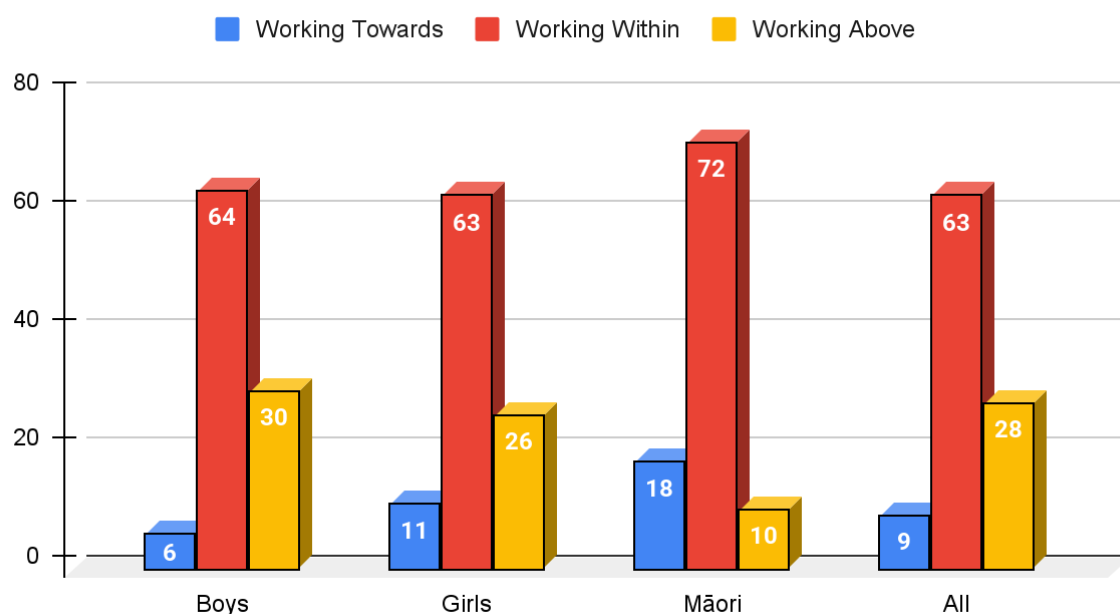


# Big Rock Primary School

## End of Year Report and Analysis of Variance

### Reading

#### End of Year Reading Achievement 2024

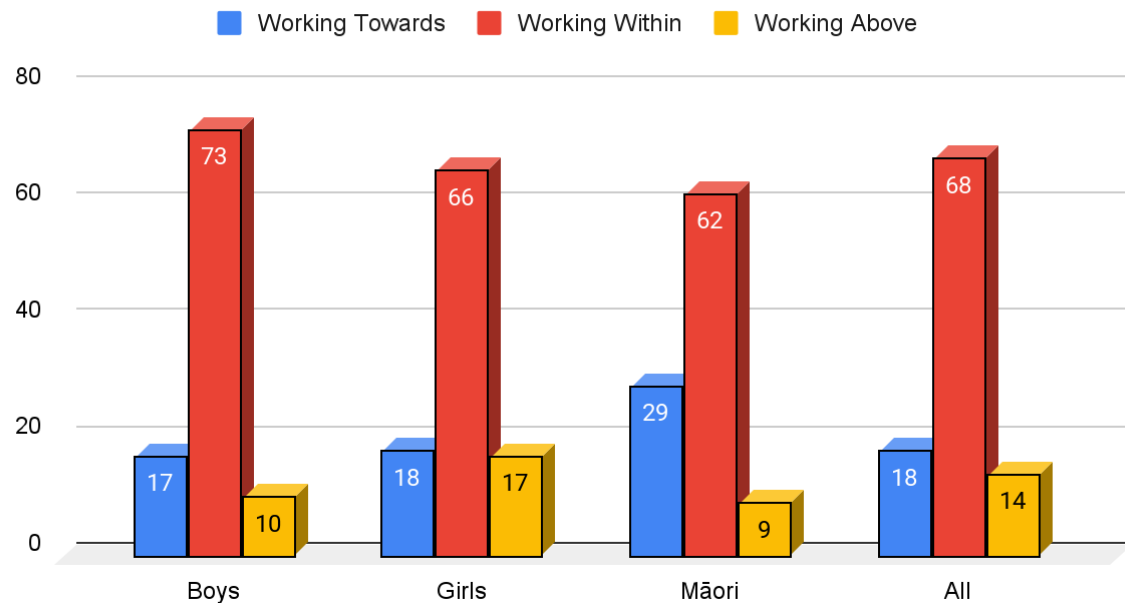


#### Areas of Strength

- 94% of all boys are either achieving within or above the expected level for Reading
- 89% of all girls are either achieving within or above the expected level in Reading
- 91% of all students are either achieving within or above the expected level in Reading
- Students identifying as Māori achievement levels are comparable to those of non-Māori (The small cohort exaggerates the percentages)
- 12 children progressed from Working Towards (Deemed At Risk) to Working Within in 2024
- High levels of attendance
- Supportive parents
- Teacher's planning and targeting individual children's learning needs
- Structured Literacy implemented across all classrooms
- Considerable school investment in Structured Literacy resources
- Wide range of specific and appropriate instructional texts
- Classrooms, library and book bus have a broad range of high interest and appropriate texts

## Writing

### End of Year Writing Achievement 2024

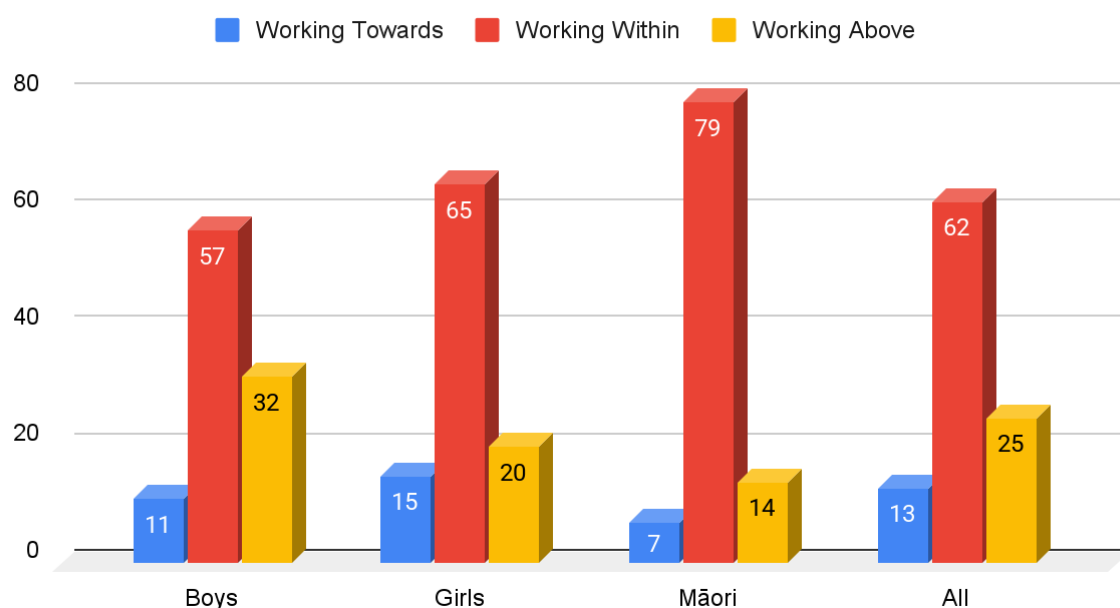


### Areas of Strength

- 83% of all boys are either achieving within or above the expected achievement level for Writing
- 83% of all girls are either achieving within or above the expected achievement level for Writing
- 82% of all students are either achieving within or above the expected level of achievement in Writing
- Students identifying as Māori achievement levels are comparable to those of non-Māori (The small cohort exaggerates the percentages)
- Structured Literacy implemented across all classrooms
- High levels of attendance
- Supportive parents
- On-going professional development in Structured Literacy
- Teachers planning for and delivering programmes that target individual children or groups of children's learning needs

## Mathematics

### End of Year Mathematics Achievement 2024



### Areas of Strength

- 89% of all boys are either achieving within or above the expected achievement level for Mathematics
- 85% of all girls are either achieving within or above the expected achievement level for Mathematics
- 87% of all students either achieving within or above the expected achievement level for Mathematics
- Students identifying as Māori achievement levels are comparable to those of non-Māori (The small cohort exaggerates the percentages)
- Teachers planning for and delivering programmes that target individual children or groups of children's learning needs
- A variety of resources available to support all children's learning needs, including concrete materials, electronic programmes and subscriptions (Mathletics), as well as meaningful learning experiences
- High levels of attendance
- Supportive parents
- Staff developed, implemented, reviewed school mathematics curriculum and expectations that utilises the Science of Learning and is in alignment with Ministry initiatives for 2025.

### Summary

Overall, the levels of achievement and progress across the school are pleasing. The progress made by all learners, has been good,

especially the accelerated progress of children who were deemed to be at risk.

As outlined in the 'Areas of Strength sections, there are many reasons for the success. High attendance levels are a significant factor, as children are more likely to achieve at school when they are at school. The reasons are slightly more complex than parents might consider. Classrooms run learning programmes throughout the week, with a bulk of instruction often occurring on a Monday. Mondayitis can lead to programmes being more challenging than they need to be as the child does not know what is happening and will have missed some vital instructions and information. The same applies to children who are constantly late. Equally, particularly in the older end of the school, there is a lot of project based group work and children with low attendance are seen as a liability to their group and cannot be relied on. Big Rock's high attendance rates have a positive effect on achievement levels.

The teacher's knowledge, planning and implementation is also extremely important. Structured Literacy is compulsory in New Zealand school's, we have been implementing it under Lisa Lamb's leadership since 2021 and we have excellent results across the school. This professional development will continue in 2025. In 2025 all New Zealand schools will be implementing the new Mathematics curriculum that embraces the Science of Learning as well as other key components. Again, we have been doing this for a number of years, after internal professional development, and again we are getting excellent results. In 2025, we will be using PRIME Mathematics resources that are being provided by the Ministry of Education, which will only enhance our programmes. In 2024, we also implemented our Personal and Physical Resilience Programme, and while it is probably too soon to say how effective it has been, it is clear that a number of children are dealing with feedback better and being prepared to push themselves in core curriculum areas. This inturn leads to a higher level of engagement, which provides a higher opportunity for progress and achievement. Classroom culture and the school curriculum combined are vital as they create an environment where children want to be at school (Attendance) and this encourages success.

Also school events such as:

- Pet Day Extravaganza
- Taieri Mouth Adventure

- All of the different bike events (MTB Groups have a attitude and behaviour expectation)
- Big Rock's Got Talent
- Aotearoa New Zealand History and Matariki
- Art Extravaganza
- Class camps and trips

They all create a positive school environment that can and does support progress, as they can help improve confidence and self-esteem, and that flows into the classroom. They are also important in not only engaging the children in their learning and school-life, but also in engaging the families and whanau in the children's learning and school life.

In 2025, we will be working to maintain these standards, as well accelerating the progress of all children, particularly those deemed to be at risk.

### ***Property Upgrades***

During 2024 there was a number of property developments and upgrades.

The most obvious was the completion of the school painting (bar one classroom that is scheduled for 2025. The painting was completed on time and under budget. The school's front fence was also painted. This work was carried out by the Volunteer Student Army.

The junior block had all carpet replaced as part of the Small Schools Project.

Rooms 3,4 and 5 will have the carpet replaced in 2025. Those classes will also have the ceiling panels replaced in 2025.

The Outdoor Learning area was finally completed and signed off which has created an excellent indoor-outdoor flow learning area combining the school library and the junior block.

### ***Staffing***

Staffing was again stable in 2024, with all teaching staff positions filled and no teachers leaving throughout the year.

We employed three new support staff workers. They were employed to assist children in their learning. Two of the children there staff members were employed to support are neuro-diverse. The vast majority of the funding to support these children was from the school operations grant with a small part provided by the Ministry of Education.

**All staff continued to undertake professional development in 2024. Primarily on Structured Literacy, this was completed through IDeal as well as working with the staff at Holy Family School in Wanaka.**

**In house professional development was also undertaken on the revised/refreshed curriculum and what it looked like compared to our school practice.**

**This also incorporated:**

- Essential pedagogies**
- Science of Learning**
- Explicit Teaching**

**More professional development is scheduled in this area for 2025. New planning formats were also developed that incorporate the new English and Mathematics curriculums that include Know, Can and Do.**

**As a staff, school and community, we all look forward to 2025 and the wonderful learning opportunities, progress and acceleration.**

**David Grant  
Principal**