



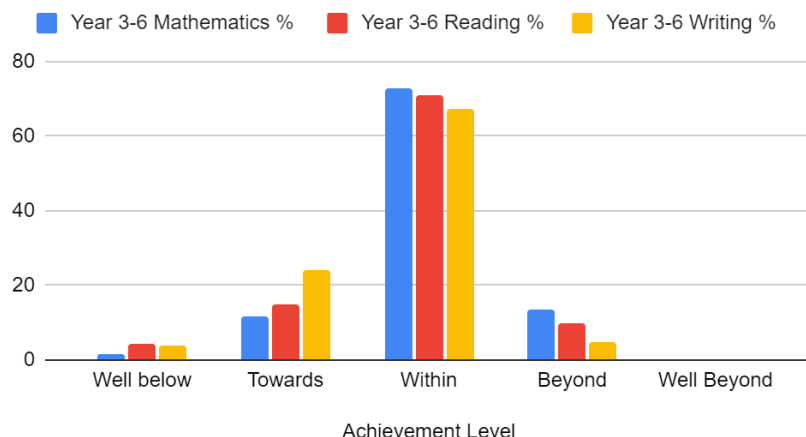
Reporting on Student Achievement

Mid-Year 2022

- ✓ Each cohort has been reported on.
 - Year 1-2 Narrative
 - Year 3
 - Year 4
 - Year 5
 - Year 6
 - Māori and Pasifika
 - School-wide (Year 3-6)
- ✓ The graph to highlight mid-year data student progress shown as percentages.
- ✓ The table is a comparison of student progress achievement data 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 2022 - 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.
- ✓ No data was collected on students at the end of Term 4 2021 as we felt we could not make accurate judgements of student progress and achievement after a long period of lockdown and so we concentrated on reporting to parents via Hero without assigning OTJ (Overall Teacher Judgements) grades. Wellbeing was our priority at the end of 2021.

Year 3-6 School-wide Mid-Year Achievement Data % 2022

Year 3-6 Mid-Year Achievement Data 2022



Achievement Data: Mid-Year 2021-2022 Comparison

Level	Mathematics 2022	Mathematics 2021	Reading 2022	Reading 2021	Writing 2022	Writing 2021
Well Beyond	0	0	0	0	0	0
Beyond	40 (13.7%)	37 (17.1%)	29 (9.9%)	47 (21.7%)	14 (4.7%)	19 (8.8%)
Within	213 (72.7%)	162 (74.7%)	208 (71%)	139 (64%)	197 (67.2%)	160 (74%)
Towards	35 (11.9%)	17 (7.8%)	43 (14.7%)	21 (9.7%)	71 (24.3%)	35 (16.1%)
Well below	5 (1.7%)	1 (0.5%)	13 (4.4%)	10 (4.6%)	11 (3.8%)	3 (1.4%)
Total	293	217	293	217	293	217

Year 3-6 Target 2022

Based on our mid 2021 data (this may be adjusted based on our mid 2022 data), we will look to move our percentage of learners meeting or working beyond the NZC expectations from 82% to 87%. Our writing data lags slightly behind our reading and math data and we expect with the large amount of time our students have missed attending school, our mid 2022 writing data will be below mid 2021 levels. (Note, Years 1 and 2 do not receive an OTJ grade - their reporting is via narrative to parents).

Data Analysis and Recommendations

The data highlights excellent success despite a COVID start to 2022. Many students between years 3-6 are on track to meet the expectation for 2022 in reading and mathematics. Writing is a concern, with 28.1% working below the expected level and are now the focus of targeted teaching school-wide. Of the 82 identified, 62 are boys, and 20 are girls. 35 students are Asian, six are Māori, four are Pasifika, nine are MELAA/ other, and 27 are NZ European. With 13.7% of students working above expectation in mathematics, teachers are working together to extend students through targeted workshops and extra rich learning opportunities to embrace their potential. We will review our deliberate acts of teaching and use of resources at the end of term three in preparation for term four. This will be an opportunity to heighten the urgency to further target teaching prior to the end of the year.

Year 1-2 Mid-Year Achievement Narrative 2022

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)
- Letter/number reversals
- Teaching focus has changed to previous years

How are we addressing the trends to support our learners?

- Early Words group and Casey Shapes groups
- 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
- Games/resources that focus on learning needs
- We are also investigating 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,.

Mid-Year Achievement Data 2022 - Year 1

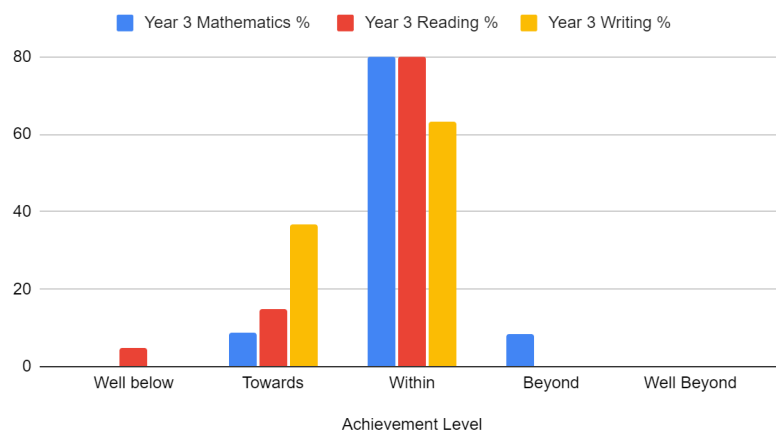
Level	Mathematics	Reading	Writing
Towards	2.8%	24.2%	4.3%
Within	84.2%	71.4%	95.6%
Beyond	12.8%	4.2%	0%

Mid-Year Achievement Data 2022 - Year 2

Level	Mathematics	Reading	Writing
Towards	3.63%	36.36%	16.36%
Within	78.18%	58.18%	83.63%
Beyond	18.18%	5.45%	0%

Year 3 Mid-Year Achievement Data % 2022

Year 3 Mid-Year Achievement Data 2022



Achievement Data: Mid-Year 2021-2022 Comparison

Level	Mathematics 2022	Mathematics 2021	Reading 2022	Reading 2021	Writing 2022	Writing 2021
Well Beyond	0	0	0	0	0	0
Beyond	5 (8.3%)	7 (18%)	0	2 (5%)	0	0
Within	48 (80%)	31 (78%)	48 (80%)	17 (43%)	38 (63.3%)	31 (78%)
Towards	7 (8.7%)	2 (5%)	9 (15%)	21 (53%)	22 (36.7%)	7 (18%)
Well below	0	0	3 (5%)	0	0	2 (5%)
Total	60	40	60	40	60	40

2021 data is based on 2 out of 3 classes (40 students)- information is not available on Hero.

Mathematics

Abby Wu (a teacher aide) has two structured targeted groups for mathematics, which include all of our towards students. She sees them twice a week for 30 minutes to front load them with knowledge and concepts prior to being taught in class/ or to consolidate the learning that has happened in class. There are seven students who are towards and whose needs we feel are being met and gaps in knowledge and confidence are trying to be filled. At times, activities are sent home to help further consolidate.

Reading

There are 14 students who are working towards the expected level in Year Three. Six out of 14 students are ESOL students, having English as a second language. Three students have diagnosed dyslexia or dyslexic tendencies. We have addressed their needs by using the CLIMB Club (Tania Jenner's reading and writing programme). We are also cross grouping for our Phonics programme. All students have made progress this year after a disruptive previous two years of learning.

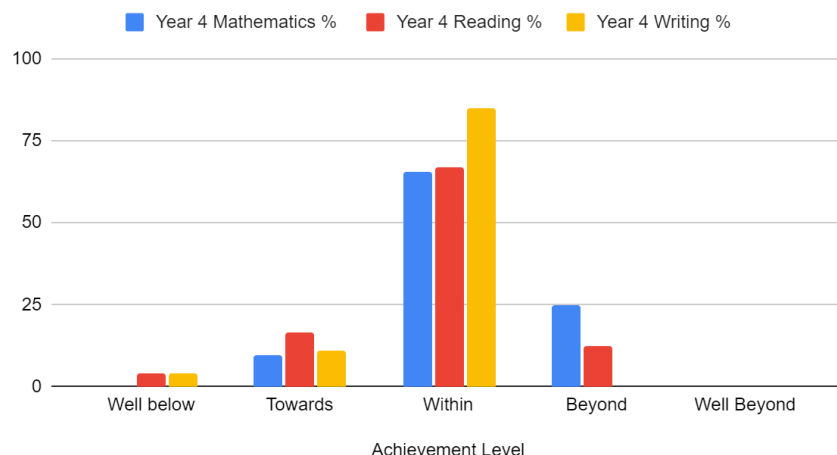
Writing (Y3 Focus)

Of the 24 students who are working towards the expected level in writing, nine have English as their second language and attend ESOL support. Six out of 24 ($\frac{1}{4}$) are girls and 18 out of 24 ($\frac{3}{4}$) are boys. Two students are Māori. Three students have Dyslexia or dyslexic tendencies. We are addressing the needs by cross grouping for our phonics programme (based on ability). We have 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. Lockdowns haven't helped and this cohort is experiencing the first full year at school.

After further discussions with the team, we have decided to experiment with enrolling 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 % 2022

Year 4 Mid-Year Achievement Data 2022



Achievement Data: Mid-Year 2021-2022 Comparison

Level	Mathematics 2022	Mathematics 2021	Reading 2022	Reading 2021	Writing 2022	Writing 2021
Well Beyond	0	0	0	0	0	0
Beyond	18 (25%)	8 (11.9%)	9 (12.5%)	14 (21.0%)	0	1 (1.5%)
Within	47 (65.3%)	53 (79.1%)	48 (66.7%)	41 (61.1%)	61 (84.7%)	52 (77.6%)
Towards	7 (9.7%)	6 (9.0%)	12 (16.7%)	9 (13.4%)	8 (11.1%)	14 (20.9%)
Well below	0	0	3 (4.2%)	3 (4.5%)	3 (4.2%)	0
Total	72	67	72	67	72	67

Reading (Y4 Focus)

In year four, the number of students identified as below the expected benchmark in reading at the mid-year 2021, has increased 2.9% by the mid-year 2022. However, we have noticed that we have more students working within the expected level compared to mid 2021.

There are fifteen students who are below the expected benchmark in reading. Out of the fifteen students, ten have English as their second language and attend the ESOL programme, one receives SENCO support and one has just been accepted by the RTL service. Nine out of fifteen are boys and six out of fifteen are girls. One is Māori. These children are supported by attending the Agility with Sound programme and being in small group reading targeted workshops with Carmen (teacher aide). 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 20-25mins a day to help with their literacy. After further discussion with the team, identifying the common gaps, we have decided to adjust Carmen's (Teacher Aide) timetable, to work with these children, to consolidate the learning in the classroom. We will continue to monitor their progress and review at the end of Term 3.

Writing

Of the 11 students who are below the expected level in writing, eight were boys and three were girls. We noticed that there has been a decrease in the number of students below the expected level compared to writing mid 2021.

(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. Five out of the 11 students have English as their second language and attend ESOL support. One student is Māori. One student has been diagnosed with ADD, another has ADD tendencies. There are five students currently attending the Agility With Sound programme, twenty minutes a day/four times a week. We have writing groups in our own classes to cater for individual needs. The students also use the Steps Web programme for 20-25mins 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.

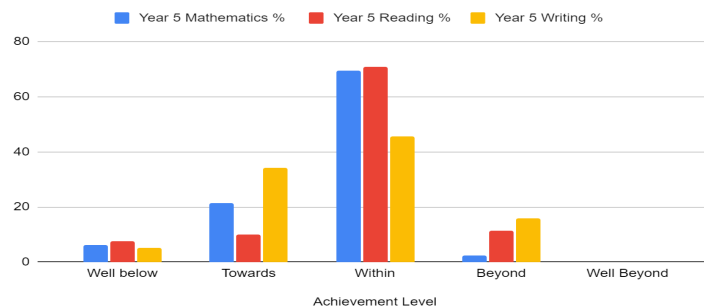
Mathematics

There are seven students who are below the expected benchmark in mathematics. Out of the seven students, three are boys and four are girls. The difference in the students working towards from 2021 to 2022 is less than 1%. It is pleasing to see that our children beyond have gone up from 2021 by 13.1%, however, it is interesting that our children within the expected have gone down from 79.1% in mid 2021 to 65.3% in mid 2022. We think that the gaps could be related to covid last year, with students missing out on the learning. They may be familiar with the content, however they don't seem to have the understanding of what is usually expected at this level. Currently we have students that are working towards going out 30 minutes/ 4 days a week to work with Carmen (Teacher Aide) on some of the identified gaps for these students. Teacher Aide also supports these students in the classroom with activities set to consolidate specific mathematics knowledge needed to be filled.

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.

Year 5 Mid-Year Achievement Data % 2022

Year 5 Mid-Year Achievement Data 2022



Achievement Data: Mid-Year 2021-2022

Comparison

Level	Mathematics 2022	Mathematics 2021	Reading 2022	Reading 2021	Writing 2022	Writing 2021
Well Beyond	0	0	0	0	0	0
Beyond	2 (2.5%)	12 (16.2%)	9 (11.4%)	10 (13.5%)	12 (15.9%)	3 (4.1%)
Within	55 (69.6%)	57 (77.0%)	56 (70.9%)	55 (74.3%)	36 (45.6%)	66 (89.2%)
Towards	17 (21.5%)	5 (6.8%)	8 (10.1%)	4 (5.4%)	27 (34.2%)	3 (4.1%)
Well below	5 (6.3%)	0	6 (7.6%)	5 (7.8%)	4 (5.1%)	2 (2.7%)
Total	79	74	79	74	79	74

Mathematics (Y5 Focus)

Year 5 cohort - a significant increase from Y4 to Y5 in the “**Well Below**” to “working towards” bands of 22%. (27.8 % of the Y5 cohort). We have 6.3% of Y5's at ‘**Well Below**’. (**Two boys and three girls**) These five have been identified by their teachers who are working closely with their families. 21.5% are assessed as **Working Towards** (**Three boys and 14 girls**). Assessment of Y5s by the middle of the year is: Stage 5 basic facts are known and can be completed in time Year 5 teachers have introduced a target grouping day every Friday. This addresses gaps in the above in number also in strand, and proportions and ratios. Only 2.5% are at **Beyond** in 2022. The 14% of students who were assessed at beyond in 2021 now have moved to within in 2022.(assumed covid casualty). Linda Hofstra (teacher aide) supports the Well Below students Mon-Thursday.

Reading

There are 14 students who are working towards the expected level in Year 5, as compared to nine from 2021. 6/14 students are ESOL students, having English as a second language. Our six **Well Below** students have targeted help from Linda and are in the phonics programme. We have identified these students on our Awhina doc and have addressed their specific needs either within the class programme or by the phonics programme. All “Working towards” students have made progress this year after a disruptive previous two years of learning.

Writing (Y5 Focus)

Year 5 cohort has identified 31 students who are well below or working towards from only five identified in 2021. 15 students are ESOL. Six out of 31 are girls and 25/31 boys are boys. **Four** out of this group are **Well Below**. Year 5s whole-class teach in writing, however target teach in class by having specific learning outcome groups with conferencing attached. An analysis of the four students ‘**well below students**’ revealed suspected dyslexia and autistic tendencies. Agility with Sound is being offered and some students have external tutors. A reason for

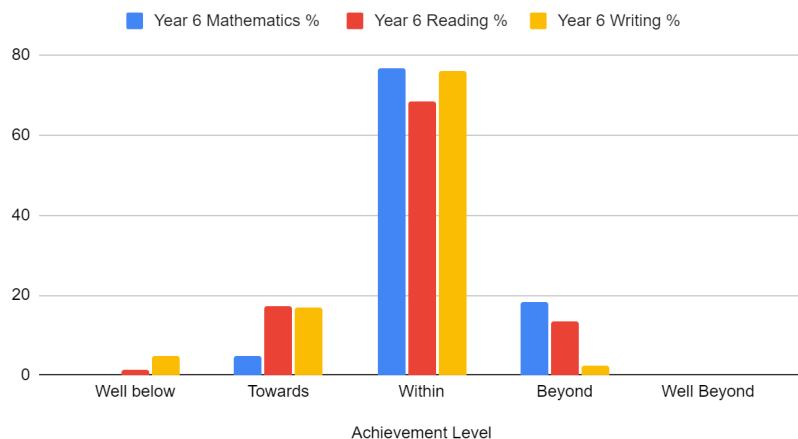
the number of students needing assistance could be that parents can help with reading at home but not writing. Lockdowns haven't helped, however a concerted two terms of solid teaching will be catching several of that 31.

Peter has shared the 'Te Whare Rama' doc, a 2015 RTLB writing initiative to target boys to engage in writing with the Year 5 team, outlining the principles for motivating our students. We will also be investigating the Steps Web programme to build spelling strategies. The purpose is to target these writers as we are doing for math basic facts. In addition:

- Rm 15- has targeted homework for spelling and basic facts
- Rm 14- has targeted homework for spelling and basic facts
- Rm13- home-learning books and basic facts focus every night-with an extra booklet for the well-below.

Year 6 Mid-Year Achievement Data % 2022

Year 6 Mid-Year Achievement Data 2022



Achievement Data: Mid-Year 2021-2022 Comparison

Level	Mathematics 2022	Mathematics 2021	Reading 2022	Reading 2021	Writing 2022	Writing 2021
Well Beyond	0	0	0	0	0	0
Beyond	15 (18.3%)	16 (21.3%)	11 (13.4%)	22 (29.3%)	2 (2.4%)	15 (19.7%)
Within	63 (76.8%)	53 (69.3%)	56 (68.3%)	44 (57.3%)	62 (75.9%)	42 (55.3%)
Towards	4 (4.9%)	6 (8.0%)	14 (17.1%)	8 (10.7%)	14 (16.9%)	18 (23.7%)
Well below	0	1 (1.4%)	1 (1.2%)	2 (2.7%)	4 (4.8%)	1 (1.3%)
Total	82	76	82	76	82	76

Writing (Y6 Focus)

When analysing our mid-year data, out of the 18 students working towards writing, 15 (83%) of these students are Year 6 boys who are below and well below in writing. The Year 6 team have identified this as a potential cycle of inquiry so that we can raise achievement for these boys. Our Year 6 girls are performing much better, with only three girls 'working towards' in writing, two girls have English as a second language.

Therefore, this is the biggest challenge for our team. There are four students well below and fourteen students working towards. A much higher number of boys represent this data (fifteen boys - four well below and 11 towards) and only three girls working towards. Given the high number of boys working towards or lower we have decided to make this our team inquiry. We will collaboratively investigate our boys as writers and use the principles of the Te Whara Rama programme - a RTLBI initiative to engage boys and writing. A boys group will meet three times a week over the next ten weeks. Peter is providing the release for Mel to take this group. The principles from this programme will also be filtered back to the classroom teachers to use in their own classrooms.

Mathematics

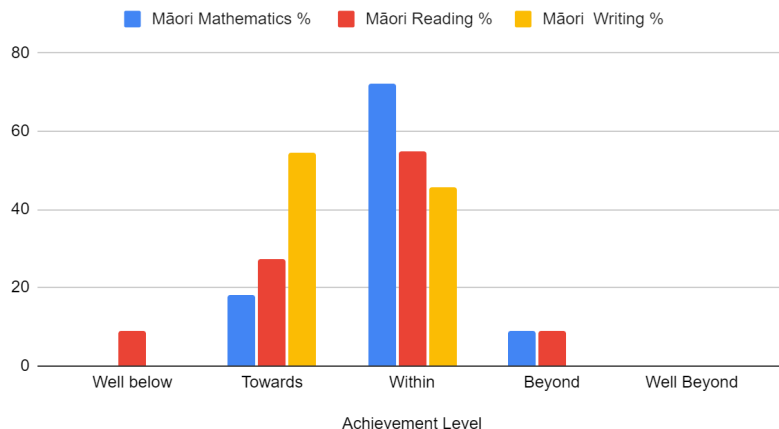
In mathematics, we only have four students still working towards. One boy and three girls - two Pasifika and one Asian ethnicity. We have identified these students and incorporated them in our mixed ability problem solving groups, implementing a targeted basic facts programme to help increase their number knowledge. One student is ESOL receiving support as well as Teacher Aide support.

Reading

In reading, we have one student well below (she is ESOL and has teacher aide support). Fourteen are towards (ten males and five females). All of these students have been identified as English as a second language, except for three students. These ESOI students also are represented in the working below writing data. Those who are not receiving ESOL support and TA support are identified by the classroom teacher and work closely with the families. One student has phonics support.

Year 3-6 Māori Mid-Year Achievement Data % 2022

Year 3-6 Māori Mid-Year Achievement Data 2022



Achievement Data: Mid-Year 2021-2022 Comparison

Level	Mathematics 2022	Mathematics 2021	Reading 2022	Reading 2021	Writing 2022	Writing 2021
Well Beyond	0	0	0	0	0	0
Beyond	1 (9%)	1 (12.5%)	1 (9%)	2 (25%)	0	1 (12.5%)
Within	8 (72.3%)	7 (87.5%)	6 (54.5%)	5 (63%)	5 (45.5%)	4 (50%)
Towards	2 (18.2%)	0	3 (27.3%)	1 (12.5%)	6 (54.5%)	3 (38.0%)
Well below	0	0	1 (9%)	0	0	0
Total	11	8	11	8	11	8

Target for this cohort

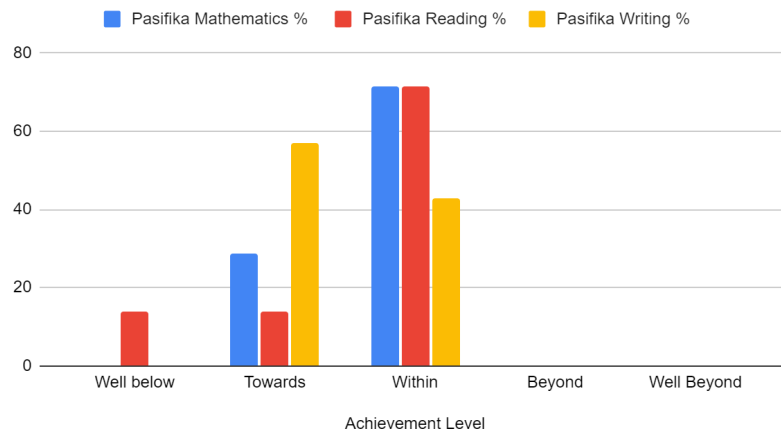
The number of Māori students identified as below the expected benchmark in writing is 38.0% by the mid-year 2021. This has increased by 16.5% to 54.5% by the mid-year 2022. Therefore, by the end of 2022, our goal to accelerate Māori student achievement is 75% to be on track in writing by the end of 2022. This means eight out of eleven students.

Data Analysis and Recommendations

Boys are heavily represented in this data, with four out of four in reading and five out of six in writing working below the expected benchmark. These are the same students who are being tracked and monitored as part of a target teaching programme. Teachers are heightened by the need to raise student achievement in writing. They are working collaboratively to raise expectations and connect with students' passions and identities to identify specific needs to accelerate progress.

Year 3-6 Pasifika Mid-Year Achievement Data %2022

Year 3-6 Pasifika Mid-Year Achievement Data 2022



Achievement Data: Mid-Year 2021-2022 Comparison

Level	Mathematics 2022	Mathematics 2021	Reading 2022	Reading 2021	Writing 2022	Writing 2021
Well Beyond	0	0	0	0	0	0
Beyond	0	0	0	0	0	0
Within	5 (71.4%)	4 (80%)	5 (71.4%)	4 (80%)	3 (42.9%)	4 (80%)
Towards	2 (28.6%)	0	1 (14%)	1 (20%)	4 (57.1%)	1 (20%)
Well below	0	1 (20%)	1 (14%)	0	0	0
Total	7	5	7	5	7	5

Target for this cohort

The number of Pasifika students identified as below the expected benchmark in writing is 20% by the mid-year 2021. This has now increased to 57.1%, a difference of 37.1% by the mid-year 2022. Therefore, by the end of 2022, our goal to accelerate Pasifika student achievement is 75% to be on track in writing by the end of 2022. This means five out of seven students.

Data Analysis and Recommendations

Boys are heavily represented in this data, with three out of four boys in writing working below the expected benchmark. As with our Māori students, these boys are being tracked and monitored as part of a target teaching programme. Teachers and students are working collaboratively to raise expectations and connect with students' passions and identities to identify specific needs to accelerate progress. Deliberate acts of teaching will be assessed at the end of term three to ensure our instruction is making a difference