



Reporting on Student Achievement

Mid-Year 2024

- ✓ Each cohort has been reported on.
 - School-wide (Year 3-6)
 - Māori and Pasifika
 - Year 1-2 Narrative
 - Year 3
 - Year 4
 - Year 5
 - Year 6
- ✓ The graph to highlight mid-year data student progress shown as percentages
- ✓ The table is a comparison of student progress achievement data between Mid-Year 2023, End-of-Year 2023 and Mid-Year 2024 broken down into mathematics, reading and writing curriculum areas and represents the number of children who were assessed in these areas.
- ✓ There is an analysis of mid-year achievement data with regards to the target set for each cohort supporting our collaborative inquiry and BoT goals for 2024 - as identified by the Statement of Variance (SoV 2023). The analysis is supported by recommendations for deliberate acts of teaching and use of resources to accelerate, enhance and extend our target/ priority students. PLEASE NOTE - Year 0-2 students are reported as a narrative which may impact goals setting at the start of Year 3 each year.
- ❖ [End-of-Year Student Achievement Data Report 2023](#)
- ❖ [Statement of Variance Goal 2023](#)

By the end of the year, **10% of all students working towards** will be working at or above the expected Curriculum level in literacy - Reading and Writing.

NB: Any discrepancies with the total number of students is due to long overseas absences for some students, or ESOL students not to be assessed during Term 4.

- ✓ **PLEASE NOTE:** This report will form part of the End-of Year Student Achievement Data Report to assist the construction of the BoT annual report and to set goals for 2025.

School-wide Demographic 2024

To assist the understanding of the mid-of-year student achievement data report 2024, it is important to understand the school's diverse community. The school consists of multiple cultural backgrounds which may impact the student's progress. Currently, we have 466 students enrolled - 444 are domestic and 22 are international (6 Korean, 1 Japanese, 1 American and 14 Chinese).

The MoE Ethnicity Groups

Ethnicity	Number of Students	Percentage
Chinese	178	38%
European New Zealand	127	27%
Other Asian	54	13%
Other European	27	6%
Māori	23	5%
Southeast Asian	21	5%
Indian	12	3%
African	8	2%
Middle Eastern	5	1%
Tongan	3	<1%
Latin American	2	<1%
Samoan	1	<1%
Fijian	1	<1%
Other	4	<1%

Gender Groups

- Females - 232
- Males - 234

Achievement Data Report

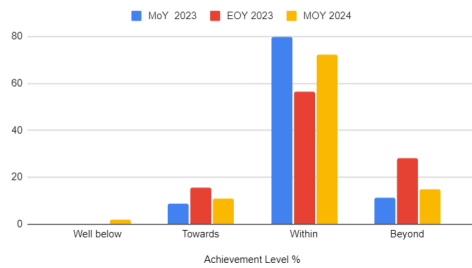
The following student achievement report highlights our success and areas for school-wide improvement in mathematics, reading and writing for the remainder of 2024.

*Learning together to create a better tomorrow
Ako tahi mā āpōpō kia pai ake*

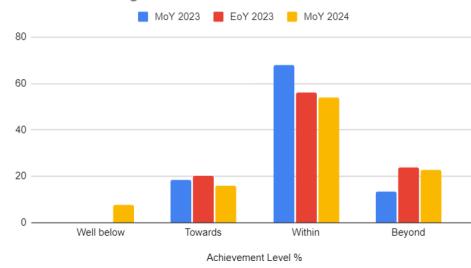
Year 3-6 School-wide Mid-Year Achievement 2024

The data below shows the 2024 Year 3-6 cohort, tracking them from the Mid Year 2023 (MoY) to Mid-Year 2024.

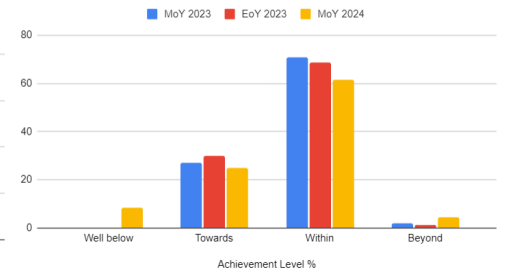
Year 3-6 Mathematics % Mid-Year Achievement 2024



Year 3-6 Reading % Mid-Year Achievement 2024



Year 3-6 Writing % Mid-Year Achievement 2024



Achievement Level %	Maths MOY 2023	Maths EOY 2023	Maths MOY 2024	Reading MOY 2023	Reading EOY 2023	Reading MOY 2024	Writing MOY 2023	Writing EOY 2023	Writing MOY 2024
Below	0	0	6 (1.83%)	0	0	25 (7.62%)	0	0	28 (8.54%)
Towards	8.7	15.6	36 (10.98%)	18.6	20.3	52 (15.86%)	27.2	30	82 (25%)
Within	79.9	56.3	237 (72.26%)	68	56	177 (53.96%)	70.7	68.7	202 (61.59%)
Beyond	11.4	28.1	49 (14.94%)	13.4	23.7	74 (22.56%)	2.1	1.3	15 (4.57%)
Total	300	320	328	291	300	328	287	300	328

*This data is exclusive of the well below students in Year 5 and 6.

Year 3-6 Target 2024

Based on our mid-year 2024 data, we will look to move our percentage of learners meeting or working beyond the NZC expectations from around 87% to 89% in maths and reading. Our writing data trails behind this, with a significant increase in the well below achievement level. We will focus on decreasing this percentage as we move into the second half of 2024. Through a refreshed local Curriculum, focusing on Literacy, we will seek to raise achievement across Years 3-6.

Please Note

Years 1 and 2 do not receive an OTJ grade - their reporting is via narrative to whānau.

Data Analysis and Recommendations

As we work towards our targets across reading, writing and maths, we can celebrate that approximately 87% of our students in Year 3-6 are achieving within or above the expected level in maths. Our area of focus must still remain in writing where approximately 66% are reaching the same levels.

We will continue to focus on literacy across the school through a structured literacy approach and professional development in the marking of writing.

Continuing in 2024, Year 0-2 will be focusing on reinforcing our Little Learners Love Literacy programme. Year 3-6 teachers will be working with our Kāhui Ako, whānau and Ako leaders to continue delivering The Code, a Structured Literacy approach programme. The purpose is to raise achievement in literacy - especially writing and

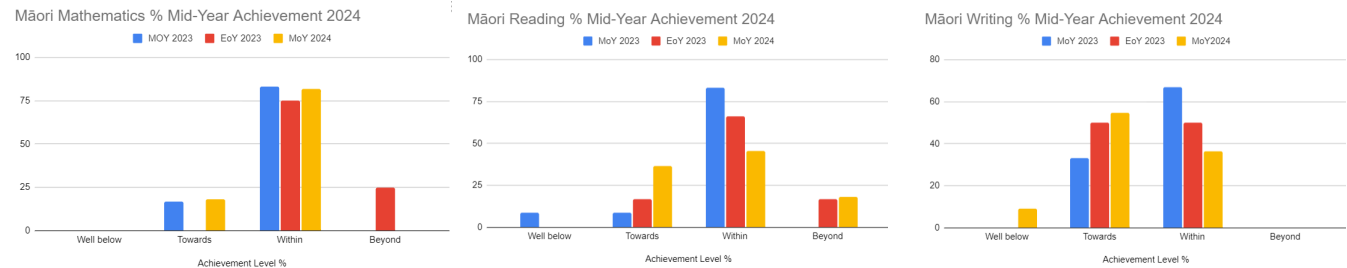
Learning together to create a better tomorrow
Ako tahi mā āpōpō kia pai ake

spelling. We will review our deliberate acts of teaching and use of resources throughout the year, through a professional growth cycle of review and teacher inquiry. This will be an opportunity to heighten the urgency to further target teach writing to raise student achievement. We are confident that with the support from whānau leaders we can deliver a consistent and quality reading and writing programme that is collaborative and focused on raising achievement.

Year 3-6 Māori Mid-Year Achievement 2024

The 2024 target for this cohort was:

By the end of 2024, our goal is to accelerate 75% Māori student achievement to be on track in reading and writing. This meant 8 out of 11 students.



Achievem ent Level %	Maths MOY 2023	Maths EOY 2023	Maths MOY 2024	Reading MOY 2023	Reading EOY 2023	Reading MOY 2024	Writing MOY 2023	Writing EOY 2023	Writing MOY 2024
Well below	0	0	0	1 (8.5%)	0	0	0	0	1 (9.09%)
Towards	2 (17%)	0	2 (18.18%)	1 (8.5%)	2 (17%)	4 (36.36%)	4 (33%)	6 (50%)	6 (54.55%)
Within	10 (83%)	9 (75%)	9 (81.82%)	10 (83%)	8 (66%)	5 (45.45%)	8 (67%)	6 (50%)	4 (36.36%)
Beyond	0	3 (25%)	0	0	2 (17%)	2 (18.18%)	0	0	0
Total	12	12	11	12	12	11	12	12	11

Data Analysis and Recommendations

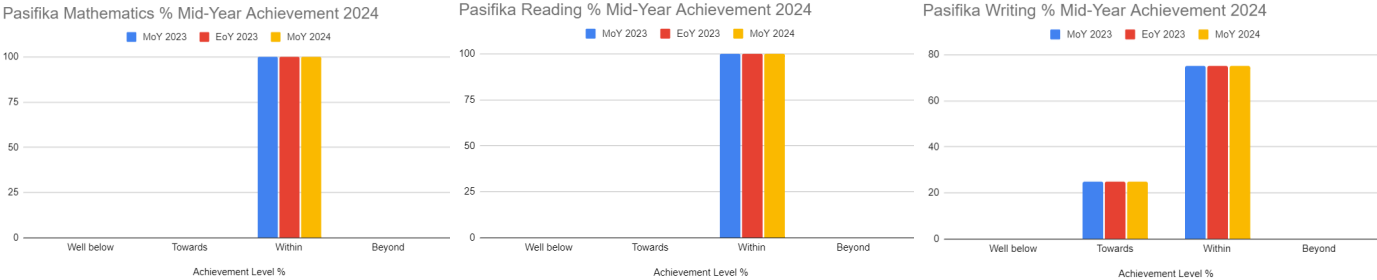
Our data remains relatively steady in the number of students who are achieving within the expected achievement level. We will need to investigate the increase in students working towards the expected level across reading, writing and mathematics to see if they are new to the cohort and therefore, not represented in the previous data or if they are needing further support to bring them back into the 'within' achievement level. We will continue to target our students, who are working towards the standard, in our programmes in Term 3 and 4 this year and connect with whānau to strengthen the relationship and engagement in learning and attendance. A couple of our Māori students have unenrolled at MBS for 2024, so our data will not be analysing the same students as the EOY 2023 data. Teachers are continuing to build learning-focused relationships, to include embracing whanaungatanga, and home-school partnerships, to heighten the need to connect, have high expectations and raise student achievement in writing. This is part of our school-wide focus for 2024. Mairangi Bay is continuing to work alongside our Iwi to cement a genuine partnership in our school.

*Learning together to create a better tomorrow
Ako tahi mā āpōpō kia pai ake*

Year 3-6 Pasifika Mid-Year Achievement 2024

The 2024 target for this cohort was:

By the end of 2024, our goal is to accelerate 75% Pasifika student achievement to be on track in reading and writing. This meant 3 out of 4 students.



Achievement Level %	Maths MOY 2023	Maths EOY 2023	Maths MOY 2024	Reading MOY 2023	Reading EOY 2023	Reading MOY 2024	Writing MOY 2023	Writing EOY 2023	Writing MOY 2024
Well below	0	0	0 (0%)	0	0	0 (0%)	0	0	0 (0%)
Towards	0	0	0 (0%)	0	0	0 (0%)	1 (25%)	1 (25%)	1 (25%)
Within	4 (100%)	4 (100%)	4 (100%)	4 (100%)	4 (100%)	4 (100%)	3 (75%)	3 (75%)	3 (75%)
Beyond	0	0	0 (0%)	0	0	0 (0%)	0	0	0 (0%)
Total	4	4	4	4	4	4	4	4	4

Data Analysis and Recommendations

It is pleasing to see that 100% of our Pasifika students continue to be achieving within the standard in maths and reading. We will continue to support the one student who is working towards the standard in writing. We have however met our target of 75% achievement across reading, writing and maths. Boys are again heavily represented in this data, but this does reflect the gender balance of Pasifika students. One student in both reading and writing made progress, however, two out of three are boys working below the expected Curriculum level. As with our Māori students, these boys were tracked and monitored throughout the year. We will continue to embrace whanaungatanga, and home-school partnerships, to heighten the need to connect, have high expectations and raise student achievement in writing. This is part of our school wide focus for 2024. Our Cultural Committee is ensuring that these Pasifika cultures are celebrated and resourced in the classroom throughout the year. We hope that this will continue to engage these learners and increase their sense of belonging.

Year 0-2 School-wide Mid Year Achievement 2024

Mid Year Achievement Data 2024 - [Year 1](#)

Year 0 data is not included in this table due the fact that they are all new to school. They are however included in the End-of-Year Achievement data information that will be forwarded to their new teacher in 2025.

**** There are 8 additional children in Year 1 that have not been included in this data due to their start date at MBS. They will be included in the End of Year data.**

Level	Mathematics		Reading		Writing	
	Mid (40)	End	Mid (40)	End	Mid (40)	End
Towards	5% (2)		5% (2)		15% (6)	
Within	90% (36)		95% (38)		85% (34)	
Beyond	5% (2)		0%		0%	

Boys (15)	Beyond	Within	Towards
Reading	0	14 (93.33%)	1 (6.67%)
Maths	1 (6.67%)	13 (86.66%)	1 (6.67%)
Writing	0	14 (93.33%)	1 (6.67%)

Girls (25)	Beyond	Within	Towards
Reading	0	24 (96%)	1 (4%)
Maths	1 (4%)	23 (92%)	1 (4%)
Writing	0	21 (84%)	5 (20%)

Writing

Of the 6 children working towards in writing: 3 are ESOL (1 International);

Maths

The 2 students working beyond in maths are Chinese (ESOL)

****** The 2 students that are working towards expected Curriculum level in reading, writing and maths (while of Māori descent) have additional developmental challenges or background situations.

What we have noticed - Year 1 Mid Year

- Some children are taking longer to develop their fine motor skills and being able to form letters correctly, requiring 1:1 help at writing time.
- The introduction of Milo's Birthday Surprise book to assist with learning letter names & sounds (LLLL scope and sequence) has been successful. The repetition of our phonics program integrated with handwriting means that many children have made good progress with learning their letter sounds.
- There are a handful of children who are struggling to make progress with learning their letter sounds despite the repetition of our LLLL structured literacy program (some with limited home support).
- Some children continue to decode most words as they move through the reading stages so introducing PM readers as well as decodables is helping to build fluency in their reading.

Mid Year Achievement Data 2024- [Year 2](#)

Level	Mathematics		Reading		Writing	
	End 23	Mid 24	End 23	Mid 24	End 23	Mid 24
Towards	1.75% (1)	5.71% (4)	22.80% (13)	24.63% (17)	12.28% (7)	18.84% (13)
Within	84.21% (48)	74.28% (52)	66.14% (32)	60.86% (42)	87.71% (50)	81.15% (56)
Beyond	14.03% (8)	20% (14)	3.92% (2)	14.49% (10)	0%	0%

Boys (37)	Beyond	Within	Towards
Reading	7 (10%)	21 (56.75%)	9 (12.85%)
Maths	11 (29.72%)	24 (64.86%)	2 (5.4%)
Writing	0	28 (75.67%)	9 (21.62%)

Girls (32)	Beyond	Within	Towards
Reading	3 (9.67%)	21 (65.62%)	8 (25.80%)
Maths (33 girls)	3 (9.09%)	28 (84.84%)	2 (6.25%)
Writing	0	28 (87.5%)	4 (12.5%)

How do we track and assess?

We track and assess our students through our Junior Tracking Book. This booklet contains information about a child's knowledge as they enter Y0/1 and as they move into Y2. We track literacy (writing and reading which includes Little Learners heart words, LLLL non words reading, LLLL reading goals and reading indicators (to Stage 7.2 or further if necessary), knowledge and Numeracy progressions (strategy and knowledge). This booklet

*Learning together to create a better tomorrow
Ako tahi mā āpōpō kia pai ake*

is referred to and used as a tool to inform planning and teaching. Learning objectives and goals are worked on and marked off consistently throughout the term. This information is also shared with parents during parent/teacher interviews or when necessary. We are regularly completing LLLL unseen decodable text tests, non-words and probes to gauge progress in decoding and reading fluency, reading comprehension and vocabulary. For maths, for children who are at the end Stage 5 beginning Stage 6 we use the Gloss test to check their understanding of word problems, being able to manipulate numbers and being able to use more than one strategy to solve a problem. Teachers are always having incidental, ongoing conversations regarding children's learning; what we have noticed and we are addressing it, always sharing resources and ideas to help our tamariki achieve their potential.

What we have noticed - Year 2 Mid-Year

- A lot of the children working towards in reading and writing are ESOL with English as their second language.
- Some children have improved in their use of deeper features in writing, however surface features such as punctuation, spelling rules and grammar are still ongoing.
- With the introduction of Structured Literacy teaching phonics the children's spelling has improved during these sessions. However, children still need to be reminded to use these spelling rules in their daily writing (surface features). Sometimes children confuse the different rules such as whether to spell make as make or mack. Rules need to be continually revised at the beginning of each session. Leave time in the long term overview for recapping and consolidation.
- Some children are able to decode a lot of words however, their comprehension is poor. Therefore, they are now reading PM readers which have a more structured story line and lend themselves better to comprehension questions.
- Most of the children working at Stage 5 in maths (beyond) are able to explain how they worked out a problem. They are becoming more confident answering word problems,

Mathematics

There are four students working towards the expected Curriculum level for the middle of Year 2. Two are ESOL which sees a language barrier, one is of Māori descent and one of these children has been identified as having learning barriers in all curriculum areas and referred to Claire Worthington Blair - Deputy Principal leading learner support, for further testing. These children work with a TA (when possible) or in small groups with the teacher. They focus on number knowledge retention and simple addition and subtraction strategies. They are also included in wider class learning to ensure they are being exposed to numeracy content at their expected curriculum level. After we have assessed each child in their tracking book, a copy of their next steps are glued into their communication book to go home for consolidation. GLOSS testing is also used for those children working at Stage 5 (beyond) as this test focuses on solving word problems and being able to give two strategies they used to get their answer, Games are sent home with those who require them and Maths apps are available on our Teina Team Hub (Years 0-3).

Reading

There are 17 children who are working towards the expected level for the middle of Year 2. These results have been calculated using our own Little Learners Love Literacy reporting levels. We have adapted these from the Structured Literacy progression suggestions using the PM reading levels as a guide. The Structured Literacy programme does not have a working towards/within/beyond classification although they do have a guide at what Little Learners Stage students should be reading at by the end of Year 2.

Mid Year 2				
Towards	Low within	Within	Upper within	Beyond
LLLL Stage 4+	LLLL Stage 5	LLLL Stage 6	LLLL Stage 7.1+	Orange

*Learning together to create a better tomorrow
Ako tahi mā āpōpō kia pai ake*

End of Year 2				
Towards	Low within	Within	Upper within	Beyond
LLLL Stage 1-5	LLLL Stage 6-7.1	LLLL Stage 7.2-7.5 OR Orange	Turquoise	purple

11 of these children are ESOL. Most of these children attend ESOL classes regularly two times a week. Four children are of Māori descent (three boys/ one girl) - one child enrolling in Week 7 of Term 2. Two have been identified as having learning barriers and have been referred to Claire Worthington Blair - Deputy Principal leading learner support, for further testing. One student is attending Reading Recovery at present. One student has behavioural issues.

Two children also work with Tania Jenner, TiC of Reading Recovery, when possible. Tania works on alphabet letters/sounds, decoding, blending and reading high frequency words. This term she will also be working with three of these children using a similar programme to Structured Literacy called Reading Simplified.

Although these children are from different classes, they are learning, as a group, the alphabet letters in the scope and sequence and CVC/CCVC words. Letter identification and sounds are imperative to a student's reading development. They are learning to decode words and blend them together correctly. Another point to note is that although many of these children can decode the text, they find it difficult to answer the comprehension questions. These often need to be reworded to enable understanding.

For the children working within and beyond, their focus for Terms 3 and 4 is learning new vocabulary and answering comprehension questions such as inference, reorganisation and literal. To assess these children we use the probe test which is weighted on asking these types of questions..

Writing

There are 13 children working towards the expected Curriculum level in writing for the middle of Year 2. Eight of these children are ESOL with English as their second language. Two children are of Maori descent. Six children are pre-writers which means they copy their story from a board or write under the teacher's writing. One student has behavioural issues. Two children have learning barriers and have been referred to Claire WB for further testing. Most of these children are registered for the Steps Web app.

During Term 2 we have ability writing groups in our own classes so the students' needs can be targeted. These children work alongside a TA or parent helper in the classroom when possible. Another possible reason for the number of students needing assistance could be that parents can help with reading at home but find it more difficult to help with writing. Our Structured Literacy programme aims to target these children so they can hear the sounds in words they are trying to spell and they know the correlating letter. There is a scope and sequence to learning these letters and CVC and CVCC word patterns are introduced. Word cards are available for children to use. We have also introduced the Code Heart Words for spelling which the children learn at home and recap at school. No children are working beyond in Year 2 due to their surface features; use of correct tense, grammar, punctuation, spelling and sentence structure not being quite at level 2. Four children are working at upper within (End of 1 Proficient). Children in Year 2 are exposed to many different writing types; recount, narrative, procedural, description and explanation. Writing is always modelled by the teacher.

Other considerations

- Early words has been replaced by Structured Literacy Approach
- Teacher aide support is limited.
- Parent input with home-learning not always taking place.
- VAMP has not happened this year due to lack of TAs to run this program. VAMP is a Visual and Auditory Memory Programme and helps with memory skills which is then linked to reading, writing and maths.
- Large class numbers in YO/1- all reaching 22 children with a vast mixture of abilities and levels
- Large range of groups and needs in all Curriculum areas.
- Some Casey shapes groups have had to be discontinued due to no TAs

*Learning together to create a better tomorrow
Ako tahi mā āpōpō kia pai ake*

How are we addressing the trends to support our learners in Year 0-2?

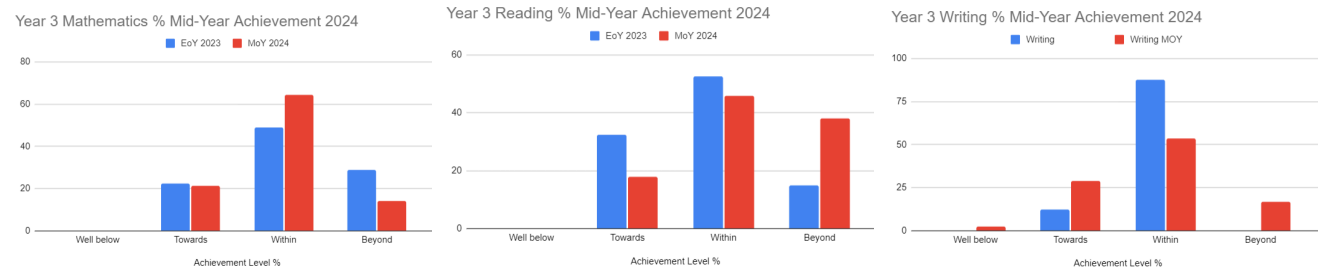
- PMP- Perceptual Motor Program. Developing gross motor skills and memory.
- Phonics teaching where children are grouped by LLLL stage.
- Home-Learning: consulting with parents about areas to work on. Organising extra readers and resources to support and consolidate learning at home.
- Reading Recovery
- Games/resources that focus on learning needs
- Little Learners- Structured Literacy - a scope and sequence programme that emphasises explicit and systematic teaching of literacy foundational skills such as decoding, spelling, reading comprehension and written expression.
- ESOL focus teaching with Sarah and team - determine need, plan lesson, implement lesson and reflect

Recommendations to the end of the Year and into next year

- TA time to help with those children working towards is key
- Keeping to 20 max in Year 1 classes
- Reinstate the VAMP programme - Visual and Auditory Memory Programme.
- Casey shape groups
- Continue Reading Recovery - keeping Tania, to help with literacy for those children identified in the Awhina document, is essential
- Continue Structured Literacy into Year 3 as well as The Code
- Continue Structured Literacy phonics small groups and whole class teaching
- Continue communication between school and home
- Continue the tracking book literacy and maths Scope and Sequence into Year 3. Year 3 teachers will be using the tracking book to guide targeted planning/teaching for the rest of the year. Use them to inform gaps/groups for the in class TAs to target..
- Send phonics activities/workbooks home with children who are working towards or at the lower end of within
- Check that children are reading every day using a reading checklist in the back of their communication book.
- Giving our high number of ESOL children we need an ESOL teacher for at least 3 days a week. These could be groups of ESOL children, regardless of age, being in a class together to learn the essential vocab/phrases/sentences - get your lunch, sit down, get a pencil etc.

Year 3 Mid-Year Achievement 2024

The data below shows the 2024 Year 3 cohort, tracking them from the End-of Year 2023 (Year 2) to Mid-Year (MOY) Year 3.



Level %	Maths EOY 2023	Maths MOY 2024		Reading EOY 2023	Reading MOY 2024		Writing EOY 2023	Writing MOY 2024
Well Below	0	0		0	0		0	2.38% (2)
Towards	22.5% (18)	21.42% (18)		32.5% (26)	17.85% (15)		12.5% (10)	28.57% (23)
Within	48.75% (41)	64.28% (54)		52.5% (42)	45.67% (37)		87.5% (70)	53.57% (45)
Beyond	28.75% (21)	14.28% (12)		15% (12)	38.09% (32)		0%	16.66% (14)
Total	80	84		80	84		80	84

Year 3 - 2024	Total	Percent
Chinese	40	47.61%
New Zealand	24	28.57 %
African	2	2.38%
Other European	0	0%
Indian	1	1.19%
Other Asian	5	5.95%
Cook Islands Māori	0	0%
Māori	2	2.38%
Other	7	8.33%
Southeast Asian/Filipino	3	3.57%
Total	84	

The 2023 target for this cohort was:

By the end of 2023, we want 10% of our target students to be working 'within' the expected level across reading and writing. This goal was to continue into 2024.

Mathematics

There are 18 students (21.42%) who are working towards the expected Curriculum level for Year 3 mathematics according to our mid-year data. We believe this is due to our high number of ELL students and specific learning and behavioural needs within our cohort. There are two part Māori students who are also working towards the expected level mid-way through Year 3. Of the 18 students who are working towards, four are male and 14 are female. We have four more students in our cohort than the end of last year as well. We have also seen an increase in students who are working 'within' the Curriculum level. There are 54 students (64.28%) this has increased by 13 students when compared to our end-of-year data, for 2023.

Recommendations for the rest of 2024

For the rest of 2024, we believe that extra support from Teacher Aides within the classroom will continue to benefit the students who need assistance. We feel that some of the female students lack confidence in their maths ability and need a repetitive, and practical approach to help improve their current learning level within mathematics. Other factors include: large class sizes, new teacher/ beginning teachers who come with a range of experience and expertise. Students are progressing, although we do have approximately ¼ of the students in the year group who are working towards expected Curriculum level in maths. TA support is helping as they can recap strategies and concepts with the students who need it.

Reading

Our mid-year data shows there has been an increase in students working 'beyond' expected Curriculum level from 12 students 15% to 32 students 38.09% which is an increase of 20 students. We can also see a decrease in students working 'below' the expected Curriculum level 15 students 17.85% instead of 26 students or 32.5% at the end of 2023 data. Of the 15 students currently working 'below' the expected Curriculum level, there are two Māori students who are also working towards the expected level mid-way through Year 3. The 15 students are the targeted students currently working on Little Learners Love Literacy (LLLL) books. Eight have English as a second language, we have addressed these needs by providing support in class and at home through the Steps Web Programme, online phonetics programme. We have also provided extra Teacher Aide support during class time as well as through ESOL classes. Teacher Aide support has been small-group activities out of the class focusing on comprehension- strategies.

Recommendations for the rest of 2024

We believe that continuing the Steps Web programme during school time and at home will benefit these students. Many of these children can decode the text but they find it difficult to answer the comprehension questions. Comprehension strategies are our focus. We have around 1/4 of our classes still reading LLLL which requires more assistance from the teacher as they are not independent learners. We also feel that using Teacher Aide time through ESOL support focusing on comprehension strategies will benefit these students.

Writing

Our mid-year data shows an increase in students working 'beyond' the expected Curriculum level for writing. There has been an increase from zero students at the end of 2023 to 14 students (16.66% half-way through the year 2024. There are 24 students currently working 'below' the expected Curriculum level, 16 of these students have English as a second language. The Code is also beginning to show improvements in the correct use of their spelling and the more sophisticated vocabulary chosen in their work. There has also been a change of teachers, some of whom have not been trained in how to implement the teaching of the Code. Overall teacher judgement when moderating and marking writing tasks, show there has been improvements in writing. (separate document based on these findings of the Year 3 writing moderation)

Recommendations for the rest of 2024

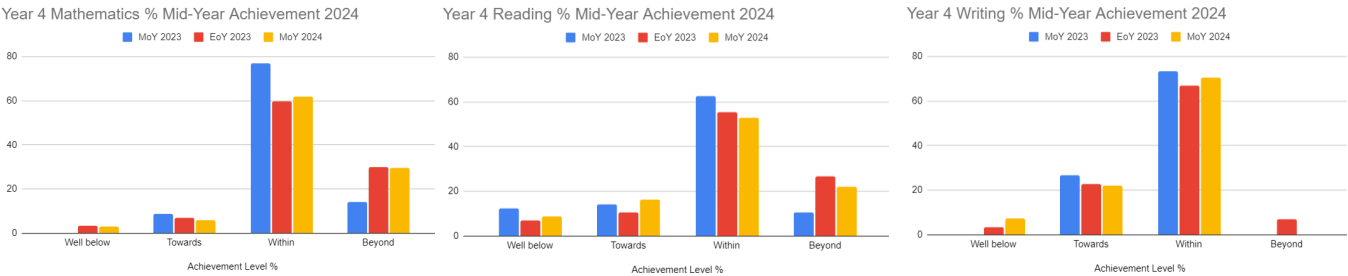
Continuing the Steps Web programme during school time and at home will benefit these students in writing as well. We also feel that using Teacher Aide time as extra support during class time rather than external learning groups will benefit these students as they will not be removed from the class as often or as frequently. Focused workshops to target specific areas of need in the writing process will also have an impact on their achievement. We will focus on the Code to assist our writing programme. After testing the students at the beginning of the year, our Year 3 students were found to have considerable gaps in their knowledge. One reason could be due to Year 2's not teaching the code last year. We have completed Year 2 of the Code and have identified around ¼ of each class again needing repetition of the Year 2 Code. The rest of the class will have begun the Year 3 Code. After a discussion with the Years 2 whānau leader and Structured Literacy PLD provider - the Year 2's will cover some of the Year 2 Code lessons so that gaps are filled and just recapping of Year 2 rules is required. Constant repetition is still required in order for them to apply the rules into their writing. Modelling strong examples is also key. Spelling, and improving sentence structures are a focus for year 3 writing.

Awhina doc has been completed by all classes and has identified specific learning needs. We will also start using Tracking Books now they are nearly completed, starting with literacy, Reading and the Code and LLLL for those that need it.

Reported by Year 3 team
July 2024

Year 4 Mid-Year Achievement 2024

The data below shows the 2024 Year 4 cohort, tracking them from their Middle of Year (MOY) of Year 3 to Middle of Year 4.



Achievement Level %	Maths MOY 2023	Maths EOY 2023	Maths MOY 2024	Reading MOY 2023	Reading EOY 2023	Reading MOY 2024	Writing MOY 2023	Writing EOY 2023	Writing MOY 2024
Well below	0 (0%)	2 (3.51%)	2 (2.94%)	7 (12.50%)	4 (7.14%)	6 (8.82%)	0 (0%)	2 (3.51%)	5 (7.35%)
Towards	5 (8.93%)	4 (7.02%)	4 (5.88%)	8 (14.29%)	6 (10.71%)	11 (16.18%)	15 (26.79%)	13 (22.81%)	15 (22.06%)
Within	43 (76.79%)	34 (59.65%)	42 (61.76%)	35 (62.50%)	31 (55.36%)	36 (52.94%)	41 (73.21%)	38 (66.67%)	48 (70.59%)
Beyond	8 (14.29%)	17 (29.82%)	20 (29.41%)	6 (10.71%)	15 (26.79%)	15 (22.06%)	0 (0%)	4 (7.02%)	0 (0%)
Total	56	57	68	56	56	68	56	57	68

Year 4 Ethnicity Breakdown

Year 4 - 2024	Total	Percent
Chinese	24	35.29%
New Zealand	19	27.94%
Other European	5	7.35%
Indian	1	1.47%
Other Asian	10	14.71%
African	2	2.94%
Cook Islands Māori	1	1.47%
Māori	4	5.88%
Other	1	1.47%
Southeast Asian	1	1.47%
Total	68	

The 2024 target for this cohort was:

By the end of 2024, we want 10% of our target students to be working 'within' the expected level across reading and writing.

Mathematics

Our students are consistently tracking at the expected achievement level. Our data shows an increase in the number of students being assessed. There is a slight increase (2.11%) to the percentage of students working within the expected Curriculum level. We are pleased to see that 91.17% of our Year 4 cohort are working within or above the expected Curriculum level.

Our focus has been on basic facts knowledge, finding the gaps and explicitly teaching based on this data. We have integrated maths when teaching other Curriculum areas. Review has become an important and regular structure of our lessons. We believe that this has allowed our students to consolidate their understanding and retain this knowledge for the future.

Of the six students who are working well below and towards the expected Curriculum level, two are ESOL and the remaining four have significant learning needs that are identified and supported through Teacher Aide time and our SENCO flow chart. We also provided learning using a digital platform such as Prototec, which is a website for practising maths knowledge. It is based on NZ Curriculum stages. This helped the students improve their basic fact recall. We found that it is developing the students' confidence and increasing their basic facts recall.

Recommendations for 2024

The focus for the remainder of year is to gather further information about the learning and capability of your well below students, through GL screening, connecting with whānau and effectively using teacher and Teacher Aide time to support these students. We will continue to review the content of lessons, as we feel that this has been effective in the retention of knowledge and understanding. This data has highlighted the need to also extend our high achieving students. We will seek to do this through collaborative planning, whereby we have access to the

*Learning together to create a better tomorrow
Ako tahi mā āpōpō kia pai ake*

Year 5 and 6 resources and expertise. We expect that, as our high Level 3 students move into Level 4 of the Curriculum, we will see a reduction in excelled progress due to the complexity and depth of Level 4 number and strand.

Reading

Our data shows that we have had an influx of 12 extra students included in our 2024 mid-year data. Most of these are ESOL domestic and international students. We believe that this is the reason that our percentages are higher (a change from 17.85% at the end of 2023 to 25% mid-year 2024) in the well below and towards achievement levels with this data collection.

We are consistently using a Structured Literacy approach to support the phonetic knowledge, blends and application when reading. We have altered our programme to ensure that we are explicitly teaching phonetics and blends, due to the high number of ESOL students in our classes. We also have two teachers who are new to the profession and are learning to support the diverse needs of the students across the Literacy Curriculum. Due to staffing changes, we are planning and teaching to the needs of our individual classes, with the intention of coming back together when a new teacher begins mid-term three. This has been a positive change to ensure that we are all familiar with our students current abilities and can confidently teach to their needs.

This data has been prepared through a triangulation of assessment, observation and overall teacher judgement, based on classroom learning and work output. The assessment tools used were PROBE, PAT.

Recommendations for 2024

We will continue to teach reading through a whole class and small group approach. This will include comprehension style lessons and expose our students to a variety of texts that allow them to identify and discuss deeper features, when reading. One of our Teacher Aides will implement a withdrawn comprehension group that will support our Tier 3 ESOL learners. We believe that this will be a positive step towards raising the achievement of these students over the year.

Writing

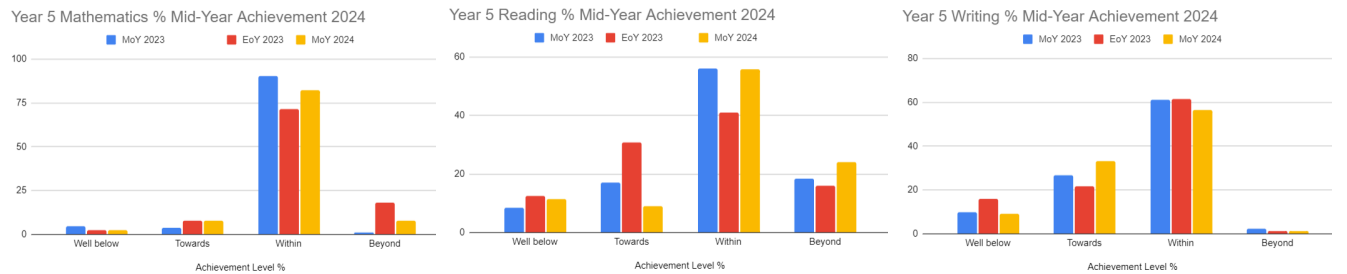
Our data shows that there has been a decrease in the percentage of students working beyond the expected achievement level in writing. We also have an increase (3.84%) in the percentage of students achieving well below the expected level. We have identified that this data is a result of new students to our cohort, who have limited English proficiency. Two of these students are New Zealand born learners who are now receiving withdrawn support for writing to encourage writing mileage and confidence across the curriculum area. A further two of these target students have a high absence rate and some challenges that are also impacting their learning.

Recommendations for 2024

Continued Structured Literacy Approach in class support for teachers will benefit our programmes, and in turn, student achievement. We will continue to explicitly teach and support our lower level learners to ensure that they are making progress. Whānau leaders have identified a need for a structured writing approach to be developed for the tuakana team (Years 4-6). This will include tools that will assist students in the writing process. We have used digital tools and provocation to ignite interest and engagement in writing and we hope to see the benefit of this in future data reports.

Year 5 Mid-year Achievement 2024

The data below shows the 2024 Year 5 cohort, tracking them from their Middle of Year (MOY) of Year 4 to Middle of Year 5.



Achievement Level %	Maths MOY 2023	Maths EOY 2023	Maths MOY 2024	Reading MOY 2023	Reading EOY 2023	Reading MOY 2024	Writing MOY 2023	Writing EOY 2023	Writing MOY 2024
Well below	4 (4.88%)	2 (2.3%)	2 (2.53)	7 (8.5%)	11 (12.5%)	9 (11.35)	8 (9.8%)	14 (16%)	7 (8.97%)
Towards	3 (3.66%)	7 (8%)	6 (7.59%)	14 (17.1%)	27 (30.7%)	7 (8.86%)	22 (26.8%)	19 (21.6%)	26 (33.33%)
Within	74 (90.24%)	63 (71.6%)	65 (82.28%)	46 (56.1%)	36 (40.9%)	44 (55.70%)	50 (61%)	54 (61.4%)	44 (56.41%)
Beyond	1 (1.22%)	16 (18.2%)	6 (7.59%)	15 (18.3%)	14 (15.9%)	19 (24.05%)	2 (2.4%)	1 (1.1%)	1 (1.28%)
Total	82	88	79	82	88	79	82	88	79

Year 5 Ethnicity Breakdown

Year 5 - 2024	Total	Percent
Chinese	42	49.41%
New Zealand	25	29.41%
Other European	1	1.18%
Indian	1	1.18%
Other Asian	2	2.35%
African	2	2.35%
Māori	0	0%
Other	11	12.94%
Southeast Asian	1	1.18%
Total	85	

Mathematics

91.87% of the Year 5 cohort are working within or beyond in mathematics. A large notable group has moved from beyond to within, and unfortunately we encountered at least three students whose data from the end of Year 4 was collected in a manner not consistent with GloSS and triangulation guidelines, resulting in conversations with the whānau to guide whether they would like us to return students to the newly assessed, more accurate levels or flatline them at their end of Year 4 levels.

Our maths levels were largely decided by students' day-to-day tracking, formative assessment of strategies as they were being taught, and at the start and end using an open ended, how many different ways could you prove the answer to this question approach. E-asTTle was trialled, with mixed effectiveness reported from teachers. Many used GloSS to confirm their thinking about a student's current abilities. At the end of the year GloSS will be used consistently across the Tuakana Team.

There are two students currently well below for maths in Year 5. It is positive to note that of the three students who were 'Well Below' at the end of 2024, two have now shifted into the 'towards' category. One student remains in well below who is an ESOL student and being supported by small group, individual teaching where possible with materials and Teacher Aide support when available. One new student to our school is in the 'well below' category is also ESOL and is being supported with maths number sentences and translation support where appropriate.

Recommendations for 2024

Our next steps for the remainder of 2024 are to: a) extend and embed our tracking and assessment across our new team (4-6), b) continue to develop our planning to meet the 4-6 model, considering how our tracking (above) will inform teaching (whole class and workshops), while updating the Hero progressions to reflect the Kāhui Ako Scope and Sequence to ensure coherence c) adapt our program to meet new Curriculum requirements as they are released in November, continuing to ensure a balanced mix of knowledge, problem-solving and application of skills.

Reading

It is encouraging to note that 79.75% of students are working within or beyond in reading. There is a notable shift in the number of students moving from working towards to within. This is due to a concerted effort by the team to ensure there has been explicit modelling of best practice in shared and guided reading groups, with lessons planned based on specific learning intentions and Hero progressions.

We have nine students working 'well below' in Reading. Seven are male, two are female and all are ESOL and new to our school either this year or last. All students who have a previous milestone recorded at our school have made improvements since the end of last year, aside from one female student, who has made smaller progress steps in class. She will be supported by daily small guided group reading sessions. Our reading data has been decided largely by using our tracking of progressions within Hero, supported by other, more summative, assessments including PAT tests and PM and Probe assessments.

Our reading lessons have been taught collaboratively, with all three Y5 teachers teaching and assessing pupils from across the year group, depending on their next steps and needs. This has been beneficial in helping students learn skills based on their needs, and changing class dynamics which meant a more learning focussed environment during reading class sessions. ESOL students with similar next steps were grouped meaning they had other students to share ideas with who were at a similar level.

Recommendations for the remainder of 2024

Our next steps for the remainder of 2024 are to: a) extend and embed our tracking and assessment across our partly new and developing team (4-6), including the continuous use of Hero as a live tracking document b) develop our planning to meet the 4-6 model, considering how our tracking (above) will inform teaching (whole class and workshops), c) adapt our program to meet new Curriculum requirements as they are released, continuing to ensure that reading skills are explicitly taught and children are given opportunities to apply them in guided practice and independently.

Writing

66.69% of our Year 5 students are working within or beyond in writing. Writing planning this year continued to build upon the progress from last year, embracing text based literacy and thorough, collaborative team planning that allows for a large amount of scaffolding and individualisation as it is a shared responsibility.

It is encouraging to see that there are 7% less students working at well below mid-year compared to the end of the year before. Targeted professional development in whānau team meetings, as well as the text based approach detailed above, have likely contributed towards this. All seven of our students working at well below are ESOL learners, many of whom joined our school this year. Supporting our new ESOL students whilst also ensuring our other children make progress in writing continues to be something that challenges us and a key area of focus in our planning.

We have a notably large group of students, 32.91% working 'towards'. 20 are male, six are female, which reflects the overall boy-heavy cohort in Year 5. We would like to see accelerated progress occur for as many of these students as possible. To achieve this, Year 5 teachers are going to provide targeted support for these students, and we are hoping to have our Teacher Aide returning to support learning in our classes, focussed primarily on writing, as the original timetable was organised, given an impending change in dynamic in one of the Year 5 classes.

We have a relatively even amount of boys and girls working within (25 male, 20 female) and would like to move some towards beyond. In our recent moderation, there are some students who are well on their way there, and with continued support and input, should reach beyond by the end of the year. We do have a small cohort of boys for whom writing motivation is an issue, and this is something we will continue to focus on for the remainder of the year, by providing text-based, relevant, purposeful opportunities for writing.

Recommendations for the remainder of 2024

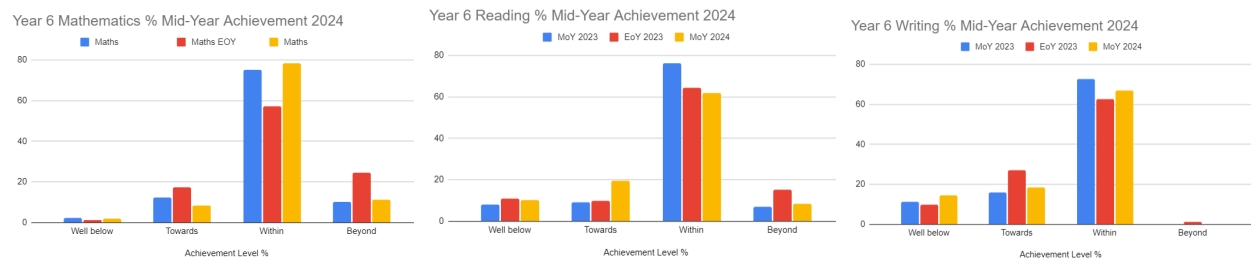
Our next steps for the remainder of 2024 are to identify, track and actively target students whose progress has plateaued, or, data wise fallen into towards. Writing marking and moderation continues to be the most difficult to find consistency in across the school, and a team and then school wide moderation session would be helpful towards the end of the year to encourage accuracy and a shared understanding across year levels, as this then impacts the teaching and learning program, and therefore, inaccurate data resulting in drops or flatlines as seen above, in the year following. The Year 5 team has started to track individual progress on Hero, and in Term 3 will be backfilling the writing section and using this as a live tracking document by the end of Term 3, which will assist us and their future teachers in keeping track of their current progress. Consistent explicit teaching of The Code, and ongoing development of teacher pedagogy through the professional development cycle will support students in understanding the mechanics of spelling and writing.

Summary

The Year 5 team have worked incredibly hard, despite unbalanced and, at times, challenging class dynamics, to improve our practice and provide the best outcomes for our students. We have formed, stormed and normed, and are moving through the performing part of the team-building process. Working with the wider Tuakana Team has proved largely beneficial, with constant improvements, streamlined processes and a shared understanding contributing positively to student outcomes. We are excited to continue planning in this way and have started off a comprehensive and meaningful learning journey for Term 3.

Year 6 Mid Year Achievement 2024

The data below shows the 2024 Year 6 cohort, tracking them from their Middle of Year (MOY) of Year 5 to Middle of Year 6.



Achievement Level %	Maths MOY 2023	Maths EOY 2023	Maths MOY 2024	Reading MOY 2023	Reading EOY 2023	Reading MOY 2024	Writing MOY 2023	Writing EOY 2023	Writing MOY 2024
Well below	2 (2.27%)	1 (1.08%)	2 (2.06%)	7 (7.95%)	10* (10.75%)	10 (10.31%)	10 (11.36%)	9* (9.68%)	14 (14.43%)
Towards	11 (12.50%)	16 (17.20%)	8 (8.25%)	8 (9.09%)	9 (9.68%)	19 (19.59%)	14 (15.91%)	25 (26.88%)	18 (18.56%)
Within	66 (75.00%)	53 (56.99%)	76 (78.35%)	67 (76.14%)	60 (64.52%)	60 (61.86%)	64 (72.73%)	58 (62.37%)	65 (67.01%)
Beyond	9 (10.23%)	23 (24.73%)	11 (11.34%)	6 (6.82%)	14 (15.05%)	8 (8.25%)	0 (0%)	1 (1.08%)	0 (0%)
Total	88	93	97	88	93	97	88	93	97

Year 6 Ethnicity Breakdown

Year 6 - 2024	Total	Percent
Chinese	36	37.11%
New Zealand	25	25.77%
Latin American	0	0%
Other European	5	5.15%
Indian	3	3.09%
Other Asian	15	15.46%
African	3	3.09%
Māori	3	3.09%
Other	4	4.12%
Southeast Asian	3	3.09%
Total	97	

The 2023 target for this cohort was:

By the end of 2023, we want 10% of our target students to be working 'within' the expected level across reading and writing.

Mathematics

Approximately 90% of the Year 6 cohort are working within or beyond in mathematics. The percentage working beyond Curriculum expectations is 11.34%. Our mathematics levels were largely decided by students' tracking of day-to-day class achievement on Hero, and supported by more summative measures such as the PAT test and E-asTTle. The percentage working above is higher than the same time last year, but lower than the EOY 2023 data.

We currently have two children (2.06%) working well below in maths (one male, one female). One is currently being supported by RTLB and has allocated 1:1 time with a Teacher Aide due to her complex learning needs. The other joined our school last year as an ESOL student and is waiting to be assessed by RTLB regarding learning difficulties. The latter has made good progress since EOY 2023, but is still working well below expected levels.

We have eight children (8.25%) working towards the expected standards in maths (six male, two female). This has roughly halved since EOY 2023, with half of the children moving from 'Towards' to 'Within'. This is due to targeted teaching workshops and support for the children working towards expected levels. Of the pupils who continue to work towards, two have been diagnosed with autism and a further two have received RTLB support. Two have high ESOL needs and two are new to our school. We are supporting all of these children to achieve by providing in-class Teacher Aide support (although this is largely focused on writing lessons), ESOL support such as translated problems, and teacher workshops.

We have 76 children (78.35%) working within expected levels, and 11 children (11.34%) beyond expected levels (seven male, four female). We aim to increase the number of children working beyond, to match the EOY results in 2023. We are using Hero to closely monitor and track which children need to work on which progressions.

We have three Māori children and one Pasifika child, all working within expectations. There is no pattern between ethnicity and achievement.

Recommendations for the rest of 2024

Our next steps for the rest of 2024 are to: a) continue to extend and embed our tracking and assessment across our new team (4-6), b) develop our planning model, in line with the new Curriculum, considering how our tracking (above) will inform teaching (whole class and workshops), c) adapt our program to meet new Curriculum requirements as they are released, continuing to ensure a balanced mix of knowledge, problem-solving and application of skills. Our current program is achieving very good results.

Reading

Approximately 70% of Year 6 pupils are working within or beyond in reading, which is a decrease from our last data milestones. The number of students working 'Beyond' is slightly higher than MOY 2023, although lower than EOY 2023. This could be due to an abundance of caution at mid-year data entry. Our reading data has been decided largely by using our tracking of progressions within Hero, supported by other, more summative, assessments including PAT tests and Probe assessments.

We have ten students working well below expected levels in Reading (six male, four female). This is consistent with EOY results 2023. Of these students, eight have high ESOL needs, and seven joined our school last year. One has received RTLB support and another is on the waiting list to be assessed. Many of these students receive extra support through our ESOL timetable.

We have 19 children (19.59%) working towards expected levels in reading. This is higher than in the previous two data drops. This is largely due to children remaining at the same level as EOY 2023. This will require further investigation. The students involved have been flagged by the Year 6 team to provide additional support for Term three. Of the students working towards, 13 are male and six are female. Five receive ESOL support, three have received RTLB support, and four were new to our school last year.

We have 60 children (61.86%) working within expected levels in reading, consistent with EOY results 2023. We have eight children (8.25%) working beyond expected levels, which is lower than EOY 2023 but higher than MOY 2023. Of the eight children working above, two are male and six are female.

We have three Māori children and one Pasifika child; all except one are working within expectations (one towards). There is a clear ethnicity pattern in writing, with the vast majority of pupils working towards or well below being of Asian descent; this is because a large number of our Asian students have high ESOL needs and low levels of English.

Our reading lessons have been taught collaboratively, with all three Y6 teachers teaching and assessing pupils from across the year group, depending on their next steps and needs. We may need to work together to develop our consistency of teaching and assessing within the new 4-6 team.

Recommendations for the rest of 2024

Our next steps for 2024 are to: a) continue to extend and embed our tracking and assessment across our new team (4-6), b) develop our planning to meet the 4-6 model, considering how our tracking (above) will inform teaching (whole class and workshops), and considering the effectiveness of the current approach, c) adapt our program to meet new Curriculum requirements as they are released, continuing to ensure that reading skills are explicitly taught and children are given opportunities to apply them in guided practice and independently, d) consider how best to cater for a large number of ESOL children, at different stages in their learning, within large classes, e) consider how best to improve boys' reading levels.

Writing

Approximately 67% of Year 6 pupils are working within expected levels in writing. This is a slight improvement from 63% at EOY 2023 but lower than MOY 2023. Our writing levels are based on work completed in class, including a moderated piece (moderated in separate year group teams).

We have 14 children (14.43%) working well below in writing. This is an increase since EOY 2023, largely due to some pupils remaining on the same level as at the end of last year. Of these 14 children, eight are male and six female, so there is no obvious gender factor. Three have received RTLB support and one is on a waiting list. Seven have high ESOL needs and a further three are new to our school and have some ESOL needs. A number of these children receive ESOL support and are the focus of our Teacher Aide during her time in class. We prioritise writing for our Teacher Aide time wherever possible.

We currently have 18 pupils (18.56%) working towards expected levels. These pupils have been discussed as a team, and highlighted for extra support next term. Of these students, 14 are male and four female. Seven have high ESOL needs, three are new to our school, four have SEN diagnoses, two have received RTLB support.

We have 65 children (67.01%) working within expected levels in writing. Of these, a few are very close to achieving Level 4, which would put them into the 'beyond' category. Since EOY 2023, six children have moved from Toward to Within. The gender split of children working within is very even.

One of our Māori students is working within, as is our single Pasifika student. Two Māori students are working towards expectations. There is a clear ethnicity pattern in writing, with the vast majority of pupils working towards or well below being of Asian descent; this is because a large number of our Asian students have high ESOL needs and low levels of English.

We plan writing collaboratively as a Year 4-6 team, and teach lessons to our own classes. We provide support via teacher workshops, Teacher Aides, use of devices to translate or type ideas, and differentiated resources.

Recommendations for the remainder of 2024

Our next steps for the rest of 2024 are to: a) continue to extend and embed our tracking, assessment and writing moderation across our new team (4-6), b) develop our planning and teaching to meet the 4-6 model, considering how our tracking (above) will inform teaching and our shared language of learning, and considering whether a 4-6 shared plan is age and stage-specific enough, c) adapt our program to meet new Curriculum requirements as they are released, continuing to ensure that writing skills such as punctuation and grammar are explicitly taught

*Learning together to create a better tomorrow
Ako tahi mā āpōpō kia pai ake*

and that children are engaged and motivated to write (and edit) because of the exciting texts used, d) to moderate writing as a 4-6 team.

Summary

For all three subject areas, our teachers have worked hard to establish a new team with a refreshed way of working, linked to our school strategic goals, high expectations for our pupils and a collaborative approach. The mahi they have put into this throughout the year is evident through our collaborative planning, tracking and assessment. There is still room to grow and improve, and new challenges will arrive with the new Curriculum releases. Our teams are changing mid-year, and we will continue to develop as a Y4-6 collaborative team. This offers exciting opportunities and will take time to develop and get right. We are developing a shared vision to ensure every child achieves their potential and leaves Mairangi Bay with ambition and pride in their achievements in all areas of the Curriculum (SG4).

*Reported by Year 6 team
July 2024*

He waka eke noa

We are in this together



*Learning together to create a better tomorrow
Ako tahi mā āpōpō kia pai ake*