

2023 END OF YEAR DATA REPORTING

GENERAL FACTS

General Statistics

There were 91 students that had completed Years 1—8.

35 were New Zealand European

16 were Māori

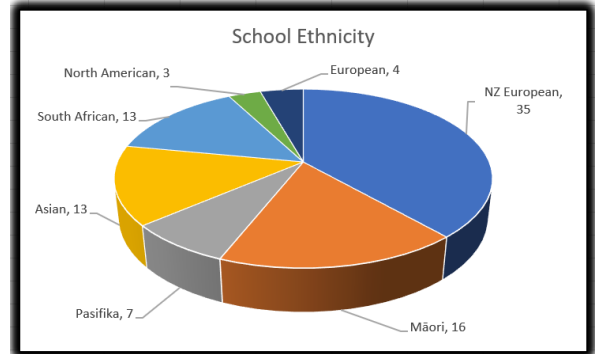
7 were Pasifika

13 were Asian

13 were South African

3 were North American

4 were European



Curriculum Expectations

2% (2) were well above expectations

33% (30) were above curriculum expectations

49% (44) were at expectations

14% (13) were below expectations

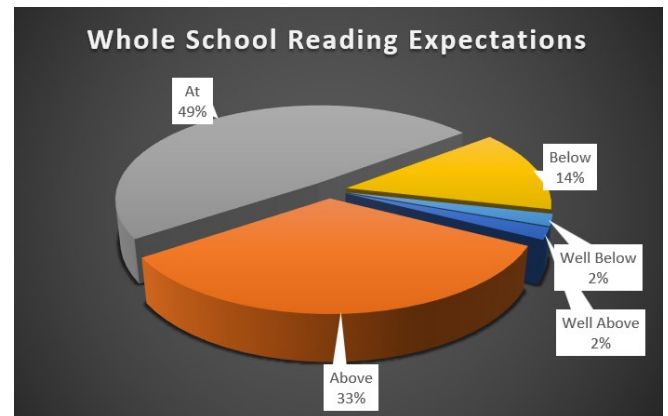
2% (2) were well below expectations

84% of the school is at, above or well above curriculum expectations

Gender

84% of girls were at or above expectations.

82% of boys were at or above.



Ethnic Target Groups

	Māori		Pasifika		
Well Above		} 75% at or above	Well Above	} 86% at or above	
Above	31% (5)		Above		57% (4)
At	44% (7)		At		29% (2)
Below	25% (4)		Below		14% (1)
Well Below			Well Below		

The school's target was to lift school wide achievement of all students in Reading so every child improved by 12 months progress or more, and those that were one year or more below curriculum expectations would improve by 24 months to either be at the expectations or close the gap on them.

92% (73 students) of the school met the school target outlined above. (Note we had no previous data on students who started during the year). 36% (29) made accelerated progress. Nine of these students were below or well below improving to be at the expectations. Growth was between 2—3 years over 12 months. Six students across the school made less than the expected 12 months progress. One of these had been above expectations prior.

The overall data is a lift of 10% to 84% being at or above expectations from the end of last year. There was a significant increase in those above or well above expectations from 11 to 32 students. Māori, with twice the number of last year, increased by 1% and the well below category was eliminated and there was a significant increase in those well above. Pasifika, with one extra student from last year, increased from 83% to 86% at or above expectations. Those above expectations doubled from last year. Girls at or above increased by 2% and boys increased by 18%.

Note: Well above = 2 years or more above chronological age. Above = 1 year above. At = At chronological age.

Below = Up to 1 year below. Well Below = 2 years or more below

READING

Traditionally, the hardest area to make progress in has been Writing. Writing is much more of an art form than either Reading or Mathematics and progress tends to take longer. It tends to be more subjective and girls have usually fared better than boys across the country while in Mathematics this is often the other way around.

In 2023 our key focus was in Writing. This was the second year of a three year journey in Writing. While gains in Writing in 2022 were only slight we were told by our facilitators that this is normal and that we could expect increasing traction in 2023 and 2024. So far this seems to be the case.

Key professional development for staff in 2024 will be with:

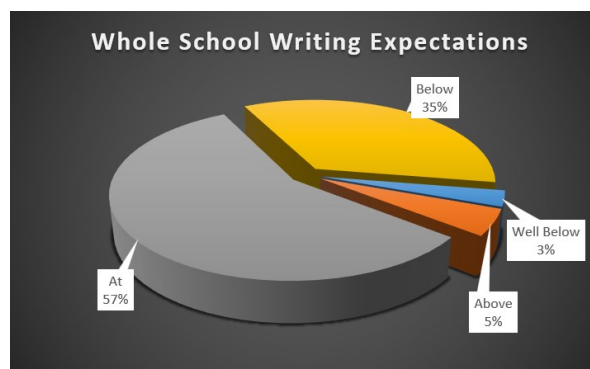
- Better Start Literacy Approach (BSLA) for the two Junior classes. This began implementation in 2022 with very pleasing results (this does not show in end of year data until a child has completed a full year at school). Development for this continued in 2023 and we included a teacher aide in the training. Now, however, we have new untrained teachers in this so the training will begin again. We believe BSLA, a structured literacy programme, will prove to be very successful for most of our students.
- Writer’s Toolbox. This is our most major PLD. It is a significant Writing development approach that includes both online and offline development and is expected to be completed at the end of 2024. It is done across all classes with the biggest development and online component taking place at Years 5—8.
- Other professional development for staff will occur in-house with some from the Kāhui Ako, in Māori, Science, Bible, and new curriculum development.

We are hoping these approaches will very positively impact student learning and engagement seeing a rise in overall long term achievement.

Curriculum Expectations

- 5% (5) were above curriculum expectations
- 57% (52) were at expectations
- 35% (32) were below expectations
- 3% (3) were well below expectations

62% of the school is at or above the Curriculum Expectations



Gender

- 67% of girls were at or above expectations.
- 52% of boys were at or above expectations.

Ethnic Target Groups

	Māori		Pasifika	
Well Above		} 56% at or above	Well Above	} 86% at
Above	6% (1)		Above	
At	50% (8)		At	
Below	44% (7)		Below	14% (1)
Well Below			Well Below	

The school’s target was to lift school wide achievement of all students in Writing so every child improved by 12 months progress or more, and those that were one year or more below expectations would improve by 24 months to either be at the curriculum expectations or close the gap on them.

90% (72 students) of the school met the school target outlined above, nearly double the number from the previous year. (Note we had no previous data on students who started during the year). 30% (24) made accelerated progress. 21 of these were target students, 11 closing the gap on expectations with 10 now achieving at expectations.

62% is a 10% increase from 2022 data. Notable movements were the halving of numbers of well below students, the near doubling of numbers of well above, and boys achievement rising from 34% in 2022 to 52% in 2023.

Māori achievement has also increased notably from 38% in 2022 to 56% in 2023, and Pasifika achievement has increased from 67% in 2022 to 86% in 2023. Year groups holding back the data were Year 3 students where 11 of 19 students are tracking a year behind and in Year 5 seven of 13 students are a year behind. These two groups will be target cohorts in 2024.

Note: Well above = 2 years or more above chronological age. Above = 1 year above. At = At chronological age. Below = Up to 1 year below. Well Below = 2 years or more below

2023 CHALLENGES

In 2023 we faced fewer challenges than we had in previous years. We did, however, still face some. These included:

- staffing changes from the beginning of the year. The Senior class had a number of changes which resulted in a number of students being unsettled for considerable periods of time
- a fast increasing cohort, particularly at Year 3, creating large class sizes
- most new students coming into the school at the beginning of the year or during the year were performing below expectations

We have a number of students who face a learning deficit due to challenges in themselves or factors outside of school. Through our programming, counsel and relationships with them we are trying to help make up for these needs and give the best opportunities to them that we can.

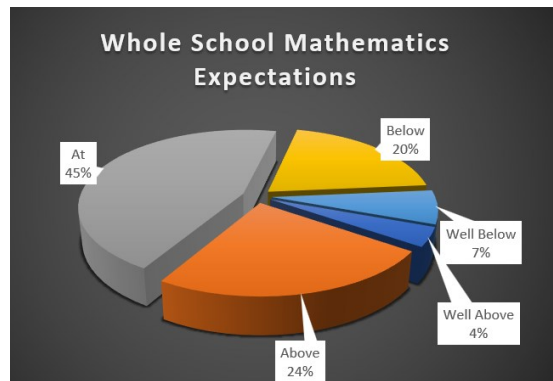
Moving into 2024 we are thrilled to have a full quota of promising staff. One is RTLB trained which we hope will help us provide some fresh perspective on how to help students that need help and build into general staff capabilities.

MATHEMATICS

Curriculum Expectations

- 4% (4) were well above curriculum expectations
- 24% (22) were above expectations
- 45% (41) were at expectations
- 20% (18) were below expectations
- 7% (6) were well below expectations

74% of the school is at or above the curriculum expectations



Gender

- 71% of girls were at or above expectations.
- 79% of boys were at or above.

Ethnic Target Groups

	Māori		Pasifika	
Well Above	6% (1)	} 69% at or above	Well Above	
Above	25% (4)		Above	43% (3)
At	38% (6)		At	43% (3)
Below	25% (4)		Below	14% (1)
Well Below	6% (1)		Well Below	
			} 86% at or above	

School Target

The school's target was to lift school wide achievement of all students in Mathematics so every child improved by 12 months progress or more, and those that were one year or more below the expectations would improve by 24 months to either be at the curriculum expectations or close the gap on them.

81% (65 students) met the school target outlined above. (Note we had no previous data on students who started during the year). 36% (29) made accelerated progress of an extra 6—36 months. 12 of these were behind and are now operating at or above expectations.

74% achievement is up 6% from 68% at or above in 2022. There was a significant rise in those above and well above. In 2022 just 9 students were above, now 26 are above or well above.

Girls achieving rose from 67% to 71% while boys achieving rose more significantly from 67% to 79%.

Māori achievement increased 19% from 50% in 2022 to 69% in 2023. Pasifika also stayed about the same going from 83% to 86% with just one students below.

A significant group of Year 3 and 7 students are operating a year behind expectations and will need to be target groups in 2024.

Note: Well above = 2 years or more above chronological age. Above = 1 year above. At = At chronological age. Below = 1 year below. Well Below = 2 years or more below