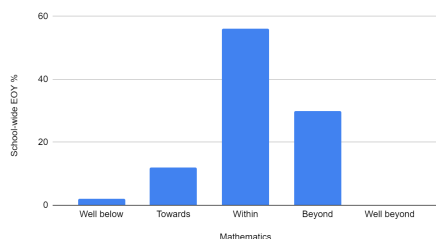# Reporting on Student Achievement

End-of-Year 2022

✓ Each cohort has been reported on.

- ▪ School-wide (Year 3-6)
- ▪ Year 1-2 Narrative
- ▪ Year 3
- ▪ Year 4
- ▪ Year 5
- ▪ Year 6
- ▪ Māori and Pasifika

✓ The graph to highlight end-of-year data student progress shown as percentages, compared to mid-year 2021, mid-year 2022 and End of Year 2022.

✓ 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 end-of-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.

✓ **PLEASE NOTE**: 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.

✓ This report will become part of the BoT annual report and set goals for 2023.

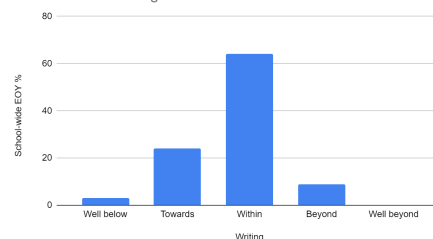# Year 3-6 School-wide End-of-Year Achievement 2022

EOY Year 3-6 Mathematics Student Achievement 2022

EOY Year 3-6 Reading Student Achievement 2022
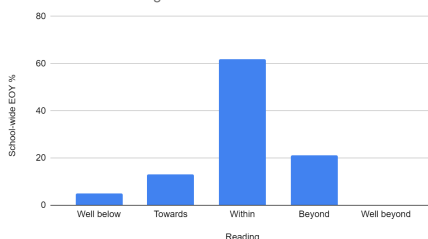
EOY Year 3-6 Writing Student Achievement 2022

Level	Math EOY 2022	Math Mid 2022	Math Mid 2021	Reading EOY 2022	Reading Mid 2022	Reading Mid 2021	Writing EOY 2022	Writing Mid 2022	Writing Mid 2021
Well Beyond	0	0	0	0	0	0	0	0	0
Beyond	30	13.7	17.1	21	9.9	21.7	9	4.7	8.8
Within	56	72.7	74.7	62	71	64	64	67.2	74
Towards	12	11.9	7.8	13	14.7	9.7	24	24.3	16.1
Well below	2	1.7	0.5	5	4.4	4.6	3	3.8	1.4
Total Student	307	293	217	307	293	217	307	293	217

Year 3-6 Target 2022

Based on our mid 2021 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

Despite not reaching our target for 2023, the data highlights excellent progress. Many students between years 3-6 met the expectation for 2022 in reading and mathematics. This is to be celebrated. 86% are now working at or above the expected benchmark in mathematics and 83% in reading. Writing is still a concern. 27% students are still working towards or well below the expectation. Therefore, writing will be the focus of targeted teaching school-wide for 2023. Of the 82 identified, 59 are boys, and 21 are girls. 37 students are Asian, six are Māori, six are Pasifika, nine are MELAA/ other, and 25 are NZ European.

From 2023, Year 0-2 will be focusing on reinforcing our Phonic Connect programme. Year 3-6 teachers will be working with our Kāhui Ako to implement The Code, a structured spelling programme. The purpose is to raise achievement in literacy - especially writing. We will review our deliberate acts of teaching and use of resources throughout the year, through an iterative cycle of review and teacher inquiry. This will be an opportunity to heighten the urgency to further target teach writing to raise student achievement.

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Year 0-2 School-wide End-of-Year Achievement 2022

End-of-Year Achievement Data 2022 - Year 0-1

Level	Mathematics		Reading		Writing	
	Mid	**End**	**Mid**	**End**	**Mid**	**End**
Towards	2.8%	5.47%	24.2%	15.06%	4.3%	15.06%
Within	84.2%	86.3%	71.4%	72.6%	95.6%	83.5%
Beyond	12.8%	8.21%	4.2%	12.32%	0%	1.36%

End-of-Year Achievement Data 2022 - Year 2

Level	Mathematics		Reading		Writing	
	Mid	**End**	**Mid**	**End**	**Mid**	**End**
Towards	3.63%	7.27%	36.36%	31.57%	16.36%	8.78%
Within	78.18%	50.90%	58.18%	54.38%	83.63%	89.47%
Beyond	18.18%	43.64%	5.45%	14.03%	0%	1.75%

[End of Year Data Analysis](#) **Y0/1**

[End of Year Data Analysis](#) **Y2**

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, 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 we have noticed - Year 1 End of Year

- Children have moved considerably in Phonics Connect stages from the beginning of the year. However, children still need to be reminded to use these spelling rules in their daily writing (surface features)
- Significant increase in children working beyond in reading. This may be due to the consistent phonics program we have across classes.
- Writing has been an area where teachers have noticed children have needed far more support than years before COVID. Children are not becoming independent writers as quickly as they lack the handwriting and phonics skills to decode words. Missing a lot of time at Kindergarten in the past few weeks have truly impacted this area of learning.

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Writing

Eight ESOL, two European and one Māori student are still working towards the expected level of the curriculum in writing. Eight ESOL (one a selective mute) and one Māori Student joined us in later Term 2, Term 3 or Term 4. This late enrolment/schooling/transition time to new classes impacted their abilities in writing. Some came in with no pre-writing skills (Casey Shapes, knowledge of the alphabet, high frequency words & fine motor skills). All received more teacher time/TA support in guided writing lessons to ensure foundation skills in writing were developed.

Reading

11 children in Year 1 still working towards the expected level for their chronological age. They are ESOL and Māori. Two of these Māori students moved to MBS in the middle of the year and came with very little alphabet knowledge/high frequency words. These children have had ongoing TA time within the classroom and focused phonics group support. The ESOL learners have developed their vocabulary from ESOL classes 2-3 times a week (priority one learners receiving the most support/time). Only one student is European and has also been supported in TA groups - Phonics Booster/Early Words.

Mathematics

All three students working towards the expected level of the curriculum in Mathematics struggled to develop their knowledge of numbers between 0-20 early on in the year, some only starting at our school in Term 3 & 4. Language/vocabulary was a definite barrier to their mathematical knowledge and development as two out of the three children are ESOL. Maths games/knowledge follow ups were provided in their home learning books to support their ongoing learning at home.

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
- Some children have improved in their use of deeper features in writing, however surface features such as punctuation and spelling rules are still ongoing.
- Children have moved considerably in Phonics Connect stages from the beginning of the year. However, children still need to be reminded to use these spelling rules in their daily writing (surface features)

Mathematics

There are four students who are working towards the expected level in Year 2. One female/Chinese, one female/Māori, two male/NZ. These children work with a TA (when possible) 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.

Reading

There are 17 students who are working towards the expected level in Year 2 according to their chronological age. Three students are ESOL students, having English as a second language. Two students are Māori and joined our school in May 2022, Three of these students have attended or are attending Reading Recovery. Many of these children have completed or are completing the Early Words 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

There are four students working towards the expected level in writing. One student has English as their second language and attends ESOL support. One student is female/Māori. 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. 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. Four of the children identified as working towards are now on track in all three curriculum areas; reading, writing and maths. These children have been receiving TA time and Early words and Two have been attending Reading Recovery.

Other considerations (End of Year)
- Children's behaviour as in focus and self management has had an impact on their learning.
- Teacher aides have been away and removed so small group sessions and teacher support not consistent
- ESOL and Reading Recovery teachers have been pulled into the classroom to cover sick teachers
- 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
- No phonics booster due to reduction in TAs
- Large range of reading groups
- Some Casey shapes groups have had to be discontinued due to no TAs
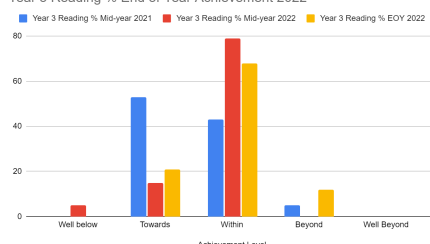
Recommendations for 2023
- Year 2 classes are starting with 27 children. TA time to help with those children working towards is key
- Keeping to 20max in Year 1 classes
- Reinstate the VAMP programme - Visual and Auditory Memory Programme.
- PMP - more children being able to attend (TAs)
- Casey shape groups
- Continue Reading Recovery
- Continue Early words programme
- Continue Phonics Connect
- Continue communication between school and home

Year 3 End-of-Year Achievement 2022

Year 3 Mathematics % End of Year Achievement 2022
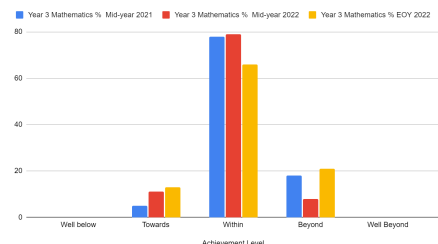
Year 3 Reading % End of Year Achievement 2022

Year 3 Writing % End of Year Achievement 2022

Level	Math EOY 2022	Math Mid 2022	Math Mid 2021	Reading EOY 2022	Reading Mid 2022	Reading Mid 2021	Writing EOY 2022	Writing Mid 2022	Writing Mid 2021
Well Beyond	0	0	0	0	0	0	0	0	0
Beyond	14 (21%)	5 (8%)	7 (18%)	8 (12%)	0	2 (5%)	5 (7%)	0	0
Within	45 (66%)	47 (79%)	31 (78%)	46 (68%)	47 (79%)	17 (43%)	38 (56%)	31 (52%)	31 (78%)
Towards	9 (13%)	7 (11%)	2 (5%)	14 (21%)	9 (15%)	21 (53%)	25 (37%)	28 (47%)	7 (18%)
Well below	0	0	0	0	3 (5%)	0	0	0	2 (5%)
Total	68	59	40	68	59	40	68	59	40

The 2022 target for this cohort was: Writing

By the end of 2022, we wanted our target students to improve by at least 10% or to move from 'towards' to 'within' the expected level.

End of Year Mathematics

Over this year our maths students have made considerable progress with more students now being beyond, the majority being boys and only two beyond being girls. I believe that having targeted maths groups has helped to improve students. This is not reflected in the results as the four new students who have joined the Year 3 cohort since the mid year data was recorded, are working towards the expected level. The students who are still working towards are one third girls and two thirds boys. Of these students, six students have learning needs and three students lack confidence in their ability.

Recommendations for 2023

For 2023, I believe that extra targeted groups with the Teacher Aide will benefit the students who are needing assistance. Front loading the students with knowledge they will use over the coming week will help their confidence. They will not be coming to the class lesson without having prior knowledge and understanding.

End of Year Reading

 All three working below are boys, one ESOL, one dyslexic and one currently undergoing LaSS screening

Climb Club Attendees: All above

Of the 14 students working towards in reading, all 14 are working towards in writing. With two also working

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towards in maths.. 10 out of 14 students working towards are boys.

At the end of the year we currently have 14 students who are working towards the expected level in Year 3. We have had five new students who have joined our school after the mid-year data was entered. These students have some learning needs or 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 have also been cross grouping for our Phonics programme. We also tried using the Steps Web programme. All students have continued to make progress this year after a disruptive previous two years of learning.

Recommendations for 2023
We recommend continuing with the Climb Club for those students needing an extra confidence boost. Focusing on different comprehension strategies to help with a deeper understanding of the text will be a target for 2023.

End of Year Writing (Y3 TAI Focus)

- 18/25 Year 3 towards writers are boys
- 8/25 are ESOL learners 33%
- There is only one well below writer in Year 3 (ESOL student at school for two terms)

We have subscribed 18 writers who are towards and seven ESOL students onto the Steps Web programme. Many of the students have made significant progress in their spelling ages and scores. The students are also developing more confidence to write. We need the programme to continue to make sure the skills learnt are transferred into their actual writing.
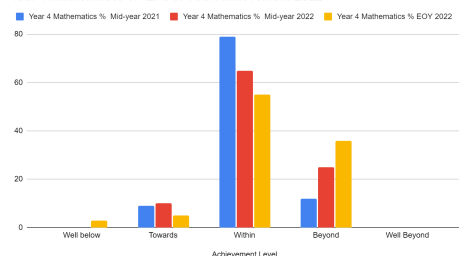
Two students struggled with the format of the steps web programme and therefore have not made as much progress. Some parents also tried to assist their children at the start making the programme too hard for them and it had to be reset. Two thirds of the targeted group are boys and one third are girls.
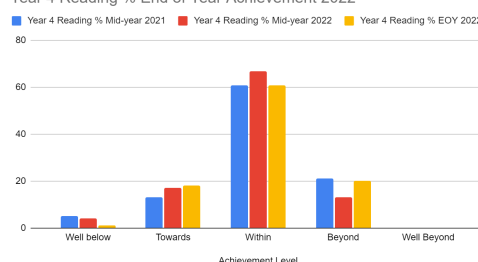
Recommendations for 2023
My recommendations for 2023 is to continue with the Steps Web programme to maintain the progress in spelling and writing as a whole. I feel the students are gaining confidence in their own writing ability.
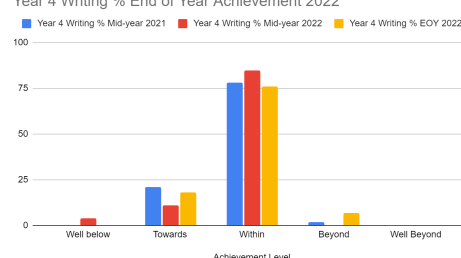
Year 4 End-of-Year Achievement 2022

Year 4 Mathematics % End of Year Achievement 2022

■ Year 4 Mathematics % Mid-year 2021 ■ Year 4 Mathematics % Mid-year 2022 ■ Year 4 Mathematics % EOY 2022

Year 4 Reading % End of Year Achievement 2022

■ Year 4 Reading % Mid-year 2021 ■ Year 4 Reading % Mid-year 2022 ■ Year 4 Reading % EOY 2022

Year 4 Writing % End of Year Achievement 2022

■ Year 4 Writing % Mid-year 2021 ■ Year 4 Writing % Mid-year 2022 ■ Year 4 Writing % EOY 2022

Level	Math EOY 2022	Math Mid 2022	Math Mid 2021	Reading EOY 2022	Reading Mid 2022	Reading Mid 2021	Writing EOY 2022	Writing Mid 2022	Writing Mid 2021
Well Beyond	0	0	0	0	0	0	0	0	0
Beyond	27 (36.49%)	18 (25%)	8 (11.9%)	15 (20.27%)	9 (12.5%)	14 (21.0%)	5 (6.76%)	0	1 (1.5%)
Within	41 (55.41%)	47 (65.3%)	53 (79.1%)	45 (60.81%)	48 (66.7%)	41 (61.1%)	56 (75.68%)	61 (84.7%)	52 (77.6%)
Towards	4 (5.41%)	7 (9.7%	6 (9.0%)	13 (17.57%)	12 (16.7%)	9 (13.4%)	13 (17.57%)	8 (11.1%)	14 (20.9%)
Well below	2 (2.70%)	0	0	1 (1.35%)	3 (4.2%)	3 (4.5%)	0	3 (4.2%)	0
Total	74	72	67	74	72	67	74	72	67

The 2022 target for this cohort was: Reading comprehension

By the end of 2022, we wanted our target students to improve by at least 10%.

End of Year Reading (Focus)
At the end of the year we have 13 students working towards the expected level in Year 4. Out of the 13 students, eight are boys and six are girls. 11 of these students have English as their second language or identified to have learning needs. One joined our school at the beginning of Term 4. We have noticed that some of the focus children in reading have made progress (some students more than one year level progress). However, they are still working towards Year 4 reading. We think this due to having lots of ESOL students who are still building their vocabulary which hinders their comprehension. Our data also showed an increase in students working beyond the expected level went up by 7.77% from mid year 2022.

Recommendations for 2023
Continue explicit vocab teaching in our classes, extra group work support focusing on comprehension questions, lots of inference group work and set comprehension homework on Studyladder.

End of Year Writing
There are 13 students working towards and 1 well below the expected level at the end of the year. Nine of these students are also working towards the expected level in reading. Eight of these students are boys. Seven of the students have English as their second language and attend ESOL support. Two out of the 13 students receive RTLB support, and another has been accepted for RTLB support for 2023. Out of the 13 towards students, two

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are also new to our school and joined after mid year data was collected. In comparison to the mid year 2021 data, there is a 3.33% drop in students working towards the expected level at the end of 2022. The data shows that the children working beyond expected level in Year 4 has gone up by 6.76% from mid-year 2022 to end of year 2022.

Recommendations for 2023
Targeted homework for spelling 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 (potentially homework) would be beneficial, as this is an area we have noticed a gap in.
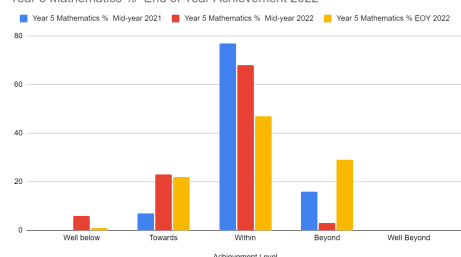
End of Year Mathematics
We have noticed that the majority of the Year 4 students have moved up a level in math. The number of students working beyond the expected level has gone up from 25% mid-year to 36.49% end of year 2022. One of our focus was on basic facts knowledge, finding the gaps and explicitly teaching based on this data. We have integrated math when teaching other curriculum areas. There are four students working towards and two working well below the expected level in Year 4. 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 practicing 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 2023
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.

Year 5 End-of-Year Achievement 2022

Year 5 Mathematics % End of Year Achievement 2022
■ Year 5 Mathematics % Mid-year 2021 ■ Year 5 Mathematics % Mid-year 2022 ■ Year 5 Mathematics % EOY 2022

Year 5 Reading % End of Year Achievement 2022
■ Year 5 Reading % Mid-year 2021 ■ Year 5 Reading % Mid-year 2022 ■ Year 5 Reading % EOY 2022
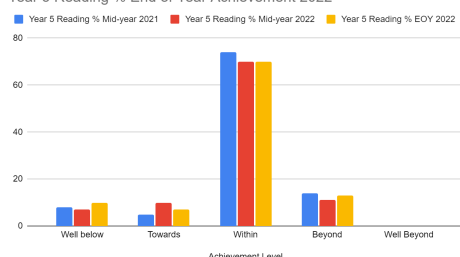
Year 5 Writing % End of Year Achievement 2022
■ Year 5 Writing % Mid-year 2021 ■ Year 5 Writing % Mid-year 2022 ■ Year 5 Writing % EOY 2022
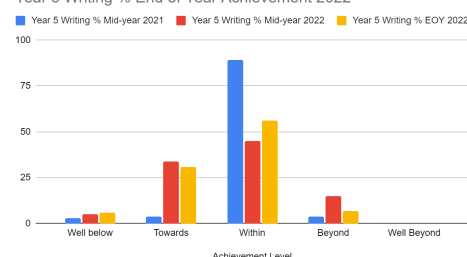
Level	Math EOY 2022	Math Mid 2022	Math Mid 2021	Reading EOY 2022	Reading Mid 2022	Reading Mid 2021	Writing EOY 2022	Writing Mid 2022	Writing Mid 2021
Well Beyond	0	0	0	0	0	0	0	0	0
Beyond	25 (29,4%)	2 (2,5%)	12 (16.2%)	11 (13%)	9 (11%)	10 (13.5%)	6 (7%)	12 (15%)	3 (4.1%)
Within	40 (47%)	53 (68%)	57 (77.0%)	59 (70%)	55 (70%)	55 (74.3%)	47 (56%)	35 (45%)	66 (89.2%)
Towards	19 (22.35%)	18 (23%)	5 (6.8%)	6 (7%)	8 (10%)	4 (5.4%)	26 (31%)	27 (34%)	3 (4.1%)
Well below	1 (1%)	5 (6%)	0	8 (9.5%)	8 (7%)	5 (7.8%)	5 (6%)	4 (5%)	2 (2.7%)
Total	85	78	74	84	80	74	84	78	74

The 2022 target for this cohort was: Maths

To improve our Towards and Well Belows numbers by 10% or more

End of Year Mathematics (Y5 Focus)
The Year 5 cohort focused on teaching basic facts and number strategies across the teams to identify where the challenges were. While there were pleasing improvements made with some students. Especially if compared to the mid-year data the comparisons with 2021 at the towards and working below are still high. The beyonds have improved 13.2%. The withins have moved down from 77% to 47% and the towards up from 6.8% to 22.35%.
While we have moved most students up a sub-level at least, the curriculum level change has meant that 15 more students are now assessed as working towards or well below - a total of 20 (six boys and 14 girls - one at well below). Four of the ten new students were assessed as working towards or below in maths. One student who is working towards, is Māori, six students are Asian, four students are ESOL. Our towards increased by 1 to 19 students but as an overall % decreased by 1%. Our Well Belows dropped 5% to 1% of the total. This meant that 3 students moved into Within. As a side note we made huge improvements in our Beyond students who moved to 2.5% of the total number to 29.4%
Actual improvement of TAI students 6%.

Recommendations for 2023
This is still a BASIC FACTS issue, no doubt an on-going hangover from the pandemic lockdowns. Focus target teaching of basic facts.

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End of Year Reading

There are 14 students who are working towards or well below (eighth are boys, six are girls). This is an increase in five students from 2021. We have had an increase of ten students since mid-term 2022, and four of which are working towards or below. These five students will need extra support next year. The six students who received help this year will also continue to do so. Our reasons we think are due to some of the students being ESOL or still a COVID hangover response. Most students however, did increase a sub-level or more. As in maths, we increased our assessment data by an extra six students. Six students working towards or below are Asian, four students are ESOL

Recommendations for 2023

Continue explicit vocab teaching in our classes, extra group work support focusing on comprehension questions, lots of inference group work and set comprehension homework on Studyladder.

End of Year Writing (a sub-focus)

The Year 5 cohort worked to address the 31 students (21 boys and ten girls) who are working towards or below. This is the same number as mid-term - though five new students are assessed as working towards the expected benchmark. Therefore, five students have improved. Of these students are ESOL.

Collaborative teaching took place across the Y5 cohort with a focus on paragraphing.

Two students are Māori. An analysis of the four of the five students 'well below students' 'revealed suspected dyslexia and autistisic tendencies. Five of the six new students are assessed as working towards or below. Agility with sound has been offered with these students. Suggest that this is increased for all five. 14 students are Asian Seven students are ESOL. We focused on paragraphing this year in target collaborative classes. In class group focus sessions - spelling and vocabulary. Proofreading was a whole class activity - once a week with home-learning to support.We also focused on explicit sentence structure in focus groups and revisited as a whole class.

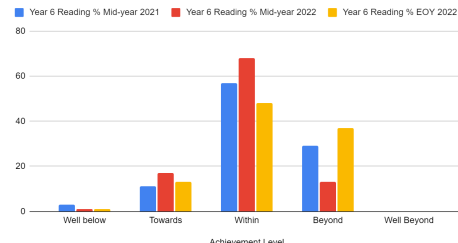### **Recommendations for 2023**

Targeted homework for spelling and word-study-with an extra booklet for the well-below. More class time spent on writing/Literacy - less on other curriculum areas. To lift these predominantly 2P-2A students to level 3 is learning to write not for themselves but for an audience. This is a targeted activity and not something that necessarily occurs when writing across the curriculum. Use the Te Whara Rama programme to motivate our reluctant writers. Content and ideas are a particular concern with our reluctant writers (boys mainly). The Y5 cohort attempted to use the Te Whara Rama, we PD needed to effectively use this programme)
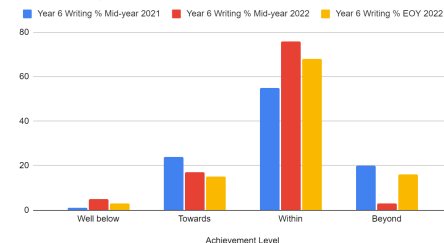
Year 6 End-of-Year Achievement 2022

Year 6 Mathematics % End of Year Achievement 2022
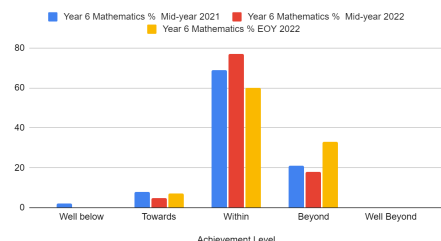
Year 6 Reading % End of Year Achievement 2022

Year 6 Writing % End of Year Achievement 2022

Level	Math EOY 2022	Math Mid 2022	Math Mid 2021	Reading EOY 2022	Reading Mid 2022	Reading Mid 2021	Writing EOY 2022	Writing Mid 2022	Writing Mid 2021
Well Beyond	0	0	0	0	0	0	0	0	0
Beyond	27 (32.53%)	15 (18.3%)	16 (21.3%)	31 (37.35%)	11 (13.4%)	22 (29.3%)	13 (15.66%)	2 (2.4%)	15 (19.7%)
Within	50 (60.24%)	63 (76.8%)	53 (69.3%)	40 (48.19%)	56 (68.3%)	44 (57.3%)	56 (67.47%)	62 (75.9%)	42 (55.3%)
Towards	6 (7.23%)	4 (4.9%)	6 (8.0%)	11 (13.25%)	14 (17.1%)	8 (10.7%)	12 (14.46%)	14 (16.9%)	18 (23.7%)
Well below	0	0	1 (1.4%)	1 (1.20%)	1 (1.2%)	2 (2.7%)	2 (2.41%)	4 (4.8%)	1 (1.3%)
Total	83	82	76	83	82	76	83	82	76

The 2022 target for this cohort was: Writing

Our target was to improve boys' writing by at least 50% through increasing student engagement and perception of themselves as writers.

End of Year Writing (Y6 Focus)
At the end of this year we have 14 students working towards and 11 of these are boys. Two of these are a boy and a girl who are ESOL and very new to the English language. Out of the ten boys who were part of the Te Whara Rama programme and were working towards, six are now working within. When surveyed, the boys have indicated they are more confident writers and feel they are seen as equal participants in the class, that they are able to participate in writing lessons. This programme is recommended for boys who are identified next year as having a low opinion of themselves in writing and generally shy away because of the physicality of handwriting or the ability to generate ideas. We had 13 students working beyond in writing, they were all female.

End of Year Mathematics
Two male and four female students are working towards at the end of the year. Of these three are Māori/Pasifika and three are NZ European. All students received extra in class support twice a week by a teacher aide. We have had an increase in students working beyond which could be due to the hot spot teaching we have provided. Due to learning lag from COVID, we noticed that a lot of students had big gaps in their understanding. Through regular informal and formal assessment, we were able to identify these gaps and target teach to groups as we went through the year. This involved constant regrouping and workshops to ensure students were being taught to their needs. Another note is that 19 students (seven male, 12 female) that are working beyond are Asian and have made significant progress from the start of the year. This could potentially be an inquiry for 2023.

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End of Year Reading
There has been a reduction in working towards students, down from 14 to 11 students. Of these 11 there are six boys and five girls still working towards. Seven of these 11 students identify as Asian ethnicity. At the end of the year we have 31 (37.35%) of students working beyond in reading. This is an increase from 11 (13.4%) at mid-year 2022. Classes had a mix of whole class reading programmes (full class novels) and grouped abilities which were targeted to Probe data analysis and informal observations made in reading lessons. This year the Y6 teachers were eager to try collaborative reading across the three classes, based on student interest and teacher strengths.

Recommendations for 2023

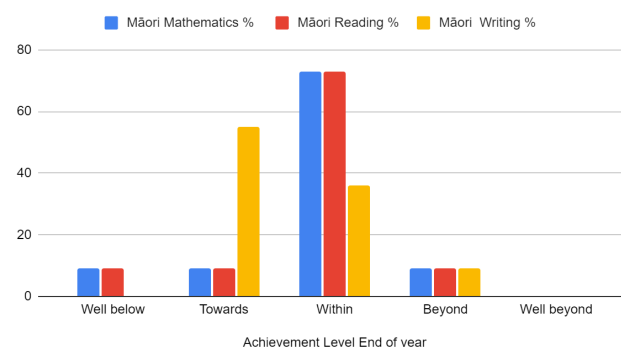The recommendations for 2023 are as follows:

- Continue to connect reading and writing through passion, interest and student inquiry
- Develop explicit workshops to target teach student need
- Revisit the Te Whare Rama Programme to support and engage boys in writing
- Investigate a spelling programme

Year 3-6 Māori End-of-Year Achievement 2022

Year 3-6 Māori Mid-Year Achievement Data 2022
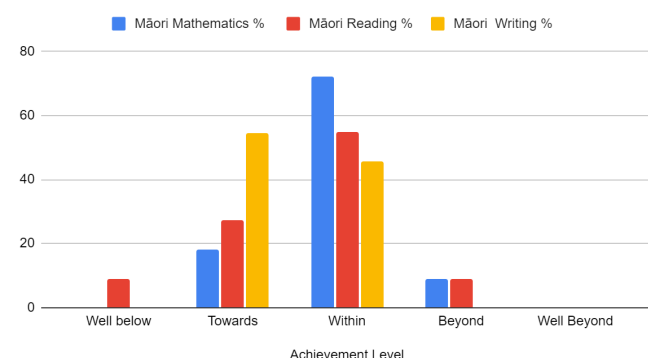
Year 3-6 Māori End of Year Achievement Data 2022

Level	Math EOY 2022	Math Mid 2022	Math Mid 2021	Reading EOY 2022	Reading Mid 2022	Reading Mid 2021	Writing EOY 2022	Writing Mid 2022	Writing Mid 2021
Well Beyond	0	0	0	0	0	0	0	0	0
Beyond	2 (25%)	1 (9%)	1 (12.5%)	1 (9%)	1 (9%)	2 (25%)	1 (9%)	0	1 (12.5%)
Within	6 (55%)	8 (72.3%)	7 (87.5%)	8 (73%)	6 (54.5%)	5 (63%)	4 (36%)	5 (45.5%)	4 (50%)
Towards	3 (27%)	2 (18.2%)	0	1 (9%)	3 (27.3%)	1 (12.5%)	6 (55%)	6 (54.5%)	3 (38.0%)
Well below	0	0	0	1 (9%)	1 (9%)	0	0	0	0
Total	11	11	8	11	11	8	11	11	8

The 2022 target for this cohort was:

By the end of 2022, our goal was to accelerate 75% Māori student achievement to be on track in writing. This meant eight out of eleven students.

Data Analysis and Recommendations

We have experienced success this year with two students improving in math and reading achieving our 75% target. Despite improving in writing, we did not achieve the 75% target for 2022. Boys are still heavily represented in this data, with five out of six working below the expected benchmark in writing. These are the same students who are being tracked and monitored as part of a target teaching programme all year. 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 2023.
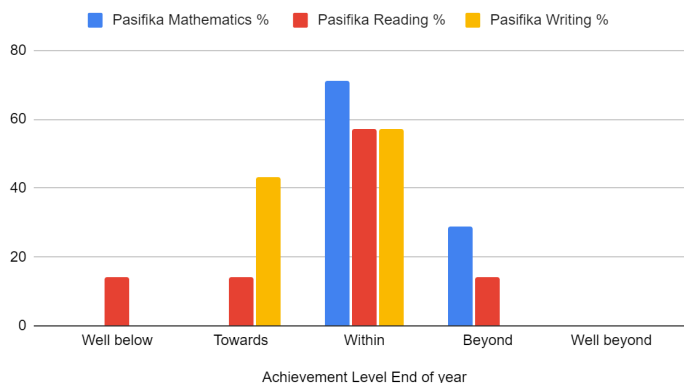
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Year 3-6 Pasifika End-of-Year Achievement 2022

Year 3-6 Pasifika Mid-Year Achievement Data 2022

■ Pasifika Mathematics % ■ Pasifika Reading % ■ Pasifika Writing %
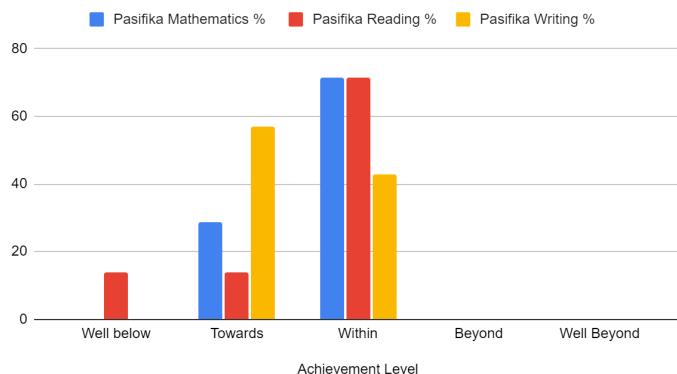
Year 3-6 Pasigika End of Year Achievement Data 2022

■ Pasifika Mathematics % ■ Pasifika Reading % ■ Pasifika Writing %

Level	Math EOY 2022	Math Mid 2022	Math Mid 2021	Reading EOY 2022	Reading Mid 2022	Reading Mid 2021	Writing EOY 2022	Writing Mid 2022	Writing Mid 2021
Well Beyond	0	0	0	0	0	0	0	0	0
Beyond	0	0	0	1 (14%)	0	0	0	0	0
Within	5 (71.4%)	5 (71.4%)	4 (80%)	4 (80%)	5 (71.4%)	4 (80%)	4 (57.15)	3 (42.9%)	4 (80%)
Towards	2 (28.6%)	2 (28.6%)	0	1 (14%)	1 (14%)	1 (20%)	3 (42.9%)	4 (57.1%)	1 (20%)
Well below	0	0	1 (20%)	1 (14%)	1 (14%)	0	0	0	0
Total	7	7	5	7	7	5	7	7	5

The 2022 target for this cohort was:

By the end of 2022, our goal was to accelerate 75% Māori student achievement to be on track in writing. This meant five out of seven students.

Data Analysis and Recommendations

I am pleased to share with you that we met our 75% target in reading, however not in mathematics and writing. Despite some progress, boys are again heavily represented in this data. One student in both reading and writing made progress, however, two out of three are boys working below the expected benchmark. Unfortunately, these boys have spent some time away from school, making it difficult to target teach and raise achievement. 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 2023.

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