



End of year data 2023

Whāia te iti kahurangi, ki te tūohu koe, me he maunga teitei
Pursue excellence, should you stumble let it be to a lofty mountain!



Acronyms:

- Teacher Professional Judgement (TPJ) is a triangulation of standardised assessment, book work, in class observations and tacit knowledge of the child.
- Progress and Consistency Tools (PaCT)
- Practice Analysis Conversations (PAC)
- Professional Learning and Development (PLD)
- English for speakers of other languages (ESOL)
- Ongoing Resource Scheme (ORS)
- Better Start Literacy Approach (BSLA)
- University of Florida Literacy Institute (UFLI)



Our Data Journey:

In 2016 the leadership team began an inquiry into our achievement data. At the time they believed that our children were not being accurately represented by our data and that our Teacher Professional Judgements (TPJ) had insufficient evidence behind them. Based on this hunch the following interventions/supports have been implemented school wide.

Maths

- Plus Maths (Student Achievement Function) (2018-2019)
- Progress and Consistency Tool (PaCT) Impact analysis cycle (IAC) in our school practice (2018-2019)
- Just in Time approach (2022) part of our Kahukura and yet to continue in 2024. The course is now called Developing Mathematical Capabilities.

Writing

- Progress and Consistency Tool (PaCT), Impact analysis cycle (IAC) in our school practice (2020 - 2022)

Reading

- Yolanda Soryl Literacy - Early Words Programme
- Better Start Literacy Approach (BSLA) Puna Hao (Junior School) have been implementing this since 2021 until now
- Advancing Successful Literacy Achievement (ASLA) - tier two, Puna Riko (Middle School) have been implementing this approach (2022)
- Progress and Consistency Tool (PaCT) Impact analysis cycle (IAC) in our school practice (2023)
- University of Florida Literacy Institute (UFLI) phonics programme introduced by RTLB and implemented in the middle and senior school (2023)

Student achievement data is reported to whānau on a regular timely basis via Seesaw.



Things to note:

Research shows that Year 1 data does not show true progress and achievement. This is due to the developmental stage of each child and the huge transition to school expectations. This is further complicated by multiple enrolment points across the year. Therefore we have excluded them from the TPJ Progress graphs on slides 13- 40.

We have used a more robust assessment tool and taken all aspects of core curriculum subjects into account. This means the standard of bookwork, how the students respond to tasks and explain their thinking is taken into consideration. We expected our data to drop slightly because of this. This is reflected in the comparisons between 2022 and 2023 data.

The following group of children have been excluded from the TPJ data:

- Ongoing Resource Scheme (ORS) funded children - x2 children has been excluded from the end of year data in 2023.
- Prolonged absence - x2 children are not included in this data.



How do we make a TPJ?

The following assessment tools are what we take into consideration when making a TPJ

- Better start data
- Running records
- JAM
- UFLI (phonics testing)
- PROBE
- PaCT (reading, writing and maths)
- GloSS

Ongoing teacher observation

- Learning conversations
- Student Work Samples

A TPJ is made by the child's classroom kaiako/teacher mid year and end of year. The kaiako triangulates data using all of the sources listed in the diagram to make a judgement on where the child is in reading, writing and maths. We further triangulate our TPJ by asking our teachers to use the PaCT for maths, writing and reading. SLT then take the PaCT data and match it with the TPJ data and together we have professional data conversations with team leaders and individual teachers about the data to ensure it is accurate.

The PaCT has a series of descriptors for each concept in the reading, maths and writing curriculum. These are on a continuum and teachers must place each child at the point that best describes their achievement level. The software then determines the curriculum level that best describes the child's working level. This eliminates pre-judgements from kaiako.



Whole School Reading TPJ 2023

All students Years 1 - 6		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All	Male	9	6.3%	18	12.6%	81	56.6%	35	24.5%	143
	Female	8	5.4%	15	10.1%	76	51.4%	49	33.1%	148
	Total	17	5.8%	33	11.3%	157	54.0%	84	28.9%	291
Maori	Male	3	8.6%	4	11.4%	24	68.6%	4	11.4%	35
	Female	3	7.7%	8	20.5%	24	61.5%	4	10.3%	39
	Total	6	8.1%	12	16.2%	48	64.9%	8	10.8%	74
Pasifika	Male	2	22.2%	2	22.2%	4	44.4%	1	11.1%	9
	Female	0		1	8.3%	8	66.7%	3	25.0%	12
	Total	2	9.5%	3	14.3%	12	57.1%	4	19.0%	21
Asian	Male	0		1	5.6%	13	72.2%	4	22.2%	18
	Female	1	9.1%	1	9.1%	4	36.4%	5	45.5%	11
	Total	1	3.4%	2	6.9%	17	58.6%	9	31.0%	29
MELAA	Male	2	40.0%	1	20.0%	2	40.0%	0		5
	Female	1	10.0%	0		9	90.0%	0		10
	Total	3	20.0%	1	6.7%	11	73.3%	0		15
Other	Male	0		0		0		0		0
	Female	0		0		0		1	100.0%	1
	Total	0		0		0		1	100.0%	1
NZ/European	Male	2	2.6%	10	13.2%	38	50.0%	26	34.2%	76
	Female	3	4.0%	5	6.7%	31	41.3%	36	48.0%	75
	Total	5	3.3%	15	9.9%	69	45.7%	62	41.1%	151

	Well Below	Below	At	Above
Y0			100% (31)	
Y1		2% (1)	80% (37)	17% (8)
Y2		37% (16)	14% (6)	49% (21)
Y3	18% (7)	13% (5)	40% (16)	30% (12)
Y4	5% (2)	10% (4)	45% (18)	40% (16)
Y5	7% (3)	7% (3)	67% (31)	20% (9)
Y6	11% (5)	9% (4)	40% (18)	40% (18)
Total pupils	6 % (17)	11 % (33)	54 % (157)	29 % (84)



Whole School Writing TPJ 2023

All students Years 1 - 6		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All	Male	12	8.4%	20	14.0%	84	58.7%	27	18.9%	143
	Female	6	4.1%	10	6.8%	92	62.2%	40	27.0%	148
	Total	18	6.2%	30	10.3%	176	60.5%	67	23.0%	291
Maori	Male	4	11.4%	5	14.3%	20	57.1%	6	17.1%	35
	Female	2	5.1%	6	15.4%	29	74.4%	2	5.1%	39
	Total	6	8.1%	11	14.9%	49	66.2%	8	10.8%	74
Pasifika	Male	2	22.2%	3	33.3%	4	44.4%	0		9
	Female	0		1	8.3%	8	66.7%	3	25.0%	12
	Total	2	9.5%	4	19.0%	12	57.1%	3	14.3%	21
Asian	Male	0		3	16.7%	12	66.7%	3	16.7%	18
	Female	1	9.1%	0		6	54.5%	4	36.4%	11
	Total	1	3.4%	3	10.3%	18	62.1%	7	24.1%	29
MELAA	Male	2	40.0%	2	40.0%	1	20.0%	0		5
	Female	1	10.0%	0		8	80.0%	1	10.0%	10
	Total	3	20.0%	2	13.3%	9	60.0%	1	6.7%	15
Other	Male	0		0		0		0		0
	Female	0		0		1	100.0%	0		1
	Total	0		0		1	100.0%	0		1
NZ/European	Male	4	5.3%	7	9.2%	47	61.8%	18	23.7%	76
	Female	2	2.7%	3	4.0%	40	53.3%	30	40.0%	75
	Total	6	4.0%	10	6.6%	87	57.6%	48	31.8%	151

	Well Below	Below	At	Above
Y0			100% (31)	
Y1			72% (33)	28% (13)
Y2		16% (7)	72% (31)	12% (5)
Y3	15% (6)	8% (3)	40% (16)	38% (15)
Y4	8% (3)	13% (5)	55% (22)	25% (10)
Y5	7% (3)	24% (11)	41% (19)	28% (13)
Y6	13% (6)	9% (4)	53% (24)	24% (11)
Total pupils	6 % (18)	10 % (30)	60 % (176)	23 % (67)



Whole School Mathematics TPJ 2023

All students Years 1 - 6		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All	Male	3	2.1%	15	10.5%	74	51.7%	51	35.7%	<u>143</u>
	Female	2	1.4%	19	12.8%	86	58.1%	41	27.7%	<u>148</u>
	Total	5	1.7%	34	11.7%	160	55.0%	92	31.6%	<u>291</u>
Maori	Male	0		6	17.1%	21	60.0%	8	22.9%	<u>35</u>
	Female	1	2.6%	11	28.2%	22	56.4%	5	12.8%	<u>39</u>
	Total	1	1.4%	17	23.0%	43	58.1%	13	17.6%	<u>74</u>
Pasifika	Male	0		5	55.6%	4	44.4%	0		<u>9</u>
	Female	0		2	16.7%	7	58.3%	3	25.0%	<u>12</u>
	Total	0		7	33.3%	11	52.4%	3	14.3%	<u>21</u>
Asian	Male	0		1	5.6%	10	55.6%	7	38.9%	<u>18</u>
	Female	1	9.1%	1	9.1%	5	45.5%	4	36.4%	<u>11</u>
	Total	1	3.4%	2	6.9%	15	51.7%	11	37.9%	<u>29</u>
MELAA	Male	1	20.0%	1	20.0%	2	40.0%	1	20.0%	<u>5</u>
	Female	0		1	10.0%	7	70.0%	2	20.0%	<u>10</u>
	Total	1	6.7%	2	13.3%	9	60.0%	3	20.0%	<u>15</u>
Other	Male	0		0		0		0		<u>0</u>
	Female	0		0		1	100.0%	0		<u>1</u>
	Total	0		0		1	100.0%	0		<u>1</u>
NZ/European	Male	2	2.6%	2	2.6%	37	48.7%	35	46.1%	<u>76</u>
	Female	0		4	5.3%	44	58.7%	27	36.0%	<u>75</u>
	Total	2	1.3%	6	4.0%	81	53.6%	62	41.1%	<u>151</u>

	Well Below	Below	At	Above
Y0			100% (31)	
Y1			72% (33)	28% (13)
Y2		12% (5)	63% (27)	26% (11)
Y3	3% (1)	15% (6)	45% (18)	38% (15)
Y4	5% (2)	10% (4)	48% (19)	38% (15)
Y5	2% (1)	22% (10)	52% (24)	24% (11)
Y6	2% (1)	20% (9)	18% (8)	60% (27)
Total pupils	2 % (5)	12 % (34)	55 % (160)	32 % (92)



Reading areas of strength (80% or higher)

Achieving **at or above** the New Zealand curriculum level in **reading**

81.1% (116/143) of all **male** children

84.5% (125/148) of all **female** children

82.9% (241/291) of all **children**

80% (28/35) of all **male Māori** children

86.4% (56/74) of all **Māori** children

91.7% (11/12) of all **female Pasifika** children

94.4% (17/18) of all **male Asian** children

81.9% (9/11) of all **female Asian** children

89.6% (26/29) of all **Asian** children

90% (9/10) of all **female MELAA** children

100% (1/1) of all **female Other** children

84.2% (64/76) of all **male NZ/European/Pākehā** children

89.3% (67/75) of all **female NZ/European/Pākehā** children

86.8% (131/151) of all **NZ/European/Pākehā** children



Writing areas of strength (80% or higher)

Achieving **at or above** the New Zealand curriculum level in **writing**

89.2% (132/148) of all **female** children

83.5% (243/291) of **all** children

83.4% (15/18) of **male Asian** children

90.9% (10/11) of **female Asian** children

86.2% (25/29) of **all Asian** children

90% (9/10) of **female MELAA** children

100% (1/1) of **female Other** children

85.5% (65/76) of **male NZ European/Pākehā** children

93.3% (70/75) of **female NZ European/Pākehā** children

89.4% (136/151) of **all NZ European/Pākehā** children



Mathematics areas of strength (80% or higher)

Achieving **at or above** the New Zealand curriculum level in **mathematics**

87.4% (125/143) of **all male** children

85.8% (127/148) of **all female** children

86.6% (252/291) of **all** children

82.9% (29/35) of **male Māori** children

94.5% (17/18) of **male Asian** children

81.9% (9/11) of **female Asian** children

89.6% (26/29) of **all Asian** children

90% (9/10) of **female MELAA** children

80% (12/15) of **all MELAA** children

94.8% (72/76) of **male NZ European/Pākehā** children

94.7% (71/75) of **female NZ European/Pākehā** children

94.7% (143/151) of **all NZ European/Pākehā** children



Areas for improvement (30% or higher)

Reading:

44.4% **male Pasifika** children are working **below** 22.2% (2/9) or **well below** 22.2% (2/9) the New Zealand curriculum level in **reading**

60% **male MELAA** children are working **below** 20% (1/5) or **well below** 40% (2/5) the New Zealand curriculum level in **reading**.

Writing:

55.5% **male Pasifika** children are working **below** 33.3% (3/9) or **well below** 22.2% (2/9) the New Zealand curriculum level in **writing**.

80% **male MELAA** children are working **below** 40% (2/5) or **well below** 40% (2/5) the New Zealand curriculum in **writing**.

Maths:

55.5% (5/9) **male Pasifika** children are working **below** the New Zealand curriculum level in **maths**.

40% (2/5) **male MELAA** children are working **below** 20% (1/5) and **well below** 20% (1/5) the New Zealand curriculum in **maths**.



Reading TPJ Year 2

Year 2		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All	Male	0	0%	10	45.5%	4	18.2%	8	36.4%	<u>22</u>
	Female	0	0%	6	28.6%	2	9.5%	13	61.9%	<u>21</u>
	Total	0	0%	16	37.2%	6	14.0%	21	48.8%	<u>43</u>
Maori	Male	0	0%	3	60.0%	2	40.0%	0		<u>5</u>
	Female	0	0%	4	80.0%	0		1	20.0%	<u>5</u>
	Total	0	0%	7	70.0%	2	20.0%	1	10.0%	<u>10</u>
Pasifika	Male	0	0%	1	100.0%	0		0		<u>1</u>
	Female	0	0%	0		0		1	100.0%	<u>1</u>
	Total	0	0%	1	50.0%	0		1	50.0%	<u>2</u>
Asian	Male	0	0%	0		2	50.0%	2	50.0%	<u>4</u>
	Female	0	0%	0		0		0		<u>0</u>
	Total	0	0%	0		2	50.0%	2	50.0%	<u>4</u>
MELAA	Male	0	0%	1	100.0%	0		0		<u>1</u>
	Female	0	0%	0		0		0		<u>0</u>
	Total	0	0%	1	100.0%	0		0		<u>1</u>
Other	Male	0	0%	0		0		0		<u>0</u>
	Female	0	0%	0		0		1	100.0%	<u>1</u>
	Total	0	0%	0		0		1	100.0%	<u>1</u>
NZ/European	Male	0	0%	5	45.5%	0		6	54.5%	<u>11</u>
	Female	0	0%	2	14.3%	2	14.3%	10	71.4%	<u>14</u>
	Total	0	0%	7	28.0%	2	8.0%	16	64.0%	<u>25</u>

Targeted learning

- Tier 2 BSLA
- Teaching collaborations and sharing children across the whole team
- Reading Recovery
- ESOL
- Targeted phonics (RTLb)
- Reading recovery group intervention (Jan)
- Impact Analysis Cycle



Reading TPJ Year 3

Year 3		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All	Male	3	16.7%	1	5.6%	10	55.6%	4	22.2%	<u>18</u>
	Female	4	18.2%	4	18.2%	6	27.3%	8	36.4%	<u>22</u>
	Total	7	17.5%	5	12.5%	16	40.0%	12	30.0%	<u>40</u>
Maori	Male	1	16.7%	0		4	66.7%	1	16.7%	<u>6</u>
	Female	0		2	40.0%	3	60.0%	0		<u>5</u>
	Total	1	9.1%	2	18.2%	7	63.6%	1	9.1%	<u>11</u>
Pasifika	Male	1	100.0%	0		0		0		<u>1</u>
	Female	0		1	50.0%	1	50.0%	0		<u>2</u>
	Total	1	33.3%	1	33.3%	1	33.3%	0		<u>3</u>
Asian	Male	0		0		0		1	100.0%	<u>1</u>
	Female	0		0		0		0		<u>0</u>
	Total	0		0		0		1	100.0%	<u>1</u>
MELAA	Male	0		0		0		0		<u>0</u>
	Female	1	100.0%	0		0		0		<u>1</u>
	Total	1	100.0%	0		0		0		<u>1</u>
Other	Male	0		0		0		0		<u>0</u>
	Female	0		0		0		0		<u>0</u>
	Total	0		0		0		0		<u>0</u>
NZ/European	Male	1	10.0%	1	10.0%	6	60.0%	2	20.0%	<u>10</u>
	Female	3	21.4%	1	7.1%	2	14.3%	8	57.1%	<u>14</u>
	Total	4	16.7%	2	8.3%	8	33.3%	10	41.7%	<u>24</u>

Targeted Learning

- Quick 60
- 5 Plus Intervention
- ESOL
- UFLI
- Impact Analysis Cycle



Reading TPJ Year 4

Year 4		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All	Male	1	3.7%	4	14.8%	11	40.7%	11	40.7%	<u>27</u>
	Female	1	7.7%	0		7	53.8%	5	38.5%	<u>13</u>
	Total	2	5.0%	4	10.0%	18	45.0%	16	40.0%	<u>40</u>
Maori	Male	0		1	14.3%	4	57.1%	2	28.6%	<u>7</u>
	Female	1	50.0%	0		1	50.0%	0		<u>2</u>
	Total	1	11.1%	1	11.1%	5	55.6%	2	22.2%	<u>9</u>
Pasifika	Male	0		0		0		0		<u>0</u>
	Female	0		0		2	100.0%	0		<u>2</u>
	Total	0		0		2	100.0%	0		<u>2</u>
Asian	Male	0		1	25.0%	2	50.0%	1	25.0%	<u>4</u>
	Female	0		0		0		1	100.0%	<u>1</u>
	Total	0		1	20.0%	2	40.0%	2	40.0%	<u>5</u>
MELAA	Male	0		0		0		0		<u>0</u>
	Female	0		0		1	100.0%	0		<u>1</u>
	Total	0		0		1	100.0%	0		<u>1</u>
Other	Male	0		0		0		0		<u>0</u>
	Female	0		0		0		0		<u>0</u>
	Total	0		0		0		0		<u>0</u>
NZ/European	Male	1	6.3%	2	12.5%	5	31.3%	8	50.0%	<u>16</u>
	Female	0		0		3	42.9%	4	57.1%	<u>7</u>
	Total	1	4.3%	2	8.7%	8	34.8%	12	52.2%	<u>23</u>

Targeted learning

- 5 Plus Intervention
- ESOL
- Extended Literacy Group reading with Year 5-6 team
- Impact Analysis Cycle



Reading TPJ Year 5

Year 5		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All	Male	2	9.5%	2	9.5%	14	66.7%	3	14.3%	<u>21</u>
	Female	1	4.0%	1	4.0%	17	68.0%	6	24.0%	<u>25</u>
	Total	3	6.5%	3	6.5%	31	67.4%	9	19.6%	<u>46</u>
Maori	Male	1	16.7%	0		4	66.7%	1	16.7%	<u>6</u>
	Female	1	12.5%	0		7	87.5%	0		<u>8</u>
	Total	2	14.3%	0		11	78.6%	1	7.1%	<u>14</u>
Pasifika	Male	0		0		0		1	100.0%	<u>1</u>
	Female	0		0		2	66.7%	1	33.3%	<u>3</u>
	Total	0		0		2	50.0%	2	50.0%	<u>4</u>
Asian	Male	0		0		3	100.0%	0		<u>3</u>
	Female	0		0		0		1	100.0%	<u>1</u>
	Total	0		0		3	75.0%	1	25.0%	<u>4</u>
MELAA	Male	1	33.3%	0		2	66.7%	0		<u>3</u>
	Female	0		0		3	100.0%	0		<u>3</u>
	Total	1	16.7%	0		5	83.3%	0		<u>6</u>
Other	Male	0		0		0		0		<u>0</u>
	Female	0		0		0		0		<u>0</u>
	Total	0		0		0		0		<u>0</u>
NZ/European	Male	0		2	25.0%	5	62.5%	1	12.5%	<u>8</u>
	Female	0		1	10.0%	5	50.0%	4	40.0%	<u>10</u>
	Total	0		3	16.7%	10	55.6%	5	27.8%	<u>18</u>

Targeted Learning

- Book club extension
- AVAILLL (Audio Visual Achievement in Literacy Language and Learning)
- 5 Plus Intervention
- ESOL
- Impact Analysis Cycle
- UFLI



Reading TPJ Year 6

Year 6		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All	Male	3	14.3%	1	4.8%	11	52.4%	6	28.6%	<u>21</u>
	Female	2	8.3%	3	12.5%	7	29.2%	12	50.0%	<u>24</u>
	Total	5	11.1%	4	8.9%	18	40.0%	18	40.0%	<u>45</u>
Maori	Male	1	33.3%	0		2	66.7%	0		<u>3</u>
	Female	1	14.3%	2	28.6%	1	14.3%	3	42.9%	<u>7</u>
	Total	2	20.0%	2	20.0%	3	30.0%	3	30.0%	<u>10</u>
Pasifika	Male	1	25.0%	1	25.0%	2	50.0%	0		<u>4</u>
	Female	0		0		2	66.7%	1	33.3%	<u>3</u>
	Total	1	14.3%	1	14.3%	4	57.1%	1	14.3%	<u>7</u>
Asian	Male	0		0		1	100.0%	0		<u>1</u>
	Female	1	20.0%	1	20.0%	1	20.0%	2	40.0%	<u>5</u>
	Total	1	16.7%	1	16.7%	2	33.3%	2	33.3%	<u>6</u>
MELAA	Male	1	100.0%	0		0		0		<u>1</u>
	Female	0		0		1	100.0%	0		<u>1</u>
	Total	1	50.0%	0		1	50.0%	0		<u>2</u>
Other	Male	0		0		0		0		<u>0</u>
	Female	0		0		0		0		<u>0</u>
	Total	0		0		0		0		<u>0</u>
NZ/European	Male	0		0		6	50.0%	6	50.0%	<u>12</u>
	Female	0		0		2	25.0%	6	75.0%	<u>8</u>
	Total	0		0		8	40.0%	12	60.0%	<u>20</u>

Targeted Learning

- Book club extension in Puna Paranui
- AVAILLL (Audio Visual Achievement in Literacy Language and Learning)
- 5 Plus Intervention
- ESOL
- Impact Analysis Cycle
- UFLI



Writing TPJ Year 2

Year 2		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All	Male	0		5	22.7%	16	72.7%	1	4.5%	<u>22</u>
	Female	0		2	9.5%	15	71.4%	4	19.0%	<u>21</u>
	Total	0		7	16.3%	31	72.1%	5	11.6%	<u>43</u>
Maori	Male	0		1	20.0%	4	80.0%	0		<u>5</u>
	Female	0		2	40.0%	3	60.0%	0		<u>5</u>
	Total	0		3	30.0%	7	70.0%	0		<u>10</u>
Pasifika	Male	0		1	100.0%	0		0		<u>1</u>
	Female	0		0		0		1	100.0%	<u>1</u>
	Total	0		1	50.0%	0		1	50.0%	<u>2</u>
Asian	Male	0		0		4	100.0%	0		<u>4</u>
	Female	0		0		0		0		<u>0</u>
	Total	0		0		4	100.0%	0		<u>4</u>
MELAA	Male	0		1	100.0%	0		0		<u>1</u>
	Female	0		0		0		0		<u>0</u>
	Total	0		1	100.0%	0		0		<u>1</u>
Other	Male	0		0		0		0		<u>0</u>
	Female	0		0		1	100.0%	0		<u>1</u>
	Total	0		0		1	100.0%	0		<u>1</u>
NZ/European	Male	0		2	18.2%	8	72.7%	1	9.1%	<u>11</u>
	Female	0		0		11	78.6%	3	21.4%	<u>14</u>
	Total	0		2	8.0%	19	76.0%	4	16.0%	<u>25</u>

Targeted Learning

- In class lessons one on one with teacher
- Specific needs based goals for students
- ESOL
- Essential lists



Writing TPJ Year 3

Year 3		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All	Male	3	16.7%	2	11.1%	6	33.3%	7	38.9%	<u>18</u>
	Female	3	13.6%	1	4.5%	10	45.5%	8	36.4%	<u>22</u>
	Total	6	15.0%	3	7.5%	16	40.0%	15	37.5%	<u>40</u>
Maori	Male	1	16.7%	1	16.7%	2	33.3%	2	33.3%	<u>6</u>
	Female	0		0		5	100.0%	0		<u>5</u>
	Total	1	9.1%	1	9.1%	7	63.6%	2	18.2%	<u>11</u>
Pasifika	Male	1	100.0%	0		0		0		<u>1</u>
	Female	0		0		2	100.0%	0		<u>2</u>
	Total	1	33.3%	0		2	66.7%	0		<u>3</u>
Asian	Male	0		0		0		1	100.0%	<u>1</u>
	Female	0		0		0		0		<u>0</u>
	Total	0		0		0		1	100.0%	<u>1</u>
MELAA	Male	0		0		0		0		<u>0</u>
	Female	1	100.0%	0		0		0		<u>1</u>
	Total	1	100.0%	0		0		0		<u>1</u>
Other	Male	0		0		0		0		<u>0</u>
	Female	0		0		0		0		<u>0</u>
	Total	0		0		0		0		<u>0</u>
NZ/European	Male	1	10.0%	1	10.0%	4	40.0%	4	40.0%	<u>10</u>
	Female	2	14.3%	1	7.1%	3	21.4%	8	57.1%	<u>14</u>
	Total	3	12.5%	2	8.3%	7	29.2%	12	50.0%	<u>24</u>

Targeted Learning

- ESOL
- Specific needs based goals for students
- Targeted writing support group



Writing TPJ Year 4

Year 4		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All	Male	2	7.4%	4	14.8%	14	51.9%	7	25.9%	<u>27</u>
	Female	1	7.7%	1	7.7%	8	61.5%	3	23.1%	<u>13</u>
	Total	3	7.5%	5	12.5%	22	55.0%	10	25.0%	<u>40</u>
Maori	Male	1	14.3%	1	14.3%	4	57.1%	1	14.3%	<u>7</u>
	Female	1	50.0%	0		1	50.0%	0		<u>2</u>
	Total	2	22.2%	1	11.1%	5	55.6%	1	11.1%	<u>9</u>
Pasifika	Male	0		0		0		0		<u>0</u>
	Female	0		0		2	100.0%	0		<u>2</u>
	Total	0		0		2	100.0%	0		<u>2</u>
Asian	Male	0		2	50.0%	1	25.0%	1	25.0%	<u>4</u>
	Female	0		0		1	100.0%	0		<u>1</u>
	Total	0		2	40.0%	2	40.0%	1	20.0%	<u>5</u>
MELAA	Male	0		0		0		0		<u>0</u>
	Female	0		0		1	100.0%	0		<u>1</u>
	Total	0		0		1	100.0%	0		<u>1</u>
Other	Male	0		0		0		0		<u>0</u>
	Female	0		0		0		0		<u>0</u>
	Total	0		0		0		0		<u>0</u>
NZ/European	Male	1	6.3%	1	6.3%	9	56.3%	5	31.3%	<u>16</u>
	Female	0		1	14.3%	3	42.9%	3	42.9%	<u>7</u>
	Total	1	4.3%	2	8.7%	12	52.2%	8	34.8%	<u>23</u>

Target Learning

- Needs based groups for all children
- ESOL
- Targeted writing support group



Writing TPJ Year 5

Year 5		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All	Male	3	14.3%	6	28.6%	10	47.6%	2	9.5%	<u>21</u>
	Female	0		5	20.0%	9	36.0%	11	44.0%	<u>25</u>
	Total	3	6.5%	11	23.9%	19	41.3%	13	28.3%	<u>46</u>
Maori	Male	1	16.7%	1	16.7%	3	50.0%	1	16.7%	<u>6</u>
	Female	0		4	50.0%	3	37.5%	1	12.5%	<u>8</u>
	Total	1	7.1%	5	35.7%	6	42.9%	2	14.3%	<u>14</u>
Pasifika	Male	0		0		1	100.0%	0		<u>1</u>
	Female	0		0		1	33.3%	2	66.7%	<u>3</u>
	Total	0		0		2	50.0%	2	50.0%	<u>4</u>
Asian	Male	0		1	33.3%	2	66.7%	0		<u>3</u>
	Female	0		0		0		1	100.0%	<u>1</u>
	Total	0		1	25.0%	2	50.0%	1	25.0%	<u>4</u>
MELAA	Male	1	33.3%	1	33.3%	1	33.3%	0		<u>3</u>
	Female	0		0		2	66.7%	1	33.3%	<u>3</u>
	Total	1	16.7%	1	16.7%	3	50.0%	1	16.7%	<u>6</u>
Other	Male	0		0		0		0		<u>0</u>
	Female	0		0		0		0		<u>0</u>
	Total	0		0		0		0		<u>0</u>
NZ/European	Male	1	12.5%	3	37.5%	3	37.5%	1	12.5%	<u>8</u>
	Female	0		1	10.0%	3	30.0%	6	60.0%	<u>10</u>
	Total	1	5.6%	4	22.2%	6	33.3%	7	38.9%	<u>18</u>

Targeted Learning

- ESOL

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Writing TPJ Year 6

Year 6		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All	Male	4	19.0%	3	14.3%	10	47.6%	4	19.0%	<u>21</u>
	Female	2	8.3%	1	4.2%	14	58.3%	7	29.2%	<u>24</u>
	Total	6	13.3%	4	8.9%	24	53.3%	11	24.4%	<u>45</u>
Maori	Male	1	33.3%	1	33.3%	1	33.3%	0		<u>3</u>
	Female	1	14.3%	0		6	85.7%	0		<u>7</u>
	Total	2	20.0%	1	10.0%	7	70.0%	0		<u>10</u>
Pasifika	Male	1	25.0%	2	50.0%	1	25.0%	0		<u>4</u>
	Female	0		1	33.3%	2	66.7%	0		<u>3</u>
	Total	1	14.3%	3	42.9%	3	42.9%	0		<u>7</u>
Asian	Male	0		0		0		1	100.0%	<u>1</u>
	Female	1	20.0%	0		2	40.0%	2	40.0%	<u>5</u>
	Total	1	16.7%	0		2	33.3%	3	50.0%	<u>6</u>
MELAA	Male	1	100.0%	0		0		0		<u>1</u>
	Female	0		0		1	100.0%	0		<u>1</u>
	Total	1	50.0%	0		1	50.0%	0		<u>2</u>
Other	Male	0		0		0		0		<u>0</u>
	Female	0		0		0		0		<u>0</u>
	Total	0		0		0		0		<u>0</u>
NZ/European	Male	1	8.3%	0		8	66.7%	3	25.0%	<u>12</u>
	Female	0		0		3	37.5%	5	62.5%	<u>8</u>
	Total	1	5.0%	0		11	55.0%	8	40.0%	<u>20</u>

Targeted Learning
- ESOL



Maths TPJ Year 2

Year 2		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All	Male	0	0%	3	13.6%	13	59.1%	6	27.3%	<u>22</u>
	Female	0	0%	2	9.5%	14	66.7%	5	23.8%	<u>21</u>
	Total	0	0%	5	11.6%	27	62.8%	11	25.6%	<u>43</u>
Maori	Male	0	0%	1	20.0%	4	80.0%	0		<u>5</u>
	Female	0	0%	2	40.0%	3	60.0%	0		<u>5</u>
	Total	0	0%	3	30.0%	7	70.0%	0		<u>10</u>
Pasifika	Male	0	0%	1	100.0%	0		0		<u>1</u>
	Female	0	0%	0		0		1	100.0%	<u>1</u>
	Total	0	0%	1	50.0%	0		1	50.0%	<u>2</u>
Asian	Male	0	0%	0		2	50.0%	2	50.0%	<u>4</u>
	Female	0	0%	0		0		0		<u>0</u>
	Total	0	0%	0		2	50.0%	2	50.0%	<u>4</u>
MELAA	Male	0	0%	0		1	100.0%	0		<u>1</u>
	Female	0	0%	0		0		0		<u>0</u>
	Total	0	0%	0		1	100.0%	0		<u>1</u>
Other	Male	0	0%	0		0		0		<u>0</u>
	Female	0	0%	0		1	100.0%	0		<u>1</u>
	Total	0	0%	0		1	100.0%	0		<u>1</u>
NZ/European	Male	0	0%	1	9.1%	6	54.5%	4	36.4%	<u>11</u>
	Female	0	0%	0		10	71.4%	4	28.6%	<u>14</u>
	Total	0	0%	1	4.0%	16	64.0%	8	32.0%	<u>25</u>

Targeted Learning

- Developing Mathematical Capabilities approach
- Number knowledge goals given to individual children



Maths TPJ Year 3

Year 3		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All	Male	1	5.6%	2	11.1%	6	33.3%	9	50.0%	<u>18</u>
	Female	0		4	18.2%	12	54.5%	6	27.3%	<u>22</u>
	Total	1	2.5%	6	15.0%	18	45.0%	15	37.5%	<u>40</u>
Maori	Male	0		1	16.7%	2	33.3%	3	50.0%	<u>6</u>
	Female	0		0		5	100.0%	0		<u>5</u>
	Total	0		1	9.1%	7	63.6%	3	27.3%	<u>11</u>
Pasifika	Male	0		1	100.0%	0		0		<u>1</u>
	Female	0		0		2	100.0%	0		<u>2</u>
	Total	0		1	33.3%	2	66.7%	0		<u>3</u>
Asian	Male	0		0		0		1	100.0%	<u>1</u>
	Female	0		0		0		0		<u>0</u>
	Total	0		0		0		1	100.0%	<u>1</u>
MELAA	Male	0		0		0		0		<u>0</u>
	Female	0		1	100.0%	0		0		<u>1</u>
	Total	0		1	100.0%	0		0		<u>1</u>
Other	Male	0		0		0		0		<u>0</u>
	Female	0		0		0		0		<u>0</u>
	Total	0		0		0		0		<u>0</u>
NZ/European	Male	1	10.0%	0		4	40.0%	5	50.0%	<u>10</u>
	Female	0		3	21.4%	5	35.7%	6	42.9%	<u>14</u>
	Total	1	4.2%	3	12.5%	9	37.5%	11	45.8%	<u>24</u>

Targeted Learning

- Developing Mathematical Capabilities approach



Maths TPJ Year 4

Year 4		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All	Male	1	3.7%	3	11.1%	13	48.1%	10	37.0%	<u>27</u>
	Female	1	7.7%	1	7.7%	6	46.2%	5	38.5%	<u>13</u>
	Total	2	5.0%	4	10.0%	19	47.5%	15	37.5%	<u>40</u>
Maori	Male	0		3	42.9%	3	42.9%	1	14.3%	<u>7</u>
	Female	1	50.0%	0		1	50.0%	0		<u>2</u>
	Total	1	11.1%	3	33.3%	4	44.4%	1	11.1%	<u>9</u>
Pasifika	Male	0		0		0		0		<u>0</u>
	Female	0		1	50.0%	1	50.0%	0		<u>2</u>
	Total	0		1	50.0%	1	50.0%	0		<u>2</u>
Asian	Male	0		0		3	75.0%	1	25.0%	<u>4</u>
	Female	0		0		1	100.0%	0		<u>1</u>
	Total	0		0		4	80.0%	1	20.0%	<u>5</u>
MELAA	Male	0		0		0		0		<u>0</u>
	Female	0		0		0		1	100.0%	<u>1</u>
	Total	0		0		0		1	100.0%	<u>1</u>
Other	Male	0		0		0		0		<u>0</u>
	Female	0		0		0		0		<u>0</u>
	Total	0		0		0		0		<u>0</u>
NZ/European	Male	1	6.3%	0		7	43.8%	8	50.0%	<u>16</u>
	Female	0		0		3	42.9%	4	57.1%	<u>7</u>
	Total	1	4.3%	0		10	43.5%	12	52.2%	<u>23</u>

Targeted Learning

- Developing Mathematical Capabilities approach



Maths TPJ Year 5

Year 5		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All	Male	1	4.8%	3	14.3%	12	57.1%	5	23.8%	<u>21</u>
	Female	0		7	28.0%	12	48.0%	6	24.0%	<u>25</u>
	Total	1	2.2%	10	21.7%	24	52.2%	11	23.9%	<u>46</u>
Maori	Male	0		1	16.7%	4	66.7%	1	16.7%	<u>6</u>
	Female	0		5	62.5%	2	25.0%	1	12.5%	<u>8</u>
	Total	0		6	42.9%	6	42.9%	2	14.3%	<u>14</u>
Pasifika	Male	0		0		1	100.0%	0		<u>1</u>
	Female	0		1	33.3%	2	66.7%	0		<u>3</u>
	Total	0		1	25.0%	3	75.0%	0		<u>4</u>
Asian	Male	0		1	33.3%	1	33.3%	1	33.3%	<u>3</u>
	Female	0		0		0		1	100.0%	<u>1</u>
	Total	0		1	25.0%	1	25.0%	2	50.0%	<u>4</u>
MELAA	Male	1	33.3%	0		1	33.3%	1	33.3%	<u>3</u>
	Female	0		0		3	100.0%	0		<u>3</u>
	Total	1	16.7%	0		4	66.7%	1	16.7%	<u>6</u>
Other	Male	0		0		0		0		<u>0</u>
	Female	0		0		0		0		<u>0</u>
	Total	0		0		0		0		<u>0</u>
NZ/European	Male	0		1	12.5%	5	62.5%	2	25.0%	<u>8</u>
	Female	0		1	10.0%	5	50.0%	4	40.0%	<u>10</u>
	Total	0		2	11.1%	10	55.6%	6	33.3%	<u>18</u>

Targeted Learning

- Developing Mathematical Capabilities approach



Maths TPJ Year 6

Year 6		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All	Male	0		4	19.0%	5	23.8%	12	57.1%	<u>21</u>
	Female	1	4.2%	5	20.8%	3	12.5%	15	62.5%	<u>24</u>
	Total	1	2.2%	9	20.0%	8	17.8%	27	60.0%	<u>45</u>
Maori	Male	0		0		2	66.7%	1	33.3%	<u>3</u>
	Female	0		4	57.1%	0		3	42.9%	<u>7</u>
	Total	0		4	40.0%	2	20.0%	4	40.0%	<u>10</u>
Pasifika	Male	0		3	75.0%	1	25.0%	0		<u>4</u>
	Female	0		0		1	33.3%	2	66.7%	<u>3</u>
	Total	0		3	42.9%	2	28.6%	2	28.6%	<u>7</u>
Asian	Male	0		0		0		1	100.0%	<u>1</u>
	Female	1	20.0%	1	20.0%	0		3	60.0%	<u>5</u>
	Total	1	16.7%	1	16.7%	0		4	66.7%	<u>6</u>
MELAA	Male	0		1	100.0%	0		0		<u>1</u>
	Female	0		0		0		1	100.0%	<u>1</u>
	Total	0		1	50.0%	0		1	50.0%	<u>2</u>
Other	Male	0		0		0		0		<u>0</u>
	Female	0		0		0		0		<u>0</u>
	Total	0		0		0		0		<u>0</u>
NZ/European	Male	0		0		2	16.7%	10	83.3%	<u>12</u>
	Female	0		0		2	25.0%	6	75.0%	<u>8</u>
	Total	0		0		4	20.0%	16	80.0%	<u>20</u>

Targeted Learning

- Developing Mathematical Capabilities approach



Early Words Intervention Results

Term 1 - 396 lessons

Term 2 - 354 lessons

Term 3 - 331 lessons

Term 4 - 144 lessons

Total to date - 1225 lessons

Term 1 - 14/26 finished

Term 2 - 14/26 finished

Term 3 - 16/21 finished

Term 4 - to date 4/13 finished

48 children have finished the programme

1 child has not started the programme due to behaviour and absence

1 child left during the programme

1 child is due to start the programme tomorrow

1 child was withdrawn from the programme due to behaviour

9 children are yet to complete the programme

61 children in total



Other Funded Interventions/ Support

Intensive Wraparound Service (IWS)

- Year 5 (1)

Interim Response funding (IRF)

- Year 1 (1)

Ongoing Resourcing Scheme (ORS)

- Year 1 (1)
- Year 5 (1)

Oranga Tamariki (OT)

- Year 2 (1)

RTLit Support Groups

- Year 1 (4)

Behaviour funding (BEH)

- Year 1 (1)
- Year 2 (1)
- Year 5 (1)

Speech and Language (SLT)

- Year 1 (2)
- Year 3 (1)

Resource Teacher Learning and Behaviour (RTLb)

- Year 1 (1)
- Year 2 (1)
- Year 4 (1)
- Group intervention (Year 1 and 2)

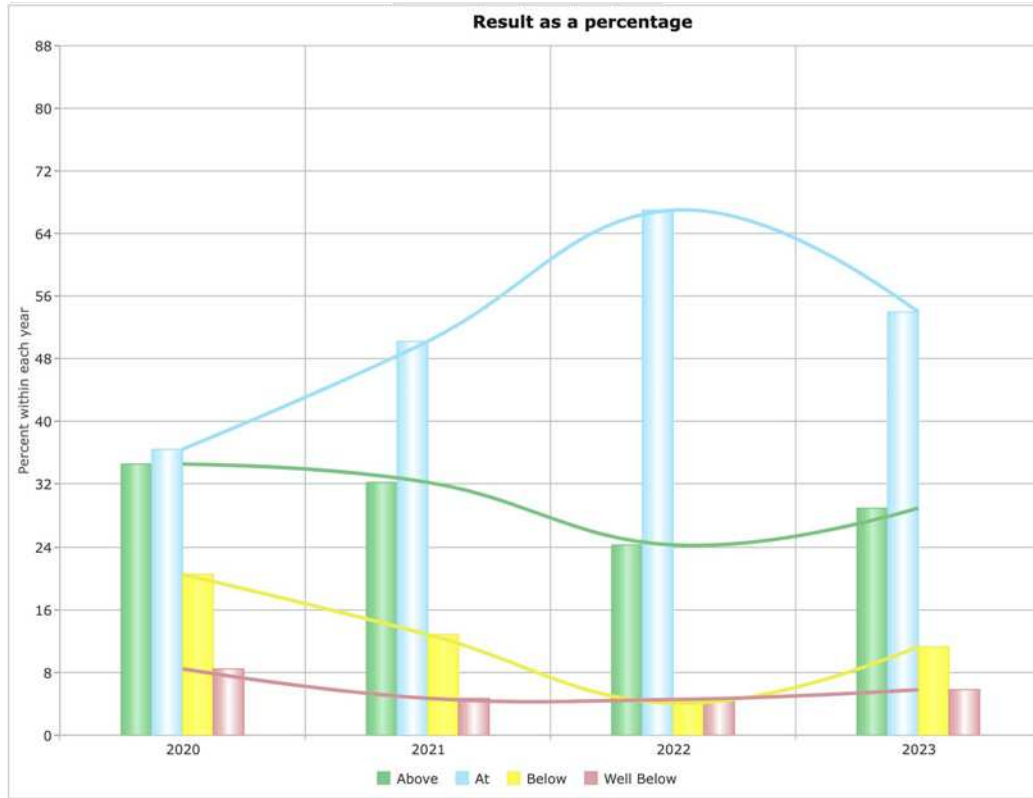


TPJ data - Shifts over time

This data shows Well Below, Below, At and Above achievement over four years for Reading, Writing and Maths.
The next three slides show all children including leavers.



Reading TPJ Year Level Graph 2023

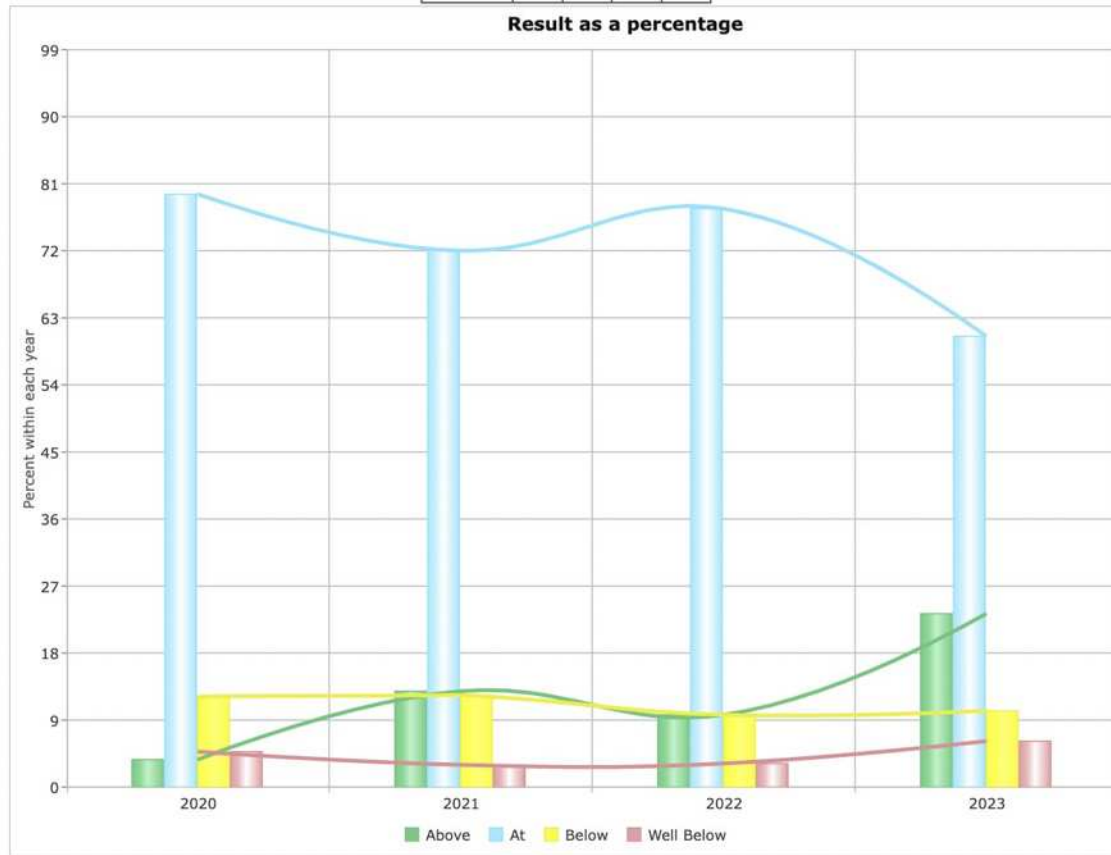


(10292) Reading

	2020	2021	2022	2023
Above	37	55	53	84
At	39	86	146	157
Below	22	22	9	33
Well Below	9	8	10	17
Totals	107	171	218	291



Writing TPJ Year Level Graph 2023

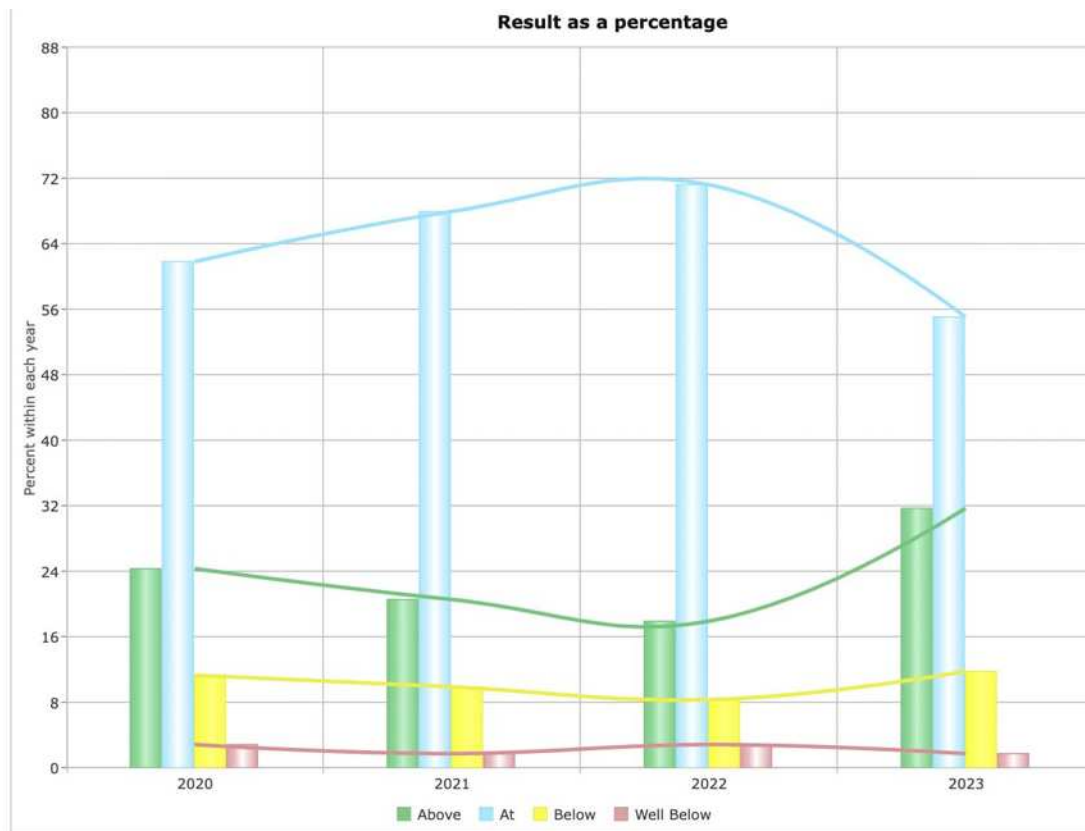


(10293) Writing

	2020	2021	2022	2023
Above	4	22	21	68
At	85	123	169	177
Below	13	21	21	30
Well Below	5	5	7	18
Totals	107	171	218	293



Mathematics TPJ Year Level Graph 2023



(10294) Maths

	2020	2021	2022	2023
Above	26	35	39	92
At	66	116	155	160
Below	12	17	18	34
Well Below	3	3	6	5
Totals	107	171	218	291



Reading TPJ Progress Data (2022 to 2023)

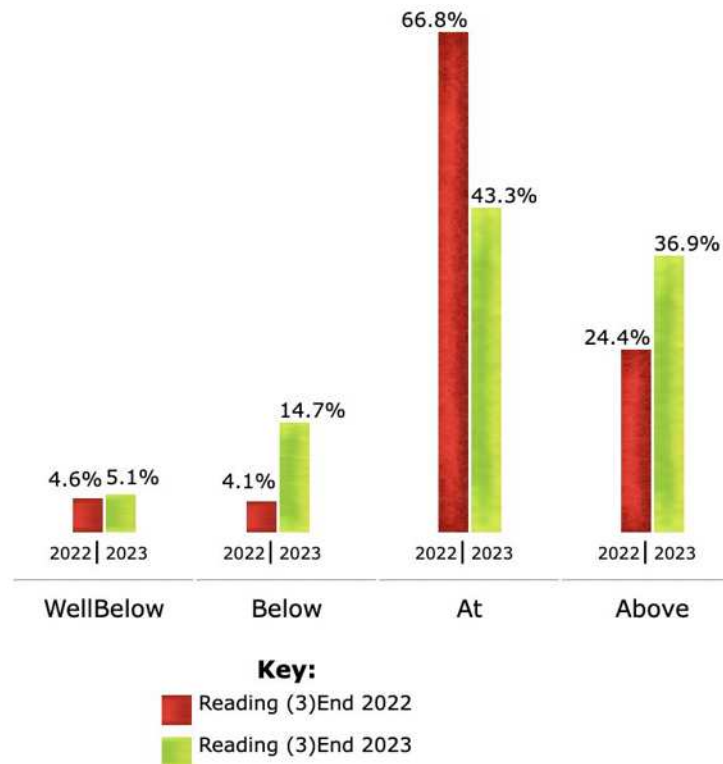
This data only includes children who have completed data over these two years

Reading (3)End2023 Whole School 2022

10292	Well Below	Below	At	Above
Y0			100% (29)	
Y1			86% (30)	14% (5)
Y2	11% (4)	6% (2)	53% (19)	31% (11)
Y3	3% (1)	5% (2)	57% (21)	35% (13)
Y4	3% (1)	14% (5)	76% (28)	8% (3)
Y5	9% (4)		42% (18)	49% (21)
Y6				
Totals	4.6% 10	4.1% 9	66.8% 145	24.4% 53

Reading (3)End2023 Whole School 2023

10292	Well Below	Below	At	Above
Y0				
Y1		4% (1)	70% (16)	26% (6)
Y2		39% (16)	15% (6)	46% (19)
Y3	11% (4)	14% (5)	42% (15)	33% (12)
Y4	3% (1)	8% (3)	46% (17)	43% (16)
Y5	3% (1)	8% (3)	65% (24)	24% (9)
Y6	12% (5)	9% (4)	37% (16)	42% (18)
Totals	5.1% 11	14.7% 32	43.3% 94	36.9% 80



Writing TPJ Progress Data (2022 to 2023)

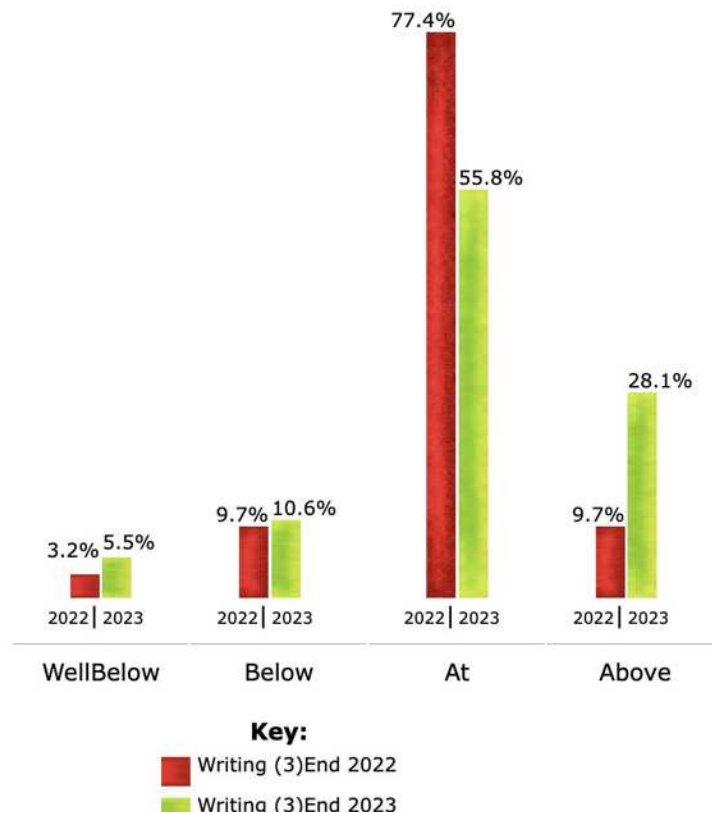
This data only includes children who have completed data over these two years

Writing (3)End2023 Admin Whole School 2022

10293	Well Below	Below	At	Above
Y0			100% (29)	
Y1			89% (31)	11% (4)
Y2	11% (4)	8% (3)	81% (29)	
Y3	3% (1)	8% (3)	76% (28)	14% (5)
Y4		19% (7)	59% (22)	22% (8)
Y5	5% (2)	19% (8)	67% (29)	9% (4)
Y6				
Totals	3.2% 7	9.7% 21	77.4% 168	9.7% 21

Writing (3)End2023 Admin Whole School 2023

10293	Well Below	Below	At	Above
Y0				
Y1			65% (15)	35% (8)
Y2		17% (7)	71% (29)	12% (5)
Y3	8% (3)	6% (2)	44% (16)	42% (15)
Y4	5% (2)	8% (3)	59% (22)	27% (10)
Y5	3% (1)	22% (8)	41% (15)	35% (13)
Y6	14% (6)	7% (3)	56% (24)	23% (10)
Totals	5.5% 12	10.6% 23	55.8% 121	28.1% 61



Mathematics TPJ Progress Data (2022 to 2023)

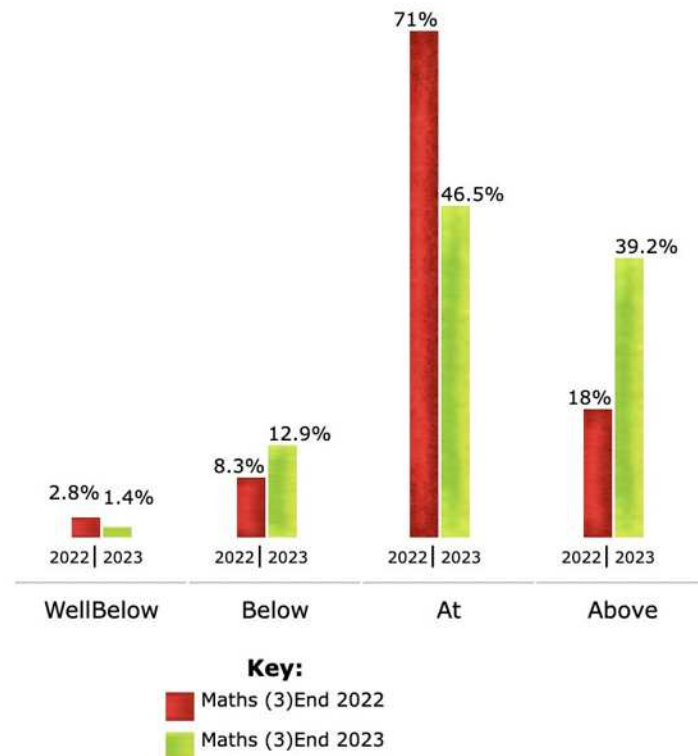
This data only includes children who have completed data over these two years

Maths (3)End2023 Whole School 2022

10294	Well Below	Below	At	Above
Y0			100% (29)	
Y1			91% (32)	9% (3)
Y2	8% (3)	8% (3)	50% (18)	33% (12)
Y3	3% (1)	11% (4)	68% (25)	19% (7)
Y4		14% (5)	78% (29)	8% (3)
Y5	5% (2)	14% (6)	49% (21)	33% (14)
Y6				
Totals	2.8% 6	8.3% 18	71% 154	18% 39

Maths (3)End2023 Whole School 2023

10294	Well Below	Below	At	Above
Y0				
Y1			65% (15)	35% (8)
Y2		12% (5)	63% (26)	24% (10)
Y3	3% (1)	8% (3)	47% (17)	42% (15)
Y4	3% (1)	11% (4)	46% (17)	41% (15)
Y5		19% (7)	51% (19)	30% (11)
Y6	2% (1)	21% (9)	16% (7)	60% (26)
Totals	1.4% 3	12.9% 28	46.5% 101	39.2% 85



Target Cohort Tracking

Comparing Year 3 2022 and Year 4 2023

We have identified the Year 1 cohort in 2020 to track through their schooling to the end of Year 6. Data has been collated from 2022 and 2023. Any children that have left or arrived during the year are not included in the data. This ensures we are tracking the same children all the way through. In 2023 this is now a group of 35 children. In 2022 this was a group of 37 children.

In the next three slides you will find the count TPJ graphs for this cohort.



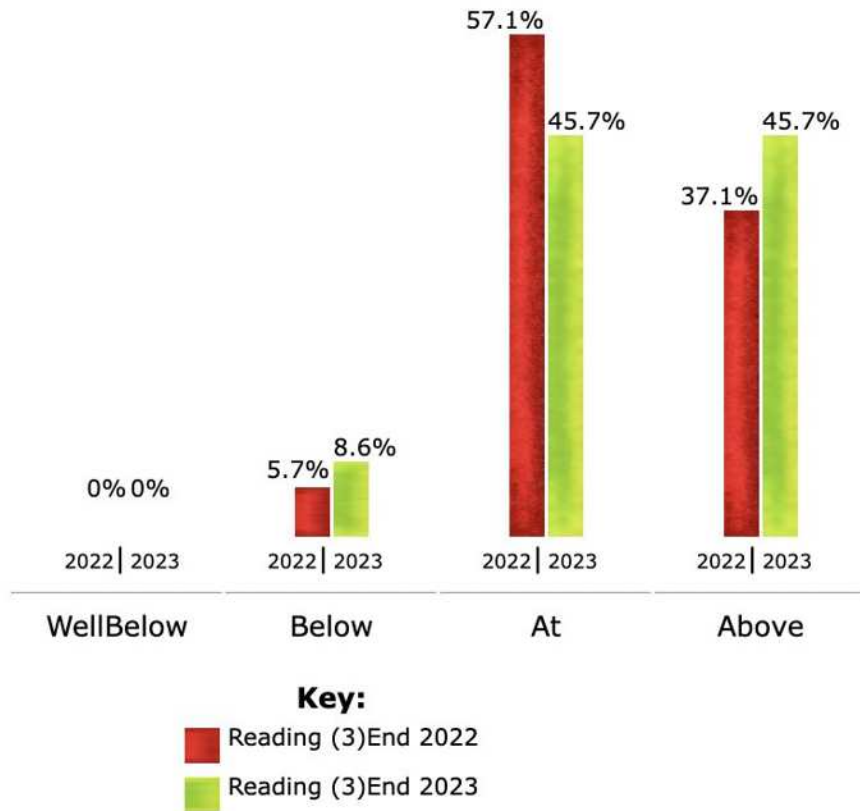
Reading Cohort Data

Reading (3)End2023 Target Cohort for 2021 onwards 2022

10292	Well Below	Below	At	Above
Y0				
Y1				
Y2				
Y3		6% (2)	57% (20)	37% (13)
Y4				
Y5				
Y6				
Totals		5.7% 2	57.1% 20	37.1% 13

Reading (3)End2023 Target Cohort for 2021 onwards 2023

10292	Well Below	Below	At	Above
Y0				
Y1				
Y2				
Y3				
Y4		9% (3)	46% (16)	46% (16)
Y5				
Y6				
Totals		8.6% 3	45.7% 16	45.7% 16



Writing Cohort Data

Writing (3)End2023

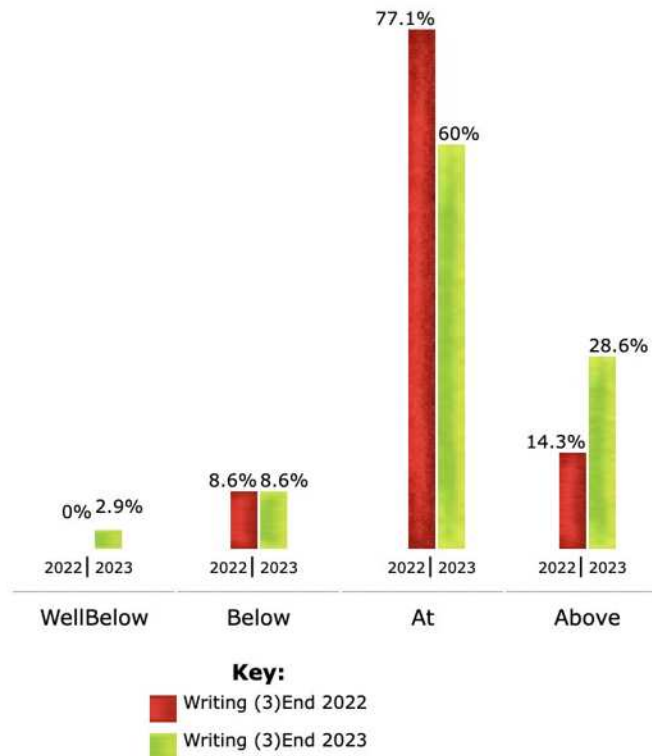
Target Cohort for 2021 onwards 2022

10293	Well Below	Below	At	Above
Y0				
Y1				
Y2				
Y3		9% (3)	77% (27)	14% (5)
Y4				
Y5				
Y6				
Totals		8.6% 3	77.1% 27	14.3% 5

Writing (3)End2023

Target Cohort for 2021 onwards 2023

10293	Well Below	Below	At	Above
Y0				
Y1				
Y2				
Y3				
Y4	3% (1)	9% (3)	60% (21)	29% (10)
Y5				
Y6				
Totals	2.9% 1	8.6% 3	60% 21	28.6% 10



Mathematics Cohort Data

Maths (3)End2023

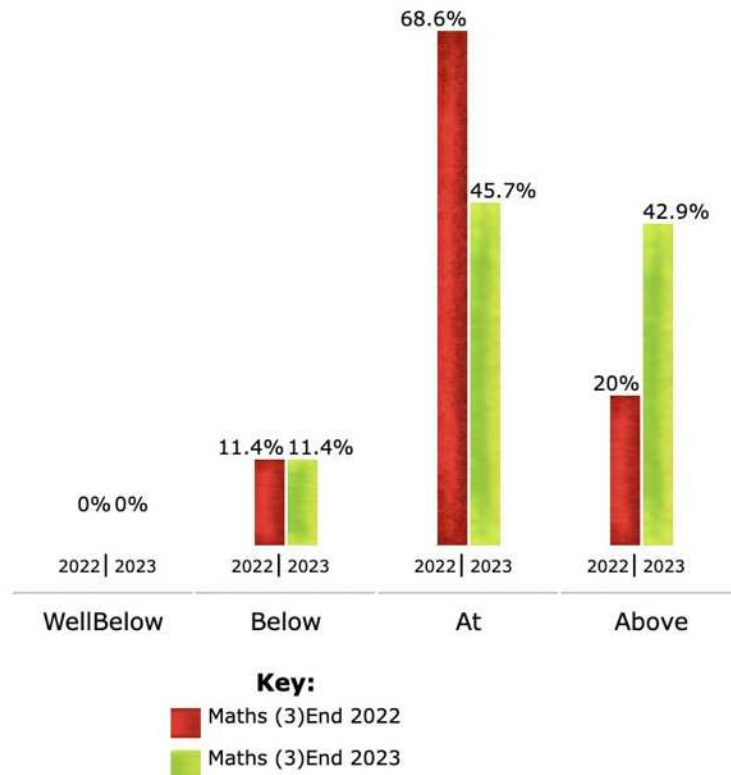
Target Cohort for 2021 onwards 2022

10294	Well Below	Below	At	Above
Y0				
Y1				
Y2				
Y3		11% (4)	69% (24)	20% (7)
Y4				
Y5				
Y6				
Totals		11.4% 4	68.6% 24	20% 7

Maths (3)End2023

Target Cohort for 2021 onwards 2023

10294	Well Below	Below	At	Above
Y0				
Y1				
Y2				
Y3				
Y4		11% (4)	46% (16)	43% (15)
Y5				
Y6				
Totals		11.4% 4	45.7% 16	42.9% 15



PACT TPJ Data 2023

Written by Janice Krammer and SLT

This year's results continue to show the alignment between PaCT and TPJ data, again showing that majority of children are working at and above in each year level. We continue our professional data moderation conversations in small groups, teams and whole staff, to ensure the data is accurate. This year our professional development included taking part in Developing Mathematical Capabilities, which is supporting and guiding us in the changes of the new curriculum. Teacher knowledge is at the forefront and PD sessions have been held in teams and staff meetings. Developing Mathematical Capabilities aligns with PaCT and together confirm the accuracy of our judgements.

In writing, our focus for the whole school has been developing self managed writers. The children are focussed on the learning intentions and a variety of supporting materials enable the children to work out their next step learning. We are having greater success throughout the school and children are becoming independent writers.

In reading, our focus has been around impact analysis cycles. This is our first year. We have continued to develop this tool and included a cultural capability focus. Teachers are working on developing independence with their learners and having face to face conversations with whānau about progress and celebrating the successes.



How to read the PACT data

- The curriculum level is on the left. The expected level of achievement has been highlighted using a (blue) band . This is the expected level for the age group listed. Each band covers two years of work. Year 1, 3 and 5 children should be achieving within the band, while year 2, 4 and 6 children are expected to have completed the level.
- The PACT Scale - when teachers decisions are entered, the PACT synthesises their judgements into a PACT Scale score. This is shown as a range rather than a fixed point and is displayed in relationship to the New Zealand Curriculum Levels.
- Each student is represented by a mark on the graph showing the range of learning within each level.



Maths Year 1

Te Ara Koropiko West Spreydon School - Puna Hao Rua

Year level: Year 1 Gender: All genders Ethnicity: Ethnicity - All Year: Current year - 2023 Time Period: Latest



Students - Sorted by Range (Ascending)

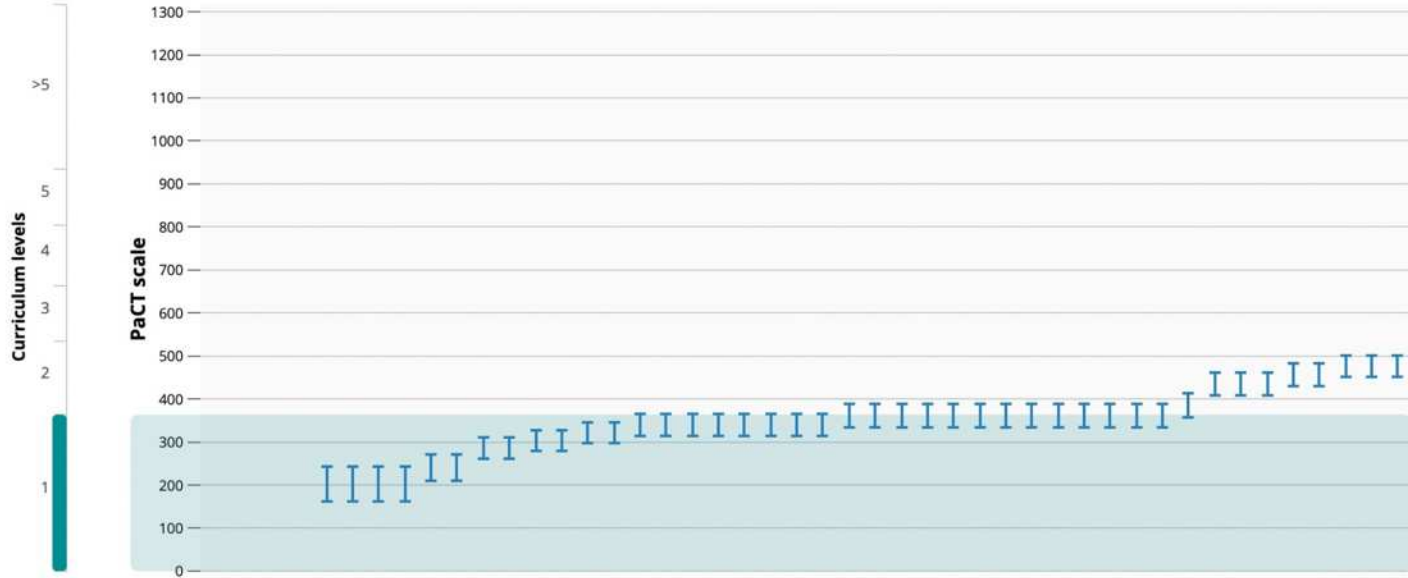
To change sort order please use table below



Maths Year 2

Te Ara Koropiko West Spreydon School - Year 2

Year level: Year 2 Gender: All genders Ethnicity: Ethnicity - All Year: Current year - 2023 Time Period: Latest



Students - Sorted by Range (Ascending)

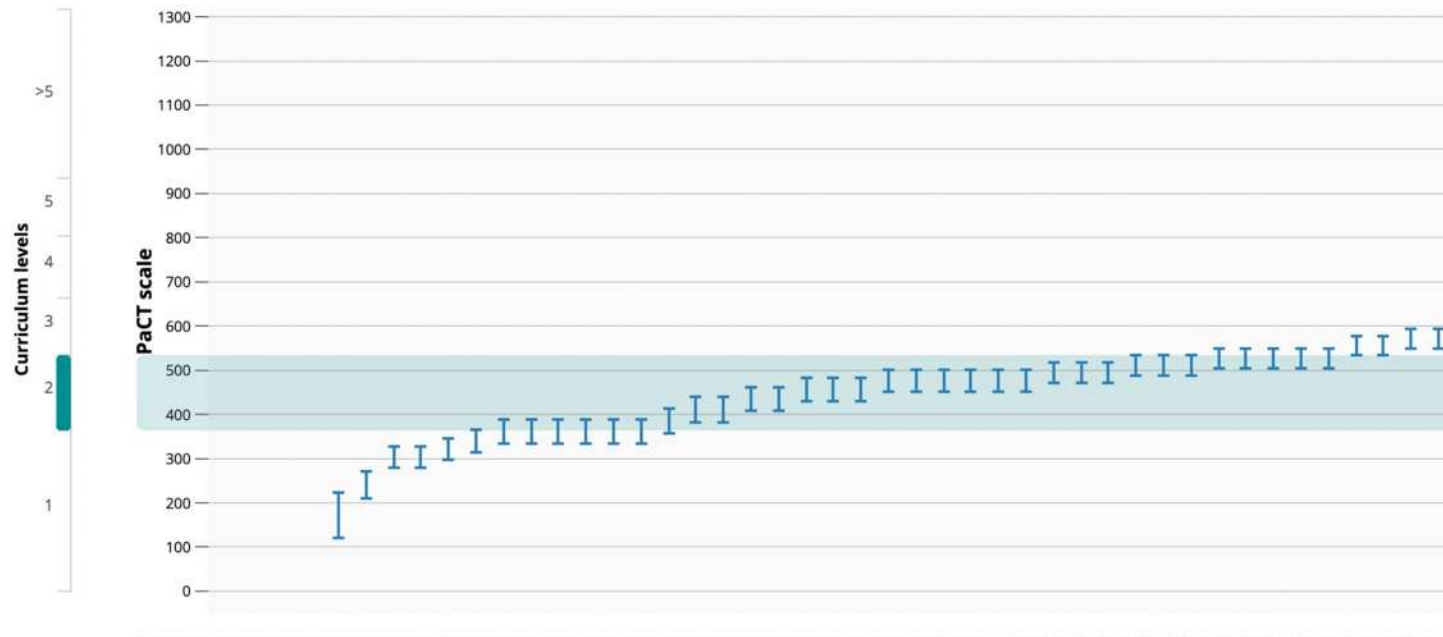
To change sort order please use table below



Maths Year 3

Te Ara Koropiko West Spreydon School - Year 3

Year level: Year 3 Gender: All genders Ethnicity: Ethnicity - All Year: Current year - 2023 Time Period: Latest



Students - Sorted by Range (Ascending)

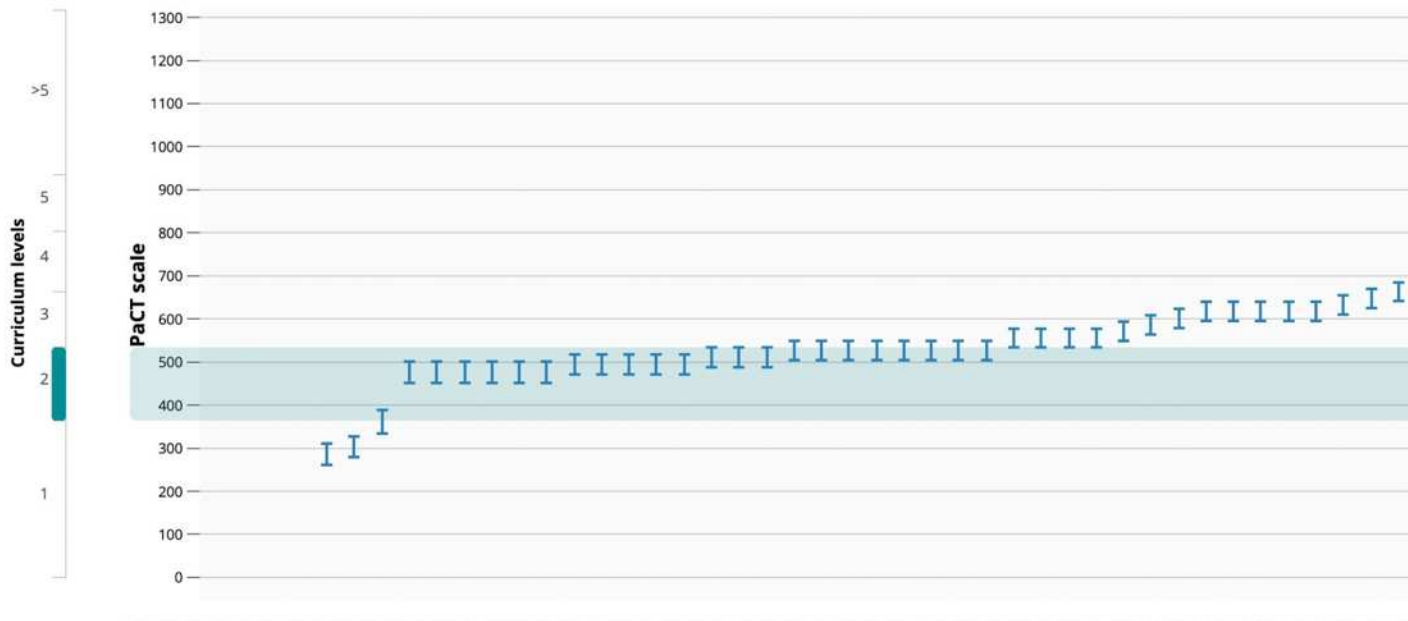
To change sort order please use table below



Maths Year 4

Te Ara Koropiko West Spreydon School - Y4

Year level: Year 4 **Gender:** All genders **Ethnicity:** Ethnicity - All **Year:** Current year - 2023 **Time Period:** Latest



Students - Sorted by Range (Ascending)

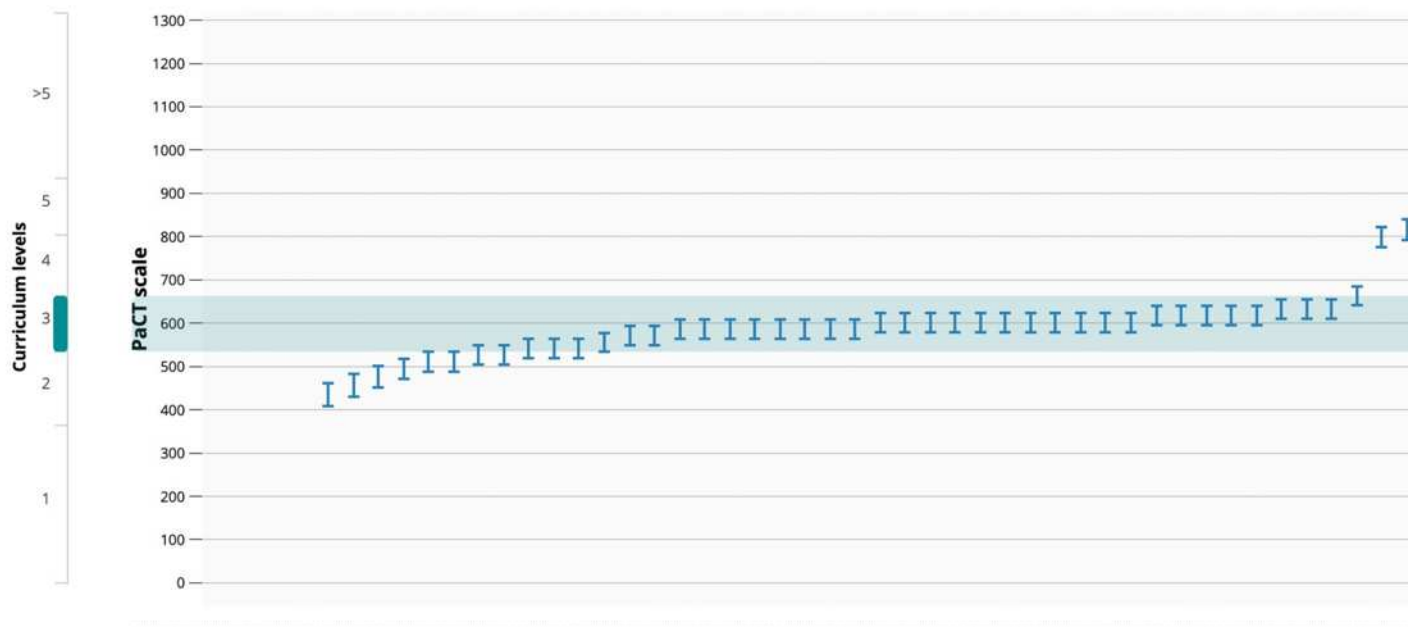
To change sort order please use table below



Maths Year 5

Te Ara Koropiko West Spreydon School - Year 5

Year level: Year 5 **Gender:** All genders **Ethnicity:** Ethnicity - All **Year:** Current year - 2023 **Time Period:** Latest



Students - Sorted by Range (Ascending)

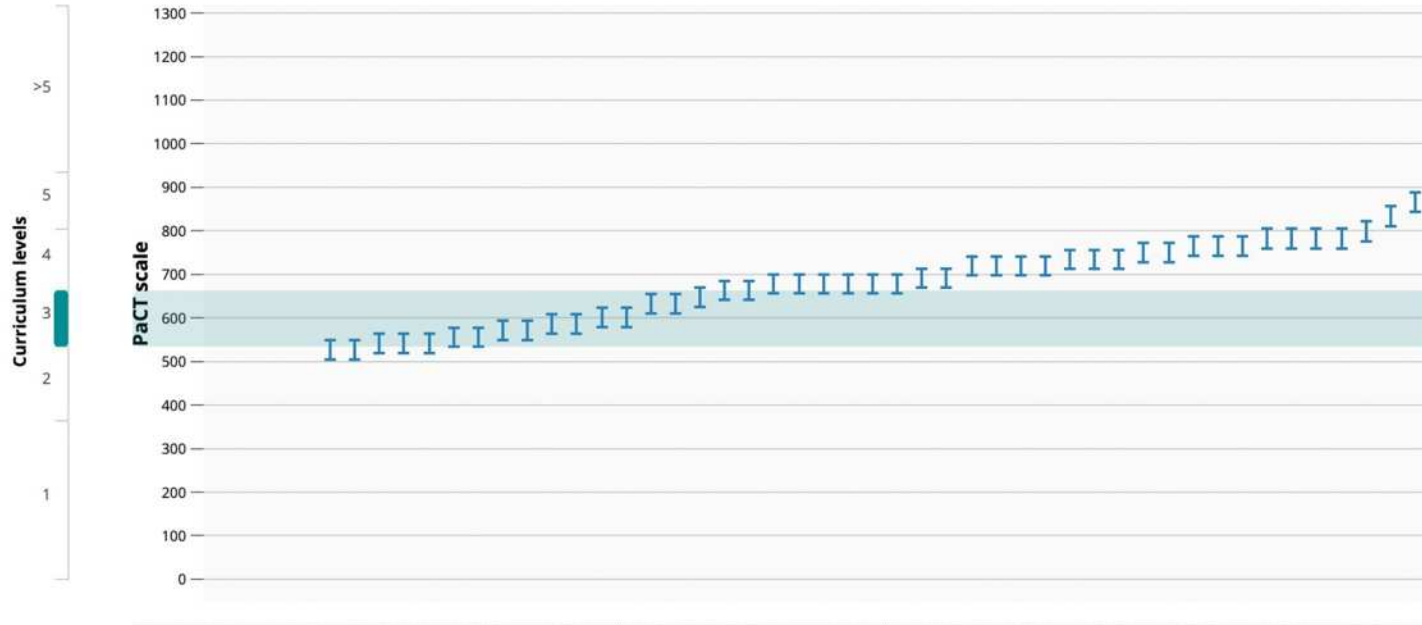
To change sort order please use table below



Maths Year 6

Te Ara Koropiko West Spreydon School - Year 6

Year level: Year 6 **Gender:** All genders **Ethnicity:** Ethnicity - All **Year:** Current year - 2023 **Time Period:** Latest



Students - Sorted by Range (Ascending)

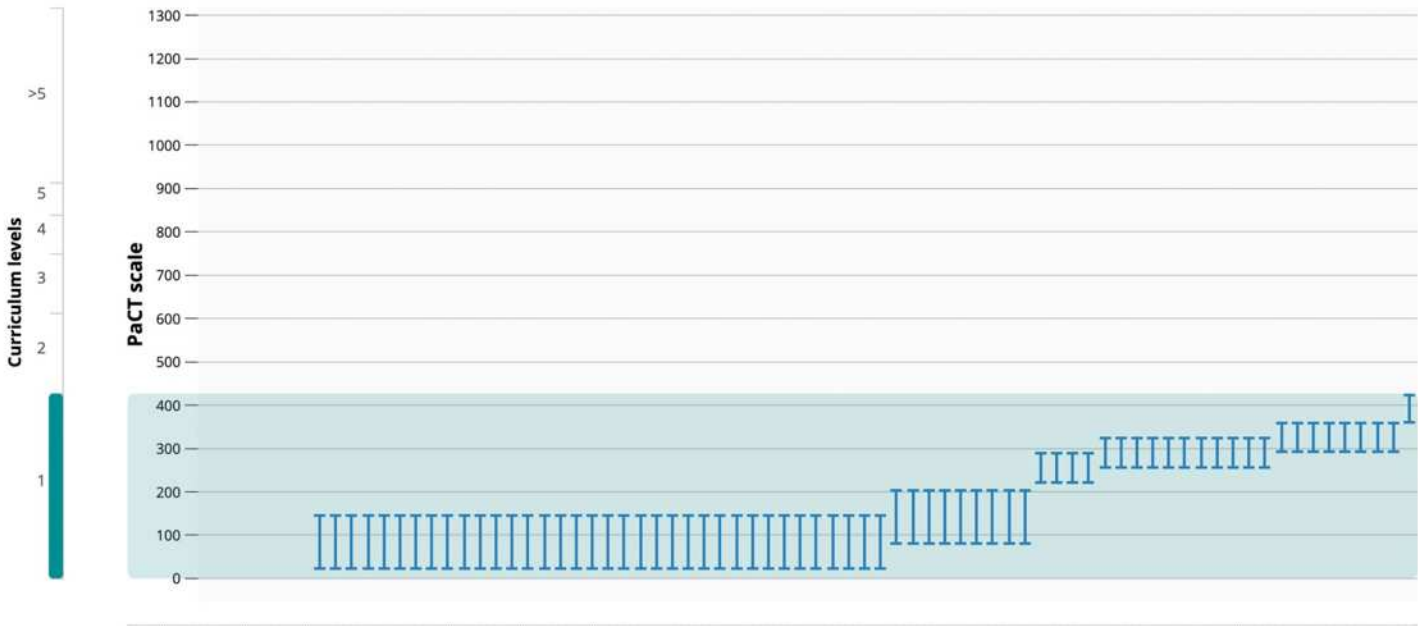
To change sort order please use table below



Writing Year 1

Te Ara Koropiko West Spreydon School - Year 1

Year level: Year 1 Gender: All genders Ethnicity: Ethnicity - All Year: Current year - 2023 Time Period: Latest



Students - Sorted by Range (Ascending)

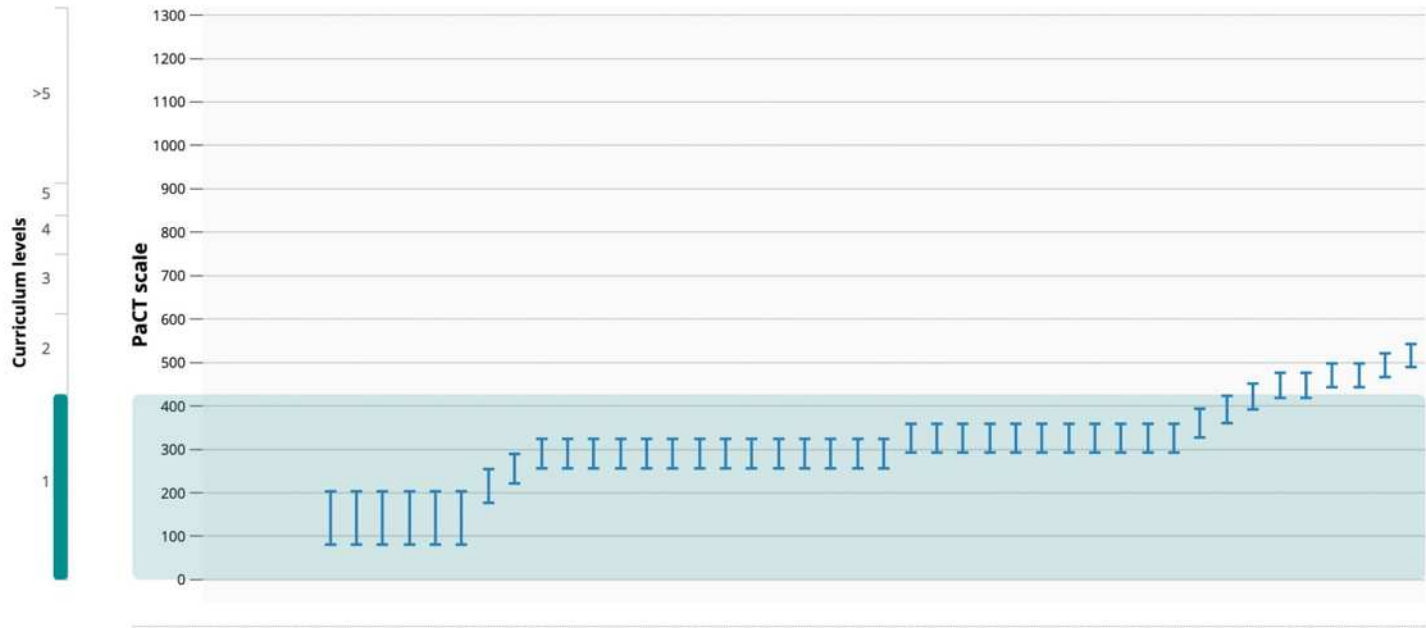
To change sort order please use table below



Writing Year 2

Te Ara Koropiko West Spreydon School - Year 2

Year level: Year 2 Gender: All genders Ethnicity: Ethnicity - All Year: Current year - 2023 Time Period: Latest



Students - Sorted by Range (Ascending)

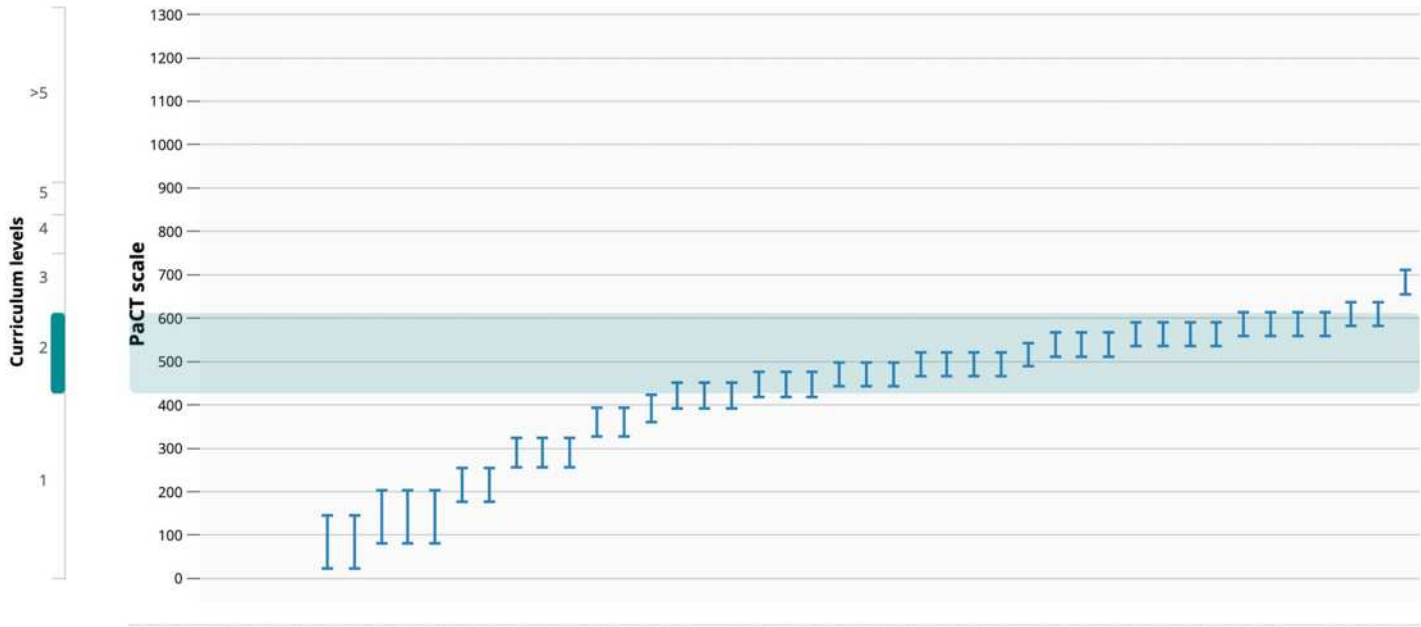
To change sort order please use table below



Writing Year 3

Te Ara Koropiko West Spreydon School - Year 3

Year level: Year 3 Gender: All genders Ethnicity: Ethnicity - All Year: Current year - 2023 Time Period: Latest



Students - Sorted by Range (Ascending)

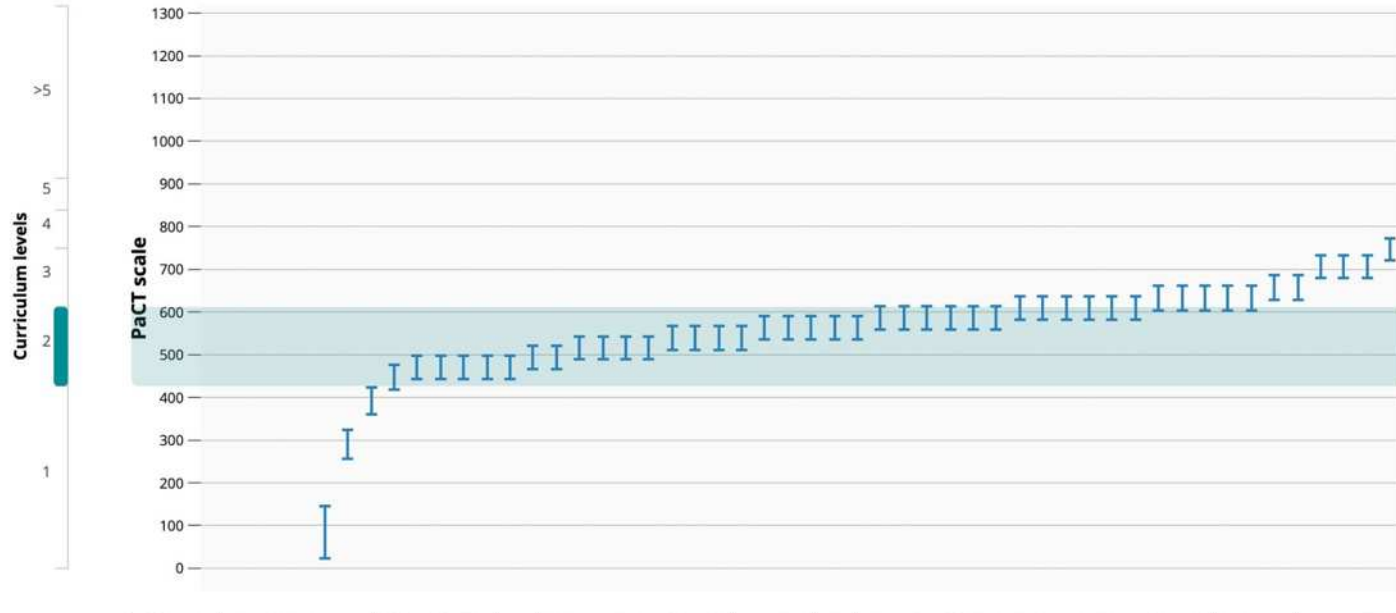
To change sort order please use table below



Writing Year 4

Te Ara Koropiko West Spreydon School - Year 4

Year level: Year 4 Gender: All genders Ethnicity: Ethnicity - All Year: Current year - 2023 Time Period: Latest



Students - Sorted by Range (Ascending)

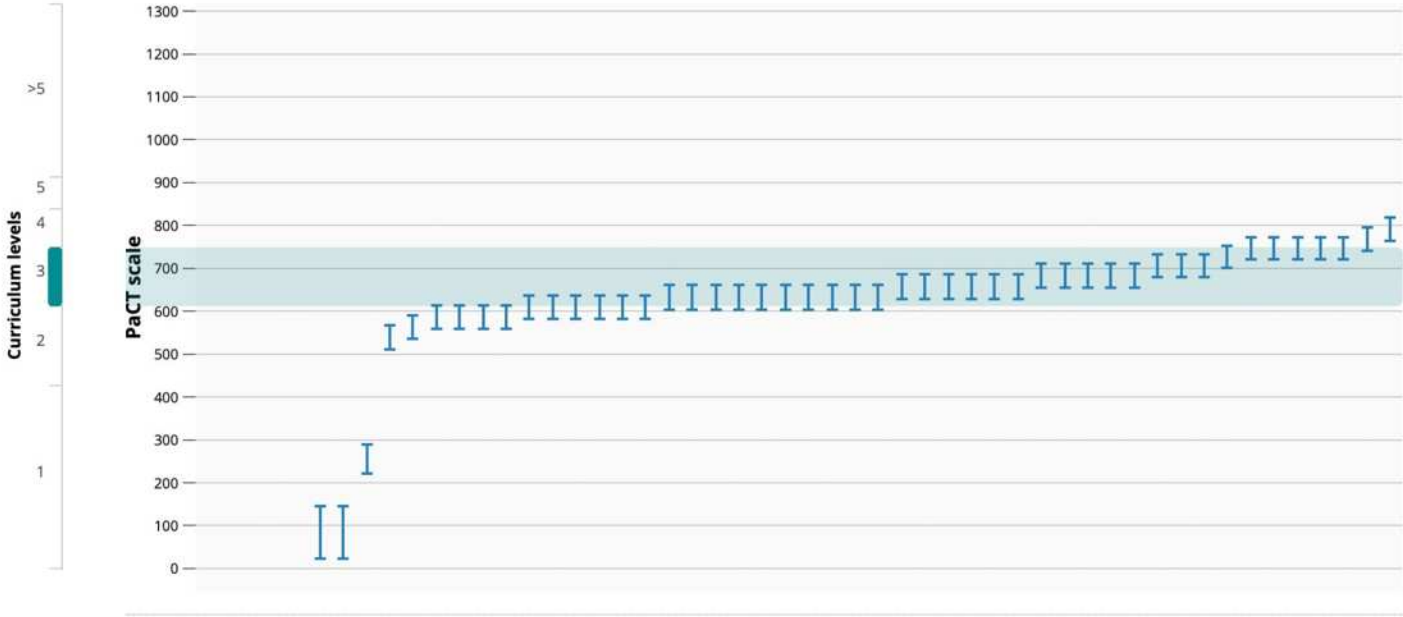
To change sort order please use table below



Writing Year 5

Te Ara Koropiko West Spreydon School - Year 5

Year level: Year 5 Gender: All genders Ethnicity: Ethnicity - All Year: Current year - 2023 Time Period: Latest



Students - Sorted by Range (Ascending)

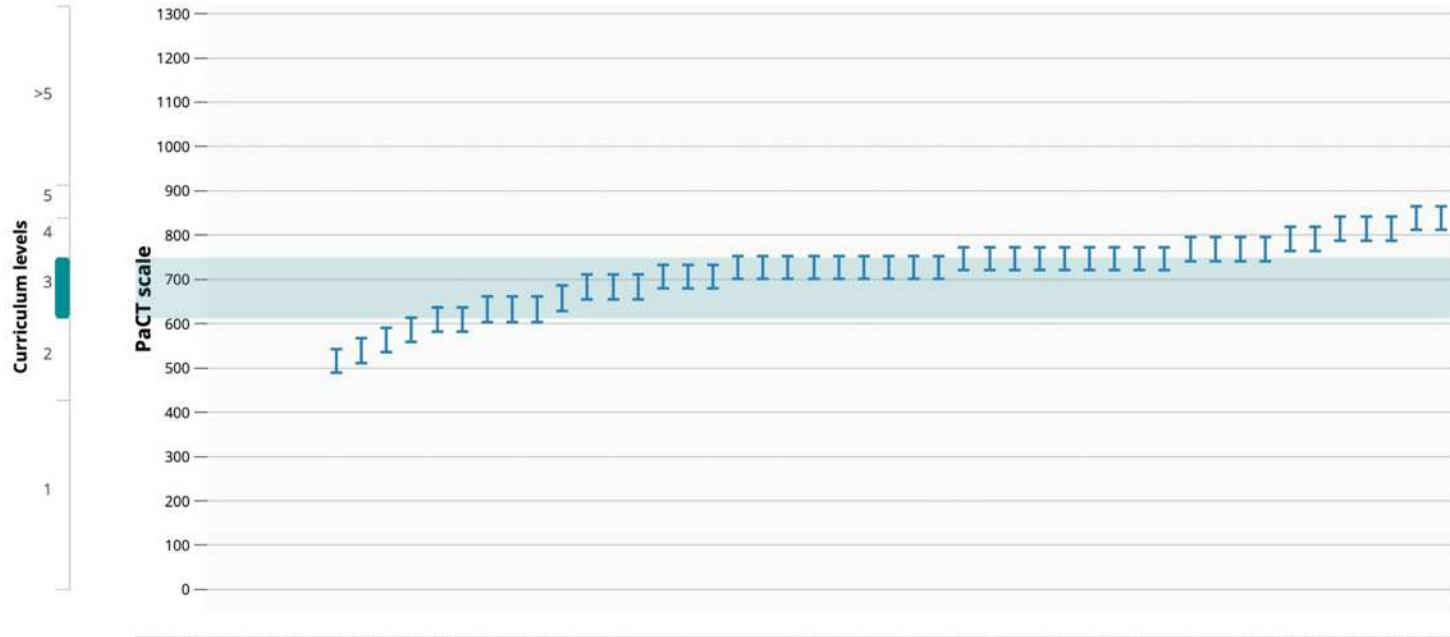
To change sort order please use table below



Writing Year 6

Te Ara Koropiko West Spreydon School - Year 6

Year level: Year 6 Gender: All genders Ethnicity: Ethnicity - All Year: Current year - 2023 Time Period: Latest



Students - Sorted by Range (Ascending)

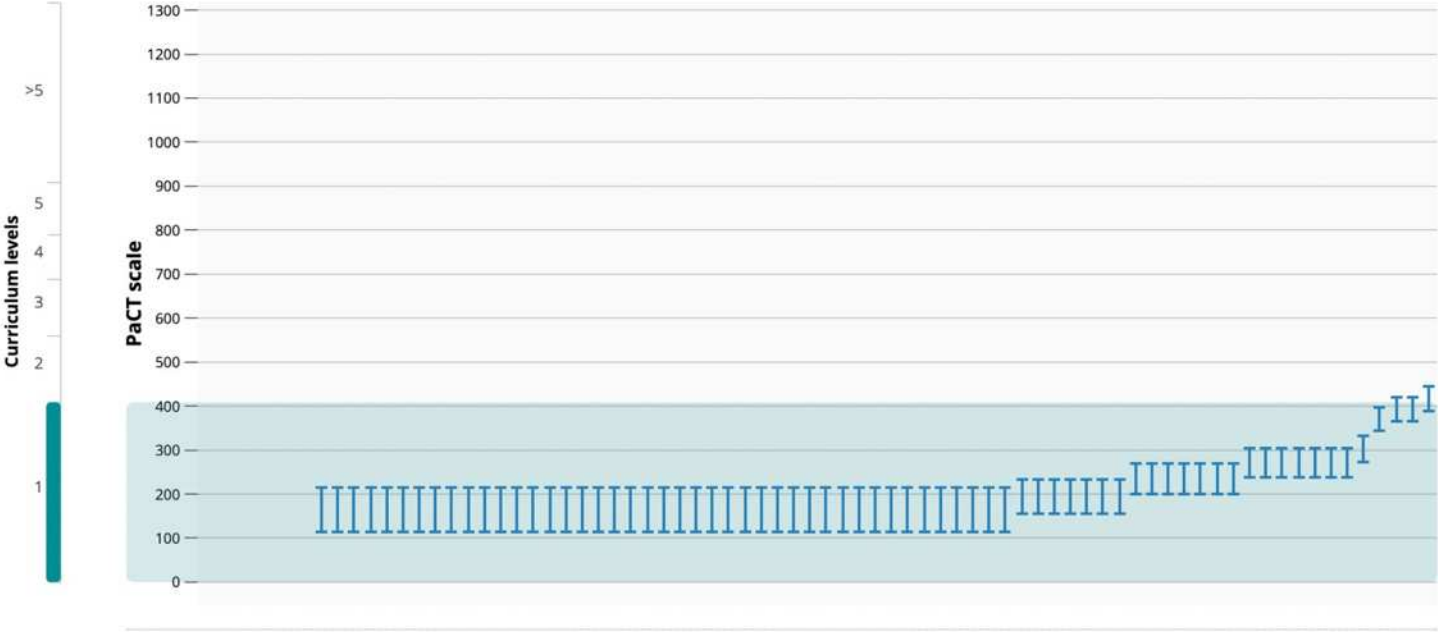
To change sort order please use table below



Reading Year 1

Te Ara Koropiko West Spreydon School - Year 1

Year level: Year 1 Gender: All genders Ethnicity: Ethnicity - All Year: Current year - 2023 Time Period: Latest



Students - Sorted by Range (Ascending)

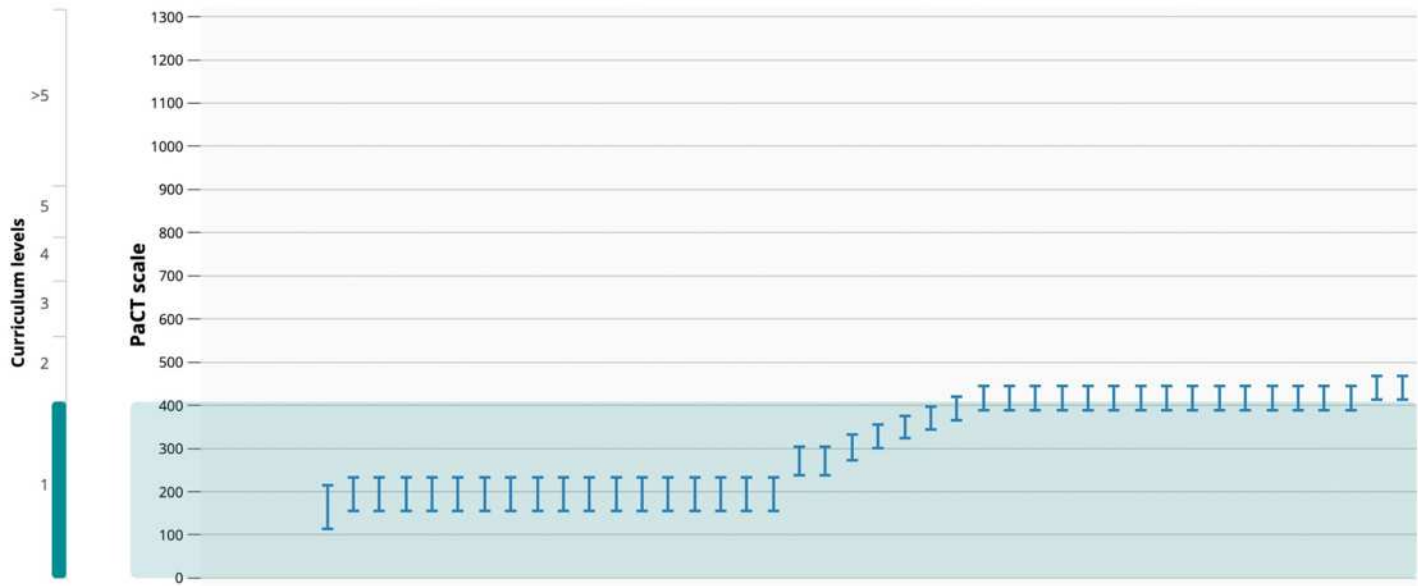
To change sort order please use table below



Reading Year 2

Te Ara Koropiko West Spreydon School - Year 2

Year level: Year 2 Gender: All genders Ethnicity: Ethnicity - All Year: Current year - 2023 Time Period: Latest



Students - Sorted by Range (Ascending)

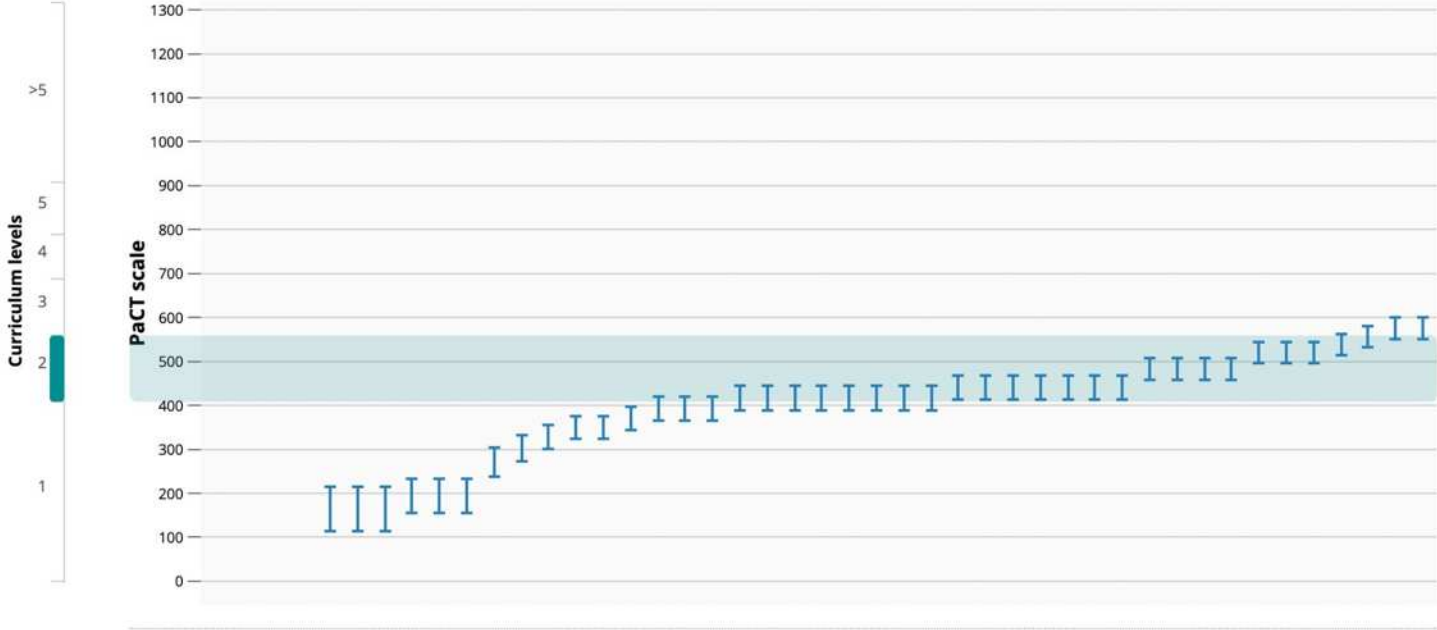
To change sort order please use table below



Reading Year 3

Te Ara Koropiko West Spreydon School - Year 3

Year level: Year 3 Gender: All genders Ethnicity: Ethnicity - All Year: Current year - 2023 Time Period: Latest



Students - Sorted by Range (Ascending)

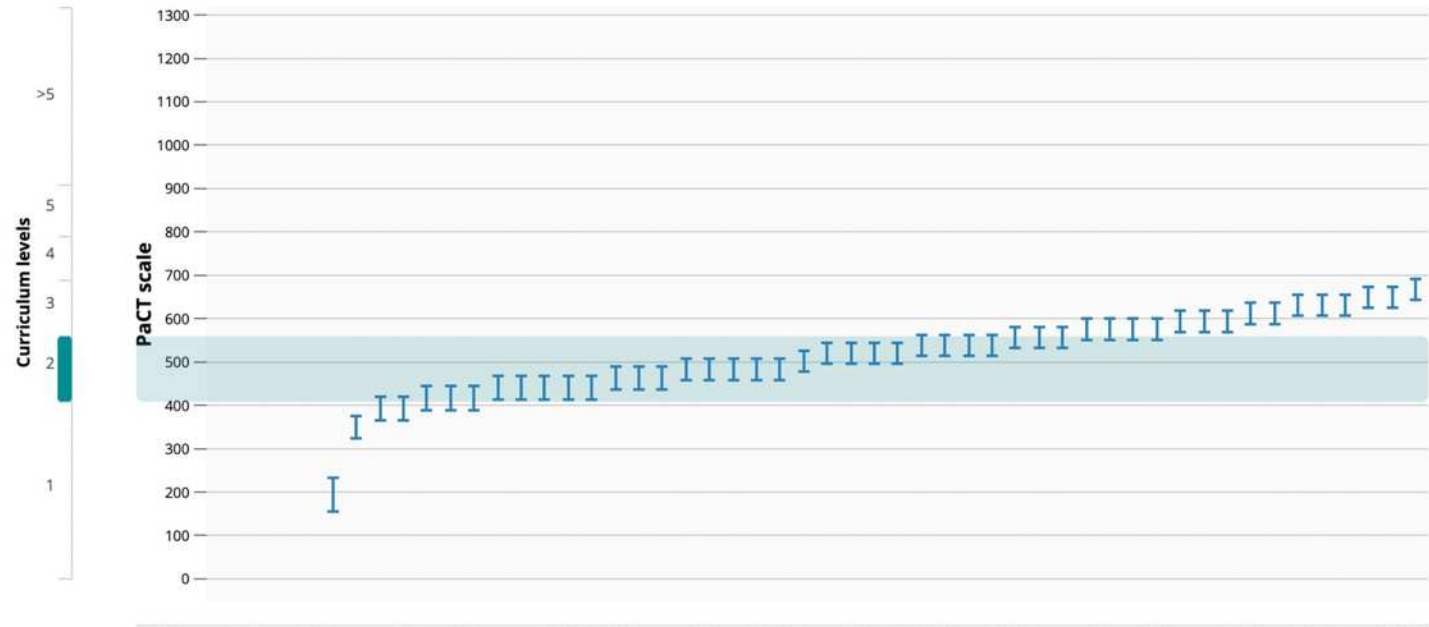
To change sort order please use table below



Reading Year 4

Te Ara Koropiko West Spreydon School - Year 4

Year level: Year 4 Gender: All genders Ethnicity: Ethnicity - All Year: Current year - 2023 Time Period: Latest



Students - Sorted by Range (Ascending)

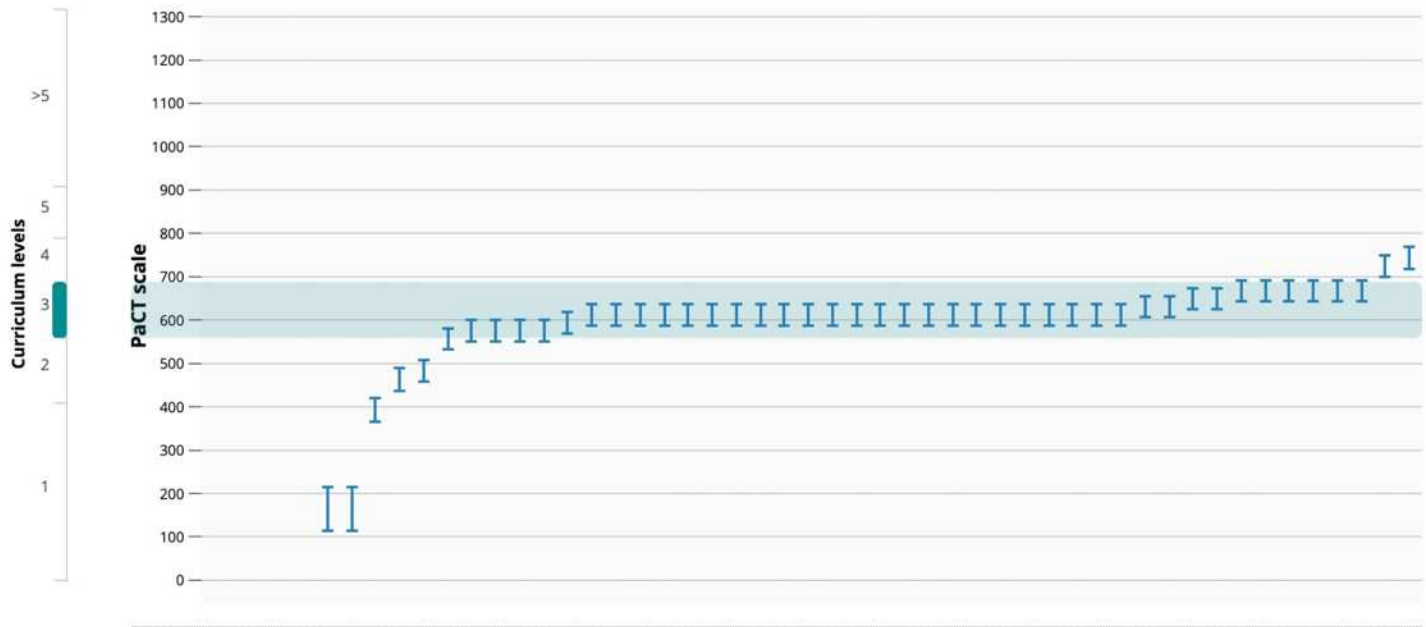
To change sort order please use table below



Reading Year 5

Te Ara Koropiko West Spreydon School - Year 5

Year level: Year 5 Gender: All genders Ethnicity: Ethnicity - All Year: Current year - 2023 Time Period: Latest



Students - Sorted by Range (Ascending)

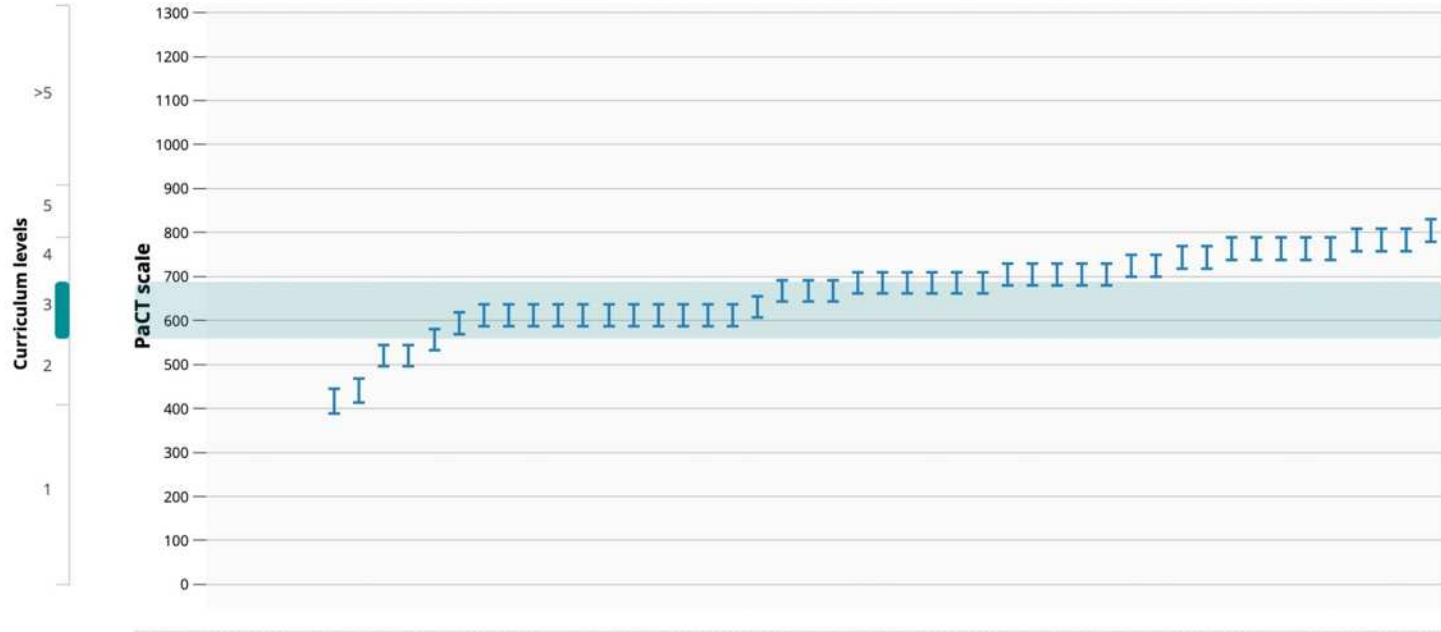
To change sort order please use table below



Reading Year 6

Te Ara Koropiko West Spreydon School - Year 6

Year level: Year 6 Gender: All genders Ethnicity: Ethnicity - All Year: Current year - 2023 Time Period: Latest



Students - Sorted by Range (Ascending)

To change sort order please use table below



Reporting on 2023 targets

[Link to further information](#)

Target 1: Puna Hao

14 of the 21 (66.7%) **Year 2 boys** who are working **below** curriculum level expectations, will have made accelerated progress and will be working at the end of curriculum level 1 in **maths** by the end of 2023.

2 out of the 14 (15%) **Year 2 boys** are working above the expected level in maths.

9 out of the 14 (64%) **Year 2 boys** are working at the expected level in maths.

3 out of the 14 (21%) **Year 2 boys** are working below the expected level in maths. All 3 of these students have made progress within the level.

2 of these students have retained basic facts and these are applied to problem solving tasks. 1 of these students can solve problems at a higher level but it not consistent.

Target 2: Puna Riko

6 of 17 (35.3%) **Year 3-4 Māori** students who are working **below** and **well below** curriculum level expectations, will have made accelerated progress and will make more than a years progress in **maths** by the end of 2023.

3 children out of 6 **Māori children** have achieved the expected curriculum level.

3 children out of 6 **Māori children** have not achieved the expected curriculum level but have made significant progress.

Target 3: Puna Paranui

10 of 46 (21.7%) **Year 6** students currently working **below** and **well below** (at curriculum level 2) will make accelerated progress and will achieve at curriculum level 3 in **maths** by the end of 2023.

1 child out of 10 has achieved the expected curriculum level.

3 children out of 10 are still well below the expected level. They struggle to retain new concepts and one child has had ongoing absence.

5 children out of 10 have made significant progress and shifted from well below to below the curriculum level. One child English is a second language.

1 child out of 10 has left our school midway through the year.








Deep Learning Data

The following data shows data points that our kaiako have assessed our tamariki on regarding SOLO before and during the context of Citizenship - Kōtuitui (we are the world).

Unfortunately we were unable to celebrate our tournaments due to weather but tamariki got the chance to celebrate and share their learning with whānau at student led conferences.

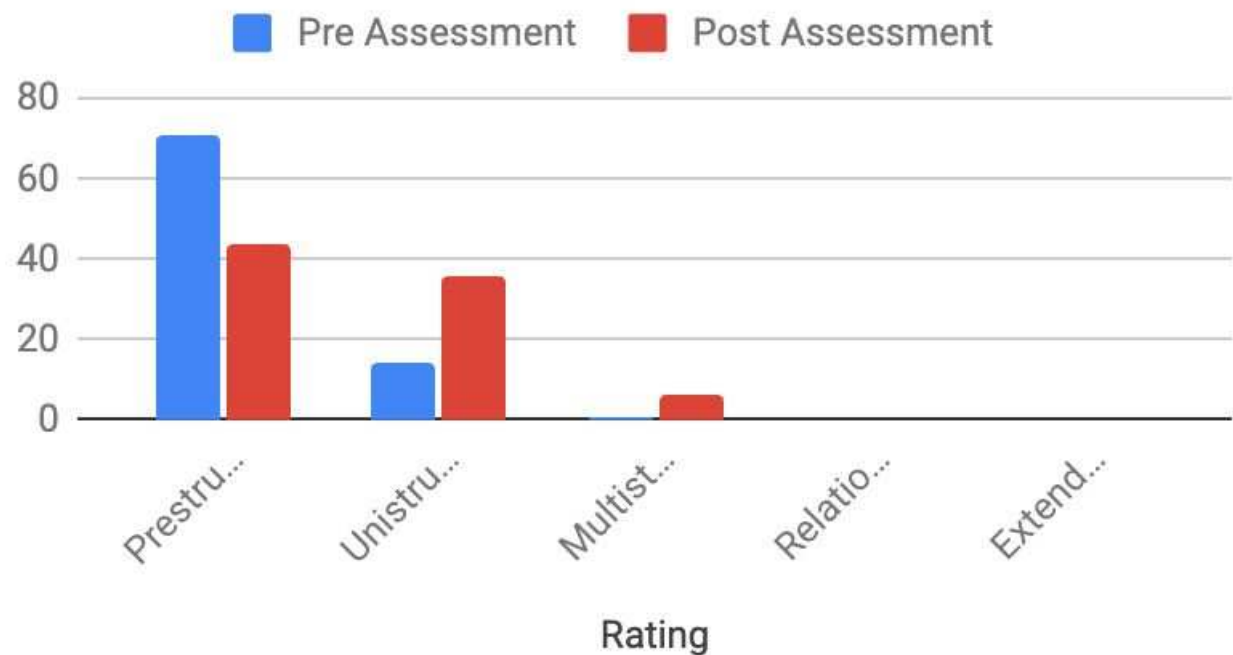


We are the World Citizenship – I belong!

					
belong	I need help to belong	I can belong if I am prompted or directed.	<p>I use several strategies to belong but I am not sure when and or why to use them.</p> <p><i>(trial and error – aware of strategies but not sure why or when to use them so makes mistakes)</i></p>	<p>I use several strategies to belong and I know when and why to use them.</p> <p>I can monitor and adjust what I do to fix any errors.</p> <p><i>(strategic or purposeful use of strategies – knows why and when).</i></p>	<p>AND ...</p> <p>I can teach others to belong.</p> <p>I act as a role model for others to help them belong.</p> <p>I seek and act on feedback to improve my performance of belonging.</p> <p>I can demonstrate belonging in new contexts.</p>
Effective Strategies <i>[Insert strategies suggested by students and teachers]</i>		Cognitive stage – appropriate demonstrations - continuous feedback (informative and positive) - task structured for early success.		Associative stage – repetition and practice - focus on effort and attention to detail - feedback, reflection and adjustment.	Autonomous stage – opportunities to use the skill proactively – in different contexts - to develop fluency and automaticity.



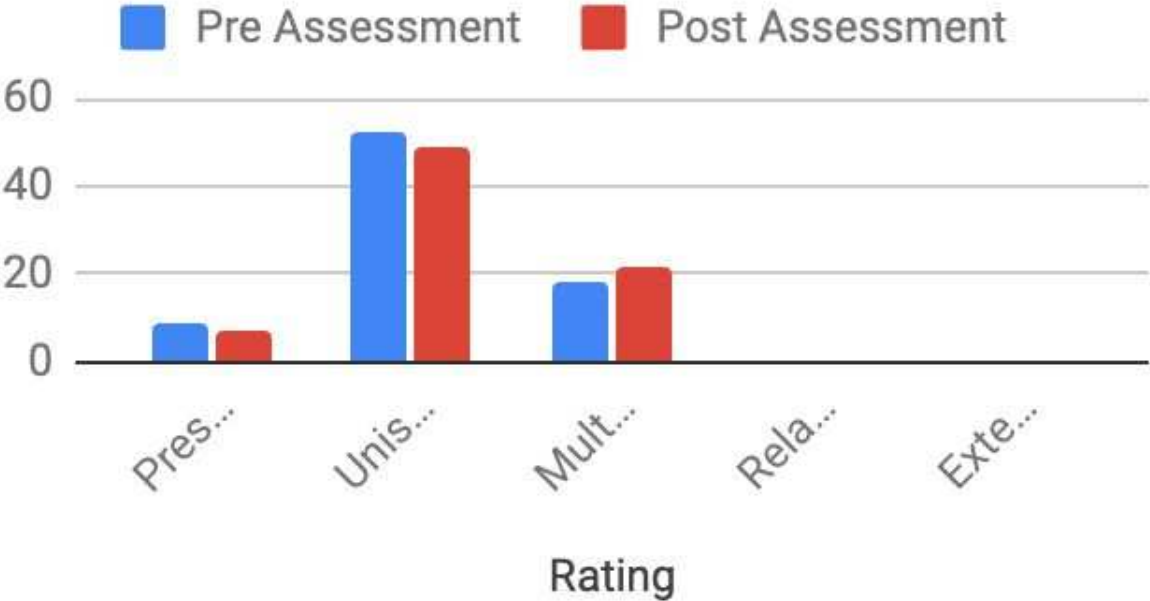
Puna Hao Pre Assessment and Post Asse...



Rating	Pre Assessment	Post Assessment
Prestructural	71	44
Unistructural	14	36
Multistructural	1	6
Relational	0	0
Extended Abstract	0	0
Total	86	86



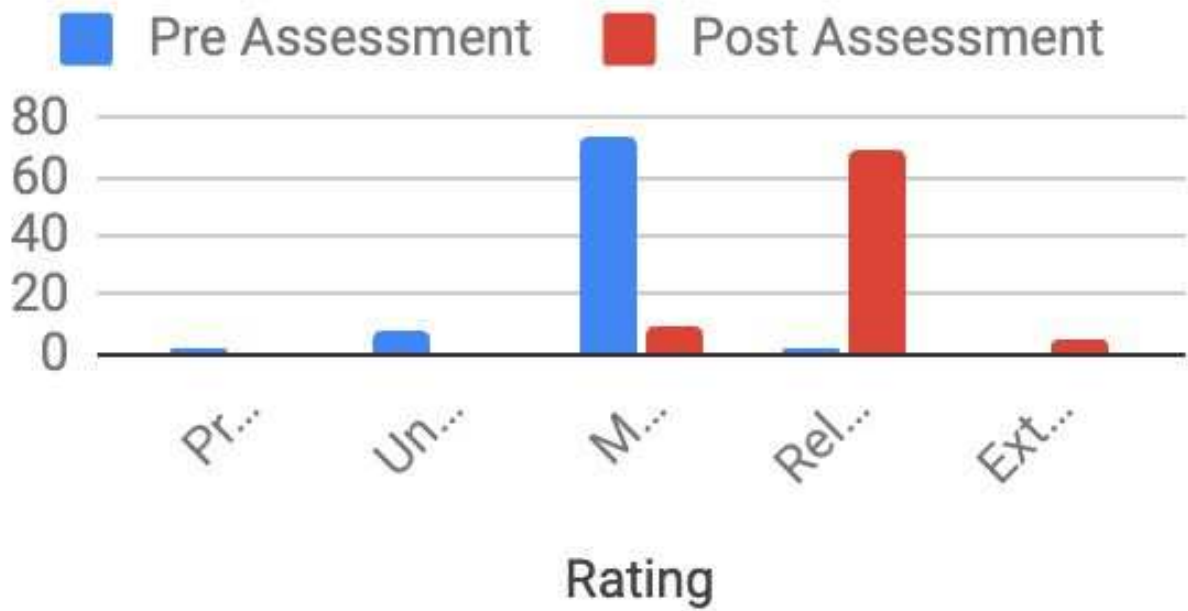
Puna Riko Pre Assessment and P...



Rating	Pre Assessment	Post Assessment
Prestructural	9	7
Uniststructural	52	49
Multiststructural	18	22
Relational	0	0
Extended Abstract	0	0
Total	79	78



Puna Paranui Pre Assessme...



Rating	Pre Assessment	Post Assessment
Prestructural	2	1
Unstructural	8	1
Multistuctural	74	10
Relational	2	69
Extended Abstract	0	5
Total	86	86

