



## Reporting on Student Achievement

### End-of-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 end-of-year data student progress shown as percentages
  
- ✓ The table is a comparison of student progress achievement data between End-of Year 2022, Mid-Year 2023 and End-of Year 2023 broken down into mathematics, reading and writing Curriculum areas and represents the number of children
  
- ✓ [Mid-year Student Achievement Report 2023](#)
  
- ✓ Finally, there is an analysis of end-of-year achievement data with regards to the target set for each cohort supporting our collaborative inquiry and BoT goals for 2023 - 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 are reported as a narrative which may impact goals setting at the start of Year 3 each year.
  
- ✓ This report will become part of the BoT annual report and set goals for 2024.

#### [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.

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

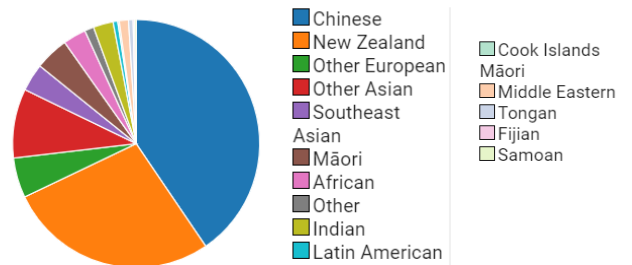
# School-wide Demographic 2023

To assist the understanding of the end-of-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 499 students enrolled - 480 are domestic and 19 are international (all Chinese).

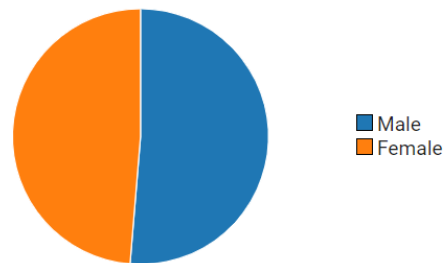
## The MoE Ethnicity Groups

- Chinese - 202 = 40%
- European New Zealand - 137 = 27%
- Other Asian - 45 = 9%
- Other European - 26 = 5%
- Southeast Asian - 18 = 4%
- Māori - 22 = 4%
- Indian - 13 = 3%
- African - 15 = 3%
- Middle Eastern - 6 = 1%
- Latin American - 3 = 0.6%
- Tongan - 3 = 0.6%
- Samoan - 1 = <1%
- Fijian - 1 = <1%
- Other - 7 = 1%

MoE Ethnicity Groups\*



Gender



## Gender Groups

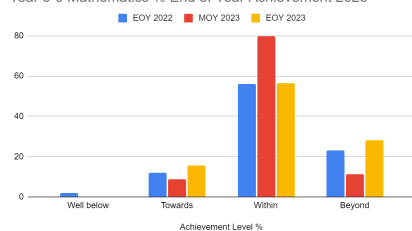
- Females - 243
- Males - 256

## Next Steps

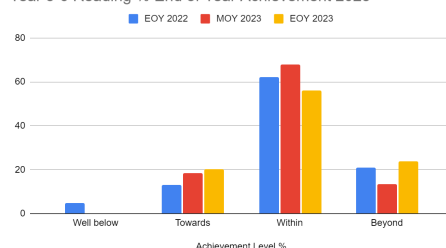
The following student achievement report highlights our success and areas for school-wide improvement in mathematics, reading and writing for 2024.

# Year 3-6 School-wide End-of-Year Achievement 2023

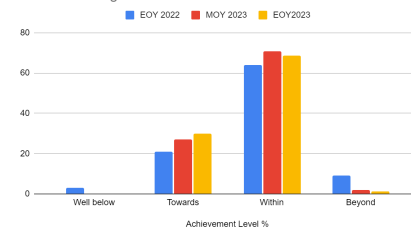
Year 3-6 Mathematics % End of Year Achievement 2023



Year 3-6 Reading % End of Year Achievement 2023



Year 3-6 Writing % End of Year Achievement 2023



Achievement Level %	Maths EOY 2022 Yr 4-6	Maths MOY 2023	Maths EOY 2023	Reading EOY 2022 Y4-6	Reading MOY 2023	Reading EOY 2023	Writing EOY 2022 Y4-6	Writing MOY 2023	Writing EOY 2023
Below	2	0	0	5	0	0	3	0	0
Towards	12	8.7	15.6	13	18.6	20.3	21	27.2	30
Within	56	79.9	56.3	62	68	56	64	70.7	68.7
Beyond	23	11.4	28.1	21	13.4	23.7	9	2.1	1.3
Total	307	300	320	307	291	300	307	287	300

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

## Year 3-6 Target 2024

Based on our end of year 2023 data, we will look to move our percentage of learners meeting or working beyond the NZC expectations from around 84% to 88% in maths and reading. Our writing data trails behind this, and we will focus on increasing this percentage in 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 parents.

## Data Analysis and Recommendations

Despite not reaching our target for 2023, the data highlights some positive progress across the Curriculum. Many students between years 3-6 met the expectation for 2023 in reading and mathematics. This is to be celebrated. 84% are now working at or above the expected benchmark in mathematics and 80% in reading. Writing is still a concern. 30% students are still working towards the expectation and in some cases, well below the expectation. Therefore, writing will be the focus of targeted teaching school-wide for 2024. Of the 108 identified as working towards or well below the standard, 78 are boys, and 40 are girls. 64 students are Asian, six are Māori, and 29 are NZ European. The figure of 108 differs from the 90 shown in the data table due to the Year 3 and 4 data not separating the towards and well below students

Continuing into 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 implement The Code, a structured literacy approach programme. The purpose is to raise achievement in literacy - especially writing and 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.

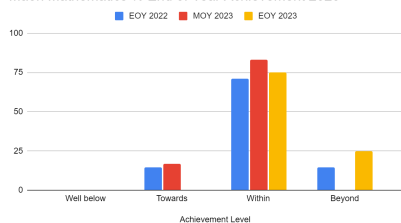
*Learning together to create a better tomorrow  
Ako tahi mā āpōpō kia pai ake*

# Year 3-6 Māori End-of-Year Achievement 2023

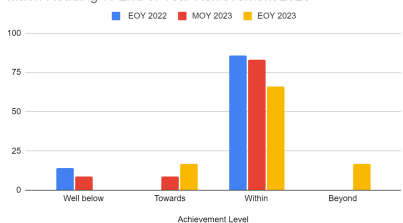
**The 2023 target for this cohort was:**

By the end of 2023, our goal was to accelerate 75% Māori student achievement to be on track in reading and writing. This meant 9 out of 12 students.

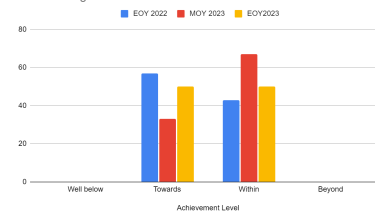
Māori Mathematics % End of Year Achievement 2023



Māori Reading % End of Year Achievement 2023



Māori Writing % End of Year Achievement 2023



Achievement Level %	Maths EOY 2022 Yr 4-6	Maths MOY 2023	Maths EOY 2023	Reading EOY 2022 Yr 4-6	Reading MOY 2023	Reading EOY 2023	Writing EOY 2022 Yr4-6	Writing MOY 2023	Writing EOY 2023
Well below	0	0	0	1 (14%)	1 (8.5%)	0	0	0	0
Towards	1 (14%)	2 (17%)	0	0	1 (8.5%)	2 (17%)	4 (57%)	4 (33%)	6 (50%)
Within	5 (71%)	10 (83%)	9 (75%)	6 (86%)	10 (83%)	8 (66%)	3 (43%)	8 (67%)	6 (50%)
Beyond	1 (14%)	0	3 (25%)	0	0	2 (17%)	0	0	0
Total	7	12	12	7	12	12	7	12	12

## Data Analysis and Recommendations

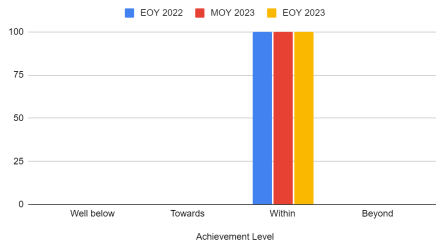
This data spread shows that we have tripled the amount of students who are achieving beyond the expected standard in maths and doubled the number in reading. Unfortunately, our writing data shows that 50% of our Māori students continue to work below standard in writing. We will continue to target these students in our programmes next 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 for 2024 will not be analysing the same students. Teachers will start the year with learning-focused relationships, to include embracing whanaungatanga, and home-school partnerships, to heighten the need to connect, raise high expectations and raise student achievement in writing. This is part of our school wide focus for 2024.

# Year 3-6 Pasifika End-of-Year Achievement 2023

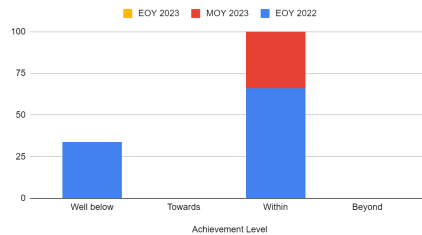
**The 2023 target for this cohort was:**

By the end of 2023, our goal was to accelerate 75% Pasifika student achievement to be on track in reading and writing. This meant 3 out of 4 students

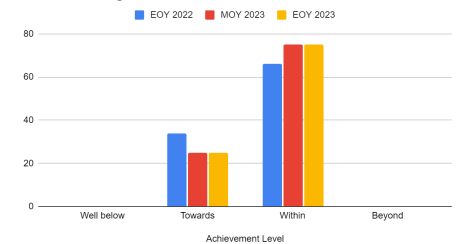
Pasifika Mathematics % End of Year Achievement 2023



Pasifika Reading % End of Year Achievement 2023



Pasifika Writing % End of Year Achievement 2023



Achievement Level %	Maths EOY 2022 Yr 4-6	Maths MOY 2023	Maths EOY 2023	Reading EOY 2022 Yr 4-6	Reading MOY 2023	Reading EOY 2023	Writing EOY 2022 Y 4-6	Writing MOY 2023	Writing EOY 2023
Well below	0	0	0	1 (34%)	0	0	0	0	0
Towards	0	0	0	0	0	0	1 (34%)	1 (25%)	1 (25%)
Within	3 (100%)	4 (100%)	4 (100%)	2 (66%)	4 (100%)	4 (100%)	2 (66%)	3 (75%)	3 (75%)
Beyond	0	0	0	0	0	0	0	0	0
Total	3	4	4	3	4	4	3	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 benchmark. Attendance has remained steady at 83.9%. As with our Māori students, these boys were tracked and monitored throughout the year. As with our Māori students, we will continue to embrace whanaungatanga, and home-school partnerships, to heighten the need to connect, raise high expectations and raise student achievement in writing. This is part of our school wide focus for 2024.

## Year 0-2 School-wide End-of-Year Achievement 2023

### End-of-Year Achievement Data 2023 - [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 2024.

Level	Mathematics		Reading		Writing	
	Mid (51)	End (57)	Mid	End	Mid	End
<b>Towards</b>	1.96% 1 student	1.75% 1 student	13.73% 7 students	22.80% 13 students	9.8% 5 students	12.28% 7 students
<b>Within</b>	62.75% 32 students	84.21% 48 students	82.35% 42 students	66.14% 32 students	90.20% 46 students	87.71% 50 students
<b>Beyond</b>	35.30% 18 students	14.03% 8 students	3.92% 2 student	21.05% 12 students	0% N/A	0%

### End-of-Year Achievement Data 2023 - [Year 2](#)

Level	Mathematics		Reading		Writing	
	Mid	End	Mid	End	Mid	End
<b>Towards</b>	0%	22.5% 18 students	46.25%	32.5% 26 students	15%	12.5% 10 students
<b>Within</b>	81.25%	48.75% 41 students	41.25%	52.5% 42 students	95.6%	87.5% 70 students
<b>Beyond</b>	18.75%	28.75% 21 students	12.5%	15% 12 students	0%	0%

### 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 single word reading, LLLL reading goals and reading indicators from Orange-Gold), 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 consistently throughout the term. This information is also shared with parents on a regular basis. We are regularly completing LLLL unseen decodable text tests, nonwords 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 1 End of Year**

- The learning of alphabet sounds is really reinforced and the repetition has helped them to retain this phonics knowledge.
- Significant increase in children working beyond in reading. This may be due to the scope and sequence of the Little Learners Love Literacy programme.
- Writing has improved with the handwriting and word writing now being a part of the LLLL reading sessions.
- Cross grouping between 2 classes for writing - alternating between the more capable and lower learners has helped target specific learning intentions.

### ***Writing***

2 ESOL, 2 Māori, 1 Indian, 1 NZ European and 1 German student are working towards the expected level of the Curriculum in writing. 1 ESOL student is an international student who came to school with very little English and 1 Māori student moved from a Māori immersion school in September. This transition from a full Māori speaking school late in the year has impacted their abilities in writing. All of these students are also working towards in Reading. Some students came with no pre-writing skills (Casey shapes, knowledge of the alphabet, high frequency words). All received TA support in handwriting with Casey shapes as well as extra teacher time in guided writing lessons to ensure foundation skills in writing were developed. The introduction of the Little Learners Love Literacy programme this year has targeted the correct formation of letters while they are learning their letter sounds as well as being able to sound out and write CVC and CVCC words accurately.

### ***Reading***

13 students in Year 1 are working towards the expected level for the end of Year 1. This is an increase from 7 working towards mid-year. Almost half of these students are also working towards in Writing and 1 is working towards in Maths as well. Of these 13 students 3 are of Māori descent, 5 are ESOL, 1 has behavioural issues and 2 have been referred to CWB for further testing. These children have had ongoing TA time within the classroom and focused phonics group support and 2 students have attended Early Words and VAMP. The ESOL learners have developed their vocabulary from ESOL classes 1-2 times a week. 12 students are working beyond in Reading. The introduction of Little Learners Love Literacy is a targeted programme with a scope and sequence that really reinforces the learning of letter sounds and being able to accurately decode CVC and CVCC words in the early stages of reading, rather than try and guess words using picture cues and a sense of meaning.

### ***Mathematics***

The 1 student working towards the expected level of the Curriculum in Mathematics at the end of the year was also the student working towards mid-year. He turned 5 in July last year but did not start school until Feb this year. He struggled to develop his knowledge of numbers between 0-20 early on in the year. He is of Māori/European/NZ/German descent and does speak German at home. Language/vocabulary was a definite barrier to their mathematical knowledge and development. This student is also working towards in Reading and writing. Maths games/knowledge follow ups were provided in his home learning book to support their ongoing learning at home as well as TA support in the classroom. He has been referred to CWB for testing.

More students are working within the expected level of the Curriculum than beyond at the end of the year. This could be due to the varying reporting levels at mid-year and end of year for Stage 3 and 4. To be beyond at the End of Year 1 would mean that the student would be working confidently at the end of Stage 4 and there is a lot of number knowledge and strategies that need to be learnt at this stage.

Year Level	Emergent Stg 0-1	1B - Early Level 1 Stg 2	1P - Early Level 1 Stg 3	1A - At Level 1 Stg 4
Half way through Year 1	Lower Within	Within Stage 2 END	Upper Within Stage 3 MID <u>Beyond</u> Stage 3 END	Well beyond
End of Year 1	Towards	Lower Within	Within Stage 3 END	Upper Within Stage 4 MID <u>Beyond</u> Stage 4 END

### What we have noticed - Year 2 End of Year

- In all Curriculum areas there has been an increase in children working beyond, particularly in maths
- There has been a decrease in children working towards in reading and writing as these children have moved to working within, possibly with the introduction of Little Learners Love Literacy scope and sequence
- 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 at the beginning of Term 3 and teaching phonics as a whole class, 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.

### Mathematics

There are 18 students working towards the expected Curriculum level for the end of Year 2. 12 are ESOL which sees a language barrier and 6 of these children came into Year 2 low. 3 of these children have suspected dyslexia. 1 child is female Māori/NZ. 13/18 are girls. 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. 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. Games have been sent home. The other possible reason is because at mid-year if a student is working at Stage 2 or 3 they are working at the lower end of within, however at the end of the year they are considered to be working towards.

Year Level	Emergent Stg 0-1	1B - Early Level 1 Stg 2	1P - Early Level 1 Stg 3	1A - At Level 1 Stg 4	2B - Early Level 2 Stg 5
Half way through Year 2	Towards	Lower Within	Within/Upper Within Stage 4	<u>Beyond</u> Stage 5 BEG	



End of Year 2		Towards	Lower Within/Within Stage 4 Upper Within Stage 4 END	Beyond Stage 5
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### **Reading**

There are 26 children who are working towards the expected level for the end of Year 2. These results have been calculated using our own Little Learners Love Literacy reporting levels. We needed to adapt these from the Structured Literacy progression suggestions due to the Year 2 team starting Structured Literacy in Term 3 and not from the beginning of the year like Year 1 children. 19 of these children are ESOL, having English as a second language. 11/26 are boys. Three children have suspected dyslexia, one child is female/Māori and has a group referral. Two students are attending Reading Recovery at present and 5 of these children attended early words in Terms 1 and 2. 15 of these children attend the Stage 1.2.3 Structured literacy lesson with the TAs so they can focus on the specific letters in the scope and sequence and CVC words as having these children working with the whole class on phonics would not be beneficial as letter identification and sounds are imperative to their reading development. 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.

### **Writing**

There are ten children working towards the expected Curriculum level in writing for the end of Year 2. All of these students have English as their second language and attend ESOL support classes. Most of these children are registered for the Steps Web app. 6/10 are girls. 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 not 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. 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.

### **Other considerations (End of Year)**

- Teacher aide support is limited for the large class sizes.
- Parent input with home learning not always taking place.
- VAMP has not happened this year due to lack of TAs to run this program
- PMP has been dropped for Year 1s but has continued for our 26 children in our NE class.
- Teacher Aide has been taken from Y1 and placed into Y0 (not replaced)
- Large class numbers in Y0/1- all reaching 22 children with a vast mixture of abilities and levels
- Large class numbers in Year 2 - all reaching 28 children at some point throughout the year.
- Large range of groups and needs in all Curriculum areas.
- Some Casey shapes groups have had to be discontinued due to no TAs

### **Recommendations for 2024**

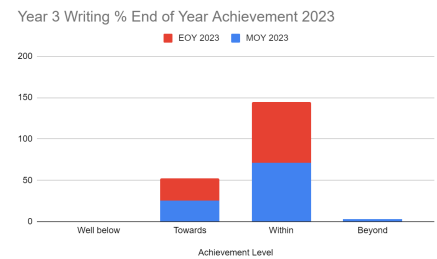
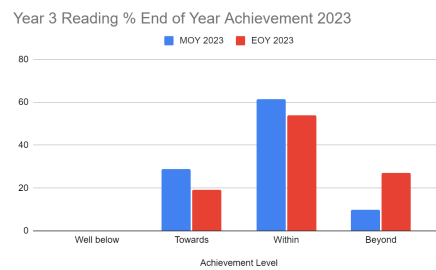
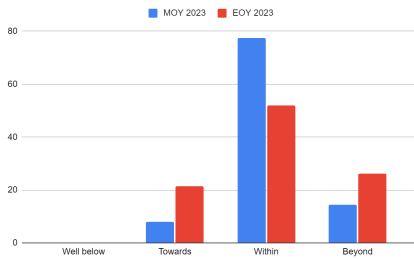
- TA time to help with those children working towards is key
- Keeping to 20 max in Year 1 classes
- Reinstate the VAMP programme - Visual and Auditory Memory Programme.
- PMP - more children being able to attend (TAs)
- Casey shape groups
- Continue Reading Recovery
- Continue Structured Literacy into 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 to use the tracking book to guide targeted planning/teaching for 2024. Use them to inform gaps/groups for the in class TAs to target in Term 1.
- 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.
- Send home Sheep cards with Basic facts for targeted Number Knowledge learning

*Reported by Year 0-2 team  
December 2023*

# Year 3 End-of-Year Achievement 2023

The data below shows the 2023 Year 3 cohort, tracking them from their Mid-Year (MOY) of Year 3 to End of Year 3. Please note: Year 2 EoY 2022 data is represented as a narrative.



Level %	Maths EOY 2022	Maths MOY 2023	Maths EOY 2023	Reading EOY 2022	Reading MOY 2023	Reading EOY 2023	Writing EOY 2022	Writing MOY 2023	Writing EOY 2023
Well below	Narrative	0	0	Narrative	0	0	Narrative	0	0
Towards	Narrative	5 (8.06%)	14 (21.5%)	Narrative	18 (29.03%)	12 (19.%)	Narrative	16 (25.81%)	17 (26.15%)
Within	Narrative	48 (77.42%)	34 (52%)	Narrative	38 (61.29%)	34 (54%)	Narrative	44 (70.97%)	48 (73.85%)
Beyond	Narrative	9 (14.52%)	17 (26.1%)	Narrative	6 (9.68%)	17 (27%)	Narrative	2 (3.23%)	0 (0%)
Total	55	62	65	55	62	63	55	62	65

Year 3 - 2023	Total	Percent
Chinese	23	35.39%
New Zealand	19	29.23%
African	2	3.08%
Other European	4	6.15%
Indian	2	3.08%
Other Asian	6	9.23%
Cook Islands Māori	1	1.54%
Māori	6	9.23%
Other	1	1.54%
Southeast Asian	1	1.54%
Total	65	

**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**

There are 14 students (21.5%) who are working towards the expected benchmark for Year 3 mathematics. This has increased when compared 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. We have also seen an increase in students who are working 'beyond' the Curriculum level. There are 17 students (26.1%) currently working at 'beyond'. This has increased by 8 students when compared to our mid-year data.

**Recommendations for 2024**

For 2024, we believe that extra support from Teacher Aides within the classroom will benefit the students who need assistance. We feel that having single cohort classrooms will positively impact these students as they will have access to more targeted teaching based on their current learning level within mathematics.

**Reading**

Our end-of-year data shows there has been an increase in students working 'beyond' the Curriculum benchmark 17 students 27%. We can also see a decrease in students working 'below' the Curriculum benchmark 12 students instead of 18 students mid-year. 7 of the 12 students currently working 'below' the Curriculum benchmark are new students who started mid-year and have English as a second language. We have addressed these needs by providing support in class and at home through the Learning Village, 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 and 1:1 support when completing some activities when in the classroom.

**Recommendations for 2024**

For 2024, we believe that continuing the Learning Village programme during school time and at home will benefit these students. 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.

**Writing**

Our end-of-year data shows an increase in students working 'within' the Curriculum benchmark for writing. There has been an increase by 0.34% of students working 'below' the Curriculum level for writing. 13 out of 17 students currently working 'below' the Curriculum benchmark 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. It was too complicated to analyse the data for the Code, as classes were tested when they had completed a unit / year level and also there has been a change of teachers, some of whom have not been trained in how to implement it. Overall teacher judgement when moderating and marking writing tasks, show there has been improvements in writing.

- 16/32 Year 3 towards writers are boys (8 ESOL) and 8 Girls (6 ESOL girls)
- 14/32 are ESOL learners as well as dyslexic tendencies for 4 students and other learning needs still awaiting diagnosis.

**Recommendations for 2024**

For 2024, we believe that continuing the Learning Village 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 also believe that continuing with Steps Web as well as the Code takes too much focus away from targeted workshops. From 2024, we will not continue with Steps Web and just focus on the Code to assist our writing programme.

**Climb Club Attendees:**

12 students completed two terms of CLIMB Club. Comparing pre and post data the results are encouraging. Auditory processing skills = 100% improvement, Visual processing skills = 83% (the same result or improvement shown), Spelling assessment = 83% (the same result or improvement shown), Dictation = 100% improvement, Phonics basic assessment = 91% (the same result or improvement shown), Phonics advanced assessment = 100% (the same result or improvement shown).

All of the students have shown increased self-confidence and independence in their overall literacy skills.

**Recommendations for 2024**

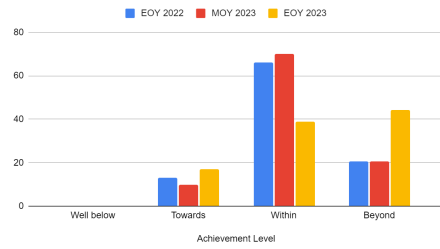
We recommend continuing with the Climb Club for those students needing an extra confidence boost, however there is no funding for 2024 for this programme.

*Reported by Year 3-4 team  
December 2023*

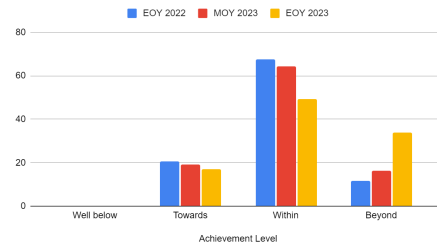
# Year 4 End-of-Year Achievement 2023

The data below shows the 2023 Year 4 cohort, tracking from their End of Year (EOY) of Year 3 to End of Year 4.

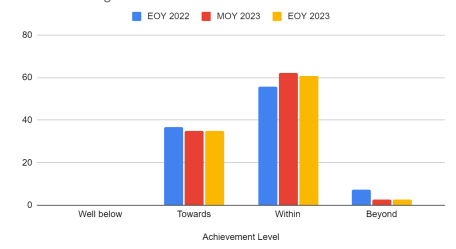
Year 4 Mathematics % End of Year Achievement 2023



Year 4 Reading % End of Year Achievement 2023



Year 4 Writing % End of Year Achievement 2023



Achievement Level %	Maths EOY 2022	Maths MOY 2023	Maths EOY 2023	Reading EOY 2022	Reading MOY 2023	Reading EOY 2023	Writing EOY 2022	Writing MOY 2023	Writing EOY 2023
Well below	0	0	0	0	0	0	0	0	0
Towards	9 (13.24%)	7 (9.59%)	13 (16.88%)	14 (20.59%)	14 (19.18%)	13 (16.88%)	25 (36.76%)	26 (35.13%)	27 (35%)
Within	45 (66.18%)	51 (69.86%)	30 (38.96%)	46 (67.65%)	47 (64.38%)	38 (49.35%)	38 (55.88%)	45 (62.16%)	48 (60.76%)
Beyond	14 (20.59%)	15 (20.55%)	34 (44.16%)	8 (11.76%)	12 (16.44%)	26 (33.77%)	5 (7.35%)	2 (2.7%)	2 (2.53%)
Total	68	73	77	68	73	77	68	73	77

Year 4 - 2023	Total	Percent
Chinese	38	49.1%
New Zealand	23	28.05%
Latin American	1	1.22%
Other European	4	4.88%
Indian	1	1.22%
Other Asian	5	6.1%
African	3	3.66%
Māori	2	2.44%
Other	1	1.22%
Tongan	1	1.22%
Southeast Asian	1	1.22%
Fijian	1	1.22%
<b>Total</b>	<b>82</b>	

**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**

We have noticed that the majority of the Year 4 students have moved up a level in maths. The number of students working beyond the expected level has gone up from 20.55% mid-year, to 44.16% by the end of year 2023, ( an increase of 20 students since the end of last year). Our focus was on basic facts knowledge, finding the gaps and explicitly teaching based on this data. We have integrated maths when teaching other Curriculum areas. There are thirteen students working towards the expected level in Year 4, they are either new students to our school or ESOL with little or no English. If they can not complete rich problem solving tasks in English then they can't achieve within. These focus students worked in small groups, twice a week with a Teacher Aide to front load and consolidate the in class learning. 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 built the students' confidence and increased their basic facts. We also encouraged the students to use it at home.

**Recommendations for 2024**

The focus for next year is to continue working on basic facts and knowledge and apply it to real life situations. Basic facts homework is to be encouraged.

**Reading**

Last year, Reading was the focus - to raise achievement, which I think is evident from the results that this has been achieved. Our data for 2023 shows an increase in students working beyond the expected level which has 18 more students achieving beyond (over 33%) compared to last year. At the end of the year we have 13 students working towards the expected level in Year 4. Out of the 13 students, 1 student is new to our school this term and had behavioural issues and not ESOL. 12 of these students have English as their second language or identified to have learning needs. We have noticed that some of the focus children in reading have made progress (some students have progressed more than one year level). We think this is due to having lots of ESOL students who are still building their vocabulary which hinders their comprehension.

**Recommendations for 2024**

Continue explicit vocabulary teaching in our classes, extra group work support focusing on comprehension questions (based on gaps identified during assessments), lots of inference group work and set comprehension homework on Studyladder or similar.

**Writing**

There are 27 students working towards the expected level at the end of the year. 9 of these students are not ESOL, 3 have learning needs identified and 6 are boys who have difficulties in completing writing tasks. 20 of the students have English as their second language and attend ESOL support. Out of the 27 towards students, 11 are also new to our school and joined after mid-year data was collected. In comparison to the end of 2022 data, there is a small drop as a percentage, in students working towards the expected level at the end of 2023, even though we have 9 more students joining our year group. The data shows that the children working within the expected level in Year 4 has gone up by 4% from mid-year 2023 to end of year 2023. All improvements are celebrated and we aim to keep improving on this in 2024.

**Recommendations for 2024**

Targeted homework for spelling from the Code and interweave literacy into all Curriculum areas. As this cohort has a high number of ESOL students, we recommend having small targeted groups focusing on vocabulary and tenses. We also think that work around punctuation would be beneficial, as this is an area we have noticed a gap in.

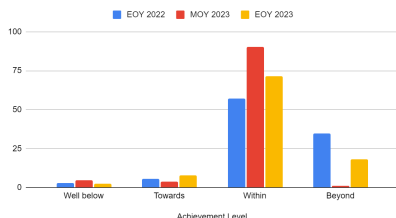
*Reported by Year 3-4 team  
December 2023*

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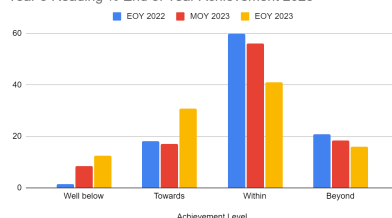
# Year 5 End-of-Year Achievement 2023

The data below shows the 2023 Year 5 cohort, tracking from their End of Year (EOY) of Year 4 to End of Year 5

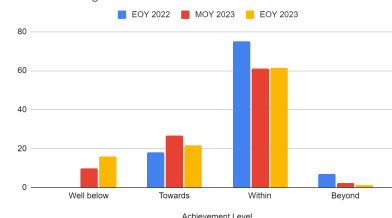
Year 5 Mathematics % End of Year Achievement 2023



Year 5 Reading % End of Year Achievement 2023



Year 5 Writing % End of Year Achievement 2023



Achievement Level %	Maths EOY 2022	Maths MOY 2023	Maths EOY 2023	Reading EOY 2022	Reading MOY 2023	Reading EOY 2023	Writing EOY 2022	Writing MOY 2023	Writing EOY 2023
Well below	2 (2.78%)	4 (4.88%)	2 (2.3%)	1 (1.4%)	7 (8.5%)	11 (12.5%)	0 (0%)	8 (9.8%)	14 (16%)
Towards	4 (5.56%)	3 (3.66%)	7 (8%)	13 (18.1%)	14 (17.1%)	27 (30.7%)	13 (18.1%)	22 (26.8%)	19 (21.6%)
Within	41 (56.94%)	74 (90.24%)	63 (71.6%)	43 (59.7%)	46 (56.1%)	36 (40.9%)	54 (75%)	50 (61%)	54 (61.4%)
Beyond	25 (34.72%)	1 (1.22%)	16 (18.2%)	15 (20.8%)	15 (18.3%)	14 (15.9%)	5 (7%)	2 (2.4%)	1 (1.1%)
Total	72	82	88	72	82	88	72	82	88

## Year 5 Ethnicity Breakdown

Year 5 - 2023	Total	Percent
Chinese	36	40.45%
New Zealand	27	30.34%
Other European	4	4.49%
Indian	2	2.25%
Other Asian	11	12.36%
African	4	4.49%
Māori	1	1.12%
Other	2	2.25%
Southeast Asian	2	2.25%
<b>Total</b>	<b>89</b>	



**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 5 cohort are working within or beyond in mathematics. The percentage working beyond expectations has moved from 1% to 18% because of a conscious focus by our team to raise expectations and provide opportunities for students to extend their thinking and learning. Our maths 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 GLoSS. This is also true for the midyear data, however the Year 4 teachers used a different approach to levelling so it is difficult to compare data EOY 2022 with EOY 2023.

We currently have 2 children working well below in maths. 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 this year as an ESOL student and is waiting to be assessed by RTLB regarding learning difficulties.

We have 7 children working towards the expected standards in maths. Three of these pupils receive regular support from Teacher Aides and have been supported by RTLB due to their additional learning needs. Two pupils are new to our school and have high ESOL needs; one also has the additional complication of having hearing difficulties. This year, we have successfully helped a number of ESOL students to achieve 'within' in maths by utilising technology such as Google Translate to translate word problems into native languages, as well as pairing children with bilingual partners.

We have moved 15 children from 'within' to 'above' in mathematics from mid-year to end-of-year data entries. This has been a key focus for the Y5 teachers (in line with Strategic Goal 1) - allowing pupils to consolidate and apply their knowledge, before extending concepts when they are ready. Using 'Low Threshold, High Ceiling' tasks has allowed all pupils to access the work but also enabled those working at a greater depth in mathematics to further develop their understanding of key concepts. By considering how L2 progressions relate to L3, and L3 to L4, we have ensured that task extensions are clearly linked to prior learning and we've offered targeted workshops to move learning on.

**Recommendations for 2024**

Our next steps for 2024 are to: a) 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), 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.

**Reading**

Approximately 57% of Year 5 pupils are working within or beyond in Reading. The number of students working above has been consistently 14 or 15 children across all three data points. The percentage has decreased because we now have more students, however the children remain the same.

Upon further investigation of the drop in those working 'within', there is one important point to consider. Because of the formulation of 'within' in Hero, there is a 'jump' on the graph from mid-year 5 to end-of-year 5. In other words, if someone was working at L2 Proficient at mid-year, they would be considered 'within' and if that person was to make an average amount of progress and make one sublevel of progress to the end of year, they would be working at L2 Advanced, which falls into 'towards' - in other words, someone at L2 Proficient at mid-year would have to make 2 sublevels of progress (accelerated progress) to stay within at end of year. This currently applies to 19 of the 27 students working 'towards'. The other 8 are one sublevel below this, at L2 Proficient. For these 19 students, if they make another 1 sublevel of progress (average/expected progress) for the next data drop, they will be back in the 'within' category. This group will form a teacher focus group for the start of Year 6.

We have 11 pupils working 'well below' in Reading. The split is 6 male/5 female so there is no clear gender pattern. 9 of the 11 students are ESOL and new to our school this year. The other 2 are supported by RTLB and Teacher Aides due to complex learning needs. Of these 11 students, 7 have made progress since the mid-year

data-drop; 3 have joined our school since mid-year and so this is their first data. 1 has not made any levels of progress due to additional needs, but has made small steps of progress within class. Having large numbers of ESOL children in large class sizes has put an additional strain on teachers trying to teach reading to a very wide range of abilities and this is something we will continue to talk about and plan for in 2024.

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. The 2022 data was not calculated in the same way.

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. We have also set up support groups, run by Teacher Aides, with children from across Year 5, for example a basic reading skills ESOL group.

### **Recommendations for 2024**

Our next steps for 2024 are to: a) 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), 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**

Approximately 63% of Year 5 pupils are working within or beyond in writing. At mid-year, we had 30 pupils working 'towards' or 'well below'. Since then, we have had 6 pupils join our year group, 4 of whom are working 'well below' in writing. Of our 14 pupils working well below in writing, - 9 are male and 5 female. 10 are ESOL and new to our school this year, with little English on arrival. Two also have additional learning needs. 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. Of the other 4 pupils working well below, all four have been supported by RTLB this year and supported in class because of their learning needs. One is dyslexic, 2 are diagnosed with ADHD, 1 with Autism and one undiagnosed ADHD. All four have made progress in terms of their learning and their attitude towards writing, and we will continue to support them in Year 6.

Two students identified as 'towards' at the mid-year point have moved to 'within' at end-of-year due to them making accelerated progress. Y5 teachers each had a target support group created at mid-year, with pupils working within L2 who we wanted to ensure could overcome the hurdle to achieve L3. This was a successful initiative and most of the highlighted pupils achieved L3. Currently, we have 19 pupils working 'towards' expected levels. Of these, 14 are male and 5 female. 12 speak English as a second language. 2 are diagnosed as dyslexic and receive additional support for this. 1 is diagnosed with autism, 1 is a selective mute, and 1 receives additional support from RTLB and Teacher Aides due to complex learning needs. 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 in Year 6.

The split of pupils working within is evenly-split in terms of gender (26 male; 28 female) and our pupil working beyond is female. This year, our Y5/6 team have put in a lot of mahi to improve our writing program, developing shared language, clear progression of learning, exciting and motivating opportunities to write for a purpose, and our work has been linked to some attention-grabbing and inspirational texts, including novels and short films. We have also worked to ensure that our moderation is consistent across the Y5/6 team and would like to extend this to include Y4 next year. In addition, we have implemented the new spelling initiative 'The Code' in class, which has had huge benefits in ensuring equity, consistency and progression in teaching and learning spelling rules. The analysis for this specific element of writing can be found separately. We have used the pre- and post-unit assessments to identify key children to work with Teacher Aides in extra Code lessons to accelerate their progress.

### **Recommendations for 2024**

Our next steps for 2024 are to: a) 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 (Strategic Goal 1), c) adapt our program to meet new Curriculum requirements as they are released, continuing to ensure that writing skills such as punctuation

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and grammar are explicitly taught and that children are engaged and motivated to write (and edit) because of the exciting texts used, d) to ensure that teachers, children and families (SG 2) feel confident in the subject matter being taught (including grammatical terms etc) and are clear on the process of writing.

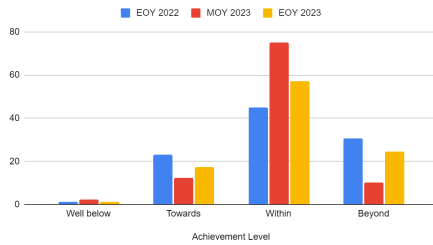
For all three subject areas, our teachers have worked hard to establish a new team with a refreshed way of working, linked to our school Strategic Goals, high expectations for our pupils and a collaborative approach. The mahi they have put into this throughout the year is evident from the newly coherent 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 next year, and we will develop our Y5/6 plan to become a Y4-6 plan. This offers exciting opportunities and will take time to develop and get right. From day one of Y6, we will know these children's strengths and weaknesses, and we are excited to get started with a clear 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 5 team  
December 2023*

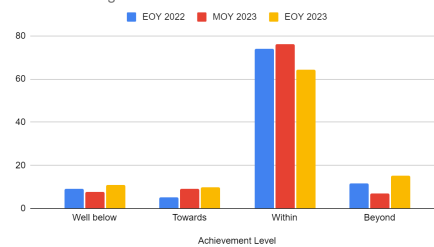
# Year 6 End-of-Year Achievement 2023

The data below shows the 2023 Year 6 cohort, tracking them from their End of Year (EOY) of Year 5 to End of Year (EOY) of Year 6

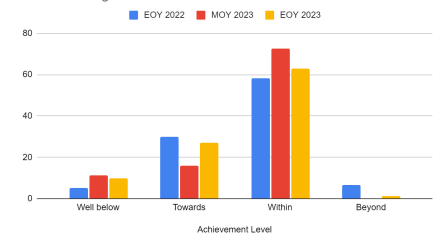
Year 6 Mathematics % End of Year Achievement 2023



Year 6 Reading % End of Year Achievement 2023



Year 6 Writing % End of Year Achievement 2023



Achievement Level %	Maths EOY 2022	Maths MOY 2023	Maths EOY 2023	Reading EOY 2022	Reading MOY 2023	Reading EOY 2023	Writing EOY 2022	Writing MOY 2023	Writing EOY 2023
Well below	1 (1.28%)	2 (2.27%)	1 (1.08%)	7 (9.09%)	7 (7.95%)	10* (10.75%)	4 (5.19%)	10 (11.36%)	9* (9.68%)
Towards	18 (23.08%)	11 (12.50%)	16 (17.20%)	4 (5.19%)	8 (9.09%)	9 (9.68%)	23 (29.87%)	14 (15.91%)	25 (26.88%)
Within	35 (44.87%)	66 (75.00%)	53 (56.99%)	57 (74.03%)	67 (76.14%)	60 (64.52%)	45 (58.44%)	64 (72.73%)	58 (62.37%)
Beyond	24 (30.77%)	9 (10.23%)	23 (24.73%)	9 (11.69%)	6 (6.82%)	14 (15.05%)	5 (6.49%)	0 (0%)	1 (1.08%)
Total	78	88	93	77	88	93	77	88	93

## Year 6 Ethnicity Breakdown

Year 6 - 2023	Total	Percent
Chinese	42	45.65%
New Zealand	33	35.86%
Latin American	1	1.09%
Other European	1	1.09%
Indian	3	3.26%
Other Asian	4	4.35%
African	3	3.26%
Māori	1	1.09%
Other	2	2.17%
Southeast Asian	2	2.17%
<b>Total</b>	<b>92</b>	

### **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.

### **Writing**

Writing is the most subjective Curriculum area to assess. We are known throughout our Kāhui Ako to mark this area hard (e.g. our within writers might be beyond at another school). We have one student, a girl, who we have identified as working within Level 4 - beyond what we would expect. In previous years, this number has been higher, but once again, writing is very subjective and some of that difference could be related to the teachers at the time. We do complete a moderation process; yet, out of the six Year 5 & 6 teachers this year, four of them are new to teaching this year group at our school.

Our writers who are within are 37 females and 21 males.

We have nine females and 16 males who are working towards in writing. Of these, 12 are ESOL learners. A common weakness amongst this group of students is that they continue to struggle with some of the basics (full stops, capital letters) - we believe this to be part of the 'Covid Casualties' as they missed time in school during the critical time when these skills are established..

At the end of this year we have nine students who are well below - four are female and five are male. Of these nine, eight students are new to our school this year and the ninth has a diagnosed learning challenge that makes all literacy very complicated for him. The other eight are all also either international students or ones who attend ESOL regularly due to English being their second language.

- Our Māori students: one is working within and one is working towards.
- Our Asian students: 36 are within, 11 are towards and eight are well below.
- Our MELAA students: one is working within and four are working towards.
- Our European / Pakeha students: 20 are working within, eight are towards and one is working well below.
- Our students of other ethnicities: one is working beyond and one is working towards.

### **Mathematics**

We have reduced our 'working towards' students by 5% - even with a significant increase in the number of students in the classroom. We have also increased the number of students working within by 12%.

Mathematicians who are working beyond consist of 11 females and 12 males.

Our mathematicians who are within are 30 females and 23 males.

We have nine females and 7 males who are working towards in maths. Of these, eight are ESOL learners, three have moved from another country in their earlier primary years (e.g. South Africa, so they spoke English already along with another language), one has diagnosed learning challenges and two have attendance/anxiety challenges.

- Our one student who is well below in maths has a diagnosed maths learning difficulty.
- Our Māori students: our two Māori students are working within.
- Our Asian students: 20 are working beyond, 29 are working within and six are working towards.
- Our MELAA students: one is working beyond, one is within and three are working towards.
- Our European / Pakeha students: two are working beyond, 20 are within, six are working towards and one is well below.
- Our students of other ethnicities: one is within and one is working towards.

### **Reading**

We have seen an increase in the number of readers who are both beyond and within from the same time last year. Beyond readers consist of ten females and four males. Within readers are 32 females and 28 males.

- Of our nine working towards readers, five of them are new to our school as well as ESOL. Three are

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female and six are male.

- Of our ten readers who are well below where they should be, nine of them are Chinese, seven of whom are new to our school this year, and one has a severe dyslexia diagnosis – six females and four males.
- Our Māori students: both Māori students are working within.
- Our Asian students: Five are working beyond, 37 are within, four are working towards and nine are well below.
- Our MELAA students: One is working beyond, one is within and three are working towards.
- Our European / Pakeha students: Seven are working beyond, 19 are within, two are working towards and one is well below.
- Our students of other ethnicities: one is working beyond and one is within.

## **Recommendations for 2024**

As with Year 5, our next steps for 2024 are to: a) 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 (Strategic Goal 1), 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 and that children are engaged and motivated to write (and edit) because of the exciting texts used, d) to ensure that teachers, children and families (SG 2) feel confident in the subject matter being taught (including grammatical terms etc) and are clear on the process of writing.

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 from the newly coherent 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 next year, and we will develop our Y5/6 plan to become a Y4-6 plan. This offers exciting opportunities and will take time to develop and get right. From day one of Y6, we will know these children's strengths and weaknesses, and we are excited to get started with a clear 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  
December 2023*