



Reporting on Student Achievement

Mid-Year 2023

- ✓ 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 2022 and 2023 broken down into curriculum areas and represents the number of children.
- ✓ Finally, there is an analysis of mid-year achievement data with regards to the target set for each cohort at supporting our collaborative inquiry and BoT goals for 2023 - as identified by the AOV 2022. The analysis is supported by recommendations for deliberate acts of teaching and use of resources to accelerate, enhance and extend our target/ priority students.

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 benchmark in literacy - Reading and Writing.

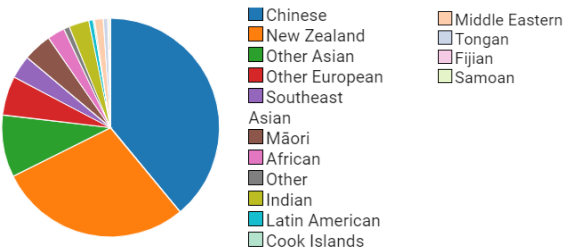
School-wide Demographic 2023

To assist the understanding of the mid-year student achievement data report, 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 467 students enrolled - 449 are domestic and 18 are international (all Chinese).

The MoE Ethnicity Groups

- Chinese - 182 (39.4%)
- European New Zealand - 134 (28.2%)
- Other Asian - 43 (9.1%)
- Other European - 27 (6.3%)
- Southeast Asian - 16 (3.4%)
- Māori - 20 (4.2%)
- Indian - 14 (3%)
- African - 12 (2.5%)
- Middle Eastern - 6 (1.3%)
- Latin American 3 (0.6%)
- Tongan - 3 (0.6%)
- Samoan - 1(0.2%)
- Fijian - 1 (0.2%)
- Other - 5 (0.8%)

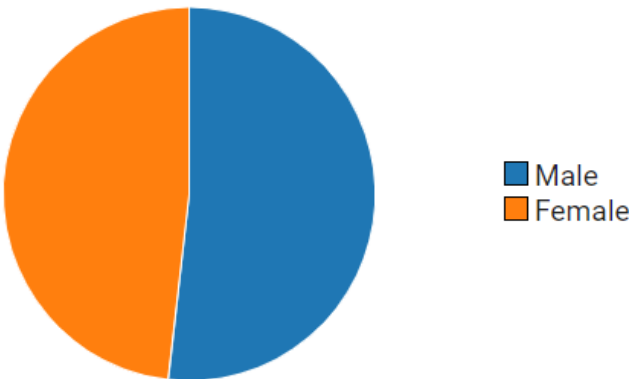
MoE Ethnicity Groups*



Gender Groups

- Females - 225 (48%)
- Males - 242 (52%)

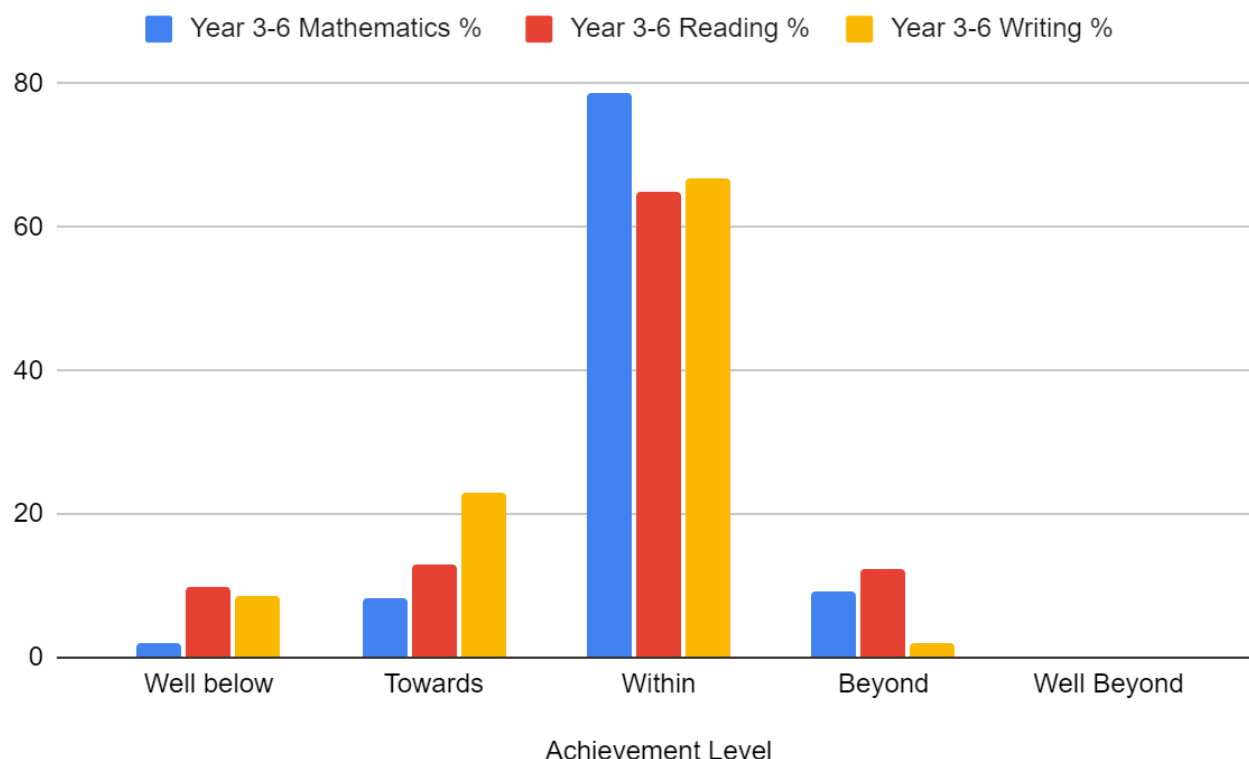
Gender



Next Steps

The following student achievement report highlights our success to date and areas for school-wide improvement in mathematics, reading and writing.

Year 3-6 School-wide Mid-Year Achievement Data % 2023



Achievement Data: Mid-Year 2022-2023 Comparison

Level	Mathematics 2022	Mathematics 2023	Reading 2022	Reading 2023	Writing 2022	Writing 2023
Well Beyond	0	0	0	0	0	0
Beyond	13.7%	9.1%	9.9%	12.5%	4.7%	1.9%
Within	72.7%	78.7%	71%	64.8%	67.2%	66.8%
Towards	11.9%	8.4%	14.7%	12.9%	24.3%	22.9%
Well below	1.7%	1.9%	4.4%	9.7%	3.8%	8.7%
Total	293	310	293	310	293	310

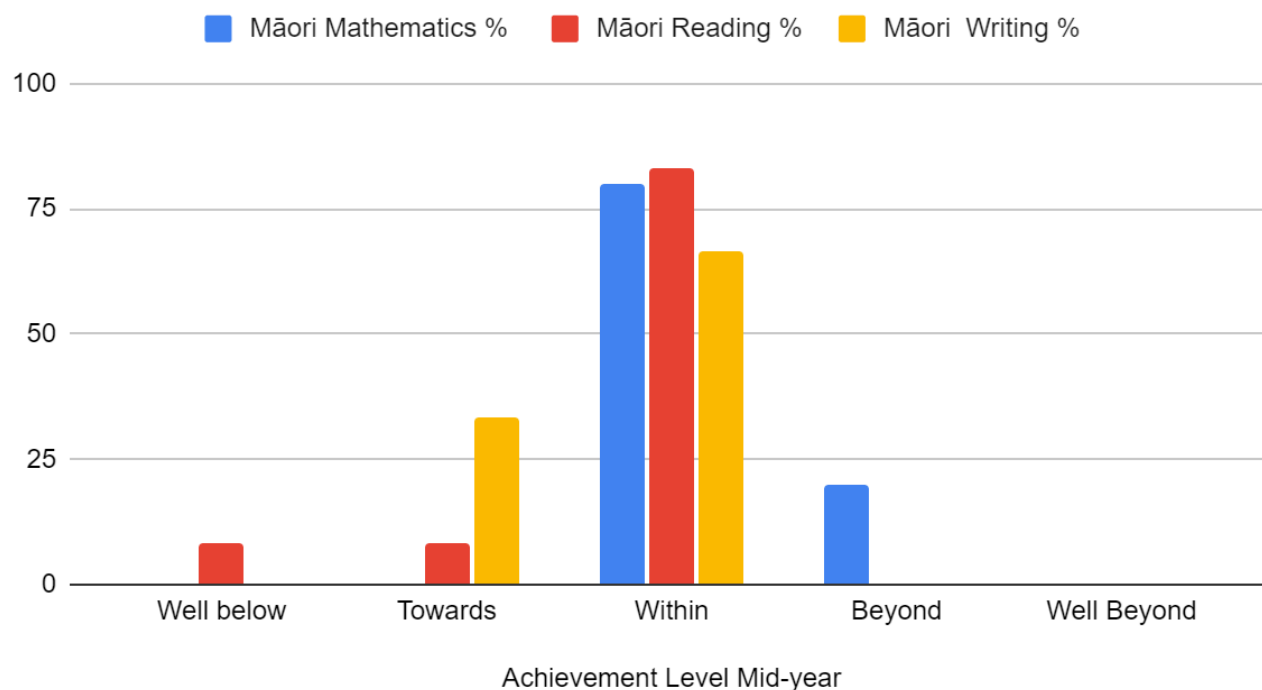
NOTE: Years 1 and 2 do not receive an OTJ. Reporting is via a narrative to parents through a tracking book.

Data Analysis and Recommendations

Many students between Years 3-6 are on track to meet the expected benchmark for 2023 in reading and mathematics. Writing is a concern, with 31.6% (98 students) working towards and below the expected level and are currently part of a targeted teaching programme. Of the 98 students, 67 are boys and 31 are girls. 52 are Asian, 29, NZ European, 11 are MELAA (Middle Eastern), four are Māori, one is Pasikifa. From the start of Term 3, we have approximately 170 ESOL domestic students. Currently, we have more students enrolling with limited language, impacting school-wide achievement data. We are pleased with 9.1% of students working above expectation in mathematics, and 12.5% in reading. Teachers are working together to accelerate, enhance and extend students through targeted workshops and extra rich learning opportunities. We will continue to implement our deliberate acts of teaching and use of resources, working collaboratively through the principles of The Code (Structured Literacy), Assessment for Learning strategies and formative assessment. We will review progress at the end of Term 3 in preparation for Term 4. This will be an opportunity to heighten the urgency to further target teaching prior to the end of the year to reach our school wide goal in literacy.

Year 3-6 Māori Mid-Year Achievement Data % 2023 - Priority

Māori Mathematics % , Māori Reading % and Māori Writing %



Achievement Data: Mid-Year 2022-2023 Comparison

Level	Mathematics 2022	Mathematics 2023	Reading 2022	Reading 2023	Writing 2022	Writing 2023
Well Beyond	0	0	0	0	0	0
Beyond	9%	20%	9%	0	0	0
Within	72.3%	80%	54.5%	83.3%	45.5%	66.7%
Towards	18.2%	0%	27.3%	8.3%	54.5%	33.3%
Well below	0	0	9%	8.3%	0	0
Total	11	12	11	12	11	12

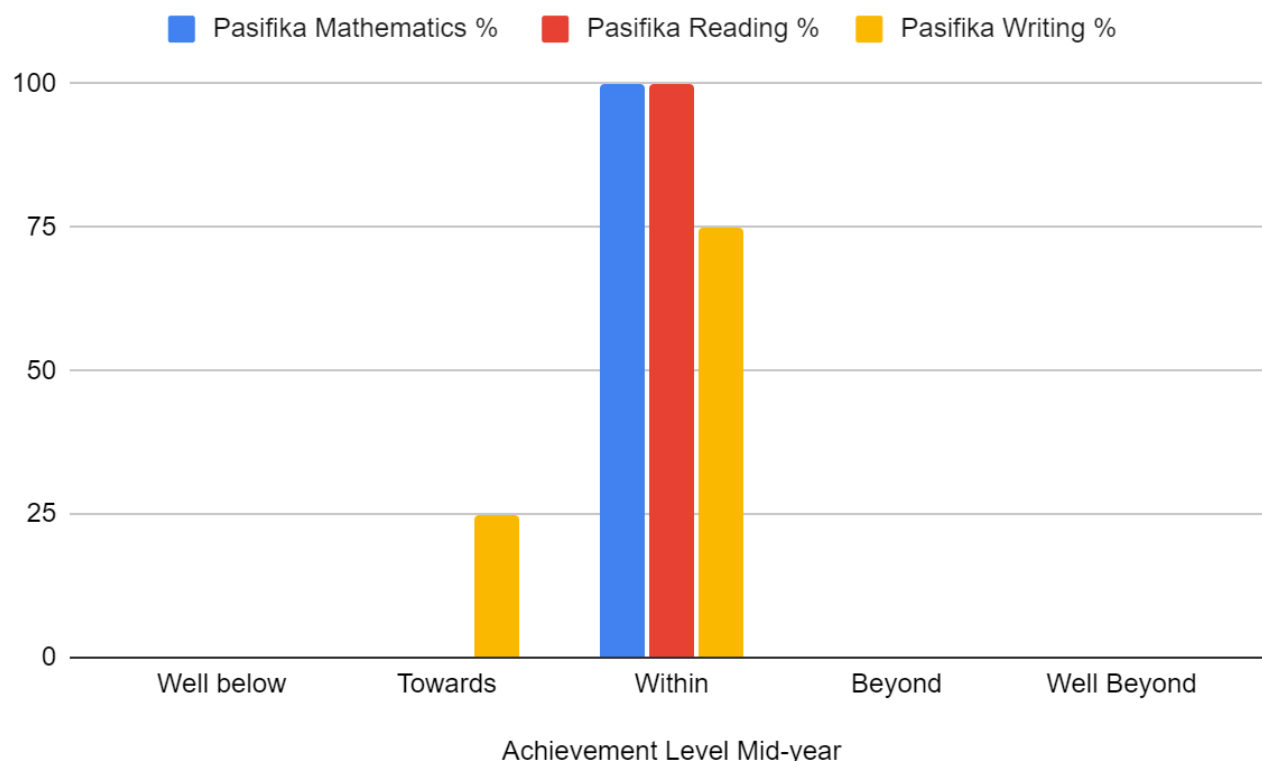
Target for this cohort

The number of Māori students identified as below the expected benchmark in writing was 54.5% by the mid-year 2022. This has decreased by 21.2% to 33.3% by the mid-year 2023 (eight out of twelve). By the end of 2023, our goal to accelerate Māori student achievement is 80% to be on track in writing by the end of 2023. This means ten out of twelve students - an increase by two students.

Data Analysis and Recommendations

Of the students working towards the expected benchmark in writing, four out of twelve students are boys and two out of twelve in reading. These students are being tracked and monitored as part of a target teaching programme. Teachers are heightened by the need to raise student achievement in reading and writing. They are working collaboratively through the implementation of The Code principles (Structured Literacy) to raise expectations and connect with students' culture, identity, language passions and identities to identify specific needs to accelerate progress. Therefore, how can we co-construct with our tamariki, and whānau what Māori success as Māori truly means beyond reading, writing and mathematics, to connect students with culture, language and identity and re-indigenise. Wānanga includes te reo, tikanga, kapa haka and Mātauranga Māori - Matariki, reflecting a Pakeha and Māori world.

Year 3-6 Pasifika Mid-Year Achievement Data %2023 - Priority



Achievement Data: Mid-Year 2022-2023 Comparison

Level	Mathematics 2022	Mathematics 2023	Reading 2022	Reading 2023	Writing 2022	Writing 2023
Well Beyond	0	0	0	0	0	0
Beyond	0	0	0	0	0	0
Within	71.4%	100%	71.4%	100%	42.9%	75%
Towards	28.6%	0	14%	0	57.1%	25%
Well below	0	0	14%	0	0	0
Total	7	4	7	4	7	4

Target for this cohort

The number of Pasifika students identified as below the expected benchmark in writing was 57.1% by the mid-year 2022. This has now decreased to 25%, a difference of 32.1% (three out of four) by the mid-year 2023. By the end of 2023, our goal to accelerate Pasifika student achievement is 100% to be on track in writing by the end of 2023. This means one out of four students.

Data Analysis and Recommendations

We are pleased to acknowledge all our Pasifika students are on track to achieve the expected benchmark in mathematics and reading. Only one boy is represented as working towards in writing. As with our Māori students, this boy is being tracked and monitored as part of a target teaching programme. Again, teachers are heightened by the need to raise student achievement in reading and writing. They are working collaboratively through the implementation of The Code principles (Structured Literacy) to raise expectations and connect with students' culture, identity, language passions and identities to identify specific needs to accelerate progress.

Year 1-2 Mid-Year Achievement Narrative 2023

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. We track literacy (writing, reading, phonics, spelling and sight words) knowledge and Numeracy progressions (strategy and knowledge). This booklet is referred to and used as a tool to inform planning and teaching. Learning objectives and goals are worked on and marked off consistency throughout the Term. This information is also shared with parents on a regular basis. We are regularly completing running records/probes to gauge progress in reading comprehension, vocabulary and reading fluency. Teachers are always having incidental, ongoing conversations regarding children's learning; what we have noticed and we are addressing it, sharing resources and ideas to help children.

What have we noticed?

- Lack of fine motor skills for writing
- Decline in phonics/letter/sound recognition (due to Covid lockdowns/reduced time at ECE)
- Reduced knowledge of how to form letters correctly, therefore hindering writing progression.
- Lower basic fact recall and retention (Y2)
- Better progress and retention in Maths over Term ½ (Y1)
- Positive progress since introducing the Little Learners Structured Literacy Programs (Y1)
- Home Learning we are currently sending home is being engaged with more than past Terms/years
- Teaching focus has changed to previous years

How are we addressing the trends to support our learners?

- Early Words group and Casey Shapes groups
- PMP- Perceptual Motor Program. Developing gross motor skills and memory.
- Phonics Connect. Phonics cross grouping/ smaller groups lead by TAs
- Home-Learning: consulting with parents about areas to work on. Organising extra readers and resources to support and consolidate learning at home.
- Reading Recovery
- Focus groups- Phonics/ VAMP/ Early Words
- Games/resources that focus on learning needs
- Introduction of 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 - determine need, plan lesson, implement lesson and reflect

Mid-Year Achievement Data 2023 - Year 1

Junior Spiral of Investigation 2023

[Overview of data](#) - based on 51 students

Level	Mathematics	Reading	Writing
Towards	1 student (International student- arrived T2) 1.96%	7 students 13.73%	5 students 9.8%
Within	32 students 62.75%	42 students 82.35%	46 students 90.20%
Beyond	18 students 35.30%	2 students 3.92%	NA

Pasifika & Maori= 6 students. 5 out of 6 are working within Reading, Writing & Maths. 1 student is working towards all areas (this student has been identified as having additional developmental challenges.)

Note - Changes made in Structured Literacy reading groups may impact the number of children towards, within and beyond by the end of the year. This will be tracked over the next year or so as our Kāhui ako adjust and implement the new programmes. Half of our classes have begun following this program in Reading.

Mid Year Achievement Data 2023 - Year 2

Junior Spiral of Investigation 2023

Overview of Data

Level	Mathematics		Reading		Writing	
	2022	2023	2022	2023	2022	2023
Towards	2.8%	0%	24.2%	46.25%	4.3%	15%
Within	84.2%	81.25%	71.4%	41.25%	95.6%	75%
Beyond	12.8%	18.75%	4.2%	12.5%	0%	0%

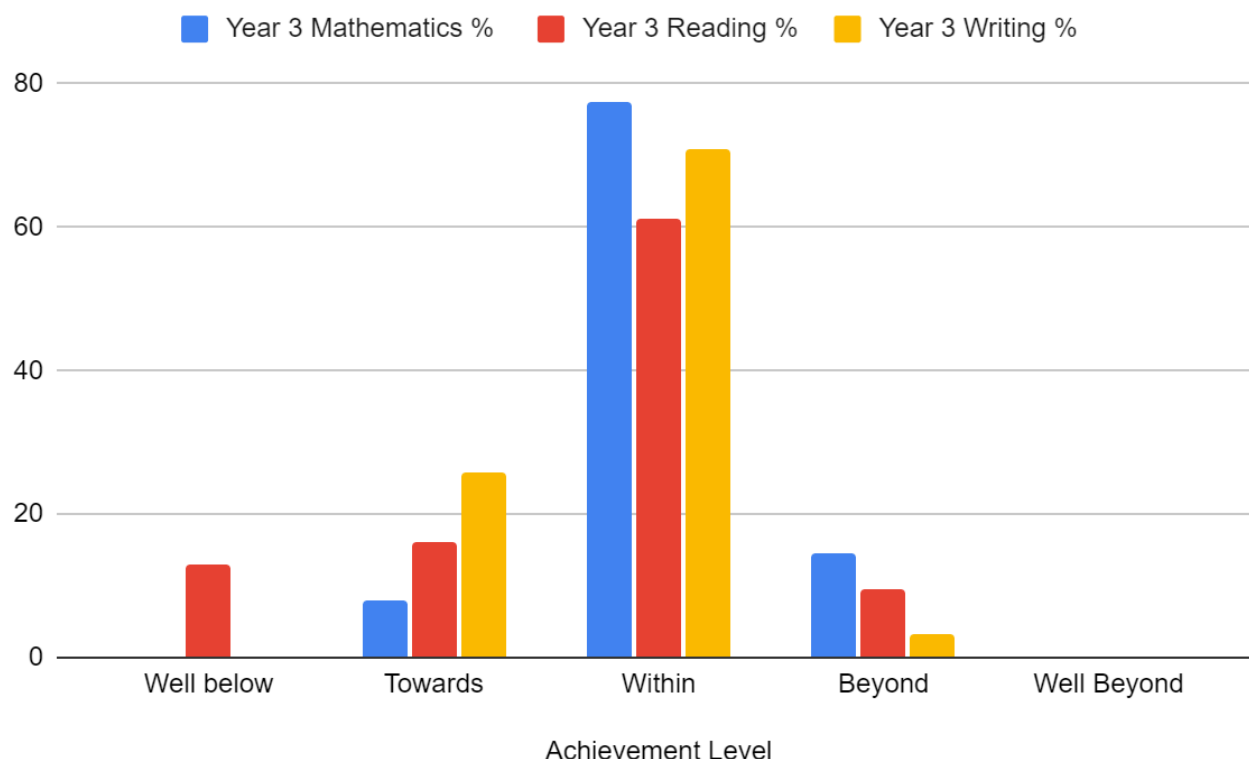
Pasifika/Maori = 1 student (towards for reading/writing, lower within for maths)

Boys (31 altogether)	Beyond	Within	Towards
Reading	5 (16.12%)	11 (35.48%)	15 (48.4%) 10 are ESOL students
Maths	12 (38.70%)	19 (61.29%)	0
Writing	0	25 (80.64%)	6 (19.35%) 4 are ESOL students

Girls (47 altogether)	Beyond	Within	Towards
Reading	5 (10.63%)	21 (44.68%)	21 (44.68%) 12 are ESOL students
Maths	3 (6.38%)	44 (93.61%)	0
Writing	0	40 (85.10%)	7 (14.89%) 6 are ESOL students

Possible reasons for the shift in literacy levels between 2022 and 2023 is because we have had eight new ESOL children enrolled this year. In terms of reading many children were on the cusp with their chronological age and corresponding reading level which moved them from lower within to towards. In terms of writing our tracking book has changed to meet the goals on HERO. This means there are more learning objectives required to be low within (the Junior team is revising this at the moment)

Year 3 Mid-Year Achievement Data % 2023



Achievement Data: Mid-Year 2022-2023 Comparison for Year 3

Level	Mathematics 2022 (Yr2)	Mathematics 2023	Reading 2022 (Yr 2)	Reading 2023	Writing 2022 (Yr 2)	Writing 2023
Well Beyond	0	0	0	0	0	0
Beyond	33.3%	14.52%	11%	9.68%	9.25%	3.23%
Within	50%	77.42%	61.11%	61.29%	75.92%	70.97%
Towards	16.6%	8.06%	29.62%	16.13%	14.81%	25.81%
Well below	0	0	0	12.9%	0	0
Total	54	62	54	62	54	62

Our Year 3 cohort consists of 37 boys and 30 girls. 0 students are Maori; 1 is Pasifika, 6 are MELAA, 32 are Asian, and 19 are Pakeha/European. 23 are ESOL-funded. [Middle Spiral of Inquiry](#)

NOTE: The number recorded include totals for boys and girls is lower, as new students starting in term two/three have NOT been included

Mathematics (Y3)

There are seven students who are towards the expected benchmark for Year 3. The focus is on filling their gaps in their knowledge and confidence. At times, activities are sent home to help further consolidation. Of the children who are towards, behaviour, ESOL and specific learning needs are also an issue as well as no extra support during the maths time (this has changed in Term 3). Teachers aim to teach, to the students ability and provide work accordingly. That being said the percentage of students who are now towards has risen by 8% from the end

of last year. We currently have 77% within the level required for Year 3. There are less beyond this, possibly due to Stage 5 being a large learning area and therefore harder to achieve beyond in all areas of maths.

Reading (Y3)

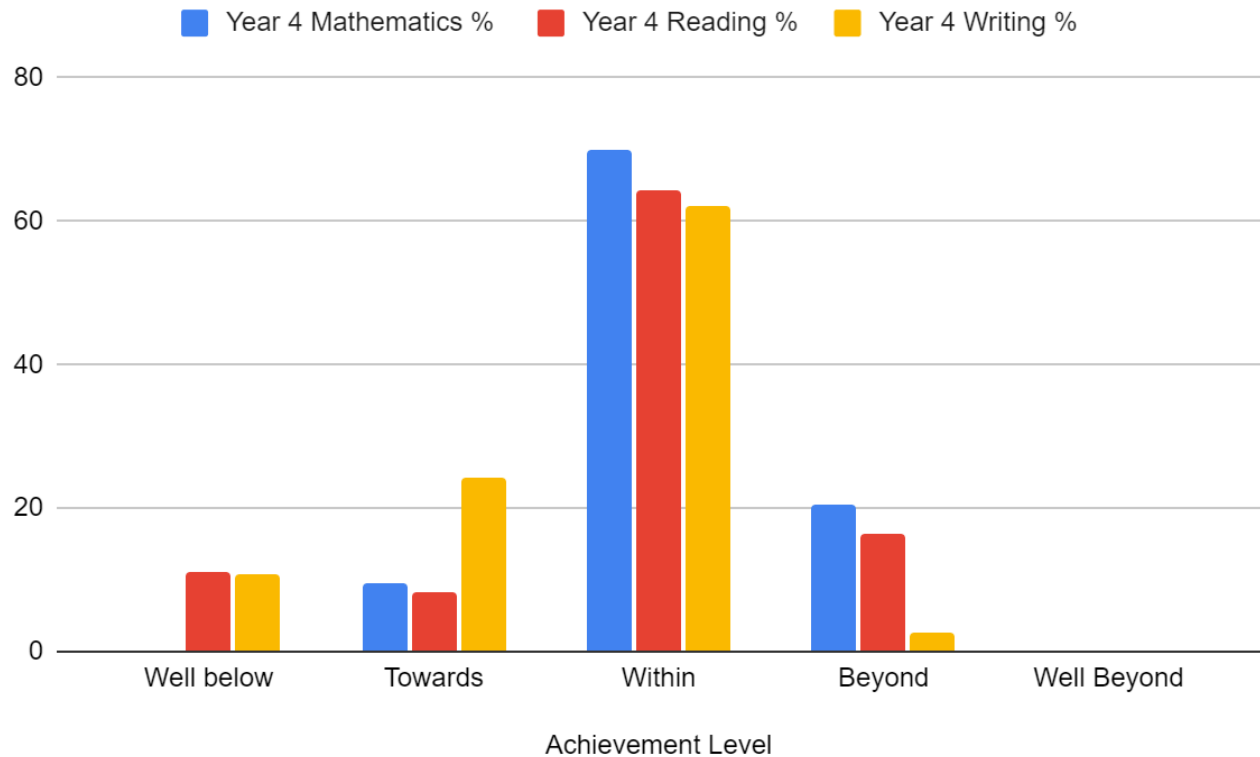
There are 19 students who are working towards the expected level in Year Three. Over half of these students are ESOL students, having English as a second language. Three students have diagnosed dyslexia or dyslexic tendencies or other learning needs. We have addressed their needs by using the CLIMB Club (Tania Jenner's reading and writing programme). We are also using Steps Web as an online resource which a third of the students can access both at school and at home. All students have made some progress this year after a disruptive previous few years of learning. Our main focus is on their comprehension of the text and not just decoding.

Writing (Y3 Focus)

Of the 18 students who are working towards the expected level in writing, six have English as their second language and attend ESOL support. four out of 18 (22%) are girls and 14 out of 18 (78%) are boys. One student is Māori. Three students have dyslexia or dyslexic tendencies. We are addressing the needs by having ability writing groups in our own classes so the students' needs can be targeted. The CLIMB Club is available for six students (two groups of three). Tania Jenner focuses on boosting the students' reading and writing. Currently, one group is targeting the students with diagnosed dyslexia and dyslexia tendencies. A reason for the number of students needing assistance could be that parents can help with reading at home but not writing.

After further discussions with the team, we have decided to keep the 24 students onto the Steps Web programme because spelling, language are our focus. We will continue to monitor their progress and review at the end of Term three.

Year 4 Mid-Year Achievement Data % 2023



Achievement Data: Mid-Year 2022-2023 Comparison (Tracking the same cohort)

Level	Mathematics 2022 (Yr 3)	Mathematics 2023	Reading 2022 (Yr 3)	Reading 2023	Writing 2022 (Yr 3)	Writing 2023
Well Beyond	0	0	0	0	0	0
Beyond	8.3%	20.55%	0	16.44%	0	2.7%
Within	80%	69.86%	80%	64.38%	63.3%	62.16%
Towards	8.7%	9.59%	15%	8.22%	36.7%	24.32%
Well below	0	0	5%	10.96%	0	10.81%
Total	60	73	60	73	60	73

Our Year 4 cohort consists of 47 boys and 30 girls. 2 students are Maori; 2 are Pasifika, 8 are MELAA, 44 are Asian, and 24 are Pakeha/European. 29 are ESOL-funded. [Middle Spiral of Inquiry](#)

NOTE: The number recorded of totals for boys and girls is lower as new students starting in term two/three have NOT been included:

Mathematics (Y4)

There are eleven students who are below the expected benchmark in mathematics. Out of the eleven students, there are four boys and seven are girls. The girls identified tend to lack confidence in their ability, something we are trying to address by repeating the activities with a teacher aide. The difference in the students working towards from 2022 and 2023 is less than 1%. It is pleasing to see that our children beyond have gone up from 2022 by 12.25%, however, it is interesting that our children within the expected have gone down from 80% in mid 2022 to 69.86% in mid 2023. We think that the gaps could be related to new ESOL students and current ESOL

students accounting for six of the 11 students. They may be familiar with the content, however they do not seem to have the understanding of the maths language usually expected at this level. Currently, we have students that are working towards going out 30 minutes/ two days a week to work with a teacher assistant from Term 3 on some of the identified gaps for these students.

Our next steps are to continue to encourage basic facts at home and keep working on the gaps by having differentiated activities in our mathematics programme.

Reading (Y4 Focus)

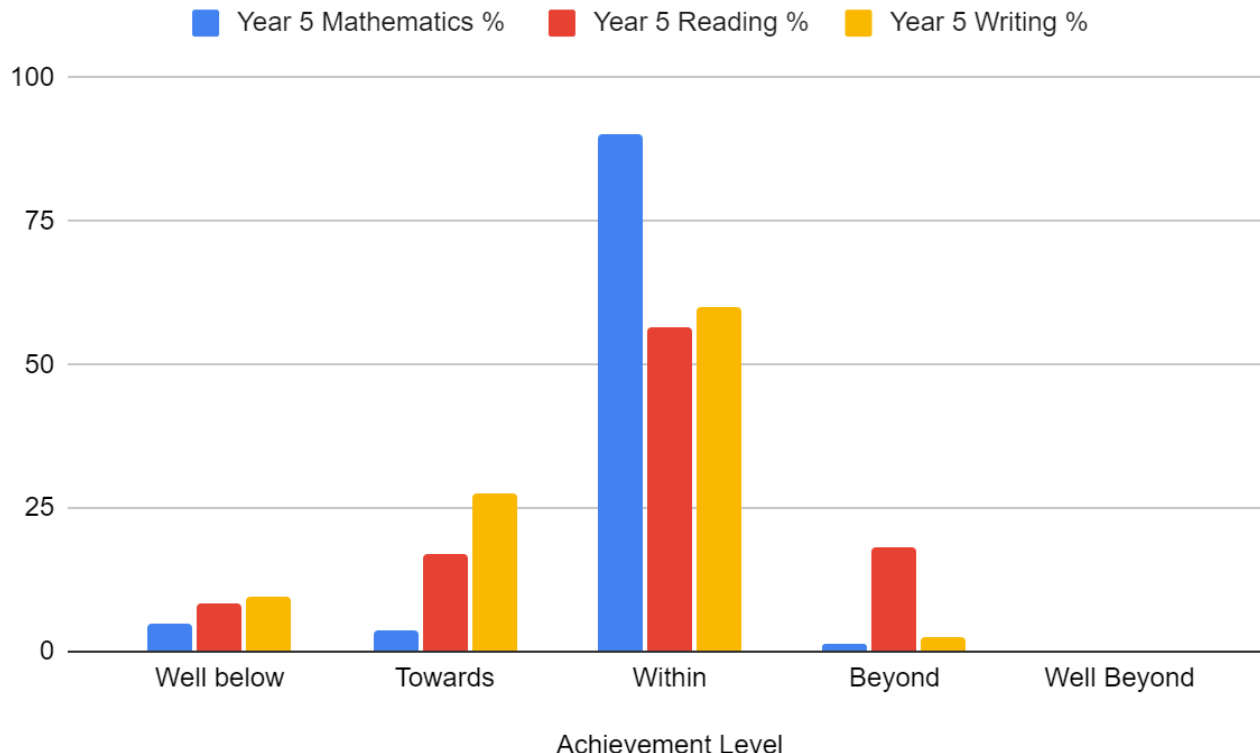
In year four, the number of students identified as well below the expected benchmark in reading at the mid-year 2022, has increased 5.96% by the mid-year 2023. This is due to the large number of ESOL and international students who have joined the year group since the start of the year.

There are 17 students who are below the expected benchmark in reading. Out of the 17 students, 11 have English as their second language and attend the ESOL programme, one receives SENCO support and one has just been accepted by the RTLB service. 14 out of 17 are boys and three out of 17 are girls - this includes 1 Māori. We are also sending home reading materials everyday to consolidate what they are learning in class. The children also use the Steps Web programme for 20-25 mins a day to help with their literacy. We will continue to monitor their progress and review at the end of Term 3.

Writing (Y4)

Of the 18 students who are below the expected level in writing, thirteen were boys and five were girls. We noticed that there has been a decrease in the number of students below the expected level compared to writing mid 2022 (by 5.6%). We believe this may be due to the fact that the students have had more time in the classroom compared to last year. Seven out of the eighteen students have English as their second language and attend ESOL support. 1 student is Māori. 1 student has been diagnosed with ADD, another has ADD tendencies. We have writing groups in our own classes to cater for individual needs. The students also use the Steps Web programme for 20-25 mins a day to help with their literacy. For the students we have identified as our target writers, we have sent home ideas for the parents to help motivate the students to practice writing at home.

Year 5 Mid-Year Achievement Data % 2023



Achievement Data: Mid-Year 2022-2023 Comparison (Tracking the same cohort)

Level	Mathematics 2022 (Yr 4)	Mathematics 2023	Reading 2022 (Yr 4)	Reading 2023	Writing 2022 (Yr 4)	Writing 2023
Well Beyond	0	0	0	0	0	0
Beyond	25%	1.2%	12.5%	18.07%	0	2.41%
Within	65.3%	90.36%	66.7%	56.63%	84.7%	60.24%
Towards	9.7%	3.61%	16.7%	16.87%	11.1%	27.71%
Well below	0	4.82%	4.2%	8.43%	4.2%	9.64%
Total	72	83	72	83	72	83

Our Year 5 cohort consists of 46 boys and 40 girls. 3 students are Maori; 1 is Pasifika, 2 are MELAA, 50 are Asian, and 30 are Pakeha/European. 29 (a third) are ESOL-funded. [Seniors spiral of investigation](#).

Mathematics (Y5)

In 2022, seven children from the cohort of 72 were working 'towards' in mathematics. In 2023, six of those same students are either working towards or well below. The seventh in 2023 is a new student. Upon studying the data more closely, the four children now classified as 'well below' have either made progress or plateaued at each data input - none of them have moved to a lower level. All four receive additional support and have been identified as having additional learning needs. These children are learning and moving forward, and will continue to be supported with their next steps. At the higher end, 90.3% were 'within' or 'beyond' in 2022; 91.56% are within those brackets now. One clear difference is that we now have very few children classed as 'beyond'. Looking at their data, it seems many of them have plateaued from their final Year 4 judgement to their mid-year 5 judgement, which has meant they have stayed at the same curricular level but are counted as 'within' rather than 'beyond'. We feel that this may be, in part, due to differences in approach when assessing. As a Year 5 team, we are

beginning to trial a more 'frequent, formative' method of assessment which will ensure more of a shared ongoing tracking, rather than relying on infrequent summative testing. We are also exploring ways that we can challenge and extend those children who are working at the higher levels.

Reading (Y5)

In 2022, 20.9% (15 children) were working 'towards' or 'well below' in reading. In 2023, 21 children are working 'towards' or 'well below'. This is split 10:11, boys:girls. Six of the seven children who are 'well below' are new to our school this year, are ESOL and have joined with very little English language. The 7th was also classed as 'well below' in 2022 and has been receiving support from a Teacher Aide and RTLB for specific difficulties with literacy. The two other children classed as 'well below' in 2022 have now moved up into the 'towards' assessment band, showing accelerated progress. Of our 14 children working 'towards', 11 are ESOL, and 3 receive specific support from Teacher Aides, focusing on difficulties in literacy.

We currently have 74.7% of children working 'within' or 'beyond' in reading, which is in line with the overall standard in Years 3-6. We are pleased with the increase in children working 'beyond', which has risen to 18.07% (15 children). We have developed a way of tracking our cohort as a team, identifying specific gaps in knowledge or ways to extend, and delivering targeted workshops to these children in reading lessons. We aim to have more children in both the 'within' and 'beyond' bands by the end of the year, whilst continuing to promote a love of reading and excitement around our shared class novels, which are a focus of our English lessons.

Writing (Y5)

We currently have eight children working 'well below' expected standards in writing. Seven are the same children working 'well below' in Reading - six are new to our school this year, classed as ESOL and have joined us with very low levels of English. They receive support from our ESOL teachers and use programs such as 'StepsWeb' and 'Learning Village' to aide their learning of the English language. The other two both have specific learning difficulties, have been assessed by RTLB, diagnosed, and receive specific support from Teacher Aides. This includes help in class, as well as withdrawal for additional support, for example our 'tier 2' intervention of 'The Code' structured literacy program. Both children have 'plateaued' in their overall writing level, however closer inspection finds that they have both made progress with learning progressions, at a slower pace.

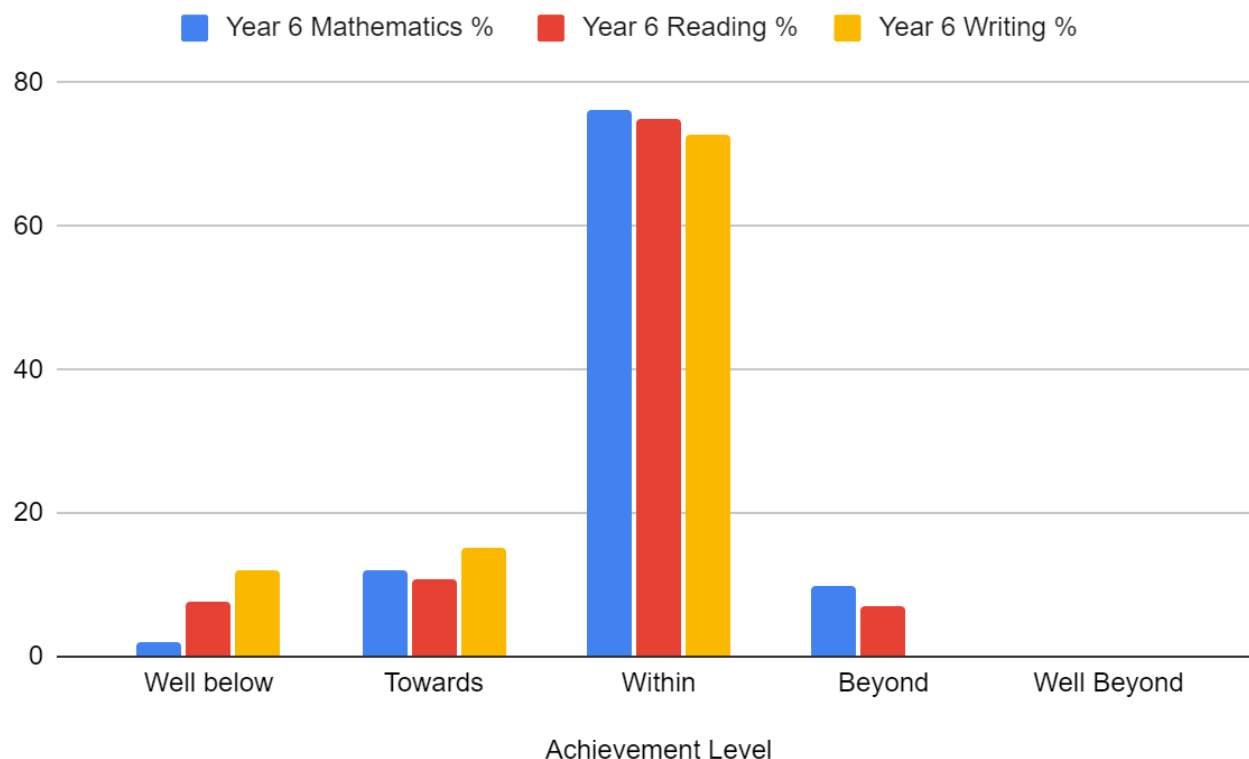
27.71% of our children are classed as working 'towards' in writing. Of these 16 children, 10 are ESOL; three have been assessed and supported by RTLB and work closely with Teacher Aides on structured literacy and other aspects of our writing program; three are new to our school this year. Many of these children are in targeted groups, working closely with their class teacher to help them accelerate their progress and close the achievement gap. 60.24% of our children are working 'within' the expected level, and 2.41% are working above. We aim to increase both of these numbers over the course of the next two Terms.

**Writing is more subjective when assessing, as it is more open to interpretation and teacher judgement. As a Year 5/6 team, we moderated our writing assessments and are confident that we are all marking writing in a consistent manner. We would like to complete a similar activity with the Year 3/4 teachers, to ensure consistency throughout.

**To improve writing levels, we have been teaching 'The Code', our Structured Literacy programme. Only one class has completed both the pre- and post- tests so far, and the results were very good - see [here](#). The amount of children scoring 75% or more on the test went from half the class to three quarters of the class, and the amount getting full marks went from one child to five.

**Our other focus this year has been on building a shared approach to writing across Years 5 and 6, ensuring that we are using a shared language of learning, assessment for learning strategies, a shared approach, with a common understanding of our goals and expected outcomes. We have moved away from genres and towards four purposes of writing (writing to persuade, inform, entertain and describe). We have taught literacy through shared novels, which have created a real buzz of excitement amongst both students and teachers. We have plans to develop and improve this further.

Year 6 Mid-Year Achievement Data % 2023



Achievement Data: Mid-Year 2022-2023 Comparison (Tracking the same cohort)

Level	Mathematics 2022 (Yr 5)	Mathematics 2023	Reading 2022 (Yr 5)	Reading 2023	Writing 2022 (Yr 5)	Writing 2023
Well Beyond	0	0	0	0	0	0
Beyond	2.5%	9.78%	11.4%	6.92%	15.9%	0
Within	69.6%	76.09%	70.9%	75%	45.6%	72.83%
Towards	21.5%	11.96%	10.1%	10.87%	34.2%	15.22%
Well below	6.3%	2.17%	7.6%	7.61%	5.1%	11.96%
Total	79	92	79	92	79	92

Our Year 6 cohort consists of 41 boys and 51 girls. 2 students are Maori; 0 are Pasifika, 5 are MELAA, 54 are Asian, 4 are Other European, 1 is Other and 26 are Pakeha/European. 11 are ESOL-funded.

[Seniors spiral of investigation.](#)

Mathematics (Y6)

In mathematics, we have 11 students working towards and two who are well below. Of the students working towards, six are boys and five are girls. Of the six boys, one has an attendance problem due to high anxiety and two of the other boys have anxiety as well. Of the five girls, one has diagnosed learning needs, two speak another first language at home and one started school here in Year 3 (straight from South Africa with no prior schooling). Of the two students who are well below, one is an ESOL boy and the other is a girl - diagnosed with learning challenges.

We have identified these students and incorporated them in our mixed ability problem solving groups. We have

teacher aides supporting us during our maths classes, however only once a week. More teacher aide support would benefit these students.

On a positive note, we have nearly 10% of our Year 6 cohort working beyond in maths. With this large spread in each classroom (from those who are beyond to those working towards), R16 & R17 have tried to group within their MLE to narrow the bands of knowledge they are working with.

Reading (Y6)

In reading, we have ten students who are working towards and seven who are well below. Of the seven students who are well below, three are boys and four are girls. Five are ESOL - three of these being international students. Of the two others, one has been diagnosed with severe learning difficulties with language.

Of the ten students who are working towards, six are boys and four are girls. Six of these students are ESOL and predominantly speak another language at home. The four other students - 1) attendance problems, 2) working on being at school full time, 3) started school in NZ in Year 3, 4) has diagnosed learning difficulties so much so that she receives ministry support with assistive technology.

The numbers/percentages for students working towards have remained the same from last year. Of the 17 total students, four receive support through the Agility with Sound programme and ten go to ESOL classes.

Positively in reading, we have 82% working within or beyond.

Writing (Y6 Focus)

When analysing our mid-year data, out of the 25 students working towards in writing (14 towards and 11 well below), 17 of these students are boys and 8 are girls. Fifteen of the 25 students are ESOL learners. Six of these students have diagnosed learning difficulties.

This is the largest focus for our team. (At the beginning of 2023, each of the three Year 6 classes had $\frac{1}{3}$ of their students working towards in writing. We believe that Covid definitely affected this year group because they missed out on a lot of foundation writing skills during Years 3 & 4.)

The significant change in beyond writers from mid year Y5 to mid year Y6 we attribute to having different teachers assessing the writing. Writing is so subjective that it is hard (even though we moderate across teams) to ensure consistency in the leveling of writing.

** Please refer to the last three paragraphs in the Year 5 information for writing as it is the same for Year 6 - we work as a collaborative group.

There are five children in Year 6 who are working towards or well below in all three curriculum areas:

1) Very new to NZ, ESOL; 2) & 3) started at our school in Year 3 having come from South Africa with no prior schooling; 4) attendance and anxiety issues; 5) many diagnosed learning difficulties.