



## 2022 Term One Data Report

*Author: Senior Leadership Team*

*Date: 29th April 2022*

### 1. Link to the Charter: School wide targets - student learning

e.g. priority learners, school-wide data tracking

This report is based on the Overall Teacher Judgements (OTJ) made by classroom teachers for each student. The OTJ is made based on information that the teacher has gathered from observations, conversations and conferences, tasks/assignments, and formal assessments.

Cambridge Middle School uses a variety of assessment tools throughout the year to ensure that we have in-depth knowledge of where each student is achieving, and what any gaps or weaknesses may be, along with areas of strength and acceleration. For the beginning of the year OTJ teachers use the end of 2021 data provided from the previous year's teacher (where possible) and a combination of formative assessment and anecdotal information to make the judgements. Term 1 testing includes PAT Mathematics and Listening, Reading Comprehension for all Year levels..

### 2. Relevant Data:

- Priority Learners progress data in relation to Charter goals
- Year 7, 8, 9 and 10 student data
- MOE ethnicities data breakdown

# Priority Learners

<b>Annual Aim 1: Writing and Mathematics</b>	
<b>Strategic Goal:</b> Curriculum/Matauranga: all learners will have targeted and engaging programmes with a focus on priority learners	
<b>Annual Aim:</b> Accelerate the progress in writing and mathematics of all students achieving below Level 4 of the New Zealand Curriculum (more than one year's progress for one year of learning).	
<b>Target 1: Writing</b> 1a) By the end of 2022 all Year 8 students who are achieving at Level 3 or below will be making accelerated progress or be achieving within Level 4 1b) By the end of 2022 all Year 8 Māori students achieving at Level 3 or below will be making accelerated progress or be achieving within Level 4	<b>Target 2: Mathematics</b> 2a) By the end of 2022 all Year 8 students who are achieving at Level 3 or below will be making accelerated progress or be achieving within Level 4 2b) By the end of 2022 all Year 8 Māori students achieving at Level 3 or below will be making accelerated progress or be achieving within Level 4
<b>Target 1 baseline data:</b> Analysis of school-wide data in November 2021, indicated that: a)Within this cohort 173/336 Year 7 students (who remain at CMS as Year 8's) are identified as 'at or below' Level 3 of the NZC. b)Within this cohort 14/19 Year 7 Māori students (who remain at CMS as Year 8's) are identified as 'at or below' Level 3 of the NZC.	<b>Target 2 baseline data:</b> Analysis of school-wide data in November 2021, indicated that: a)Within this cohort 160/336 Year 7 students (who remain at CMS as Year 8's) are identified as 'at or below' Level 3 of the NZC. b)Within this cohort 11/19 Year 7 Māori students (who remain at CMS as Year 8's) are identified as 'at or below' Level 3 of the NZC.

# **What we are doing at CMS this year for our priority learners?**

We are offering 11 target programmes focussing on specific areas of writing and mathematics to help accelerate the learning of our below and well below students.

All students who are below or well below in writing and mathematics have been offered the opportunity to take up one of these programmes over the next two terms..

Our teachers are offering differentiated programmes in their classroom and implementing progressions to help effectively guide students next steps.

Each team are using their student achievement data to plan and implement specific teaching and learning programmes to cater for the gaps in our priority learners knowledge and understanding.

Teams are trying to plan collaboratively using our conceptual curriculum to increase our priority learners engagement in learning.

We are using a new school wide achievement tool as part of our student management system that enables teachers and SLT to collate, monitor and analyse student achievement data more precisely.

Wellbeing staffing support has increased for our students who are less engaged in learning for a variety of mental health and neurodiverse conditions.

Engagement survey data has been collated and analysed at a whole school, team and classroom level, and will be further explore in focus groups to enhance student interest and achievement.

We are currently surveying our Māori whānau for ways to improve Māori student achievement and engagement with school.

## **What the board funding is providing CMS students with this year?**

The board assistance to employ a further 1 learning assistants, a full time SENCO/ORS teachers, 0.4 target programme teacher.

Although we received funding this year for our 5 ORS students, 3 ICS students, 14 ESOL students, and irregular funding from Oranga Tamariki and Interim Response Funding for specific at risk students. This funding would only allows us to employ 3 learning assistants.

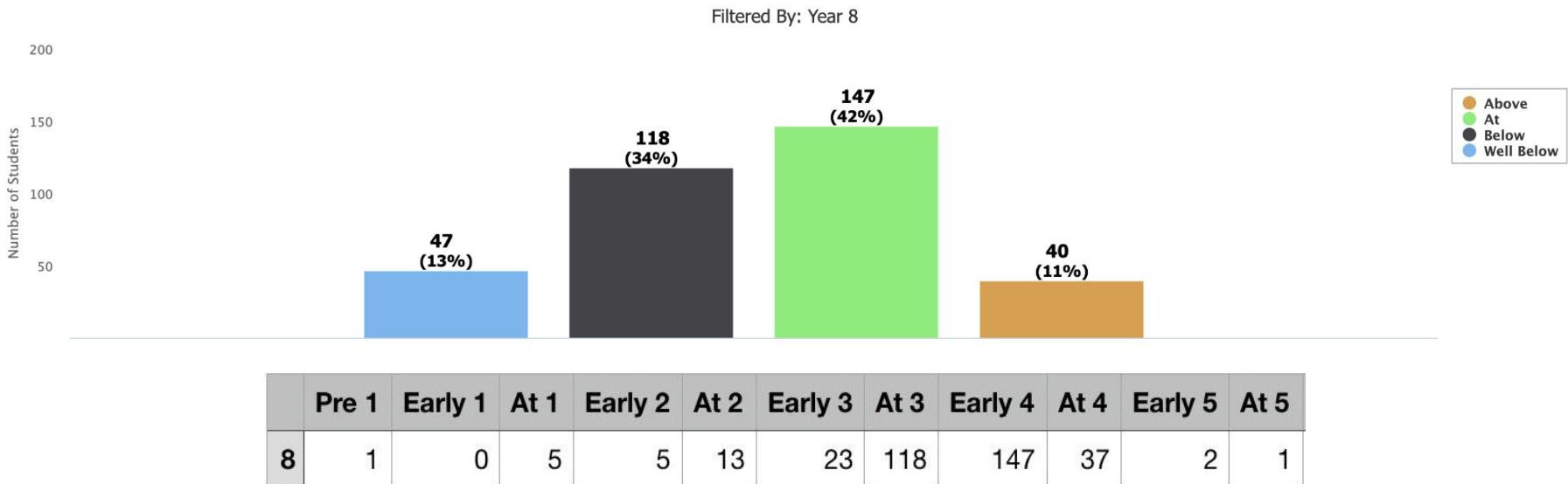
Many of these students need far greater support beyond their funded hours. However, this year the two students who need the most support are both unfunded, therefore, the extra board funding for additional learning support has been invaluable. We currently have funding applications in for these students; if they are not approved we may need to increase our learning support budget to sustain the support these students are receiving at present. Allowing us to run 6 further target programmes this year and enable our support to reach a far greater number of students from just those stated above.

Furthermore the funding of the 0.8 Pouarataki (counsellor) role has also been invaluable for our large numbers of students who struggle with mental health, in particular anxiety, or welfare issues. Our Pouarataki is providing a safe space and person for these students to regularly check in with and support the DP's in reaching more our most vulnerable students.

With the funding the board is providing, we have been able to increase our human resource in our learning support team and we are now reaching more students than ever before.

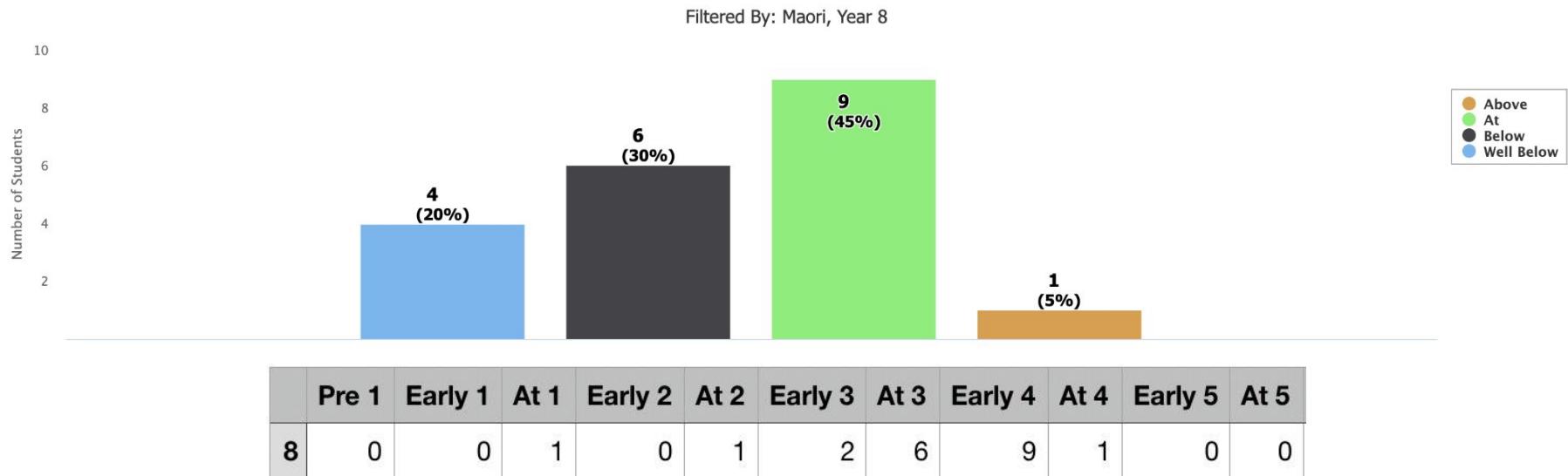
# Target 1 - Writing - Year 8

Writing Term 1 - 2022 - Column Chart



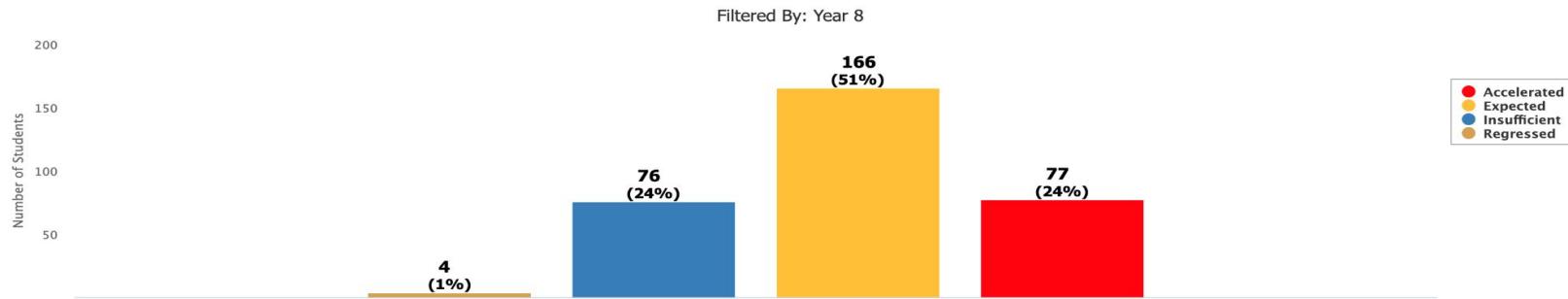
# Target 1 - Writing Māori Cohort - Year 8

Reading Term 1 - 2022 - Column Chart



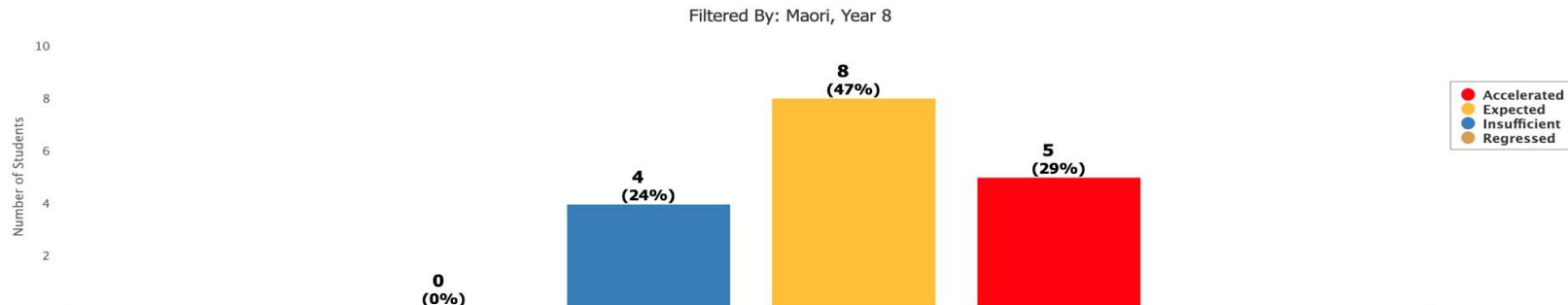
# Writing Progress Over Time - 2021 Year 7/2022 Year 8 Cohort

Accelerated Writing Data - 2021 Term 1 To 2022 Term 1 - Column Chart



# Writing Progress Over Time - 2021 Year 7/2022 Year 8 Māori Cohort

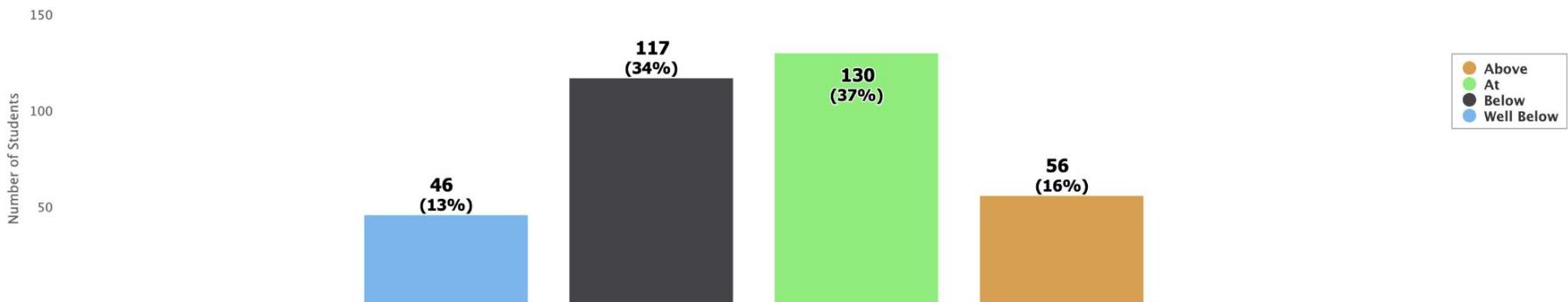
Accelerated Writing Data - 2021 Term 1 To 2022 Term 1 - Column Chart



# Target 2 - Mathematics - Year 8

**Math Term 1 - 2022 - Column Chart**

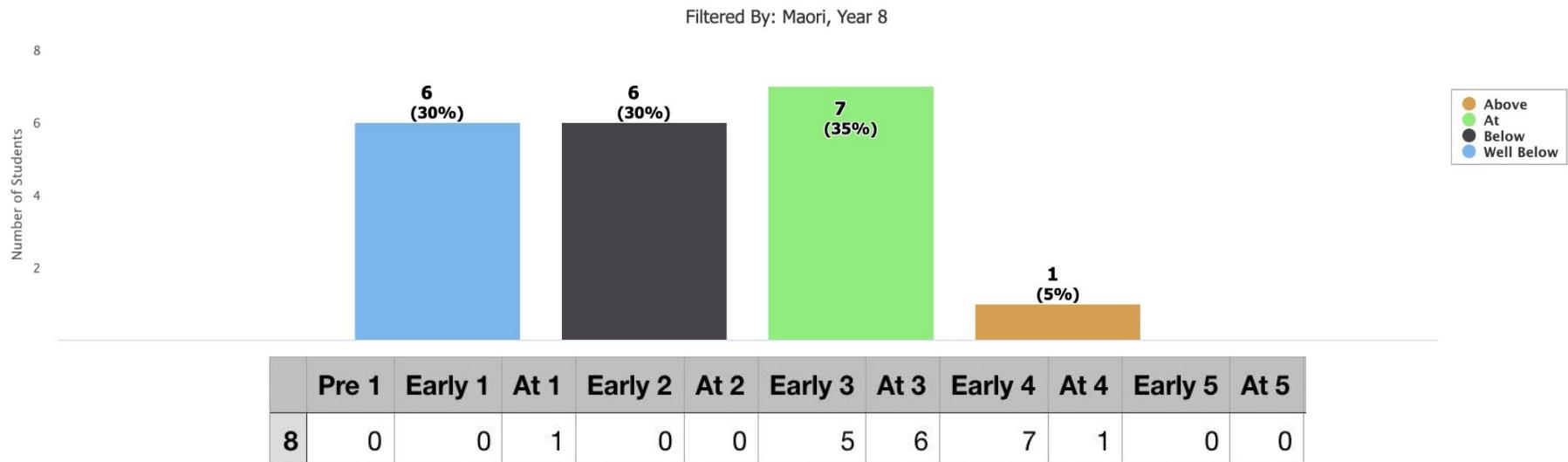
Filtered By: Year 8



	Pre 1	Early 1	At 1	Early 2	At 2	Early 3	At 3	Early 4	At 4	Early 5	At 5
<b>8</b>	0	1	1	6	5	33	117	130	52	4	0

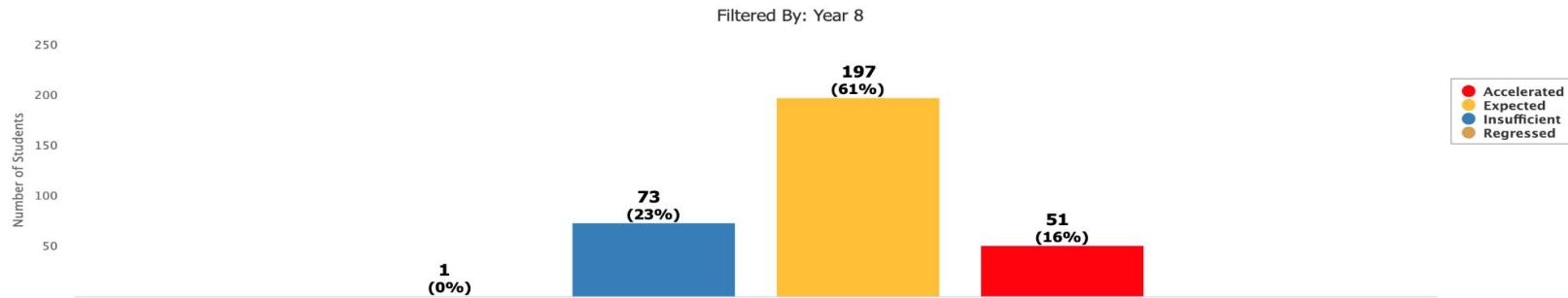
# Target 2 - Mathematics Māori Cohort - Year 8

Math Term 1 - 2022 - Column Chart



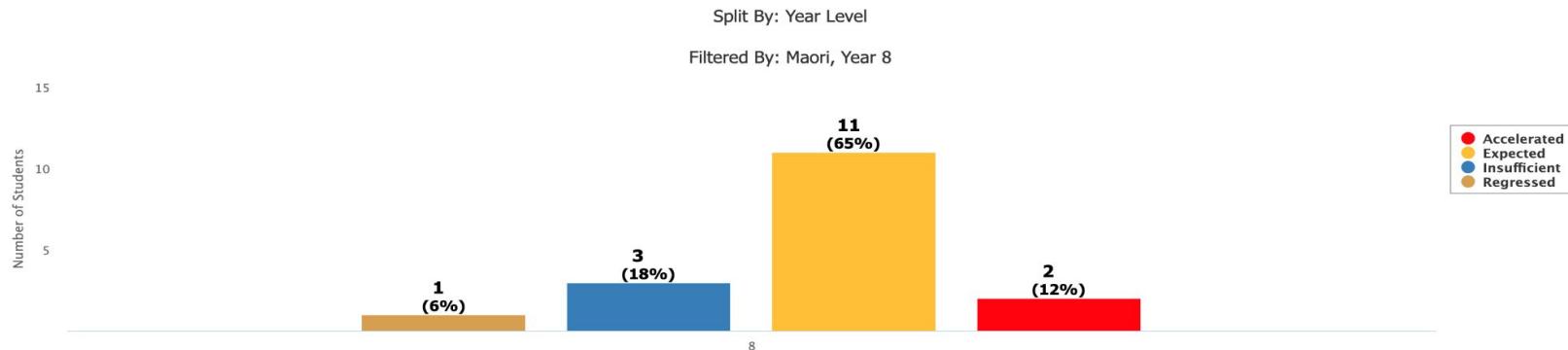
# Maths Progress Over Time - 2021 Year 7/2022 Year 8 Cohort

Accelerated Math Data - 2021 Term 1 To 2022 Term 1 - Column Chart



# Maths Progress Over Time - 2021 Year 7/2022 Year 8 - Māori Cohort

Accelerated Math Data - 2021 Term 1 To 2022 Term 1 - Column Chart

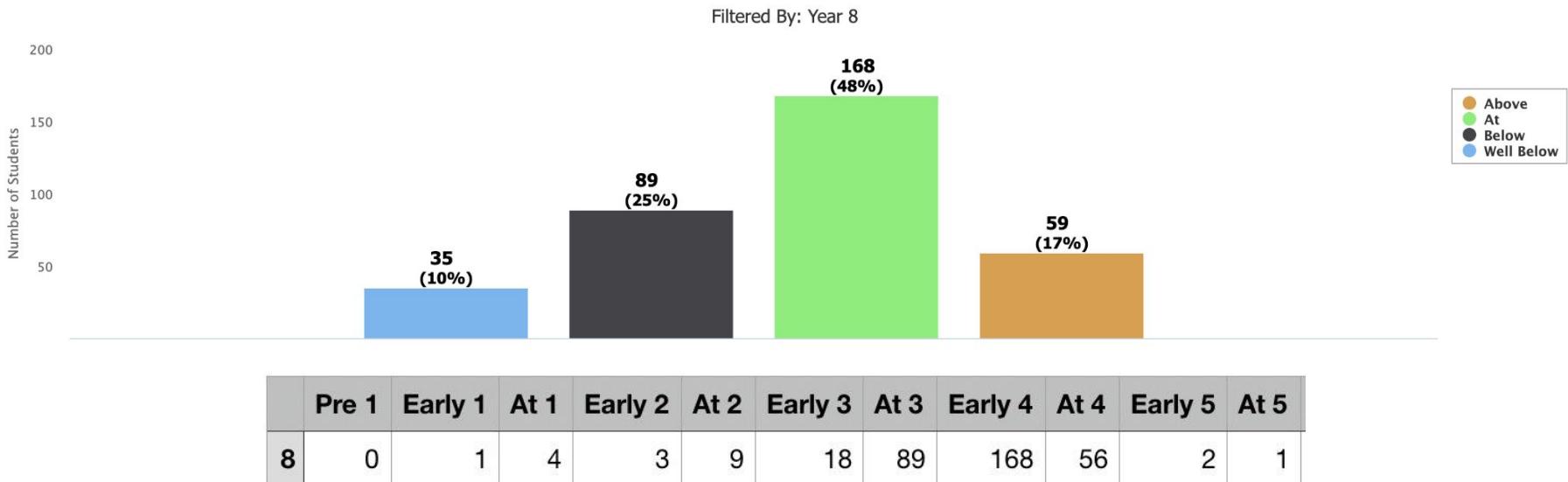


## **Students who are diagnosed with a Neurodiverse & Mental Health Conditions**

ADHD/ADD	18	Head Injury	1
Anxiety	68	Hearing Impairment	12
ASD (Autistic Spectrum Disorder)	14	Intellectual Disability	5
Depression	4	Irlen Syndrome	1
Dyslexia	18	Speech Impairment	1
Dyspraxia	4	Visual Impairment	12
Global Developmental Delay (GDD)	1	Williams Syndrome	1
No. of students with conditions			104
Total no. of conditions identify			164

# Reading - Year 8

Reading Term 1 - 2022 - Column Chart

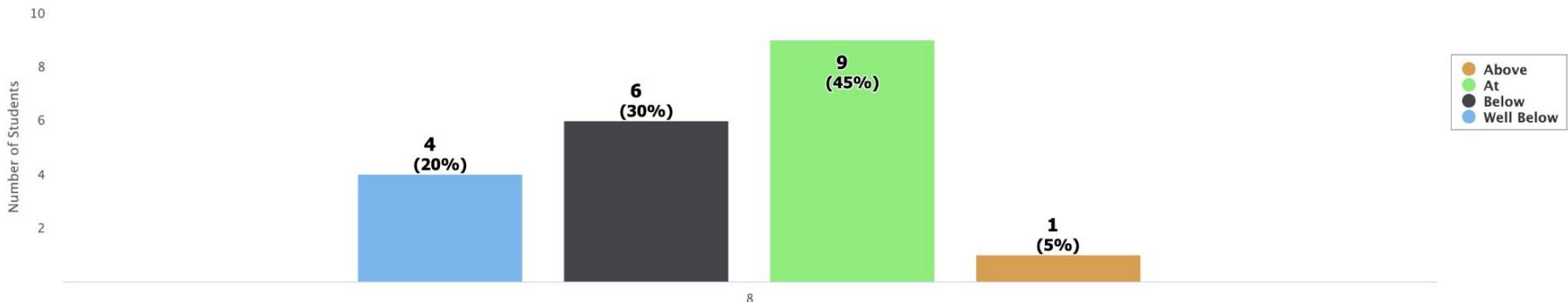


# Target 2 - Reading Māori Cohort - Year 8

Reading Term 1 - 2022 - Column Chart

Split By: Year Level

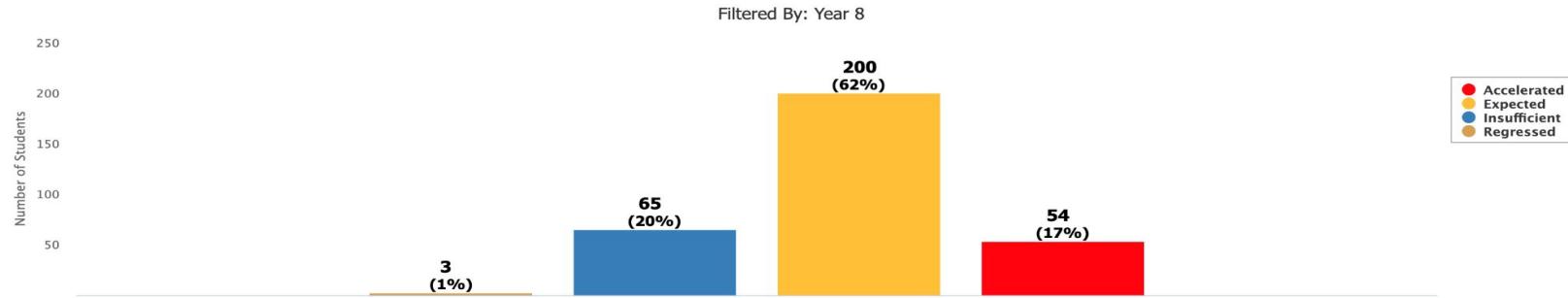
Filtered By: Maori, Year 8



	Pre 1	Early 1	At 1	Early 2	At 2	Early 3	At 3	Early 4	At 4	Early 5	At 5
8	0	0	1	0	1	2	6	9	1	0	0

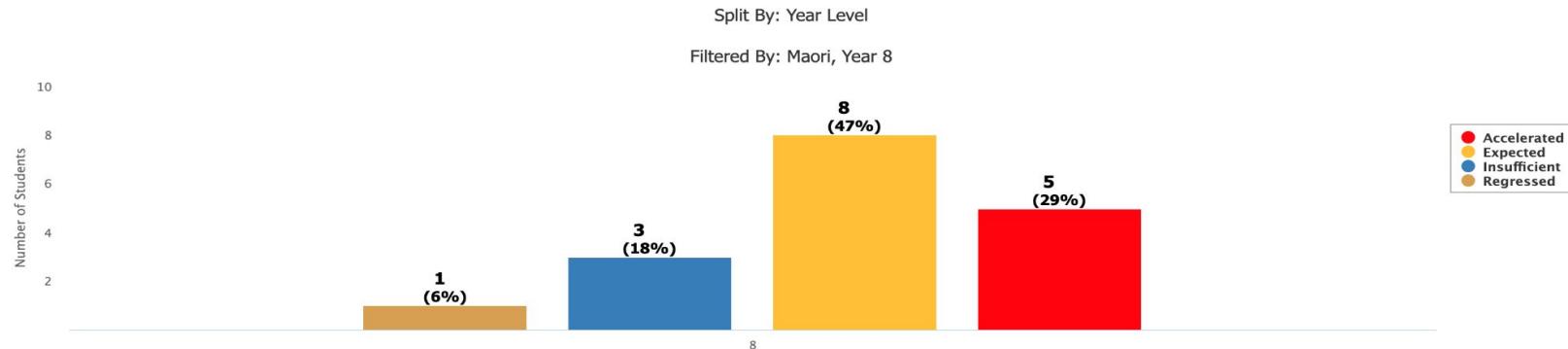
# Reading Progress Over Time - 2021 Year 7/2022 Year 8 Cohort

Accelerated Reading Data - 2021 Term 1 To 2022 Term 1 - Column Chart



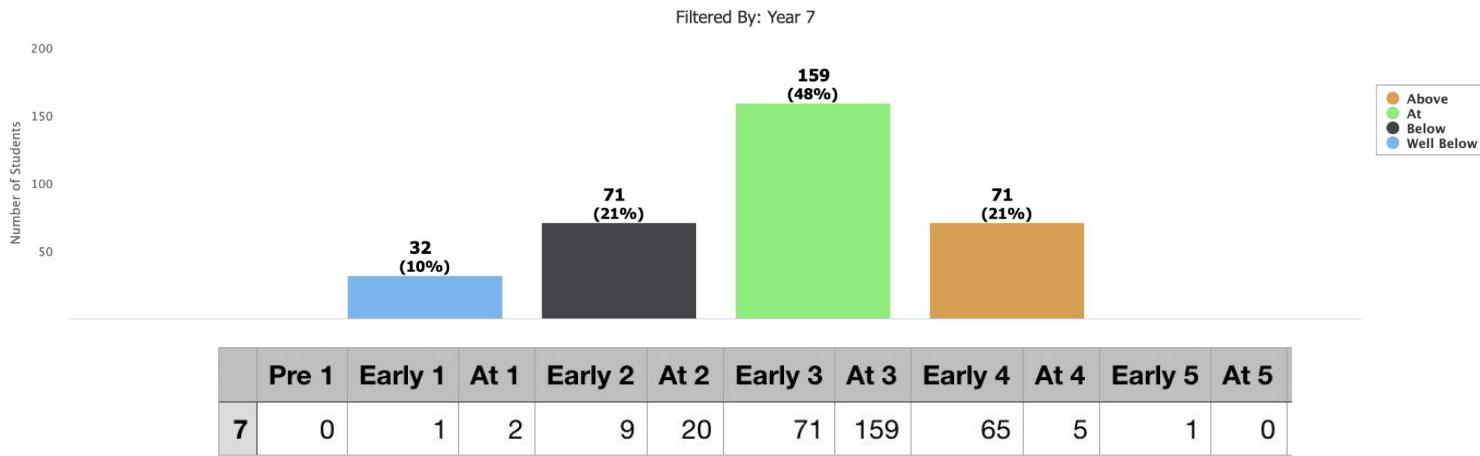
# Reading Progress Over Time - 2021 Year 7/2022 Year 8 - Māori Cohort

Accelerated Reading Data - 2021 Term 1 To 2022 Term 1 - Column Chart

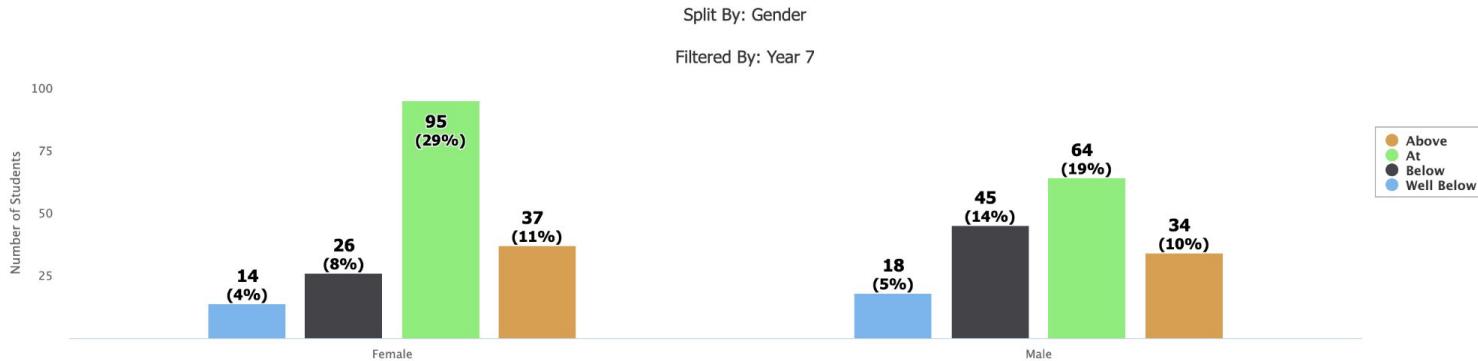


# Reading - Year 7

Reading Term 1 - 2022 - Column Chart

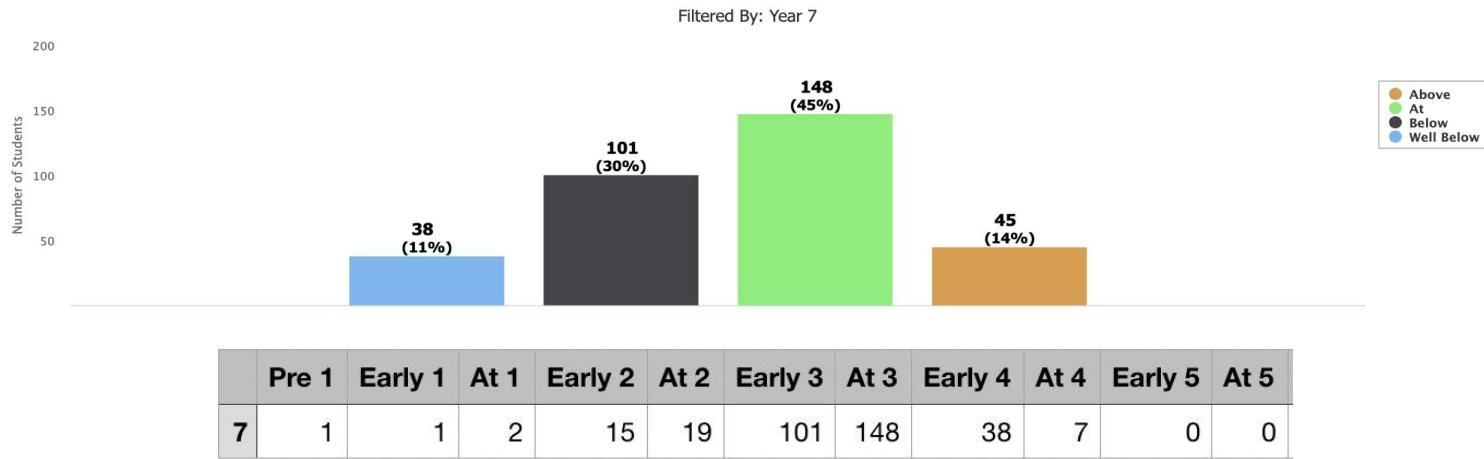


Reading Term 1 - 2022 - Column Chart



# Maths - Year 7

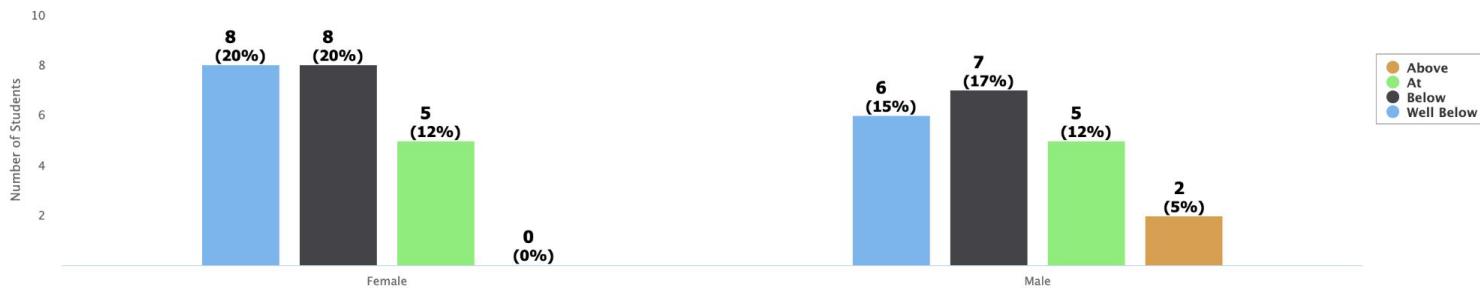
Math Term 1 - 2022 - Column Chart



Math Term 1 - 2022 - Column Chart

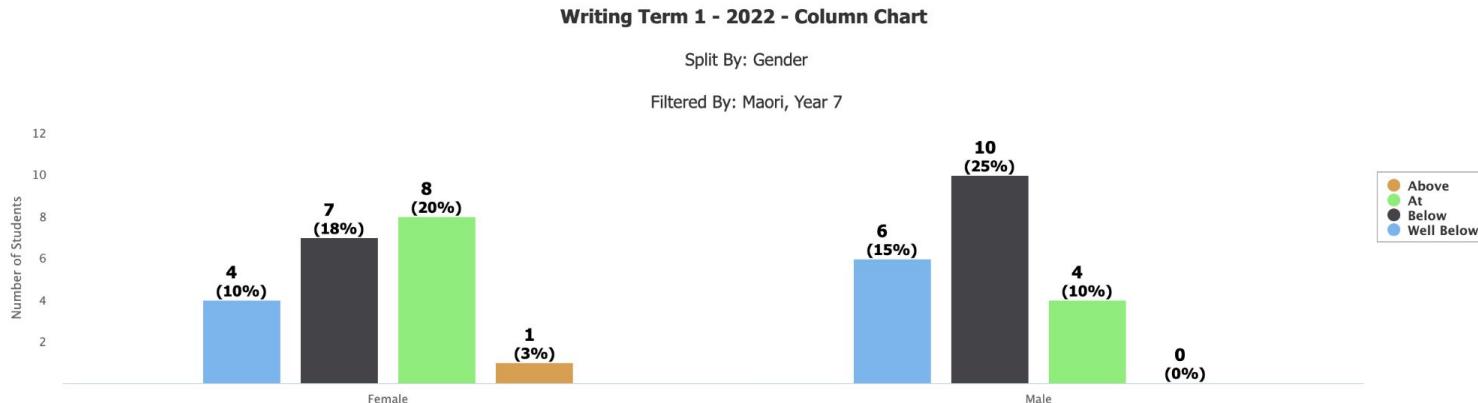
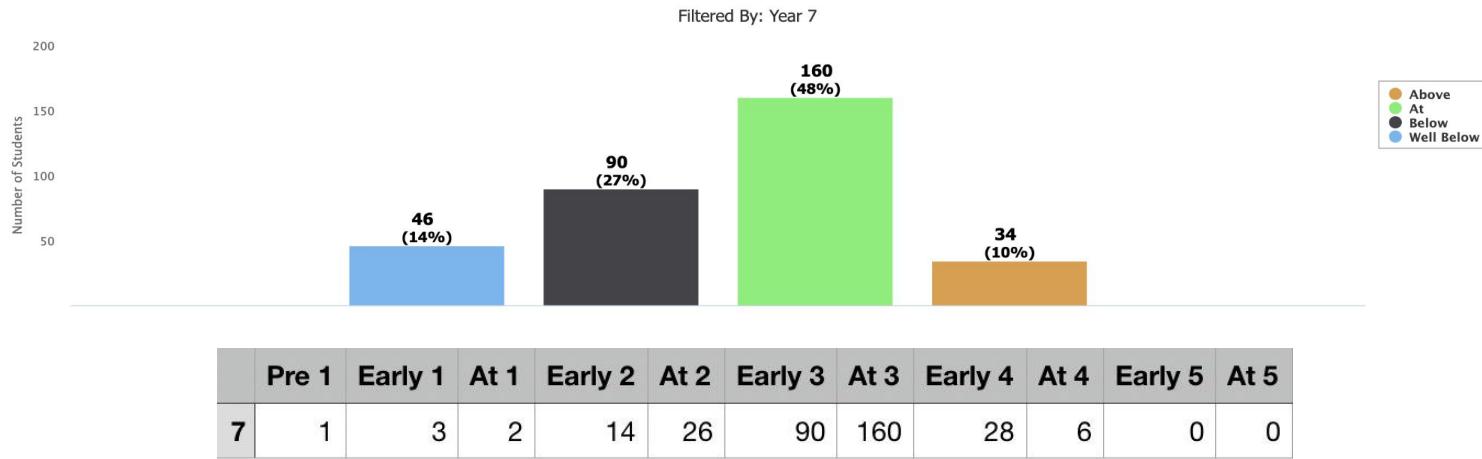
Split By: Gender

Filtered By: Maori, Year 7



# Writing - Year 7

Writing Term 1 - 2022 - Column Chart



## Reading - Year 9 & 10

	Pre 1	Early 1	At 1	Early 2	At 2	Early 3	At 3	Early 4	At 4	Early 5	At 5
<b>9</b>	1	0	0	0	1	1	2	0	1	0	0
<b>10</b>	0	0	0	0	0	0	2	0	1	1	0

## Maths - Year 9 & 10

	Pre 1	Early 1	At 1	Early 2	At 2	Early 3	At 3	Early 4	At 4	Early 5	At 5
<b>9</b>	0	1	0	0	0	2	2	1	0	0	0
<b>10</b>	0	0	0	0	0	0	1	2	1	0	0

## Writing - Year 9 & 10

	Pre 1	Early 1	At 1	Early 2	At 2	Early 3	At 3	Early 4	At 4	Early 5	At 5
<b>9</b>	0	1	0	0	1	1	2	1	0	0	0
<b>10</b>	0	0	0	0	0	0	2	0	2	0	0

It is important to note although the majority of our Year 9 and 10 students are achieving well below this stems from a variety of learning difficulties or attendance challenges or mental health issues, which has affected their progress rate throughout their schooling journey. Across reading, writing, and mathematics a number of these students still made expected progress over the last 12 months and one student showed acceleration in writing.

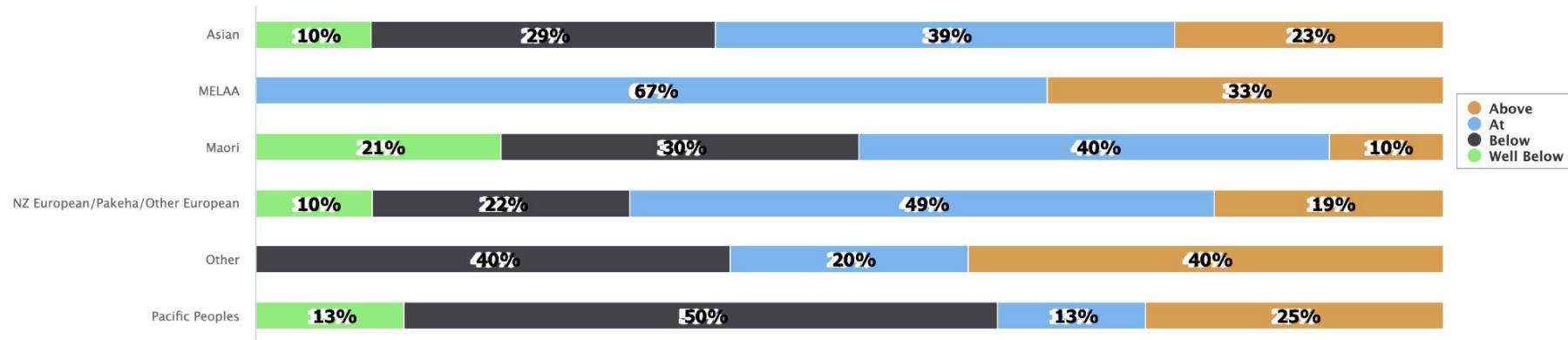
## What is the make up of CMS students are this year?

<b>Current roll as of May 06 2022</b>	<b><u>Males</u></b>	<b><u>Females</u></b>	<b>Total</b>
<b>Year 7</b>	<b>165 (182)</b>	<b>174 (167)</b>	<b>339 (349)</b>
<b>Year 8</b>	<b>181 (172)</b>	<b>173 (182)</b>	<b>354 (354)</b>
<b>Year 9</b>	<b>6 (9)</b>	<b>2 (7)</b>	<b>8 (16)</b>
<b>Year 10</b>	<b>4 (1)</b>	<b>2 (2)</b>	<b>6 (3)</b>
<b>International</b> <b>Included in above figures</b>	<b>N/A at this time</b>		<input type="button" value="▼"/>
<b>Ethnicity %</b>	<b>Asian 4.1 (4.0)</b>	<b>Māori 9.53 (9.6)</b>	<b>MELAA 0.43 (0.13)</b>
	<b>NZ/Eur 84.64 (85.86)</b>	<b>Pacific 0.99 (0.4)</b>	<b>Other (0)</b>
<b>Total</b>	<b>356 (364)</b>	<b>351 (358)</b>	<b>707 (722)</b>

# Reading - MOE Ethnicity Whole School

Reading Term 1 - 2022 - 100% Bar Chart

Split By: Ethnicity

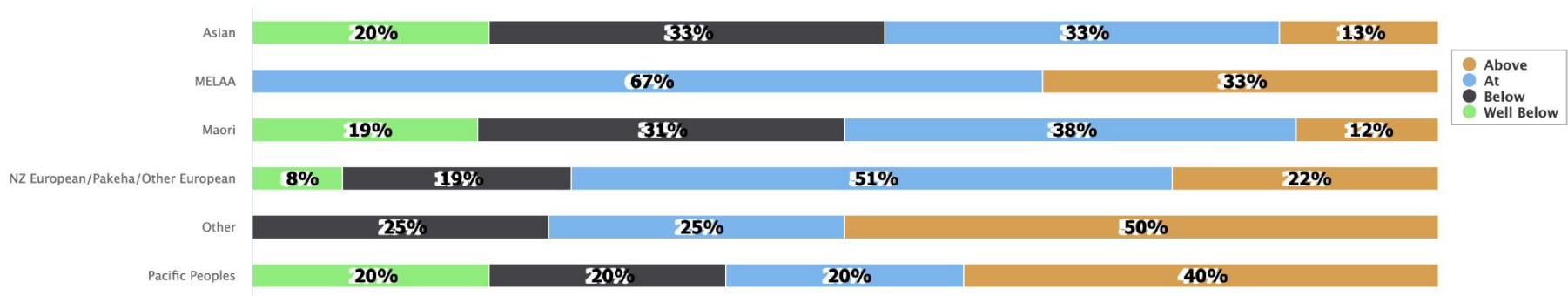


# Reading - MOE Ethnicity Year 7

Reading Term 1 - 2022 - 100% Bar Chart

Split By: Ethnicity

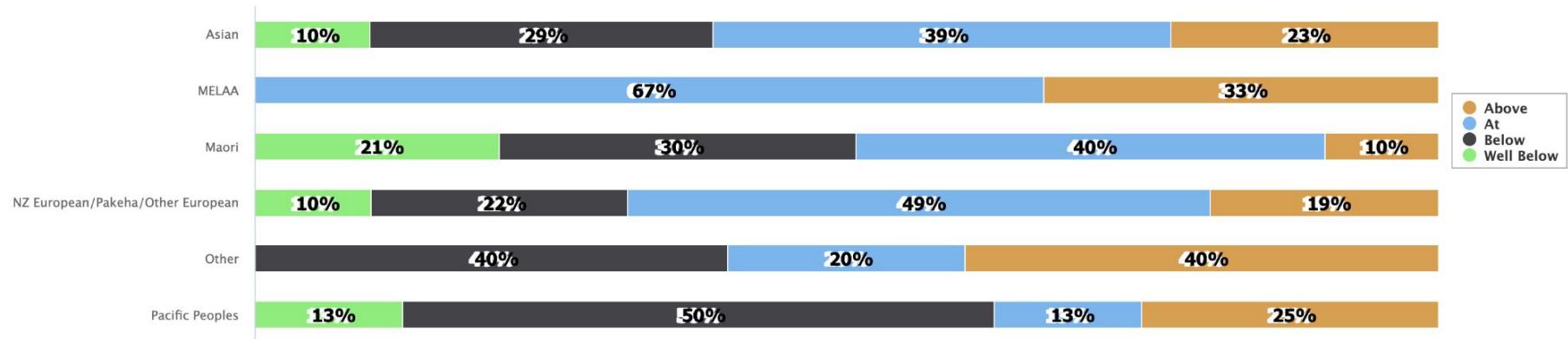
Filtered By: Year 7



# Reading - MOE Ethnicity Year 8

Reading Term 1 - 2022 - 100% Bar Chart

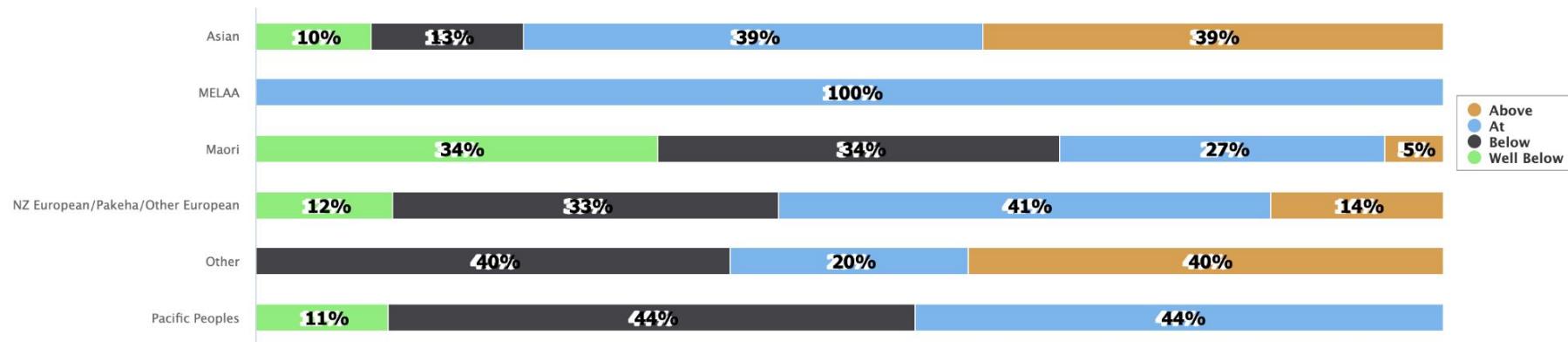
Split By: Ethnicity



# Mathematics - MOE Ethnicity Whole School

Math Term 1 - 2022 - 100% Bar Chart

Split By: Ethnicity

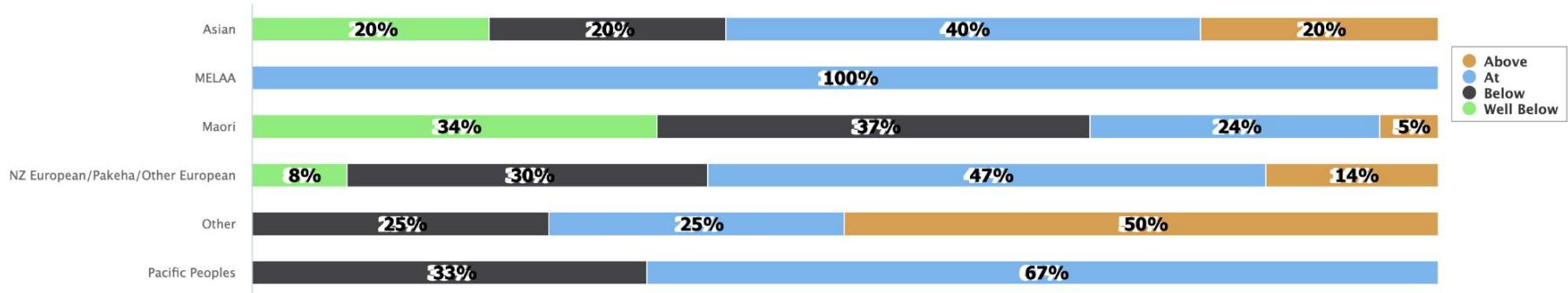


# Mathematics - MOE Ethnicity Year 7

Math Term 1 - 2022 - 100% Bar Chart

Split By: Ethnicity

Filtered By: Year 7

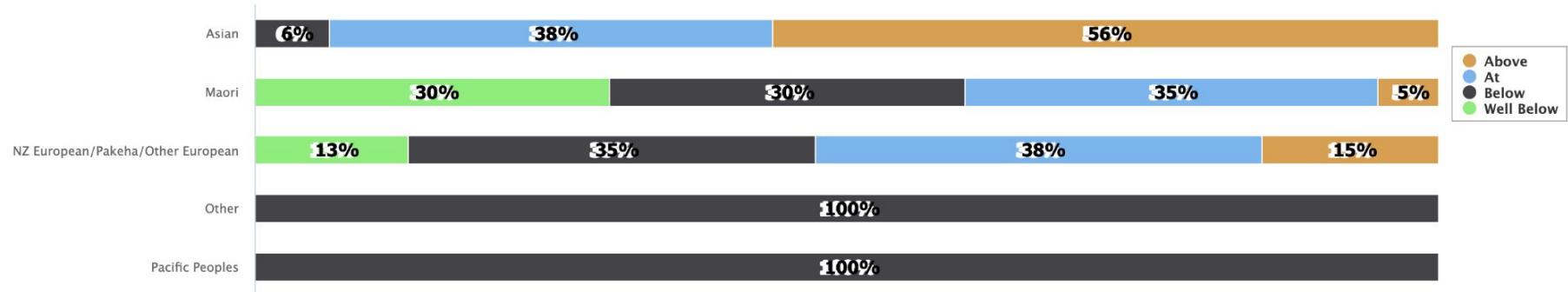


# Mathematics - MOE Ethnicity Year 8

Math Term 1 - 2022 - 100% Bar Chart

Split By: Ethnicity

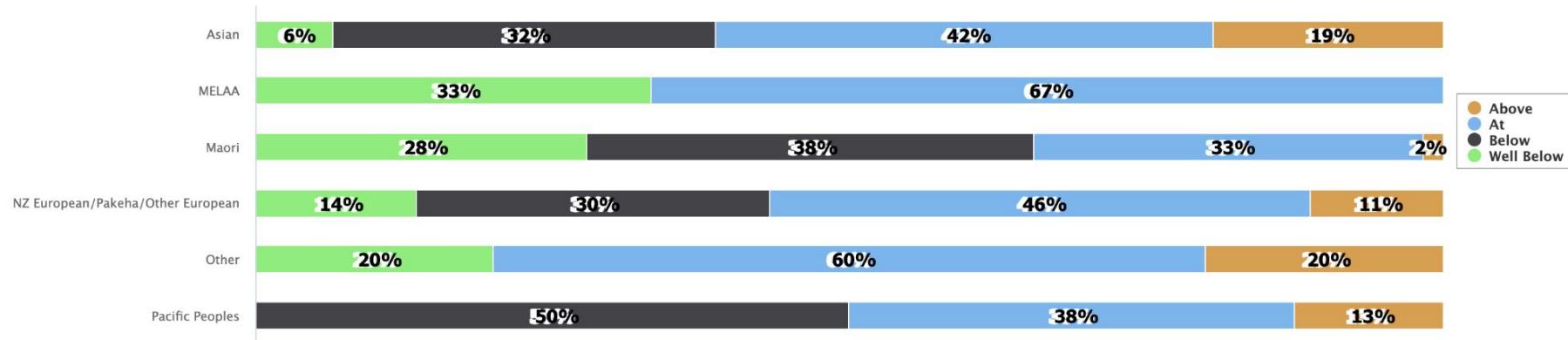
Filtered By: Year 8



# Writing - MOE Ethnicity Whole School

Writing Term 1 - 2022 - 100% Bar Chart

Split By: Ethnicity

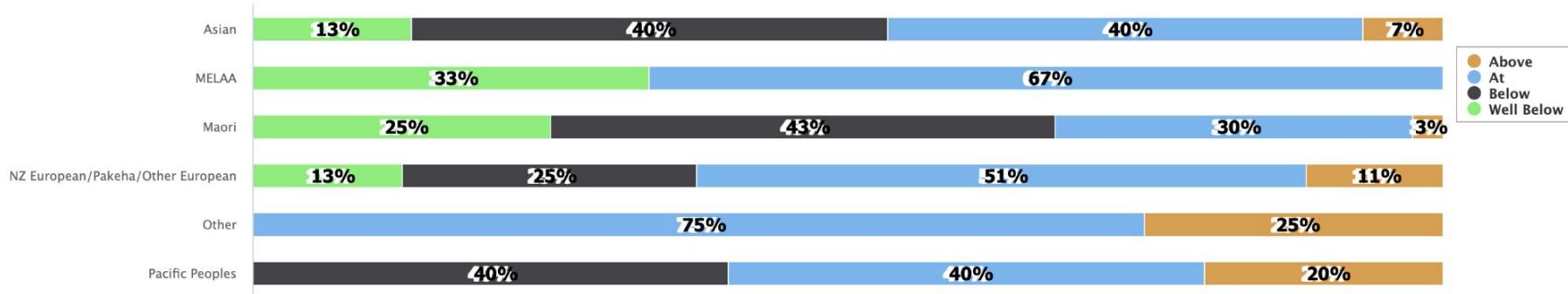


# Writing - MOE Ethnicity Year 7

Writing Term 1 - 2022 - 100% Bar Chart

Split By: Ethnicity

Filtered By: Year 7



# Writing - MOE Ethnicity Year 8

Writing Term 1 - 2022 - 100% Bar Chart

Split By: Ethnicity

Filtered By: Year 8

