



*where learning grows*

*e tipu e ako*

# 2022 Annual Report Analysis of Variance

***Please note: -***

This Analysis of Variance report is in a form in which individual students cannot be identified to protect student privacy as per NAG2A and the Privacy Act 1993

## 2022 Review of Strategic & Annual Plan Goals

**Strategic Goal 1:**  
**Strengthen Board capability to sustain an active role in strategic planning and governance responsibilities to improve learning for students**

[Review of strategic sub goal 1.1](#)

[Review of strategic sub goal 1.2 and 1.3](#)

**Strategic Goal 2**  
**Strengthen positive, effective relationships in our community to improve ako (teaching/learning practices) within the school and beyond.**

[Review of strategic sub goal 2.1](#)

**Strategic Goal 3:**  
**Support student wellbeing so students can grow as successful learners and achieve outstanding personal progress within the NZ curriculum, particularly those who are at risk.**

[Review of strategic sub goal 3.1 and 3.3](#)

[Review of strategic sub goal 3.2](#)

[Review of strategic sub goal 3.4](#)

## 2022 Summary of Student Achievement Targets Aiming for and the Outcomes for these Key: Achieved / Not achieved

### Target 1 – Student Well-being (Key Competencies)

***To continue to invite student voice in school decisions, acknowledge positive student behaviours and support students' ability to positively manage their feelings. Reviewed mid year and in December 2022 with a focus on the identified target year group.***

The Year 6 student cohort group will be supported to extend their key competencies so a greater number are responding positively on the NZCER 'Well-being at School Student Survey in December 2022 than they did as Year 5 students in 2021 in the following areas:

- **56% of all Year 5 students in 2021 to at least 70% of all Year 6 students in 2022 indicate 'Students have a say in what happens at school'**

**Not achieved** in NZCER Wellbeing at School Survey - though internal data (included below) supports that this was achieved. 60% (20/35) of Year 6 students responded positively to this statement. **Note 67% (25/38) Year 5 students responded positively to this statement.**

- **64% of all Year 5 students in 2021 to at least 75% of all Year 6 students in 2022 indicate 'Teachers notice when students help each other'**

**Not achieved** in NZCER Wellbeing at School Survey - though internal data (included below) supports that this was achieved. 42% (15/26) of Year 6 students responded positively to this statement. **Note 71% (29/41) Year 5 students responded positively to this statement.**

- **67% of all Year 5 students in 2021 to at least 75% of all Year 6 students in 2022 indicate 'At school I learn how to manage my feelings'**

**Achieved** in NZCER Wellbeing at School Survey. 78% (28/36) of Year 6 students responded positively to this statement. **Note 75% (30/40) Year 5 students responded positively to this statement.**

See 'Full Report' below for important background information about internal data collection to support the picture of progress against above goals.

### Target 2 – Reading

***To continue to increase the percentage of students who are achieving at or above the appropriate curriculum level in Reading by December 2022, especially in the identified target groups of Year 4 and Year 5 students.***

All cohort groups will be accelerated so that a greater number are achieving at or above the appropriate curriculum level by December 2022. A change from:

- **76% of all Year 1-6 students in 2021 to at least 80 - 85% achieving at/above**

**Not achieved** - 76% (200/264) of Year 1-6 students are achieving at/above the appropriate curriculum level, compared with 71.8% (176/245) at mid year

Gender/ethnicity breakdown of the above is:

Māori students - 59.3% (16/27) are achieving at/above the appropriate curriculum level, compared with 60% (15/25) at mid year

Pasifika - 82.4% (14/17) are achieving at/above the appropriate curriculum level, compared with 60% (9/15) at mid year

Boys - 75.2% (97/129) are achieving at/above the appropriate curriculum level, compared with 70.6% 84/119 at mid year

Girls - 76.3% (103/135) are achieving at/above the appropriate curriculum level, compared with 73% 92/126 at mid year

The target this year is to move at least the following number of students in the identified group to be reading at/above appropriate curriculum level by December 2022:

- **55% Year 4 (28/51 Year 3 students in 2021) to at least 70 - 75% achieving at/above**

**Achieved** - 89% (42/47) of Year 4 students are achieving at/above the appropriate curriculum level, compared with 71% (35/49) at mid year

- **65% Year 5 (32/49 Year 4 students in 2021) to at least 80 - 85% achieving at/above**

**Not achieved** - 70% (32/46) of Year 5 students are achieving at/above the appropriate curriculum level, compared with 73% (32/44) at mid year

### Target 3 – Writing

***To continue to increase the percentage of students who are achieving at or above the appropriate curriculum level in Writing by December 2022, especially in the identified target groups of Boys, Year 4 and 6***

All cohort groups will be accelerated so that a greater number are achieving at or above the appropriate curriculum level by December 2022. A change from:

- **79% of all Year 1-6 students in 2021 to at least 85% achieving at/above**

**Not achieved** - **by 0.6%** - 84.4% (223/264) of all Year 1-6 students are achieving at/above the appropriate curriculum level, compared with 73% (186/249) at mid year

Gender/ethnicity breakdown of the above is:

Māori students - 85.2% (23/27) are achieving at/above the appropriate curriculum level, compared with 72% (18/25) at mid year

Pasifika - 76.5% (13/17) are achieving at/above the appropriate curriculum level, compared with 66.7% (10/15) at mid year

Boys - 79.1% (102/129) are achieving at/above the appropriate curriculum level, compared with 67.2% 80/119 at mid year

Girls - 89.6% (121/135) are achieving at/above the appropriate curriculum level, compared with 79% 100/127 at mid year

The target this year is to move at least the following number of students in the identified group to be reading at/above appropriate curriculum level by December 2022:

- **63% Year 4 (32/51 Year 3 students in 2021) to at least 70 - 75% achieving at/above**

**Achieved** - 89% (42/47) of Year 4 students are achieving at/above the appropriate curriculum level, compared with 90% (44/49) at mid year

- **72% Year 6 (31/43 Year 5 students in 2021) to at least 80% achieving at/above**

**Achieved** - 82% (32/39) of Year 6 students are achieving at/above the appropriate curriculum level, compared with 80% (32/40) at mid year

- **73% of Boys (150/310 students in 2021) to at least 80% achieving at/above**

**Not achieved** - **by 1%** - 79% (102/129) of all boys are achieving at/above the appropriate curriculum level, compared with 67.2% (80/119) at mid year

## No Target for 2022 – Mathematics

**To maintain the standard of student achievement reached in 2021 - 80-85% of all groups achieving at or above the appropriate curriculum level**

**90.1% (238/264) of Year 1-6 students are achieving at/above the appropriate curriculum level, compared with 85.3% (209/245) at mid year**

Gender/ethnicity breakdown of the above is:

Māori students - 81.5% (22/27) are achieving at/above the appropriate curriculum level, compared with 84% (21/25) at mid year

Pasifika - 76.5% (13/17) are achieving at/above the appropriate curriculum level, compared with 60% (9/15) at mid year

Boys - 89.1% (115/129) are achieving at/above the appropriate curriculum level, compared with 88.2% 105/119 at mid year

Girls - 91% (123/135) are achieving at/above the appropriate curriculum level, compared with 82.5% 104/126 at mid year

## Mid to end of year focus -

At mid year it was identified that a focus was needed on Year 3 Literacy, Year 5 Reading and Boys in Writing. Student achievement against these mid year foci is highlighted blue.

### Year 3 Literacy: Reading -

68% (34/50) of Year 3 students are achieving at/above the appropriate curriculum level, compared with 50% (23/46) at mid year. 11 students were shifted.

### Year 3 Literacy: Writing -

78% (39/50) of Year 3 students are achieving at/above the appropriate curriculum level, compared with 48% (25/46) at mid year. 14 students were shifted.

## Full Report of Student Achievement Targets and Analysis of Variance for 2022

## Student Well-being

This is the fourth year that a target has been set for Student Well-being. In 2020 Year 5/6 students participated in the NZCER Wellbeing at School Primary Student Survey. This survey offers a snapshot of learning, climate and culture in schools, standardised data to track progress over time and a nationally referenced way of comparing gender, ethnicity and year level data. Results from the 2020 student survey showed a significantly lower score in the area strategies for emotional regulation and pro-social student culture, specifically for the questions related to learning how to manage feelings, expressing feelings to one another and supporting one another. This has continued to be a focus throughout 2021 and 2022.

## Target 1 – Student Well-being (Key Competencies)

**To continue to invite student voice in school decisions, acknowledge positive student behaviours and support students' ability to positively manage their feelings. Reviewed mid year and in December 2022 with a focus on the identified target year group.**

The Year 6 student cohort group will be supported to extend their key competencies so a greater number are responding positively on the NZCER 'Well-being at School Student Survey in December 2022 than they did as Year 5 students in 2021 in the following areas:

- 56% of all Year 5 students in 2021 to at least 70% of all Year 6 students in 2022 indicate 'Students have a say in what happens at school'
- 64% of all Year 5 students in 2021 to at least 75% of all Year 6 students in 2022 indicate 'Teachers notice when students help each other'
- 67% of all Year 5 students in 2021 to at least 75% of all Year 6 students in 2022 indicate 'At school I learn how to manage my feelings'

### Outcomes/What Happened

In 2022, the school used the results from the end of 2021 NZCER 'Wellbeing at School' student survey to set the wellbeing targets above.

Supporting student wellbeing in a global pandemic is an ever changing challenge but one that we are committed to.

Learning from 2021, was to complete the end of year survey in Term 3, rather than Term 4, and to complement the formal wellbeing survey with termly wellbeing 'check ins' with the identified cohort to monitor progress against this goal. Both data sets are included here to highlight potential issues with the validity of the data.

The below report extracts show both the 2022 Year 6 (target group) results and, for comparison, as well as future planning, the 2022 Year 5 (so 2022 Year 6 target group) results, which are more positive:

#### Year 6 student results

Key:

STRONGLY DISAGREE DISAGREE AGREE STRONGLY AGREE

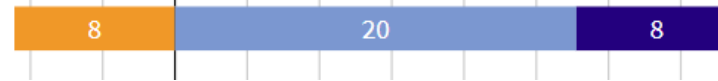


Year 6 – 60% or 20/35 responded positively to this statement 'Students have a say in what happens at school', compared to 56% in 2021



Year 6 – 42% or 15/36 responded positively to the statement 'Teachers often notice when students help each other', compared to 64% in 2021

At school, I learn how to manage my feelings (like if I am upset or anrv).



Year 6 – 78% or 28/36 responded positively to the statement ‘At school I learn how to manage my feelings’, compared to 67%

Year 5 student results –

Key:

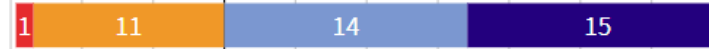
STRONGLY DISAGREE DISAGREE AGREE STRONGLY AGREE

Students have a say in what happens at school.



Year 5 – 67% or 25/38 responded positively to this statement ‘Students have a say in what happens at school’

Teachers often notice when students help each other.



Year 5 – 71% or 29/41 responded positively to the statement ‘Teachers often notice when students help each other’

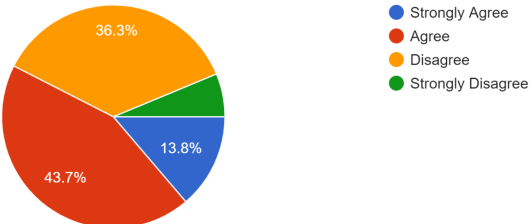
At school, I learn how to manage my feelings (like if I am upset or angry).



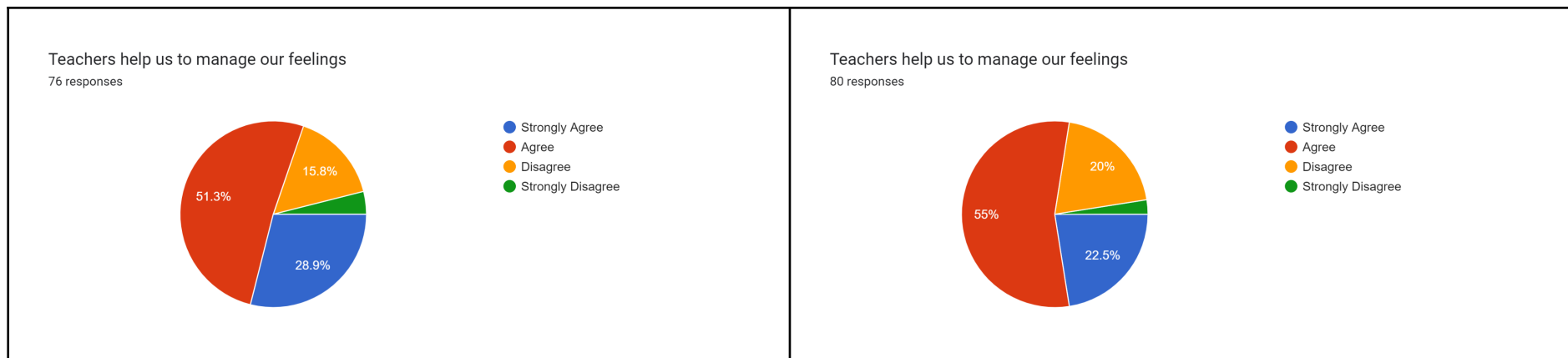
Year 5 – 75% or 30/40 responded positively to the statement ‘At school I learn how to manage my feelings’

The above data is notably different to the termly wellbeing ‘check in’ data shown below which raises questions about the students’ understanding of the questions in the NZCER survey.

# Termly Wellbeing Check In Data - Internal Google Form Survey Term 2 and 4

<p><b>Term 2 Teachers invite student voice - 84.2% of Year 5/6 students responded positively (Target 70% of Year 6)</b></p>	<p><b>Term 4 Teachers invite student voice - 82.5% of Year 5/6 students responded positively (Target 70% of Year 6)</b></p>																				
<p>Teachers often invite student voice 76 responses</p>  <table border="1"> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Strongly Agree</td> <td>18.4%</td> </tr> <tr> <td>Agree</td> <td>65.8%</td> </tr> <tr> <td>Disagree</td> <td>13.2%</td> </tr> <tr> <td>Strongly Disagree</td> <td>2.6%</td> </tr> </tbody> </table>	Response	Percentage	Strongly Agree	18.4%	Agree	65.8%	Disagree	13.2%	Strongly Disagree	2.6%	<p>Teachers often invite student voice 80 responses</p>  <table border="1"> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Strongly Agree</td> <td>18.8%</td> </tr> <tr> <td>Agree</td> <td>63.7%</td> </tr> <tr> <td>Disagree</td> <td>12.5%</td> </tr> <tr> <td>Strongly Disagree</td> <td>4.0%</td> </tr> </tbody> </table>	Response	Percentage	Strongly Agree	18.8%	Agree	63.7%	Disagree	12.5%	Strongly Disagree	4.0%
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<p><b>Term 2 Teachers notice when you do the right thing - 75% of Year 5/6 students responded positively (Target 75% of Year 6)</b></p>	<p><b>Term 4 Teachers invite student voice - 57.5% of Year 5/6 students responded positively (Target 75% of Year 6)</b></p>																				
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<p><b>Term 2 Teachers help us to manage our feelings - 81.2% of Year 5/6 students responded positively (Target 75% of Year 6)</b></p>	<p><b>Term 4 Teachers invite student voice - 77.5% of Year 5/6 students responded positively (Target 75% of Year 6)</b></p>																				





Clear differences exist between the student voice gathered from the 2022 Year 6 cohort and the areas of concern for the 2022 Year 5 cohort. We have identified the key areas of concern for the 2022 Year 5 students below. These will inform our wellbeing targets for 2022.

Areas of concern in the Wellbeing at School Survey for the 2022 Year 5 cohort were around the statements:

- Teachers are interested in my culture or family background
- At school I am encouraged to share things about my culture or family background
- Teachers treat all students fairly
- Teachers often notice when students help each other
- Students have a say in what happens at school

These will inform the wellbeing targets set for 2023.

*Note: Actions for 2022 were informed by student voice gathered at the end of 2021 in response to survey results.*

*Students were asked 'How can we do better?' Key points identified in the student voice included:*

- *Seek, listen and respond to student voice*
- *Be consistent and fair in behaviour management*
- *Transparency around expectations*
- *Regular wellbeing checks*
- *Explicit acknowledgement of positive behaviour*

**Actions to Achieve Targets/What was done:-**

- Regular gathering of student voice both focused on the statements on which the targets were set and other areas of curriculum
- Students involved in planning curriculum events and feedback sought following events - eg camp
- Positive Behaviour for Learning Schoolwide is underway (first year) to support consistency across school in behaviour management and expectations - this is an ongoing focus
- Regular wellbeing check ins from Year 4-6, Mindfulness sessions and calm kids PLD implemented Year 0-3, Gratitude activities
- Student voice gathered at beginning of year around learning styles, strengths, needs, interests and aspirations
- Teachers seeking student feedback & encouraging peer feedback
- Supported student ventures across school – rubix cube club, book fair stalls, disco fundraising
- Promoting student learning and achievements through newsletter, website, school Facebook page
- Use of Banquer in senior area of school to acknowledge demonstration of school values

- Emotion education - identifying, understanding and managing my feelings, social emotional coaching
- Life Education - resilience and emotional regulation strategies
- Staff PLD - Student wellbeing, conflict management
- Whakawhanaungatanga Fridays - coming together across the school in tuakana teina relationships for student led learning activities

**Reasons for Variance/Why it happened:-**

- The difference between the termly data gathered and the Term 3 Wellbeing at School survey, as well as with Year 5 data being consistently more positive (this is the second year where this has been the case) raises questions about the mindset of our Year 6 students as they prepare for heading off to Intermediate. This is an unsettling time for them and also a time when they begin to assert their independence and 'readiness' for a new school. It would appear that this has an impact on data gathered later in the year.
- Explicit teaching of social emotional regulation - this remains a focus of our PB4L work
- Board funded teacher to provide additional academic and social emotional support for cohort with high needs
- Inconsistent practices across the school in regard to seeking and responding to student voice - this remains a focus
- Initiatives to acknowledge positive behaviour remain inconsistent across the school
- Variety of approaches to teaching, modelling and celebration of positive behaviour (including ways that challenging behaviour is addressed)
- Increased anxieties due to navigating periods of ongoing sickness presenting additional challenges to positive wellbeing
- Limited opportunities for tuakana teina across the school, physical community connection and celebrations as a result of health and safety requirements
- Snap shot in time and subjective responses eg: rating can be impacted by incidents or something that happened that day – not monitored over the year
- Picture of one cohort not necessarily reflective of response across the school

**Next steps in 2023:-**

- Second year of Positive Behaviour for Learning Schoolwide to:
  - Review and revitalize school values – explicitly teach and provide opportunities to develop resilience, empathy, responsibility, confidence and respect
  - Develop shared approach to establishing behaviour guidelines with students
  - Develop shared approach to teaching, modeling and acknowledging positive behaviours across the school
  - Review school procedures in light of the above and ensure these are understood and accessible to all
  - Involve wider community; Support Staff, Whanau and Board and communicate regularly
- PLD in Aotearoa New Zealand Histories to explore, gather and engage in the stories of our local area and school families
- Begin 2022 with a cultural celebration to bring families together and support students sharing their culture a background
- Explore tools for, and implement, more frequent student wellbeing checks, 'rewards' for and celebrations of positive behaviours – including through distance learning programme
- Continue with successful deliberate, explicit teaching of strategies for identifying and managing emotions
- Continue to monitor progress against goals termly with internal data collection to respond accordingly
- Widen focus group over time to include Year 4 students – begin with survey for this cohort at the end of 2022 to inform planning for Year 5-6 cohort
- Increase avenues for gathering student voice and responding to this to inform schoolwide planning
- All leaders and unit holders for 2022 to have a focus on seeking and responding to student voice to increase student wellbeing
- Continue to coach students in conflict resolution, managing playground challenges
- Increasingly involve students in planning programmes across the school
- Increase opportunities for tuakana teina relationships

# Reading

This is the fifth year that the school has reported against the expected curriculum level after seven years of reporting reading progress against National Standards. Students are identified as 'Working Towards' the expected curriculum level, 'Working Within' or 'Working Above' the expected curriculum level based on teacher judgements informed by multiple sources of data. Reliability of the data presented in this report is influenced by individual teacher interpretation and the large number of students moving in and out of the school. Ongoing professional development, and moderation at Bellevue School is focused on supporting teachers to continue to deepen their professional understanding/capability in assessment against the curriculum levels and more closely aligning teacher judgments.

At the end of 2021 the cohorts below were identified as achieving below the expected level of progress in Reading. Results for these cohorts are recorded in the 'Cohort Comparison Data' table.

## Target 2 – Reading

***To continue to increase the percentage of students who are achieving at or above the appropriate curriculum level in Reading by December 2022, especially in the identified target groups of Year 4 and Year 5 students.***

All cohort groups will be accelerated so that a greater number are achieving at or above the appropriate curriculum level by December 2022. A change from:

- 76% of all Year 1-6 students in 2021 to at least 80 - 85% achieving at/above

The target this year is to move at least the following number of students in the identified group to be reading at/above appropriate curriculum level by December 2022:

- 55% Year 4 (28/51 Year 3 students in 2021) to at least 70 - 75% achieving at/above
- 65% Year 5 (32/49 Year 4 students in 2021) to at least 80 - 85% achieving at/above

## Outcomes/What Happened

### Whole School Reading Data

Reading has only been an identified focus for student achievement targets since 2021 as historically Reading achievement results have been strong. As a result the table below shows cohort data over time from 2020 only for comparison.

From 2018 all students previously identified as 'Well Below' and 'Below' are identified in the same cohort of students ie: 'Working Towards/Below' the expected curriculum level as this is how the data is recorded and retrieved from the School Management System from 2018.

### ***Identified cohort comparison data:***

Reading	Working Towards/Below			Working Within/At			Above		
	2020	2021	2022	2020	2021	2022	2020	2021	2022
<b>December</b>									
All students	48 15.3 %	73 23.5%	64 24%	261 83.4%	201 64.5%	193 73.1%	4 1.3%	37 11.9%	7 3%
Year 4 (Year 2 in 2020, Year 3 in 2021)	1 2%	19 41%	5 11%	43 98%	27 59%	42 89%	0	0	0
Year 5 (Year 3 in 2020, Year 4 in 2021)	1 2%	17 35%	14 30%	51 98%	22 45%	31 67%	0	10 20%	1 2%
Boys	27 18.6%	40 26.8%	32 24.8%	118 81.4%	95 63.8%	95 73.6%	0	14 9.4%	2 1.6%
Girls	21 12.5%	33 20.4%	32 23.7%	147 87.5%	106 65.4%	98 72.6%	0	23 14.2%	5 3.7%
Māori	8 25%	10 31.3%	11 40.7%	24 75%	20 62.5%	15 55.6%	0	2 6.3%	1 3.7%
Pasifika	4 17%	7 31.8%	3 17.6%	19 83%	13 59.1%	14 82.4%	0	2 9.1%	0

The results above show that this target was **met** by the following cohort groups by December 2022 - Pasifika students. It was **not met** by these cohort groups - All Students, Girls, Boys and Māori students.

- 76% of all students (200/264 students) were judged as writing within/at and above. Trends show 84.7% (2020), 76.4% (2021)
- 75.2% Boys (97/129 students) were judged as writing within/at the expected level. Trends show 81.4% (2020), 73.2% (2021)
- 76.3% Girls (103/135 students) were judged to be writing within/at the expected level. Trends show 87.5% (2020), 79.6% (2021)
- 59.3% Māori (16/27 students) were judged to be writing within/at the expected level. Trends show 75% (2020), 68.8% (2021).
- 82.4% Pasifika (14/17 students) were judged to be writing within/at the expected level. Trends show 83% (2020), 68.2% (2021).

### Identified cohorts:

- 55% Year 4 (28/51 Year 3 students in 2021) to at least 70 - 75% achieving at/above
- 65% Year 5 (32/49 Year 4 students in 2021) to at least 80 - 85% achieving at/above

The results above show that this target was **met** by the following cohort groups by December 2022 - Year 4 cohort in 2022. It was **not met** by these cohort groups - Year 5 cohort in 2022.

### Actions to Achieve Targets

- Continuation of successful practices and strategies that showed positive results in student progress to achieve at the expected curriculum level in 2021
- Began to look at reading practices across the school as this hadn't been done since the start of COVID-19 in 2020
- Identified Target and Priority students and put extra planning in place to support the progress of these students
- Moderated Reading assessment in Hubs
- Reviewed goals regularly with target students making these manageable with measurable outcomes that showed student progress
- Looked at what assessment tools were being used and started review of these
- Whānau community meetings to share how children learn and change to teacher practice

- Two teachers in Junior Area (Year 1) completed training in BSLA, two teachers started Term 3 and will complete this end of Term 2 2023, Year 2 teachers start training at the beginning of 2023

### Reasons for Variance/Why it happened

- Reading focus for school involved the beginning of a change in teacher practice with ongoing training in BSLA (Better Start Literacy Approach)
- Some teachers coming to terms with new Assessment Tools, OTJ's etc
- Change in staff during the year
- Disruptions to learning programmes due to COVID, including the ongoing impact on attendance. Some students away for long periods of time.
- Staff sickness
- Student transitions ie: movement in and out of the school.

### Next Steps in 2023

- Developing BSLA in Hub 2 including new assessment tools
- Using the new Progress Tracker to monitor individual student progress against targets across the school and respond with interventions as required
- Continuing review across school of reading and teaching and learning programmes and building teacher confidence across school
- Exploring further options for Professional Development - including assessment for learning and the analysis of Running Records to inform teaching
- Hub 1 (Year 1) continuing and embedding BSLA, Hub 2 (Year 2) starting PLD to implement BSLA, Hubs 3-5 implementing Progress Tracker to identify Priority Students and develop extra programmes/support for these students

## Writing

This is the fifth year that the school has reported against the expected curriculum level after seven years of reporting writing progress against National Standards. Students are identified as 'Working Towards' the expected curriculum level, 'Working Within' or 'Working Above' the expected curriculum level based on teacher judgements informed by multiple sources of data. Reliability of the data presented in this report is influenced by individual teacher interpretation and the large number of students moving in and out of the school. Ongoing professional development, and moderation at Bellevue School is focused on supporting teachers to continue to deepen their professional understanding/capability in assessment against the curriculum levels and more closely aligning teacher judgments. At the end of 2021 the cohorts below were identified as achieving below the expected level of progress in Writing. Results for these cohorts are recorded in the 'Cohort Comparison Data' table.

### Target 3 – Writing

***To continue to increase the percentage of students who are achieving at or above the appropriate curriculum level in Writing by December 2022, especially in the identified target groups of Boys, Year 4 and 6***

All cohort groups will be accelerated so that a greater number are achieving at or above the appropriate curriculum level by December 2022. A change from:

- 79% of all Year 1-6 students in 2021 to at least 85% achieving at/above

The target this year is to move at least the following number of students in the identified group to be reading at/above appropriate curriculum level by December 2022:

- 63% Year 4 (32/51 Year 3 students in 2021) to at least 70 - 75% achieving at/above
- 72% Year 6 (31/43 Year 5 students in 2021) to at least 80% achieving at/above
- 73% of Boys (150/310 students in 2021) to at least 80% achieving at/above

## Outcomes/What Happened

### Whole School Writing Data (comparing writing National Standard OTJ's for 2017, with curriculum level expectation for 2018 - 2021)

From 2018 all students previously identified as 'Well Below' and 'Below' are identified in the same cohort of students ie: 'Working Towards/Below' the expected curriculum level as this is how the data is recorded and retrieved from the School Management System from 2018.

Writing	Working Towards/Below						Working Within/At						Above					
	2017	2018	2019	2020	2021	2022	2017	2018	2019	2020	2021	2022	2017	2018	2019	2020	2021	2022
December																		
All students	69 23%	42 12.8%	47 14%	102 32.5%	63 20.2%	41 15.5%	199 68%	257 78.6%	274 83%	208 66.5%	244 78.5%	220 83.3%	27 9%	28 8.6%	9 3%	3 1%	4 1.3%	3 1.1%
Boys	48 32%	28 17.7%	30 19.2%	59 40.6%	40 26.7%	27 20.9%	94 63%	124 78.5%	125 80.2%	83 57.4%	110 74%	101 78.3%	7 5%	6 3.8%	1 0.6%	3 2%	0 0	1 0.8%
Girls	21 14%	79 8.3%	17 9.8%	43 25.5%	23 14.2%	14 10.4%	105 72%	133 78.7%	149 85.6%	125 74.5%	135 83.3%	119 88.1%	20 14%	15 13%	8 4.6%	0 0	4 2.5%	2 1.5%
Māori	10 24%	6 15%	8 20.5%	15 46.8%	12 37.5%	4 14.8%	30 73%	31 77.5%	30 76.9%	17 53.2%	19 59.4%	23 85.2%	1 3%	3 7.5%	1 2.6%	0 0	0 0	0 0
Pasifika	4 23%	0	2 8.7%	7 30%	8 36.4%	4 23.5%	11 65%	22 96%	21 91.3%	16 70%	14 63.6%	13 76.5%	2 12%	1 4%	0	0	0	0

The results above show that this target was **met** by the following cohort groups in December 2022 - Girls and Māori students  
It was **not met** by these cohort groups - All Students, Boys and Pasifika students.

- 84.4% of all students (223/264 students) were judged as writing within/at and above. Trends show 77% (2017), 87.2% (2018), 86% (2019), 67.5% (2020), 79.7% (2021)
- 79.1% Boys (102/129 students) were judged as writing within/at the expected level. Trends show 68% (2017), 82.3% (2018), 80.8% (2019), 59.4% (2020), 74% (2021)
- 89.6% Girls (121/135 students) were judged to be writing within/at the expected level. Trends show 86.3% (2016,) 86% (2017), 91.7%(2018), 90% (2019), 74.5% (2020), 89% (2021)
- 85.2% Māori (23/27 students) were judged to be writing within/at the expected level. Trends show 76% (2017), 85% (2018), 79.5% (2019), 53.2% (2020), 59.4% (2021).
- 76.5% Pasifika (13/17 students) were judged to be writing within/at the expected level. Trends show 78% (2017), 100% (2018), 91.3% (2019), 70% (2020), 63.6% (2021).

### Identified cohort comparison data:

Writing	Working Towards/Below		Working Within/At		Above	
	2021	2022	2021	2022	2021	2022
December	2021	2022	2021	2022	2021	2022
All students	63 20.2%	41 15.5%	244 78.5%	220 83.3%	4 1.3%	3 1.1%
Year 4 (Year 3 in 2021)	16 35%	5 11%	30 65%	42 89%	0	0
Year 6 (Year 5 in 2021)	10 26%	7 18%	28 74%	32 82%	0	0

- 63% Year 4 (32/51 Year 3 students in 2021) to at least 70 - 75% achieving at/above
- 72% Year 6 (31/43 Year 5 students in 2021) to at least 80% achieving at/above

The results above show that this target was **met** by the following cohort groups by December 2022 - Year 4 cohort in 2022 and Year 6 cohort in 2022

### Actions to Achieve Targets

- Continuation of successful practices from 2021.
- Creation of an in-school Writing Team. The team met twice a term and included one member from each hub in the school. This team focused on sharing successes, problem solving for reluctant writers, and common themes in writing programmes across the school.
- Whole staff Writing Moderation completed in Terms 2 and 4. Term 2 moderation consisted of samples from the across the school. Staff worked in groups consisting of teachers from all areas of the school as well. Term 4 moderation was done from a transitional standpoint, with teachers working with other teachers in hubs above or below them.
- Teachers expanded opportunities for purposeful writing by establishing a 'Writing Corner' in the newsletter. This initially started with Hub 5 writers, but has also had pieces of writing from other students throughout the year. This has also provided an additional opportunity to share and celebrate writing with the community.
- Teachers' chose target students that they could use as 'benchmarks' for accelerated progress in their classroom programmes.
- Regular reviews of goals for target students enabled goals that were small, precise and had measurable outcomes.
- New progress tracker trialled in Hub 4, and then expanded to Hub 3 in Terms 3 and 4. This tracker deepened teacher understanding of how each learner was progressing. This also enabled staff to be more flexible and responsive with students they were targeting.
- Teachers provided more opportunities for the use of digital technologies to remove barriers for some individual students, e.g. Speech-to-Text.
- Referrals made to Resource Teacher of Literacy, Resource Teachers of Learning and Behaviour and Learning Support Coordinators and for assistive technology to support identified students.

### Reasons for Variance/Why it happened:

- Teachers continued to notice an increase of engagement and willingness to write (even for some of their more reluctant students).
- Writing progress/achievement builds on from reading progress – students need to have this established first.
- Teacher variability in making OTJ's. Many teachers identified PACT breakdown as supporting teaching judgement.
- Transitional writing moderation enabled staff to reach more consistent judgements as children move between hubs and curriculum levels.
- Disruptions to learning programmes due to COVID, including the ongoing impact on attendance.
- Student transitions ie: movement in and out of the school.

### Next steps in 2023

- Expanding the Writing Corner in the newsletter to include all of the hubs in the school.
- Using the new progress tracker school-wide.
- Creating a Writing Team/fostering a closer collaboration between Hub 4 and 5 to create a more closely aligned approach to writing that will support children as they transition between curriculum levels 2 and 3.
- Development of a school-wide 'PACT Exemplars' folder. This folder is an ongoing compilation of moderated writing samples. This will enable staff to draw upon a wider range of samples when making or moderating writing judgements, which should in turn contribute to further consistency of judgements across the school.
- Exploring further options for Professional Learning Development.
- Continued focus on purposeful and experiential writing.

## Mathematics

This is the fifth year that the school has reported against the expected curriculum level after seven years of reporting mathematics progress against National Standards. Students are identified as 'Working Towards' the expected curriculum level, 'Working Within' or 'Working Above' the expected curriculum level based on teacher judgements informed by multiple sources of data. Reliability of the data presented in this report is influenced by individual teacher interpretation and the large number of students moving in and out of the school. Ongoing professional development, and moderation at Bellevue School is focused on supporting teachers to continue to deepen their professional understanding/capability in assessment against the curriculum levels and more closely aligning teacher judgments.

### No Target for 2022 – Mathematics

***To maintain the standard of student achievement reached in 2021 - 80-85% of all groups achieving at or above the appropriate curriculum level***

### Outcomes/What Happened

**Whole School Mathematics Data** (comparing mathematics National Standard OTJ's for 2017 with expected curriculum level in 2018 - 2021)

From 2018 all students previously identified as 'Well Below' and 'Below' are identified in the same cohort of students ie: 'Working Towards/Below' the expected curriculum level as this is how the data is recorded and retrieved from the School Management System from 2018.



	Working Towards/Below						Working Within/At						Above					
December	2017	2018	2019	2020	2021	2022	2017	2018	2019	2020	2021	2022	2017	2018	2019	2020	2021	2022
All students	45 15%	23 7%	40 12%	35 11.2%	41 13.2%	26 9.8%	220 75%	269 82.3%	270 81%	275 87.9%	259 83.3%	229 86.7%	30 10%	35 10.7%	22 7%	3 .9%	11 3.5%	9 3.4%
Boys	21 14%	7 4.5%	15 10%	12 8.3%	20 13.4%	14 10.9%	111 75%	132 84%	127 82%	132 91%	123 82.6%	111 86.0%	15 10%	18 11.5%	13 8%	1 .7%	6 4%	4 3.1%
Girls	22 15%	16 9.4%	25 14%	23 14%	21 13%	12 8.9%	109 75%	137 80.6%	143 81%	143 85%	136 84%	118 87.4%	15 10%	17 10%	9 5%	2 1%	5 3.1%	5 3.7%
Māori	11 27%	3 7.2%	8 20%	6 18.7%	9 28.1%	5 18.5%	30 73%	36 88%	32 80%	26 81.3%	23 71.9%	22 81.5%	0	2 4.8%	0	0	0	0
Pasifika	3 18%	2 9%	1 4.3%	4 17%	5 22.7%	4 23.5%	14 82%	21 91%	20 87%	19 83%	17 77.3%	12 70.6%	0	0	2 8.7%	0	0	1 5.9%

The results above show that this standard was **maintained** by the following identified cohort groups in December 2022 – All students, Boys, Girls and Māori. It was **not met** by the following group - Pasifika

- 90.1% of 'All Students' (238/264 students) were judged as achieving at and above the expected curriculum level by December 2022 compared with 85% (2017), 93% (2018), 88% (2019), 88.8% (2020), 86.8% (2021)
- 89.1% Boys (115/129 students) were judged as achieving within/at and above the expected level. Trends show 85% (2017), 95.5% (2018), 90% (2019), 91.7% (2020), 86.6% (2021)
- 91% Girls (122/135 students) were judged as achieving within/at and above the expected level. Trends show 85% (2017), 90.6% (2018), 86% (2019), 86% (2020)
- 81.5% Māori (22/27 students) were judged as achieving within/at and above the expected level. Trends show 73% (2017), 92.8% (2018), 80% (2019), 81.3% (2020), 71.9% (2021)
- 76.5% Pasifika (13/17 students) were judged as achieving within/at and above the expected level. Trends show 82% (2017), 91% (2018), 95.7% (2019), 83% (2020), 77.3% (2021)

#### **Actions to Achieve Targets**

- Continued to use the strategies that supported students to make sound progress in previous years to accelerate progress to achieve at/above the expected curriculum level.
- Moderation using PACT tool to assist teacher professional judgements and identification of next learning steps.
- Reviewed the variety of assessment tools/tasks currently used to assess student achievement/inform teaching eg: PAT, JAM, GLOSS, Number Knowledge and Basic Facts, to align assessment with current practice as part of a school-wide review of assessment practices.

#### **Reasons for Variance/Why it happened:**

- School wide focus and priority given to student well-being and Literacy.
- Teacher variability in making OTJ's.
- Disruptions to learning programmes due to COVID, including the ongoing impact on attendance.
- Student transitions ie: movement in and out of the school.

### **Next steps in 2023**

- Continue with established practice – no target set for Mathematics in 2023 as achievement has been maintained.
- School-wide review of Mathematics teaching and learning programmes.
- Implementation of PACT in Years 3-6.
- Use of the new school-wide progress tracker with regular meetings to check progress of identified priority students.
- Further Professional Learning and Development to support the understanding of the Learning Progressions Framework and use of PACT, focused on developing a consistent understanding of different aspects of the tool across the school.
- Development of a school-wide 'PACT Exemplars' folder. This folder will be an ongoing compilation of moderated Maths samples which will enable staff to draw upon a wider range of samples when making or moderating mathematics judgements. This should in turn contribute to further consistency of judgements across the school.
- Work to improve teacher understanding by unpacking the curriculum at each level and building knowledge of what comes before/after a level in particular where levels crossover e.g. Year 3 and 5.
- Provide targeted professional development for identified needs to raise teacher capability in teaching mathematics to accelerate student achievement for identified students.

**Kiwi Sport Funding** - In the 2022 Operations Grant, Bellevue School received a total of \$4,549.22 from the Ministry of Education. This was used to subsidise swimming lessons for the whole school at Keith Spry Pool Johnsonville and Rewa Rewa Primary School Pool.