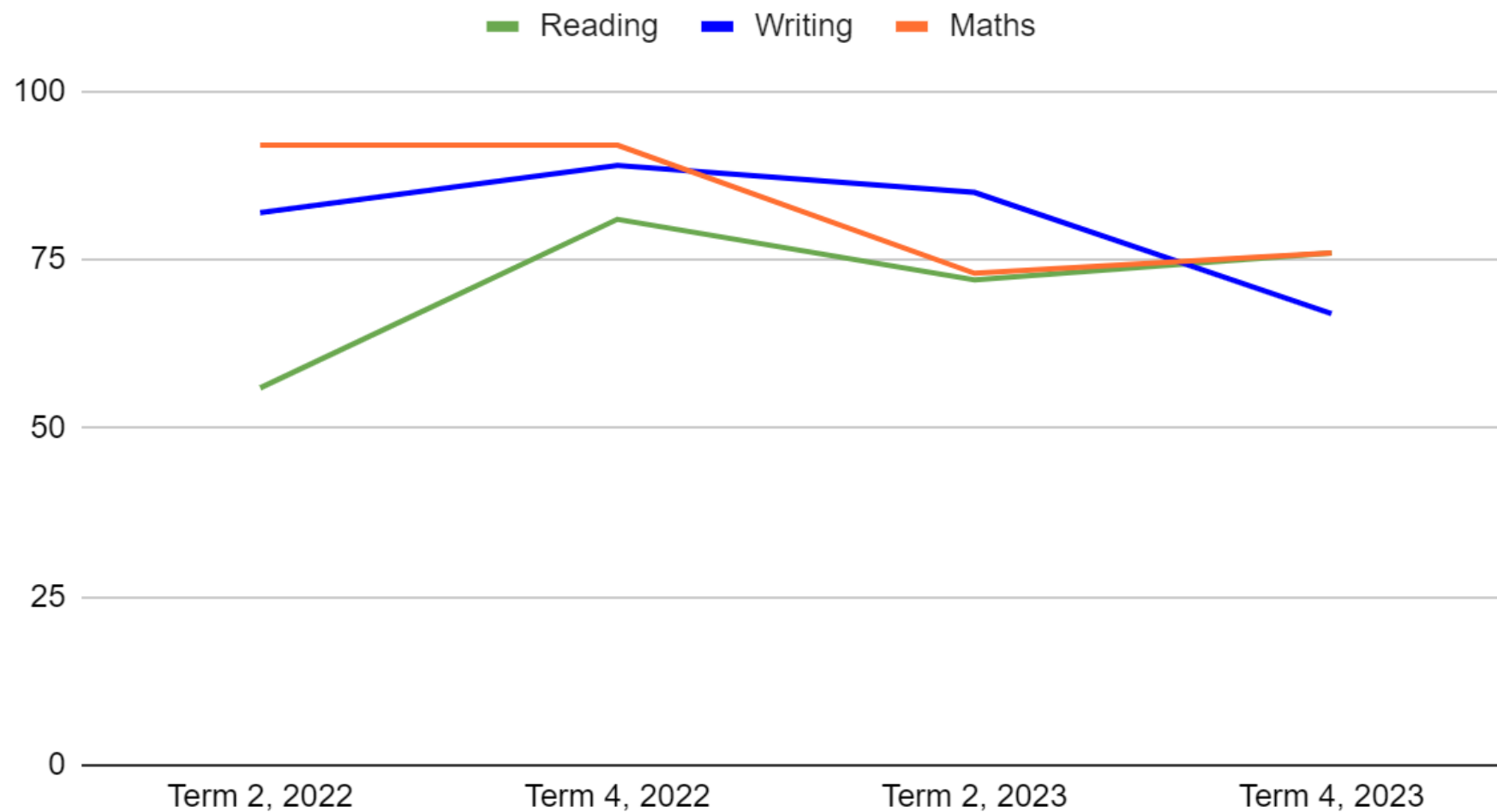
The Year 3 and Year 4 cohorts' academic progress will be monitored carefully as they progress through their primary school years. These cohorts were significantly impacted in their early learning years, due to COVID and lockdowns.

### YEAR 3

	(Yr 2) Mid 2022		(Yr 2) End 2022		(Yr3) Mid 2023		(Yr3) End 2023	
	Total (72)	%	Total (74)	%	Total (79)	%	Total (79)	%
<b>READING</b>								
Within and Above	40	56%	60	81%	57	72%	60	76%
Below	32	44%	14	19%	22	28%	19	24%
<b>WRITING</b>								
Within and Above	59	82%	66	89%	67	85%	53	67% *
Below	13	18%	8	11%	12	15%	26	33%
<b>MATHEMATICS</b>								
Within and Above	66	92%	68	92%	58	73%	60	76%
Below	6	8%	6	8%	21	27%	19	24%

\*these results are commented on in the summary

## Tracking Current Yr3 cohort

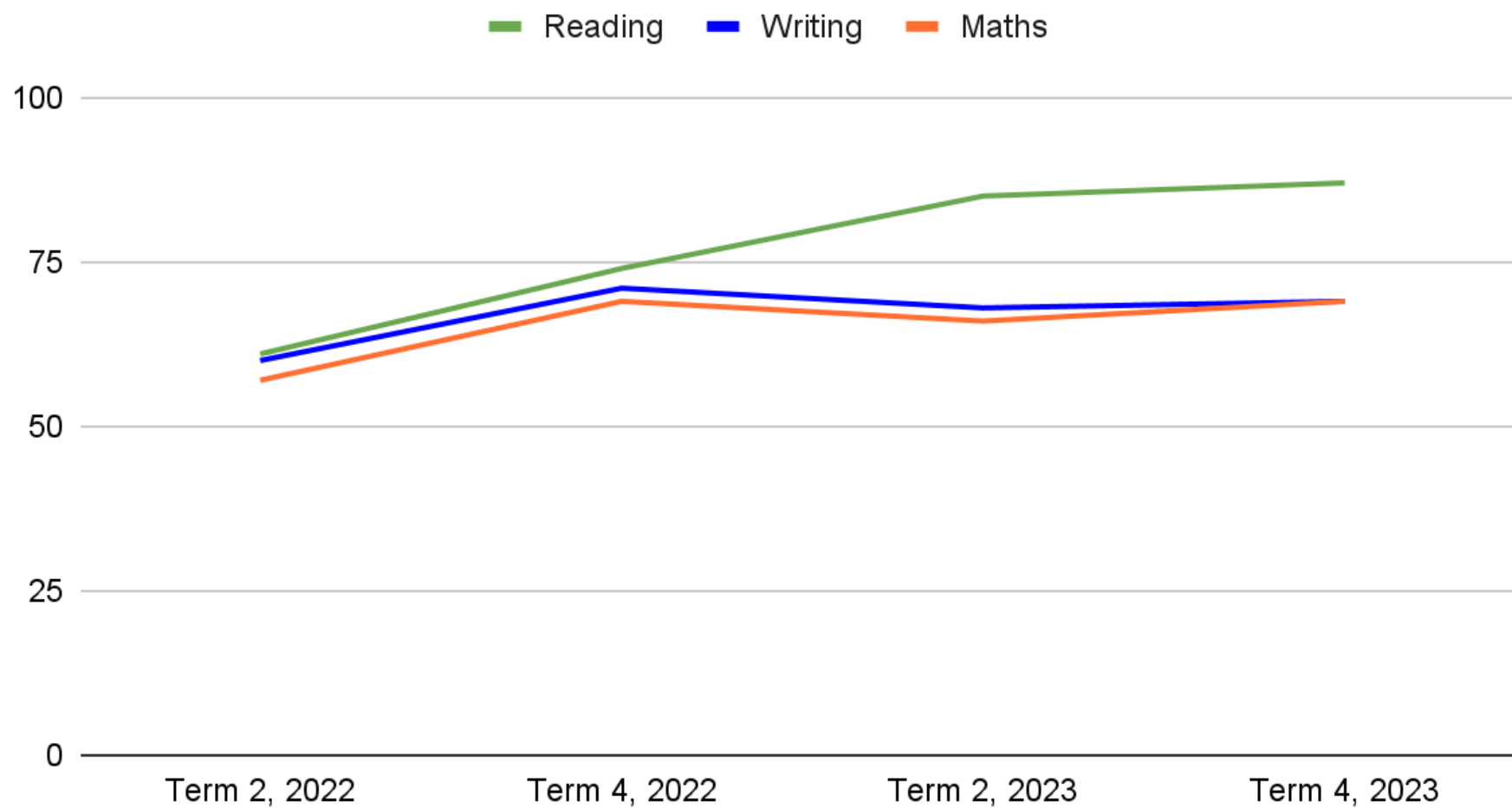


## YEAR 4

	(Yr 3) Mid 2022		(Yr 3) End 2022		(Yr4) Mid 2023		(Yr4) End 2023	
	Total (47)	%	Total (49)	%	Total (53)	%	Total (54))	%
READING								
Within and Above	29	61%	36	74%	45	85%	47	87%
Below	18	29%	13	26%	8	15%	7	13%
WRITING								
Within and Above	28	60%	35	71%	36	68%	37	69%
Below	17	40%	14	29%	17	32%	17	31%
MATHEMATICS								
Within and Above	27	57%	33	69%	35	66%	37	69%
Below	20	43%	15	31%	18	34%	17	31%



## Tracking Current Yr4 cohort



## SUMMARY

Reiterating the mid-year summary - this year we have reviewed how we enter data for Mathematics and Reading. We have had an opportunity to develop a more consistent approach to data entry as well as the use the 'slider' on Hero for making Overall Teacher Judgements.

This has had some impact on data from last year. However, having a consistent approach to data entry across the school will help ensure data is more accurate for teaching, learning and reporting moving forward.

Our Writing progressions have been adapted again, to link with BSLA and The Code, which we have begun to use in the school this year. Teachers have put a lot of time into introducing these new programs and working to bring students up to speed. This will continue to take time to implement.

Writing continues to require a school-wide focus. It is a more subjective area to assess and teachers tend to err on the side of caution when making a teacher judgement in writing. We have noted a drop in Yr3 writing, with a larger percentage of students below. This is partly due to new ESOL students entering the school in the latter half of the year (4% of the students who are below). If these students are excluded from the data, the Yr3 writing results would be 71%, rather than 67%. Although this is still lower than expected, it does show the impact that sideways entries can have on our data as a school.

This data has been discussed with the Yr3 team leader and reflected upon. Students who were marked as 1.4 mid-year were still within, but 1.4 at the end of the year places them below. The 1.4 band is large and students have shown movement in learning the writing skills required at this level. Teachers still err on the side of caution rather than push students into the level 2 band for writing for next year's teacher, if they do not feel confident students will be able to consistently produce work at that level, particularly after the long summer break.

We have seen the positive impact of BSLA from mid to the end of year, as previously mentioned. Teachers have undergone extensive professional development to deliver this effectively in the classroom. We look forward to seeing next year's results for the junior years, as teachers start the year already upskilled in this area.

The transition for Yr2's into Yr3 is being carefully scaffolded, with professional development in place for Yr3 teachers to work with decodables. Teaching comprehension skills, with a variety of fiction and non-fiction texts will be a focus.