



**Te Ara Koropiko West Spreydon
School
Strategic Goals and Annual Plan
2023-2025**



Attitude, Adventure, Achievement



Index

Welcome to our school p 4 - 11

Beliefs p 12 - 13

Strategic Goals and Annual Plan p 14 -19

Data and Analysis of Variance 2021 p 20 - 69

Target 2023 (TBC) p 70



Welcome to Te Ara Koropiko West Spreydon School

We acknowledge those past and present who have worked from the heart, to bring us to this point in our school's history. We acknowledge this whenua and the stories that come from it. We acknowledge Mana Whenua, their tupuna and their matauranga which guide us on our journey. We have been gifted the taonga of a new school name 'Te Ara Koropiko' from Ngāi Tūāhuriri through Matauraka Maahanui. This name is significant to our kura and resonated with our vision and values and acknowledges the significance of our role as kaitiaki in Waitaha. The meaning, Te Koropiko meaning bend/ loop (in relation to the Waimokihi which flows directly behind our kura) and Ara meaning breaking of the waters (childbirth); way, path, track or route. We honour our obligations through partnership with mana whenua and tangata whenua. We value the sharing of taonga such as matauranga, kapa haka, te reo and tikanga Māori; by this we honour Te Tiriti o Waitangi. We support diversity through the tikanga and holistic pedagogy that is informed through Mātauranga Māori and mana whenua.

Over the next 10 years we are working towards honouring Te Tiriti o Waitangi by:

Peace with justice for all

- Ensuring that all aspects of the experience for whānau and tamariki is mana enhancing and that their voices are heard
- Establishing the importance of goals with and for Māori students and whānau
 - Ensure that the goals are clear to staff, whānau and students
 - Develop staff commitment to the goals
- Recognising the diversity of expectations within Māori communities.
- Guarding against the assumption that silence on the part of whānau means they are satisfied with the Māori content provided.
- Valuing whakapapa/whanaungatanga (a sense of belonging), and religious and/or spiritual connections.

Article 1: Practising honourable Kawanangatanga

Our school board will:

- Ensure that process is just and follows tikanga
- Ensure that what was delegated and entrusted to the government is upheld
- Make certain that the term "honourable kāwanatanga" or "honourable governance", describes the situation where those on the Crown side of the Treaty relationship, such as boards, understand their Treaty responsibilities and work toward meeting them.



- Promote quality leadership, teaching and learning as the greatest influence on learner achievement
- Provide leadership, support, encouragement and professional development for board members, senior managers and teachers
- Analyse timely, accurate and comprehensive Māori specific data in order to provide quality leadership and authentic responses to the needs of Māori in their schools.
- Remain accountable to students and whānau so that Māori students understand their place in the world, are confident in their identity and optimistic about the future.
- Safeguard the inclusion, involvement and engagement of whānau and ensure that they are invited to participate in making positive contributions to their learning.
- As a good employer, our board will:
 - Appoint staff who are culturally responsive and who value Māori educational aspirations and priorities.
 - Establish a coherent planned approach to Māori educational improvement.
 - Set Leadership appraisal goals that are challenging, specific and linked to strategic goals about improving Māori teaching and learning.
 - Assess goals or progress based on a range of information about teacher practices and Māori student Learning
- Effectively resource whānau or members of a Māori community to be involved in school decision-making processes.

Article 2: Promoting TINO RANGATIRATANGA by tangata whenua

Our school board will:

- Be legally accountable for “Māori students to achieve educational success as Māori”
- Promote effective engagement with learners and those who are best placed to support them (parents, whānau, iwi, communities and businesses).
- Ensure our school leaders value Māori.
- Ensure our school has open and honest communication.
- Take a flexible, responsive approach.
- Develop a curriculum which acknowledges the aspirations and needs of Māori students, and whānau.
- Value the Treaty, and cultural diversity

Article 3: Maori participation in Kawanatanga in ways determined by Māori in relation to tīkanga appropriate ways.

Our school board will:

- Promote joint activities that enable schools and their boards to demonstrate their investment in Māori students and their whānau. Whānau are also able to share diverse insights to help schools become more effective educators of Māori students.



- Provide effective forums inside and outside the school e.g. Hui, wānanga, focus groups where information is collated from whānau.
- Collaborate with whānau and iwi.
- Develop policies on building relationships with whānau, where needed.
- Ensure that Māori stakeholders in the community are represented in governance, planning and decision making
- Include Māori language education within investments in resources and other support.

Article 4: Everybody's belief systems upheld

- Approach students' wellbeing holistically from a physical, spiritual, intellectual, and whānau dimensions
- Acknowledge that a student's level of wellbeing at school is shown by their satisfaction of life at school, their engagement with learning at home, their social-emotional behaviour and an understanding and acceptance of their identity

We are thrilled to invite you to share our history and future.

In April 2021 we came home, after 15 months on a temporary site, to a brand new purpose built school, and promptly went into lockdown. Our experiences from the lockdowns, and with ongoing support from our Kahukura colleagues, meant that we were able to facilitate home learning smoothly. The development of Seesaw as our main reporting and communication tool, gave us a relatively seamless link with home. We were able to showcase student learning and excellence, and celebrate successes. We had also learned that what children achieved at home could be included in their overall achievement data. Many children shone during lockdown and we saw the emergence of skills and talents that we may not otherwise have seen. This has been a springboard for change and innovation as we plan for 2023 and onwards.

Attachment Theory underpins all that we do at our school. We recognise that not all children are at the same level of maturity and brain development and we believe that it is the role of the caring and responsible adults to be the place of safety and teaching.

Our great achievement results over the past year reflect the hard work and commitment of our teachers to use data effectively to change their teaching. Our teachers and support staff are responsive to learning and challenge and they model the school values of Attitude, Adventure, Achievement.

Our biggest challenge is to rethink education and engage with Te Mātaiaho (NZC refresh) and how we can address the learning needs of our tamariki by making use of a stunning indoor and outdoor environment. We work closely with Kahukura Community of Practice to capitalize on the strengths and experiences of our colleagues across the seven schools.



Our school has benefitted from generous donations from the community, and our local Ministry of education personnel have advised and supported us so we have been able to build a physical environment that reflects our beliefs about every child having access to quality education and a wide range of experiences.

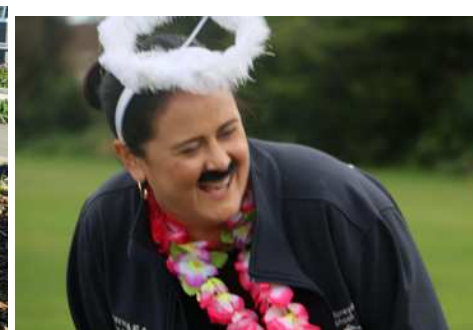
The school owns bikes, helmets and scooters. That's particularly handy as we have a sophisticated bike track that Bikes in Schools co-designed and to which they generously contributed.

We have two swimming pools which are maintained and operated by our volunteer Pool Committee and available to the local community in after school hours.

These are complemented by a huge adventure playground, a large sandpit filled with Golden Bay sand, an outdoor theatre with a Bluetooth sound system, all weather turf and play areas, shade sails, picnic tables and seating, a smaller outdoor dance floor, nature play areas and gardens, a Gaga Dodgeball pit and raised gardens. The project is nearly completed and the children, and staff, truly love the new environment. We are very grateful for the partnership with the Ministry of Education to see this dream come true.







Kaiako:

Working in Ti Kōuka

Puna Hao Years 0-2

Hannah Gardiner (Rua) **Team Leader**. Amy Duckmanton (Tahi), Denali Lord (Toru), and Janice Krammer (Wha)

Working in Harakeke

Puna Riko Years 3-4

Ryan Pearce **Team Leader**. Georgia Banks (Tahi), Matt Brorens (Rua), Megan Stewart (Toru)

Working in ToeToe and Raupō

Puna Paranui Years 5-6

Lou Nuuliitia **Team Leader**, Glen Campbell, Tamara Kepa and Charlotte McCone,

PA to the Principal: Helen Ross

Clerical Assistant : Rachael Stafford

Teacher Assistants: Marg Smart, Megan Hilton, Ange Fridd and Isaiah Langton-Harris

Cleaners: Excelsis, Julia, Jamie

Kaitiaki: TBC

School Leadership:

Chairperson of the School Board: Abbey Parsons

Tumuaki: Marriene Langton

Staff School Board Member: Marina Shehata

School Board Members: Jodi Apiata, Julia Mallet, Andy Dumbleton, Miriam Marshall

Deputy Principal: Ryan Pearce

Assistant Principal: Marina Shehata



The Principal, Deputy Principal and Assistant Principal are the Senior Leadership Team. We work in a shared space. The Middle Leaders are Lou Nuualiitia, and Hannah Gardiner. Our focus is always on raising student achievement through high quality teaching and learning and in ensuring that attachment is the lens through which we view our tamariki.

Kahukura Community of Practice We have been a part of a seven school partnership for the past 9 years. In 2021 ERO published a highly successful case study on our community of practice. We are not a kahui ako, so we are self-sustained with our boards' support. Our community of practice includes Addington Te kura Taumatua, Te Kura o Huriawa Thorrington, Cashmere Primary Te Pae Kereru, Somerfield Te Kura Wairepo, Sacred Heart School Te Kura o Te Ngakau Tapu and Christchurch South Intermediate. We have our own Music Festival, Cultural Festival, Deep Learning collaboration, shared TOD, Senco collaboration and MAC initiatives. Our principals also meet together regularly and share strategic planning, professional learning and innovation.

We run many extension and enrichment clubs at lunch times and before and after school. These include: robotics, videography, Code Club, Lego, Epro8, ukulele, choirs, Fuse drumming, toi Maori, sewing, gardening and Nature Agents, PALs, Student Leaders and many more. For a small school our staff has made a huge commitment to offer a rich and diverse curriculum, way above expectation.

After school we have competition teams in basketball, netball, touch and athletics. These are run by teachers and parent coaches and managers.

We partner with Origin Sport and have a sports coach who works with Year 3 students to build a skills base for a variety of sports and activities. We use our KiwiSport funding to support this initiative. We are a Healthy and Active Schools partner and have had huge support from Sport Canterbury in a number of initiatives. Cross Over trust is a community-based group who support our school in a multi-leveled approach. The community is at the heart of the school and we are generously served by volunteers and parent commitment. In non-Covid times we are blessed with sports coaches, volunteers for camps and excursions, student support in clubs, counseling and mentors.



Te Ara Koropiko West Spreydon School

Values, Whakataukī and Beliefs 2023 - 2025

Attitude, Adventure, Achievement

Whakataukī:

Whāia te iti kahurangi, ki te tuohu koe me he maunga teitei (Pursue excellence, should you stumble, let it be to the lofty mountain.)

At Te Ara Koropiko West Spreydon School we believe that:

- Education is a key to equality, democracy and a healthy society
- Numeracy and literacy skills lay the foundation for lifelong learning
- School should be a catalyst to inspire and empower lifelong learning
- Children learn best when the family, school and community work together
- Learning is an adventure



- We have an obligation to support each other to do our best to be our best
- Our teachers make a difference
- Diversity adds richness to life and life long learning
- A sense of humour brings perspective and resilience
- Every child is special and deserves to have a sense of belonging to a special place
- Every child will leave our school knowing that at least one staff member loved him/her
- Learning can happen anywhere at anytime
- It is the adults' job to believe that every child can reach his/her full potential as a human being
- We have an obligation to challenge ourselves to do our best to be our best



Te Ara Koropiko West Spreydon School Strategic Goals 2023-2025

Attitude, Adventure Achievement

Attitude...

Our kura; a place where identity and belonging are important and they are everyone's responsibility.

Adventure...

Extend creative teaching and learning, using all of the environment and all of the strengths and talents of kaiako and tamariki

Achievement...

Promote high expectations to secure success for all in learning, capability and leadership.



Te Ara Koropiko West Spreydon School

Strategic Goals and Annual Plan 2023

Strategic Goal 1

Attitude...

Our kura; a place where identity and belonging are important and they are everyone's responsibility. Promote He iwi kotahitanga - we are one (in the sense of unity, togetherness, solidarity, collective action)

NELP Objective 1

LEARNERS AT THE CENTRE

Learners with their whānau are at the centre of education

- 1. Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying*
- 2. Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures*

Annual Goal and Targets

- 1.1. Implement a wellbeing and belonging strategy for kaiako and tamariki and their whanau.**
- 1.2. Promote Healthy and Active Schools pedagogy and practice.**
- 1.3. Re design our school curriculum to reflect best practice, aspirational achievement and cultural responsiveness**



Te Ara Koropiko West Spreydon School

Strategic Goal - 2

Adventure...

Extend creative teaching and learning, using all of the environment and all of the strengths and talents of kaiako and tamariki

NELP Objective 2

BARRIER FREE ACCESS

Great education opportunities and outcomes are within reach for every learner

3. Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support need

4. Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy

NELP Objective 3

QUALITY TEACHING AND LEADERSHIP

Quality teaching and leadership make the difference for learners and their whānau

5. Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning

6. Develop staff to strengthen teaching, leadership and learner support capability across the education workforce

Annual Goals and Targets

2.1. Complete the cultural landmarks in our school that reflect our cultural narrative; our place and our story

2.2. Begin the curriculum review process and implementation of Te Mātaiaho (NZC refresh)

2.3. Strengthen the SENCO, pastoral care and enrichment roles and responsibilities in our kura to best meet the needs of all students



Te Ara Koropiko West Spreydon School

Strategic Goal - 3

Achievement...

Promote high expectations to secure success for all in learning, capability and leadership.

NELP Objective 3.

QUALITY TEACHING AND LEADERSHIP

Quality teaching and leadership make the difference for learners and their whānau

6. Develop staff to strengthen teaching, leadership and learner support capability across the education workforce

NELP Objective 4.

FUTURE OF LEARNING AND WORK

Learning that is relevant to the lives of New Zealanders today and throughout their lives

7. Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work

3.1. Coach and mentor kaiako and akonga into a variety of leadership roles.

3.2 Create opportunities for learning that links to the real world.







Te Ara Koropiko West Spreydon School

Data and Analysis of Variance 2022

Whole School Reading TPJ 2022

All students Years 1 - 6		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All	Male	6	4.4%	6	4.4%	82	59.9%	43	31.4%	137
	Female	6	4.3%	6	4.3%	79	56.0%	50	35.5%	141
	Total	12	4.3%	12	4.3%	161	57.9%	93	33.5%	278
Maori	Male	1	3.2%	2	6.5%	19	61.3%	9	29.0%	31
	Female	2	5.7%	4	11.4%	20	57.1%	9	25.7%	35
	Total	3	4.5%	6	9.1%	39	59.1%	18	27.3%	66
Pasifika	Male	1	8.3%	0		7	58.3%	4	33.3%	12
	Female	0		0		7	70.0%	3	30.0%	10
	Total	1	4.5%	0		14	63.6%	7	31.8%	22
Asian	Male	0		0		11	68.8%	5	31.3%	16
	Female	1	9.1%	0		5	45.5%	5	45.5%	11
	Total	1	3.7%	0		16	59.3%	10	37.0%	27
MELAA	Male	1	14.3%	0		4	57.1%	2	28.6%	7
	Female	0		0		4	66.7%	2	33.3%	6
	Total	1	7.7%	0		8	61.5%	4	30.8%	13
Other	Male	0		0		0		0		0
	Female	0		0		2	100.0%	0		2
	Total	0		0		2	100.0%	0		2
NZ/European	Male	3	4.2%	4	5.6%	41	57.7%	23	32.4%	71
	Female	3	3.9%	2	2.6%	41	53.2%	31	40.3%	77
	Total	6	4.1%	6	4.1%	82	55.4%	54	36.5%	148

	Well Below	Below	At	Above
Y0			100%	
Y1			85%	15%
Y2	10%	5%	53%	33%
Y3	5%	7%	54%	34%
Y4	3%	15%	74%	8%
Y5	8%		42%	50%
Y6	2%	2%	15%	80%
Total pupils	4 %	4 %	58 %	33 %



Whole School Writing TPJ 2022

All students Years 1 - 6		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All	Male	5	3.6%	12	8.8%	109	79.6%	11	8.0%	137
	Female	4	2.8%	15	10.6%	103	73.0%	19	13.5%	141
	Total	9	3.2%	27	9.7%	212	76.3%	30	10.8%	278
Maori	Male	0		3	9.7%	26	83.9%	2	6.5%	31
	Female	1	2.9%	7	20.0%	26	74.3%	1	2.9%	35
	Total	1	1.5%	10	15.2%	52	78.8%	3	4.5%	66
Pasifika	Male	2	16.7%	2	16.7%	7	58.3%	1	8.3%	12
	Female	0		3	30.0%	5	50.0%	2	20.0%	10
	Total	2	9.1%	5	22.7%	12	54.5%	3	13.6%	22
Asian	Male	0		0		15	93.8%	1	6.3%	16
	Female	0		2	18.2%	7	63.6%	2	18.2%	11
	Total	0		2	7.4%	22	81.5%	3	11.1%	27
MELAA	Male	1	14.3%	0		4	57.1%	2	28.6%	7
	Female	0		0		4	66.7%	2	33.3%	6
	Total	1	7.7%	0		8	61.5%	4	30.8%	13
Other	Male	0		0		0		0		0
	Female	0		0		2	100.0%	0		2
	Total	0		0		2	100.0%	0		2
NZ/European	Male	2	2.8%	7	9.9%	57	80.3%	5	7.0%	71
	Female	3	3.9%	3	3.9%	59	76.6%	12	15.6%	77
	Total	5	3.4%	10	6.8%	116	78.4%	17	11.5%	148

10293	Well Below	Below	At	Above
Y0			100% (30)	
Y1			90% (35)	10% (4)
Y2	10% (4)	8% (3)	83% (33)	
Y3	5% (2)	10% (4)	73% (30)	12% (5)
Y4		18% (7)	62% (24)	21% (8)
Y5	4% (2)	21% (10)	65% (31)	10% (5)
Y6	2% (1)	7% (3)	71% (29)	20% (8)
Totals	3.2% 9	9.7% 27	76.3% 212	10.8% 30



Whole School Mathematics TPJ 2022

All students Years 1 - 6		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All	Male	4	2.9%	8	5.8%	95	69.3%	30	21.9%	137
	Female	4	2.8%	13	9.2%	106	75.2%	18	12.8%	141
	Total	8	2.9%	21	7.6%	201	72.3%	48	17.3%	278
Maori	Male	0		4	12.9%	23	74.2%	4	12.9%	31
	Female	1	2.9%	5	14.3%	29	82.9%	0		35
	Total	1	1.5%	9	13.6%	52	78.8%	4	6.1%	66
Pasifika	Male	2	16.7%	1	8.3%	8	66.7%	1	8.3%	12
	Female	0		3	30.0%	6	60.0%	1	10.0%	10
	Total	2	9.1%	4	18.2%	14	63.6%	2	9.1%	22
Asian	Male	0		0		11	68.8%	5	31.3%	16
	Female	0		2	18.2%	6	54.5%	3	27.3%	11
	Total	0		2	7.4%	17	63.0%	8	29.6%	27
MELAA	Male	1	14.3%	0		5	71.4%	1	14.3%	7
	Female	0		0		6	100.0%	0		6
	Total	1	7.7%	0		11	84.6%	1	7.7%	13
Other	Male	0		0		0		0		0
	Female	0		1	50.0%	1	50.0%	0		2
	Total	0		1	50.0%	1	50.0%	0		2
NZ/European	Male	1	1.4%	3	4.2%	48	67.6%	19	26.8%	71
	Female	3	3.9%	2	2.6%	58	75.3%	14	18.2%	77
	Total	4	2.7%	5	3.4%	106	71.6%	33	22.3%	148

	Well Below	Below	At	Above
Y0			100% (30)	
Y1			92% (36)	8% (3)
Y2	8% (3)	10% (4)	50% (20)	33% (13)
Y3	5% (2)	12% (5)	66% (27)	17% (7)
Y4		13% (5)	79% (31)	8% (3)
Y5	4% (2)	15% (7)	52% (25)	29% (14)
Y6	2% (1)		78% (32)	20% (8)
Total pupils	3 % (8)	8 % (21)	72 % (201)	17 % (48)



Reading TPJ Year 2

Year 2		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All	Male	2	11.1%	1	5.6%	11	61.1%	4	22.2%	<u>18</u>
	Female	2	9.1%	1	4.5%	10	45.5%	9	40.9%	<u>22</u>
	Total	4	10.0%	2	5.0%	21	52.5%	13	32.5%	<u>40</u>
Maori	Male	0		0		2	50.0%	2	50.0%	<u>4</u>
	Female	0		1	20.0%	4	80.0%	0		<u>5</u>
	Total	0		1	11.1%	6	66.7%	2	22.2%	<u>9</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		1	33.3%	2	66.7%	<u>3</u>
	Female	0		0		0		0		<u>0</u>
	Total	0		0		1	33.3%	2	66.7%	<u>3</u>
MELAA	Male	0		0		0		0		<u>0</u>
	Female	0		0		0		0		<u>0</u>
	Total	0		0		0		0		<u>0</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	1	10.0%	1	10.0%	8	80.0%	0		<u>10</u>
	Female	2	14.3%	0		3	21.4%	9	64.3%	<u>14</u>
	Total	3	12.5%	1	4.2%	11	45.8%	9	37.5%	<u>24</u>

Learning Register

- Teaching collaborations and sharing children across the whole team
- Reading Recovery (7)
- ESOL (8)
- Quick60 (3)
- Targeted phonics (RTLB) - (6)
- Cross-grouping for phonics - whole cohort
- Essential lists individually given to children.
- Literacy tier 2 - (4)



Reading TPJ Year 3

Year 3		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All	Male	0		3	11.5%	14	53.8%	9	34.6%	<u>26</u>
	Female	2	13.3%	0		8	53.3%	5	33.3%	<u>15</u>
	Total	2	4.9%	3	7.3%	22	53.7%	14	34.1%	<u>41</u>
Maori	Male	0		2	28.6%	4	57.1%	1	14.3%	<u>7</u>
	Female	1	50.0%	0		1	50.0%	0		<u>2</u>
	Total	1	11.1%	2	22.2%	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		0		1	33.3%	2	66.7%	<u>3</u>
	Female	0		0		0		1	100.0%	<u>1</u>
	Total	0		0		1	25.0%	3	75.0%	<u>4</u>
MELAA	Male	0		0		1	100.0%	0		<u>1</u>
	Female	0		0		1	100.0%	0		<u>1</u>
	Total	0		0		2	100.0%	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		1	6.7%	8	53.3%	6	40.0%	<u>15</u>
	Female	1	11.1%	0		4	44.4%	4	44.4%	<u>9</u>
	Total	1	4.2%	1	4.2%	12	50.0%	10	41.7%	<u>24</u>

Learning Register

- Quick 60 (5)
- 5 Plus Intervention (12)
- Word Building (1)
- Needs based groups for all children
- Individualised reading programme (3)
- Integrated learning across curriculum subjects
- ASLA - Accelerated Structured Literacy Approach (8)
- ESOL (3)



Reading TPJ Year 4

Year 4		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All	Male	1	7.1%	1	7.1%	11	78.6%	1	7.1%	<u>14</u>
	Female	0		5	20.0%	18	72.0%	2	8.0%	<u>25</u>
	Total	1	2.6%	6	15.4%	29	74.4%	3	7.7%	<u>39</u>
Maori	Male	0		0		4	80.0%	1	20.0%	<u>5</u>
	Female	0		3	37.5%	5	62.5%	0		<u>8</u>
	Total	0		3	23.1%	9	69.2%	1	7.7%	<u>13</u>
Pasifika	Male	0		0		1	100.0%	0		<u>1</u>
	Female	0		0		2	100.0%	0		<u>2</u>
	Total	0		0		3	100.0%	0		<u>3</u>
Asian	Male	0		0		1	100.0%	0		<u>1</u>
	Female	0		0		0		1	100.0%	<u>1</u>
	Total	0		0		1	50.0%	1	50.0%	<u>2</u>
MELAA	Male	0		0		2	100.0%	0		<u>2</u>
	Female	0		0		3	100.0%	0		<u>3</u>
	Total	0		0		5	100.0%	0		<u>5</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	20.0%	1	20.0%	3	60.0%	0		<u>5</u>
	Female	0		2	18.2%	8	72.7%	1	9.1%	<u>11</u>
	Total	1	6.3%	3	18.8%	11	68.8%	1	6.3%	<u>16</u>

Learning Register

- 5 Plus Intervention (5)
- Needs based groups for all children
- Individualised programmes (2)
- Integrated learning across curriculum subjects
- ASLA - Accelerated Structured Literacy Approach (7)
- ASLA Tier 2 (4)
- ESOL (4)



Reading TPJ Year 5

Year 5		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All	Male	2	8.7%	0		9	39.1%	12	52.2%	<u>23</u>
	Female	2	8.0%	0		11	44.0%	12	48.0%	<u>25</u>
	Total	4	8.3%	0		20	41.7%	24	50.0%	<u>48</u>
Maori	Male	1	50.0%	0		0		1	50.0%	<u>2</u>
	Female	1	14.3%	0		3	42.9%	3	42.9%	<u>7</u>
	Total	2	22.2%	0		3	33.3%	4	44.4%	<u>9</u>
Pasifika	Male	0		0		4	100.0%	0		<u>4</u>
	Female	0		0		1	50.0%	1	50.0%	<u>2</u>
	Total	0		0		5	83.3%	1	16.7%	<u>6</u>
Asian	Male	0		0		1	100.0%	0		<u>1</u>
	Female	1	16.7%	0		3	50.0%	2	33.3%	<u>6</u>
	Total	1	14.3%	0		4	57.1%	2	28.6%	<u>7</u>
MELAA	Male	1	50.0%	0		0		1	50.0%	<u>2</u>
	Female	0		0		0		1	100.0%	<u>1</u>
	Total	1	33.3%	0		0		2	66.7%	<u>3</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		4	28.6%	10	71.4%	<u>14</u>
	Female	0		0		4	44.4%	5	55.6%	<u>9</u>
	Total	0		0		8	34.8%	15	65.2%	<u>23</u>

Learning Register

- Book club extension in Puna Paranui (14)
- AVAILL (Audio Visual Achievement in Literacy Language and Learning) - whole cohort (89)
- Modified 7 Plus programme (20)
- 5 Plus Intervention (5)
- 7 Plus Intervention (7)
- ESOL (5)
- Adapted ESOL Programme (1)



Reading TPJ Year 6

Year 6		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All	Male	1	4.5%	1	4.5%	4	18.2%	16	72.7%	<u>22</u>
	Female	0		0		2	10.5%	17	89.5%	<u>19</u>
	Total	1	2.4%	1	2.4%	6	14.6%	33	80.5%	<u>41</u>
Maori	Male	0		0		2	33.3%	4	66.7%	<u>6</u>
	Female	0		0		1	14.3%	6	85.7%	<u>7</u>
	Total	0		0		3	23.1%	10	76.9%	<u>13</u>
Pasifika	Male	0		0		0		4	100.0%	<u>4</u>
	Female	0		0		0		1	100.0%	<u>1</u>
	Total	0		0		0		5	100.0%	<u>5</u>
Asian	Male	0		0		0		1	100.0%	<u>1</u>
	Female	0		0		0		1	100.0%	<u>1</u>
	Total	0		0		0		2	100.0%	<u>2</u>
MELAA	Male	0		0		0		1	100.0%	<u>1</u>
	Female	0		0		0		1	100.0%	<u>1</u>
	Total	0		0		0		2	100.0%	<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	10.0%	1	10.0%	2	20.0%	6	60.0%	<u>10</u>
	Female	0		0		1	11.1%	8	88.9%	<u>9</u>
	Total	1	5.3%	1	5.3%	3	15.8%	14	73.7%	<u>19</u>

Learning Register

- Book club extension in Puna Paranui (22)
- AVAILLL (Audio Visual Achievement in Literacy Language and Learning) - whole cohort (89)
- Modified 7 Plus programme (4)
- 5 Plus Intervention (1)
- 7 Plus Intervention (1)
- ESOL (3)



Writing TPJ Year 2

Year 2		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All	Male	2	11.1%	1	5.6%	15	83.3%	0		18
	Female	2	9.1%	2	9.1%	18	81.8%	0		22
	Total	4	10.0%	3	7.5%	33	82.5%	0		40
Maori	Male	0		0		4	100.0%	0		4
	Female	0		1	20.0%	4	80.0%	0		5
	Total	0		1	11.1%	8	88.9%	0		9
Pasifika	Male	1	100.0%	0		0		0		1
	Female	0		1	50.0%	1	50.0%	0		2
	Total	1	33.3%	1	33.3%	1	33.3%	0		3
Asian	Male	0		0		3	100.0%	0		3
	Female	0		0		0		0		0
	Total	0		0		3	100.0%	0		3
MELAA	Male	0		0		0		0		0
	Female	0		0		0		0		0
	Total	0		0		0		0		0
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	1	10.0%	1	10.0%	8	80.0%	0		10
	Female	2	14.3%	0		12	85.7%	0		14
	Total	3	12.5%	1	4.2%	20	83.3%	0		24

Learning Register

- In class modified writing (1)
- Ability based and cross grouped
- Impact Analysis Cycle
- ESOL (3)



Writing TPJ Year 3

Year 3		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All	Male	0		2	7.7%	21	80.8%	3	11.5%	<u>26</u>
	Female	2	13.3%	2	13.3%	9	60.0%	2	13.3%	<u>15</u>
	Total	2	4.9%	4	9.8%	30	73.2%	5	12.2%	<u>41</u>
Maori	Male	0		2	28.6%	4	57.1%	1	14.3%	<u>7</u>
	Female	1	50.0%	0		1	50.0%	0		<u>2</u>
	Total	1	11.1%	2	22.2%	5	55.6%	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	100.0%	0		<u>3</u>
	Female	0		0		1	100.0%	0		<u>1</u>
	Total	0		0		4	100.0%	0		<u>4</u>
MELAA	Male	0		0		1	100.0%	0		<u>1</u>
	Female	0		0		1	100.0%	0		<u>1</u>
	Total	0		0		2	100.0%	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		13	86.7%	2	13.3%	<u>15</u>
	Female	1	11.1%	1	11.1%	5	55.6%	2	22.2%	<u>9</u>
	Total	1	4.2%	1	4.2%	18	75.0%	4	16.7%	<u>24</u>

Learning Register

- Targeted children through Impact Analysis Cycle process
- Story writing intervision (1)
- Needs based groups for all children
- Interchange with 3 classes
- Integrated learning across curriculum subjects
- Needs-based spelling programme
- Individualised writing programme (2)
- ESOL (3)



Writing TPJ Year 4

Year 4		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All	Male	0		2	14.3%	10	71.4%	2	14.3%	<u>14</u>
	Female	0		5	20.0%	14	56.0%	6	24.0%	<u>25</u>
	Total	0		7	17.9%	24	61.5%	8	20.5%	<u>39</u>
Maori	Male	0		0		4	80.0%	1	20.0%	<u>5</u>
	Female	0		4	50.0%	3	37.5%	1	12.5%	<u>8</u>
	Total	0		4	30.8%	7	53.8%	2	15.4%	<u>13</u>
Pasifika	Male	0		0		1	100.0%	0		<u>1</u>
	Female	0		0		1	50.0%	1	50.0%	<u>2</u>
	Total	0		0		2	66.7%	1	33.3%	<u>3</u>
Asian	Male	0		0		1	100.0%	0		<u>1</u>
	Female	0		0		0		1	100.0%	<u>1</u>
	Total	0		0		1	50.0%	1	50.0%	<u>2</u>
MELAA	Male	0		0		2	100.0%	0		<u>2</u>
	Female	0		0		2	66.7%	1	33.3%	<u>3</u>
	Total	0		0		4	80.0%	1	20.0%	<u>5</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	40.0%	2	40.0%	1	20.0%	<u>5</u>
	Female	0		1	9.1%	8	72.7%	2	18.2%	<u>11</u>
	Total	0		3	18.8%	10	62.5%	3	18.8%	<u>16</u>

Learning Register

- Targeted children through Impact Analysis Cycle process
- Story writing intervision (1)
- Needs based groups for all children
- Interchange with 3 classes
- Integrated learning across curriculum subjects
- Needs-based spelling programme
- ESOL (4)



Writing TPJ Year 5

Year 5		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All	Male	2	8.7%	4	17.4%	15	65.2%	2	8.7%	<u>23</u>
	Female	0		6	24.0%	16	64.0%	3	12.0%	<u>25</u>
	Total	2	4.2%	10	20.8%	31	64.6%	5	10.4%	<u>48</u>
Maori	Male	0		0		2	100.0%	0		<u>2</u>
	Female	0		2	28.6%	5	71.4%	0		<u>7</u>
	Total	0		2	22.2%	7	77.8%	0		<u>9</u>
Pasifika	Male	1	25.0%	2	50.0%	1	25.0%	0		<u>4</u>
	Female	0		1	50.0%	1	50.0%	0		<u>2</u>
	Total	1	16.7%	3	50.0%	2	33.3%	0		<u>6</u>
Asian	Male	0		0		1	100.0%	0		<u>1</u>
	Female	0		2	33.3%	4	66.7%	0		<u>6</u>
	Total	0		2	28.6%	5	71.4%	0		<u>7</u>
MELAA	Male	1	50.0%	0		0		1	50.0%	<u>2</u>
	Female	0		0		0		1	100.0%	<u>1</u>
	Total	1	33.3%	0		0		2	66.7%	<u>3</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	14.3%	11	78.6%	1	7.1%	<u>14</u>
	Female	0		1	11.1%	6	66.7%	2	22.2%	<u>9</u>
	Total	0		3	13.0%	17	73.9%	3	13.0%	<u>23</u>

Learning Register

- Targeted writing group through Impact Analysis cycle
- ESOL (3)
- Sounds Alive Spelling programme (13)



Writing TPJ Year 6

Year 6		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All	Male	1	4.5%	3	13.6%	14	63.6%	4	18.2%	<u>22</u>
	Female	0		0		15	78.9%	4	21.1%	<u>19</u>
	Total	1	2.4%	3	7.3%	29	70.7%	8	19.5%	<u>41</u>
Maori	Male	0		1	16.7%	5	83.3%	0		<u>6</u>
	Female	0		0		7	100.0%	0		<u>7</u>
	Total	0		1	7.7%	12	92.3%	0		<u>13</u>
Pasifika	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>
Asian	Male	0		0		0		1	100.0%	<u>1</u>
	Female	0		0		0		1	100.0%	<u>1</u>
	Total	0		0		0		2	100.0%	<u>2</u>
MELAA	Male	0		0		0		1	100.0%	<u>1</u>
	Female	0		0		1	100.0%	0		<u>1</u>
	Total	0		0		1	50.0%	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	1	10.0%	2	20.0%	6	60.0%	1	10.0%	<u>10</u>
	Female	0		0		6	66.7%	3	33.3%	<u>9</u>
	Total	1	5.3%	2	10.5%	12	63.2%	4	21.1%	<u>19</u>

Learning Register

- Targeted writing group through Impact Analysis Cycle
- Sounds Alive Spelling programme (3)



Maths TPJ Year 2

Year 2		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All	Male	1	5.6%	1	5.6%	8	44.4%	8	44.4%	<u>18</u>
	Female	2	9.1%	3	13.6%	12	54.5%	5	22.7%	<u>22</u>
	Total	3	7.5%	4	10.0%	20	50.0%	13	32.5%	<u>40</u>
Maori	Male	0		0		2	50.0%	2	50.0%	<u>4</u>
	Female	0		1	20.0%	4	80.0%	0		<u>5</u>
	Total	0		1	11.1%	6	66.7%	2	22.2%	<u>9</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		1	33.3%	2	66.7%	<u>3</u>
	Female	0		0		0		0		<u>0</u>
	Total	0		0		1	33.3%	2	66.7%	<u>3</u>
MELAA	Male	0		0		0		0		<u>0</u>
	Female	0		0		0		0		<u>0</u>
	Total	0		0		0		0		<u>0</u>
Other	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>
NZ/European	Male	0		1	10.0%	5	50.0%	4	40.0%	<u>10</u>
	Female	2	14.3%	0		7	50.0%	5	35.7%	<u>14</u>
	Total	2	8.3%	1	4.2%	12	50.0%	9	37.5%	<u>24</u>

Learning Register

- Teaching collaborations and sharing children across the whole team
- Just in Time Maths 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	0		2	7.7%	15	57.7%	9	34.6%	26
	Female	2	13.3%	0		8	53.3%	5	33.3%	15
	Total	2	4.9%	2	4.9%	23	56.1%	14	34.1%	41
Maori	Male	0		2	28.6%	4	57.1%	1	14.3%	7
	Female	1	50.0%	0		1	50.0%	0		2
	Total	1	11.1%	2	22.2%	5	55.6%	1	11.1%	9
Pasifika	Male	0		0		0		0		0
	Female	0		0		2	100.0%	0		2
	Total	0		0		2	100.0%	0		2
Asian	Male	0		0		1	33.3%	2	66.7%	3
	Female	0		0		0		1	100.0%	1
	Total	0		0		1	25.0%	3	75.0%	4
MELAA	Male	0		0		1	100.0%	0		1
	Female	0		0		1	100.0%	0		1
	Total	0		0		2	100.0%	0		2
Other	Male	0		0		0		0		0
	Female	0		0		0		0		0
	Total	0		0		0		0		0
NZ/European	Male	0		0		9	60.0%	6	40.0%	15
	Female	1	11.1%	0		4	44.4%	4	44.4%	9
	Total	1	4.2%	0		13	54.2%	10	41.7%	24

Learning Register

- Needs based groups for all children
- Interchange with 3 classes
- Integrated learning across curriculum subjects
- Just in Time Approach across the team
- Individualised maths programme (2)



Maths TPJ Year 4

Year 4		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All	Male	0		2	14.3%	10	71.4%	2	14.3%	<u>14</u>
	Female	0		3	12.0%	21	84.0%	1	4.0%	<u>25</u>
	Total	0		5	12.8%	31	79.5%	3	7.7%	<u>39</u>
Maori	Male	0		1	20.0%	3	60.0%	1	20.0%	<u>5</u>
	Female	0		2	25.0%	6	75.0%	0		<u>8</u>
	Total	0		3	23.1%	9	69.2%	1	7.7%	<u>13</u>
Pasifika	Male	0		0		1	100.0%	0		<u>1</u>
	Female	0		0		2	100.0%	0		<u>2</u>
	Total	0		0		3	100.0%	0		<u>3</u>
Asian	Male	0		0		1	100.0%	0		<u>1</u>
	Female	0		0		0		1	100.0%	<u>1</u>
	Total	0		0		1	50.0%	1	50.0%	<u>2</u>
MELAA	Male	0		0		2	100.0%	0		<u>2</u>
	Female	0		0		3	100.0%	0		<u>3</u>
	Total	0		0		5	100.0%	0		<u>5</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	20.0%	3	60.0%	1	20.0%	<u>5</u>
	Female	0		1	9.1%	10	90.9%	0		<u>11</u>
	Total	0		2	12.5%	13	81.3%	1	6.3%	<u>16</u>

Learning Register

- Needs based groups for all children
- Interchange within 3 classes
- Integrated learning across curriculum subjects
- Just in Time Approach across the team



Maths TPJ Year 5

Year 5		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All	Male	2	8.7%	2	8.7%	10	43.5%	9	39.1%	23
	Female	0		5	20.0%	15	60.0%	5	20.0%	25
	Total	2	4.2%	7	14.6%	25	52.1%	14	29.2%	48
Maori	Male	0		0		2	100.0%	0		2
	Female	0		2	28.6%	5	71.4%	0		7
	Total	0		2	22.2%	7	77.8%	0		9
Pasifika	Male	1	25.0%	1	25.0%	2	50.0%	0		4
	Female	0		1	50.0%	0		1	50.0%	2
	Total	1	16.7%	2	33.3%	2	33.3%	1	16.7%	6
Asian	Male	0		0		1	100.0%	0		1
	Female	0		2	33.3%	3	50.0%	1	16.7%	6
	Total	0		2	28.6%	4	57.1%	1	14.3%	7
MELAA	Male	1	50.0%	0		1	50.0%	0		2
	Female	0		0		1	100.0%	0		1
	Total	1	33.3%	0		2	66.7%	0		3
Other	Male	0		0		0		0		0
	Female	0		0		0		0		0
	Total	0		0		0		0		0
NZ/European	Male	0		1	7.1%	4	28.6%	9	64.3%	14
	Female	0		0		6	66.7%	3	33.3%	9
	Total	0		1	4.3%	10	43.5%	12	52.2%	23

Learning Register

- Mathematical inquiries through Just in Time Maths (Statistics, Sport, Measurement and Geometry) self directed and coached using Seesaw
- Teaching collaborative maths in mixed ability groups across the team once a week using recall and reason games in Just in Time Maths
- STEM challenge day
- Targeted Accelerated Group (4)



Maths TPJ Year 6

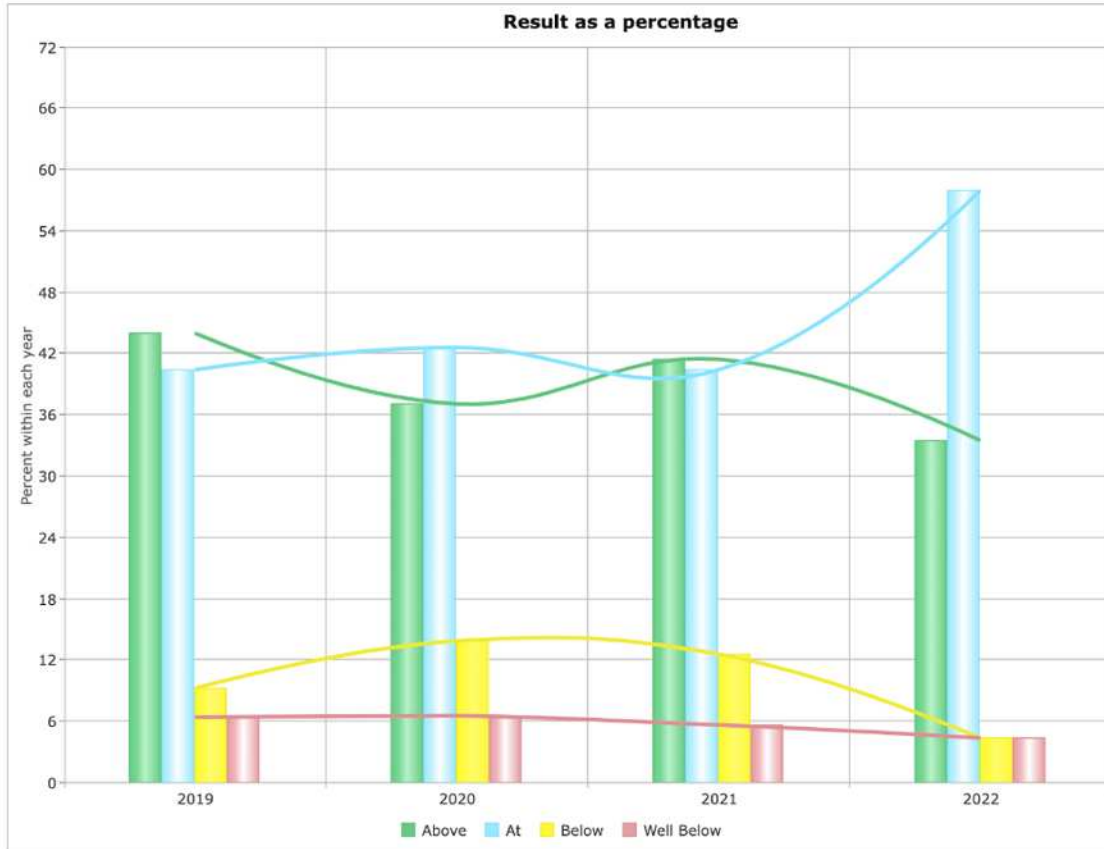
Year 6		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All	Male	1	4.5%	0		17	77.3%	4	18.2%	<u>22</u>
	Female	0		0		15	78.9%	4	21.1%	<u>19</u>
	Total	1	2.4%	0		32	78.0%	8	19.5%	<u>41</u>
Maori	Male	0		0		6	100.0%	0		<u>6</u>
	Female	0		0		7	100.0%	0		<u>7</u>
	Total	0		0		13	100.0%	0		<u>13</u>
Pasifika	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>
Asian	Male	0		0		0		1	100.0%	<u>1</u>
	Female	0		0		0		1	100.0%	<u>1</u>
	Total	0		0		0		2	100.0%	<u>2</u>
MELAA	Male	0		0		0		1	100.0%	<u>1</u>
	Female	0		0		1	100.0%	0		<u>1</u>
	Total	0		0		1	50.0%	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	1	10.0%	0		8	80.0%	1	10.0%	<u>10</u>
	Female	0		0		6	66.7%	3	33.3%	<u>9</u>
	Total	1	5.3%	0		14	73.7%	4	21.1%	<u>19</u>

Learning Register

- Mathematical inquiries through Just in Time Maths (Statistics, Sport, Measurement and Geometry) self directed and coached using Seesaw
- Teaching collaborative maths in mixed ability groups across the team once a week using recall and reason games in Just in Time Maths
- STEM challenge day
- Targeted Accelerated Group (1)



Reading TPJ Year Level Graph 2022

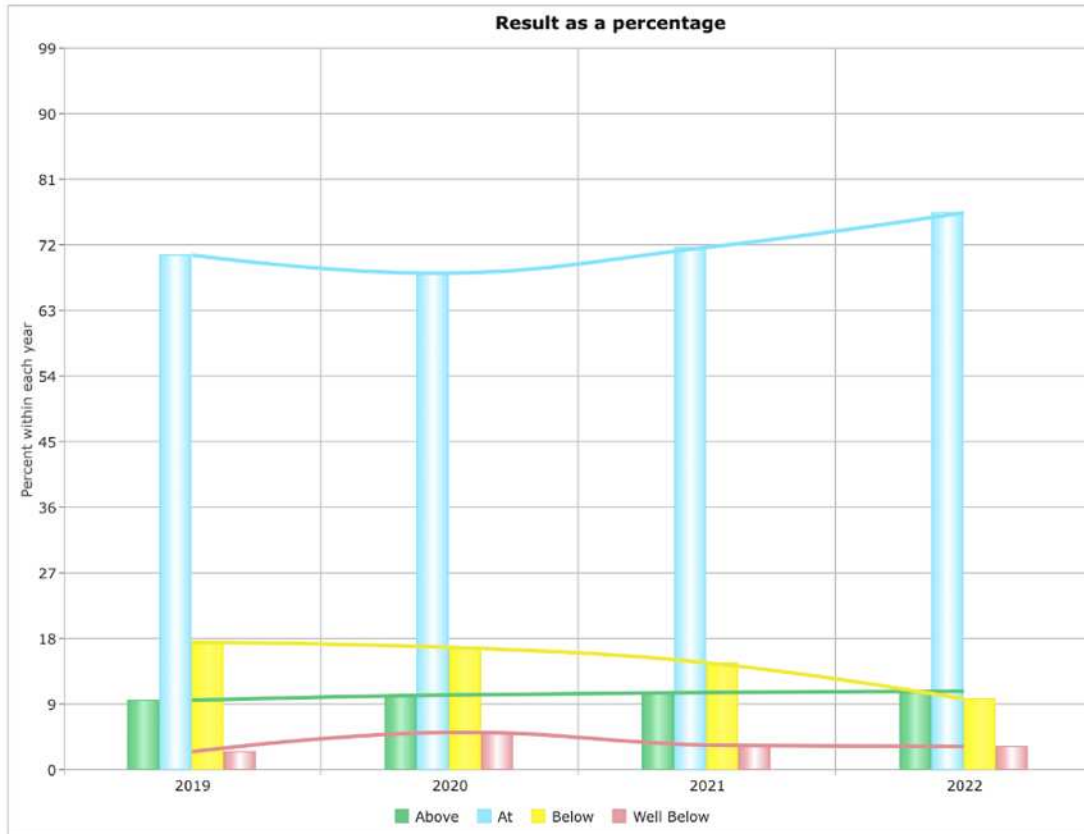


(10292) Reading

	2019	2020	2021	2022
Above	124	102	125	93
At	114	117	122	161
Below	26	38	38	12
Well Below	18	18	17	12
Totals	282	275	302	278



Writing TPJ Year Level Graph 2022

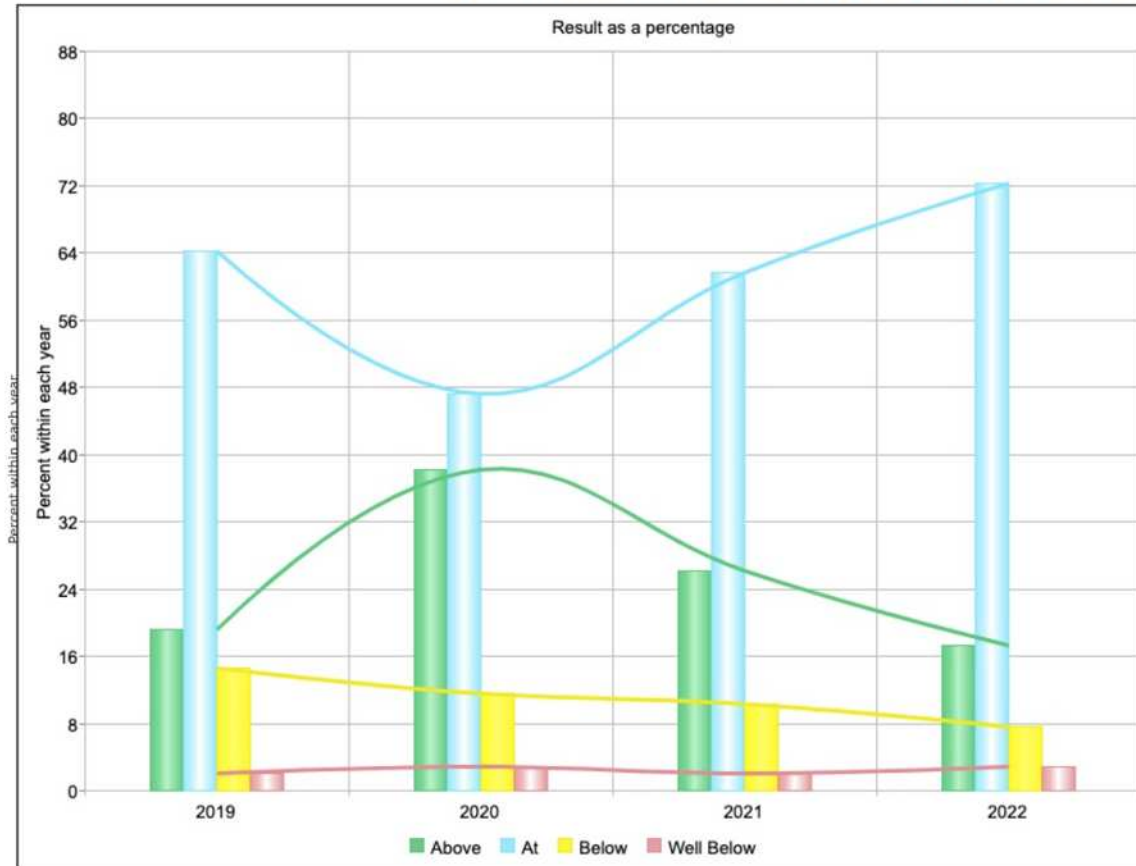


(10293) Writing

	2019	2020	2021	2022
Above	27	28	32	30
At	199	187	216	212
Below	49	46	44	27
Well Below	7	14	10	9
Totals	282	275	302	278



Mathematics TPJ Year Level Graph 2022



(10294) Maths

	2019	2020	2021	2022
Above	54	105	79	48
At	181	130	186	201
Below	41	32	31	21
Well Below	6	8	6	8
Totals	282	275	302	278



Reading TPJ Progress Data (2021 to 2022)

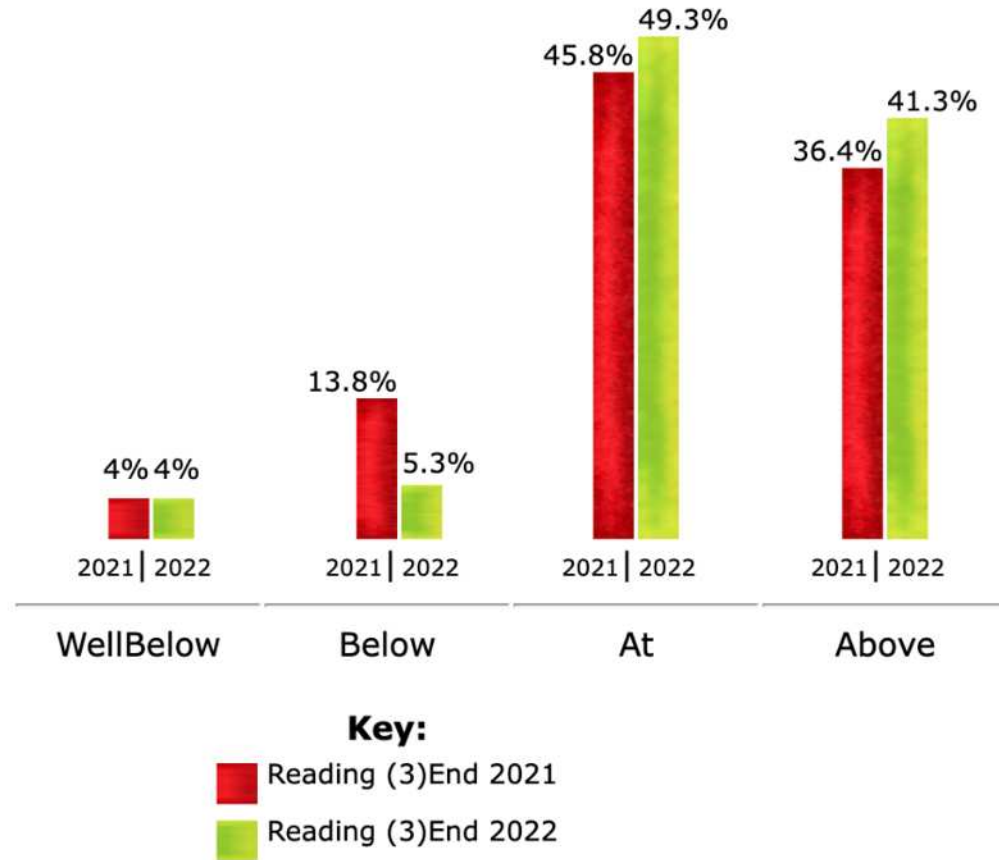
This data only includes children who have completed data over these two years

Reading (3)End2022 All Pupils 2021

10292	Well Below	Below	At	Above
Y0			100% (22)	
Y1		18% (7)	50% (20)	33% (13)
Y2	8% (3)	8% (3)	38% (15)	48% (19)
Y3	11% (4)	8% (3)	53% (20)	29% (11)
Y4	2% (1)	28% (13)	40% (19)	30% (14)
Y5	3% (1)	13% (5)	18% (7)	66% (25)
Y6				
Totals	4% 9	13.8% 31	45.8% 103	36.4% 82

Reading (3)End2022 All Pupils 2022

10292	Well Below	Below	At	Above
Y0				
Y1			73% (16)	27% (6)
Y2	10% (4)	5% (2)	53% (21)	33% (13)
Y3	3% (1)	8% (3)	55% (22)	35% (14)
Y4	3% (1)	16% (6)	74% (28)	8% (3)
Y5	6% (3)		43% (20)	51% (24)
Y6		3% (1)	11% (4)	87% (33)
Totals	4% 9	5.3% 12	49.3% 111	41.3% 93



Writing TPJ Progress Data (2021 to 2022)

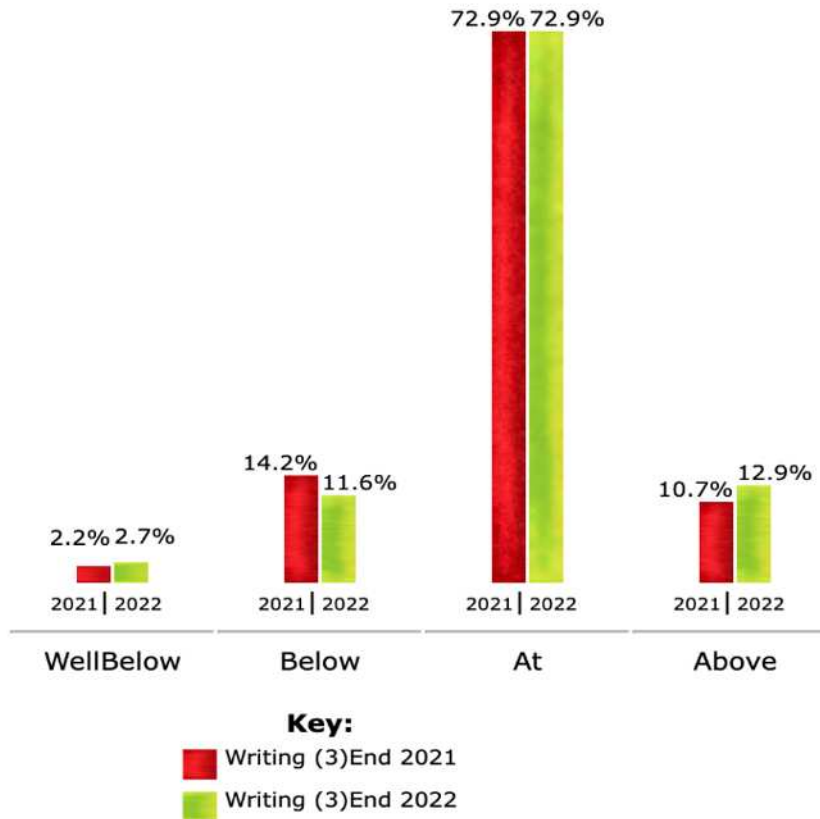
This data only includes children who have completed data over these two years

Writing (3)End2022 All Pupils 2021

10293	Well Below	Below	At	Above
Y0			100% (22)	
Y1		5% (2)	85% (34)	10% (4)
Y2	3% (1)	15% (6)	68% (27)	15% (6)
Y3	8% (3)	21% (8)	61% (23)	11% (4)
Y4	2% (1)	17% (8)	64% (30)	17% (8)
Y5		21% (8)	74% (28)	5% (2)
Y6				
Totals	2.2% 5	14.2% 32	72.9% 164	10.7% 24

Writing (3)End2022 All Pupils 2022

10293	Well Below	Below	At	Above
Y0				
Y1			86% (19)	14% (3)
Y2	10% (4)	8% (3)	83% (33)	
Y3	3% (1)	10% (4)	75% (30)	13% (5)
Y4		18% (7)	61% (23)	21% (8)
Y5	2% (1)	21% (10)	66% (31)	11% (5)
Y6		5% (2)	74% (28)	21% (8)
Totals	2.7% 6	11.6% 26	72.9% 164	12.9% 29



Mathematics TPJ Progress Data (2021 to 2022)

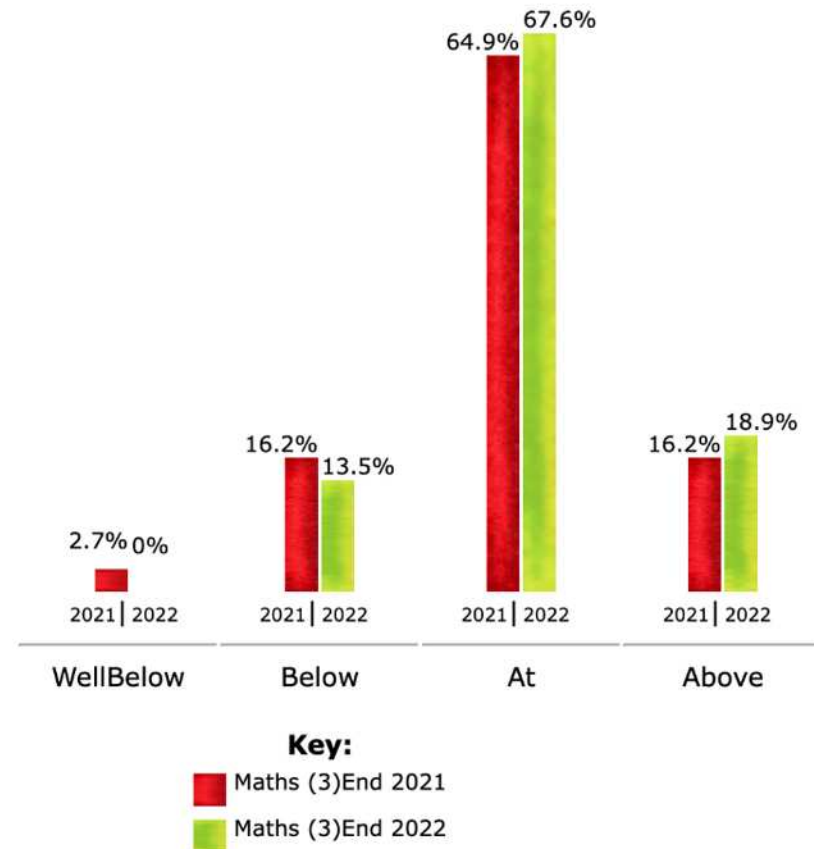
This data only includes children who have completed data over these two years

Maths (3)End2022 All Pupils 2021

10294	Well Below	Below	At	Above
Y0			100% (22)	
Y1		5% (2)	80% (32)	15% (6)
Y2	5% (2)	15% (6)	65% (26)	15% (6)
Y3	3% (1)	13% (5)	58% (22)	26% (10)
Y4		15% (7)	55% (26)	30% (14)
Y5		13% (5)	53% (20)	34% (13)
Y6				
Totals	1.3% 3	11.1% 25	65.8% 148	21.8% 49

Maths (3)End2022 All Pupils 2022

10294	Well Below	Below	At	Above
Y0				
Y1			91% (20)	9% (2)
Y2	8% (3)	10% (4)	50% (20)	33% (13)
Y3	3% (1)	13% (5)	68% (27)	18% (7)
Y4		13% (5)	79% (30)	8% (3)
Y5	2% (1)	15% (7)	53% (25)	30% (14)
Y6			79% (30)	21% (8)
Totals	2.2% 5	9.3% 21	67.6% 152	20.9% 47



Target Cohort Tracking

Comparing Year 2 2021 and Year 3 2022

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 2021 and 2022. 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 2022 this is now a group of 37 children.

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



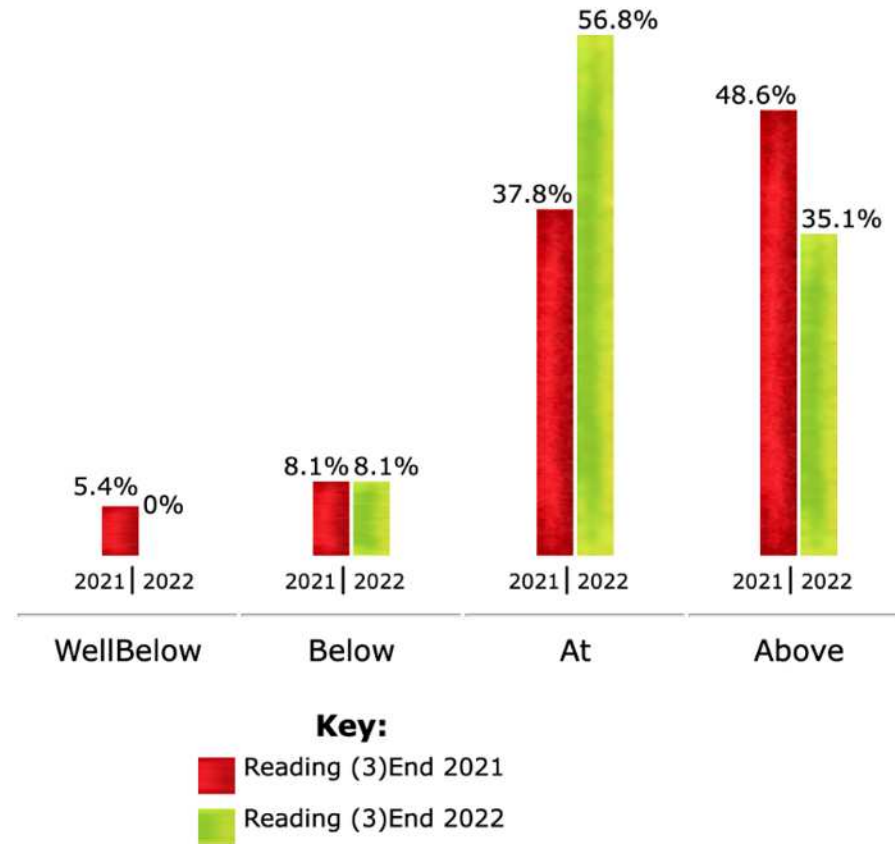
Reading Cohort Data

Reading (3)End2022 Target Cohort for 2021 onwards 2021

10292	Well Below	Below	At	Above
Y0				
Y1				
Y2	5% (2)	8% (3)	38% (14)	49% (18)
Y3				
Y4				
Y5				
Y6				
Totals	5.4% 2	8.1% 3	37.8% 14	48.6% 18

Reading (3)End2022 Target Cohort for 2021 onwards 2022

10292	Well Below	Below	At	Above
Y0				
Y1				
Y2				
Y3		8% (3)	57% (21)	35% (13)
Y4				
Y5				
Y6				
Totals		8.1% 3	56.8% 21	35.1% 13



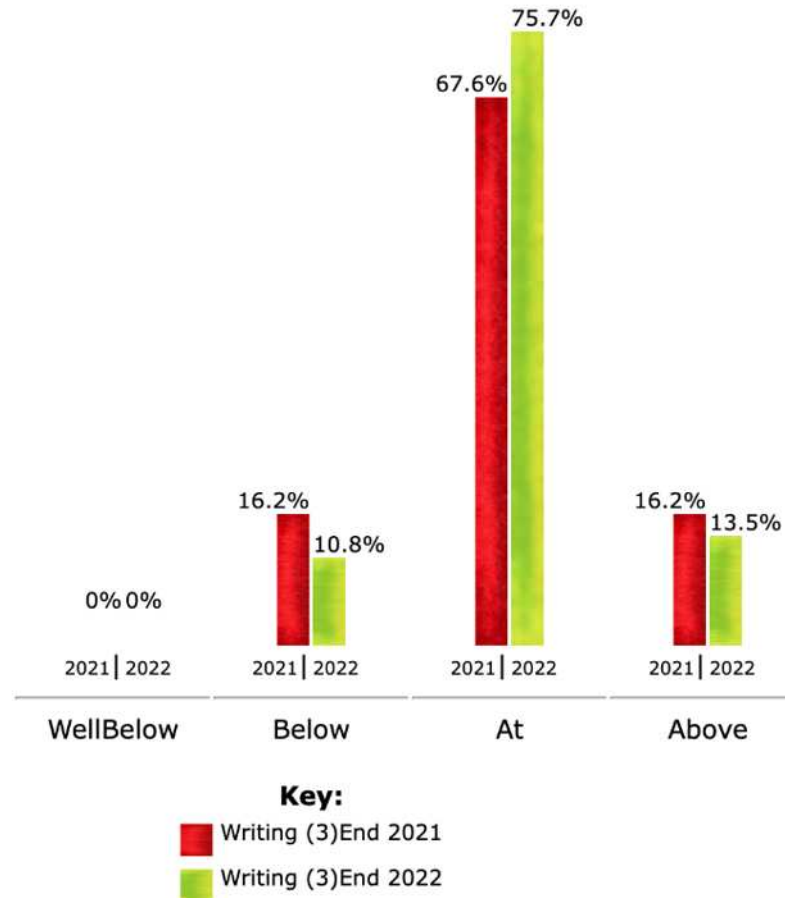
Writing Cohort Data

Writing (3)End2022 Target Cohort for 2021 onwards 2021

10293	Well Below	Below	At	Above
Y0				
Y1				
Y2		16% (6)	68% (25)	16% (6)
Y3				
Y4				
Y5				
Y6				
Totals		16.2% 6	67.6% 25	16.2% 6

Writing (3)End2022 Target Cohort for 2021 onwards 2022

10293	Well Below	Below	At	Above
Y0				
Y1				
Y2				
Y3		11% (4)	76% (28)	14% (5)
Y4				
Y5				
Y6				
Totals		10.8% 4	75.7% 28	13.5% 5



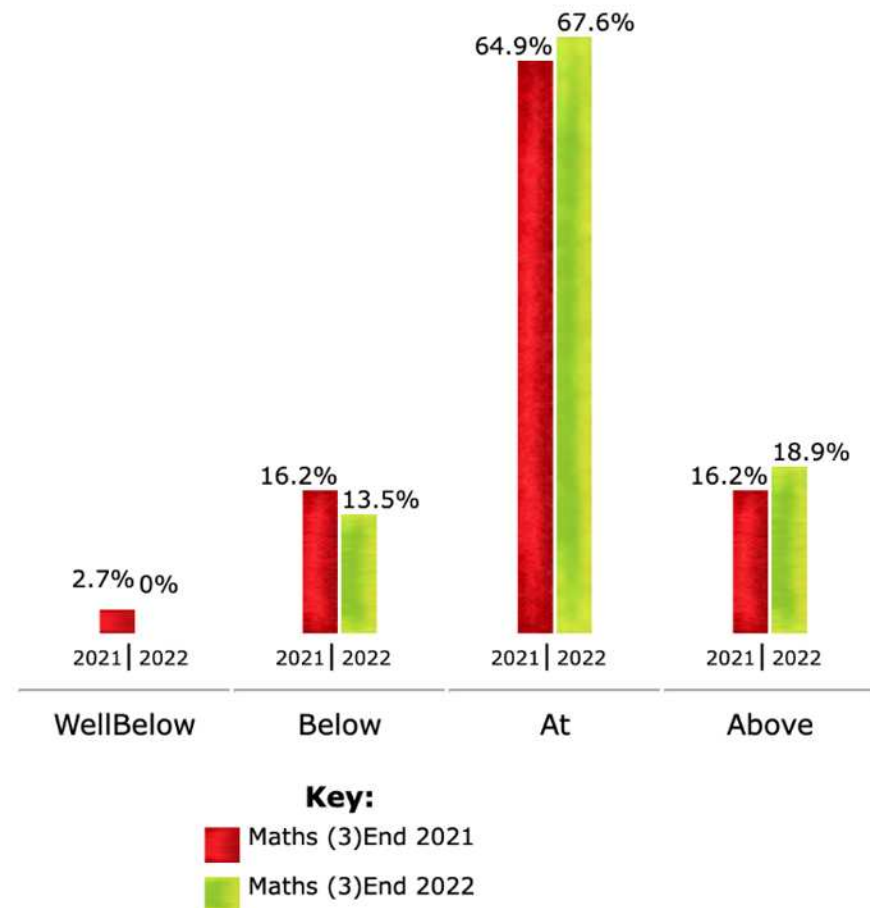
Mathematics Cohort Data

Maths (3)End2022 Target Cohort for 2021 onwards 2021

10294	Well Below	Below	At	Above
Y0				
Y1				
Y2	3% (1)	16% (6)	65% (24)	16% (6)
Y3				
Y4				
Y5				
Y6				
Totals	2.7% 1	16.2% 6	64.9% 24	16.2% 6

Maths (3)End2022 Target Cohort for 2021 onwards 2022

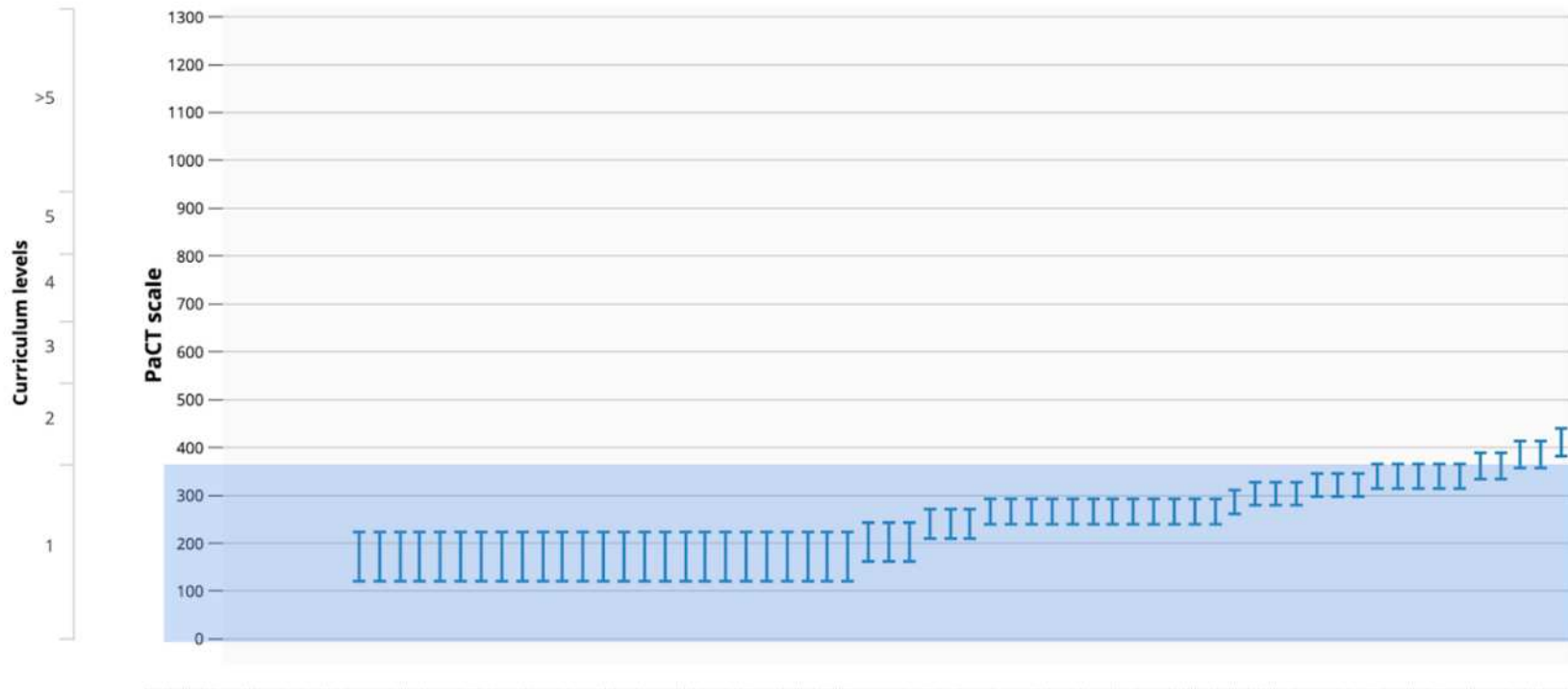
10294	Well Below	Below	At	Above
Y0				
Y1				
Y2				
Y3		14% (5)	68% (25)	19% (7)
Y4				
Y5				
Y6				
Totals		13.5% 5	67.6% 25	18.9% 7



Maths Year 1

Te Ara Koropiko West Spreydon School - Year 1

Gender: All genders Ethnicity: Ethnicity - All Year: Current year - 2022 Time Period: Latest



Students - Sorted by Range (Ascending)

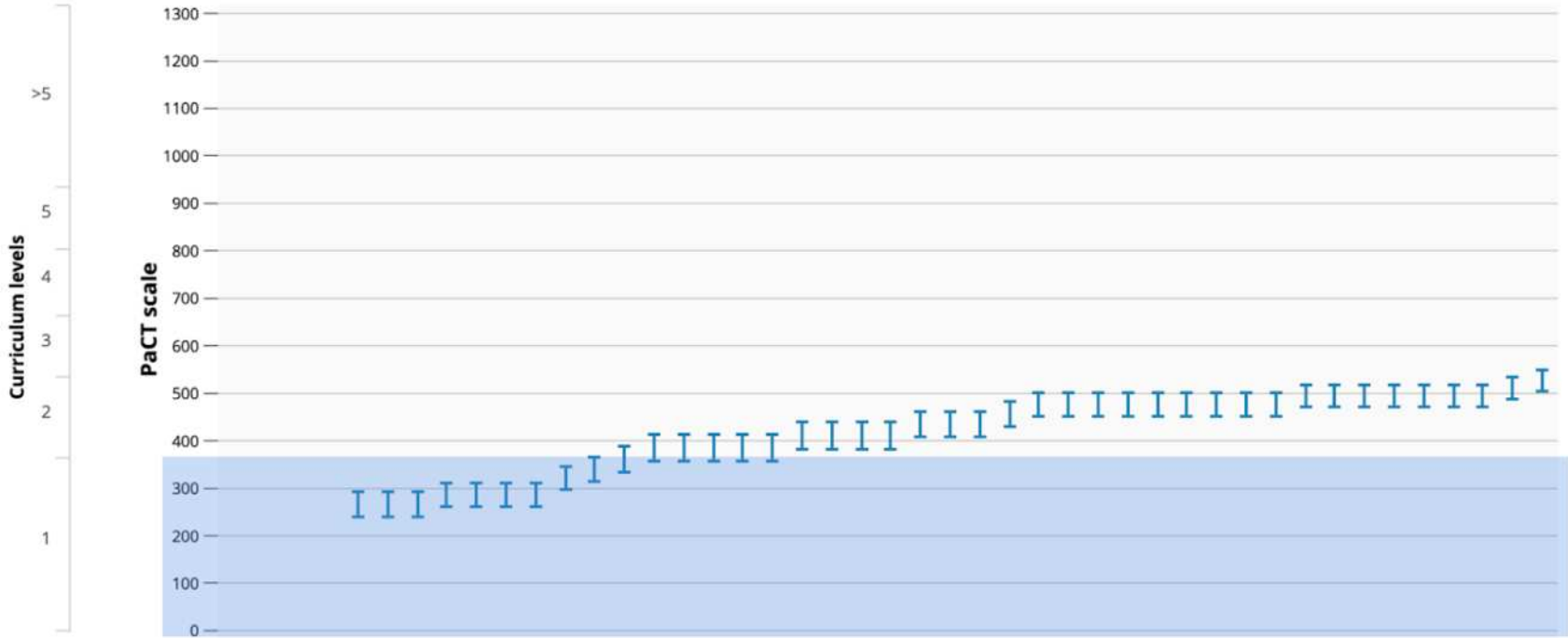
To change sort order please use table below



Maths Year 2

Te Ara Koropiko West Spreydon School - Year 2

Gender: All genders Ethnicity: Ethnicity - All Year: Current year - 2022 Time Period: Latest



Students - Sorted by Range (Ascending)

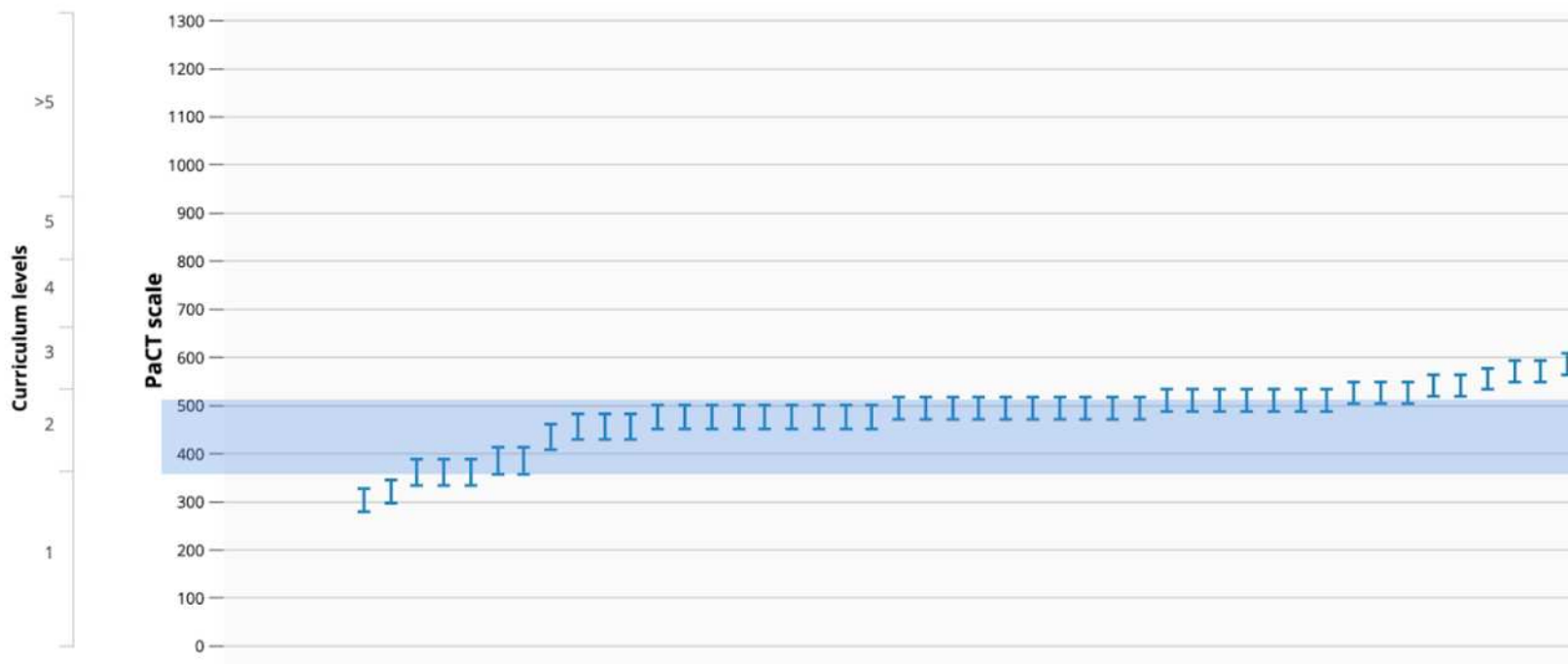
To change sort order please use table below



Maths Year 3

Te Ara Koropiko West Spreydon School - Year 3

Gender: All genders Ethnicity: Ethnicity - All Year: Current year - 2022 Time Period: Latest



Students - Sorted by Range (Ascending)

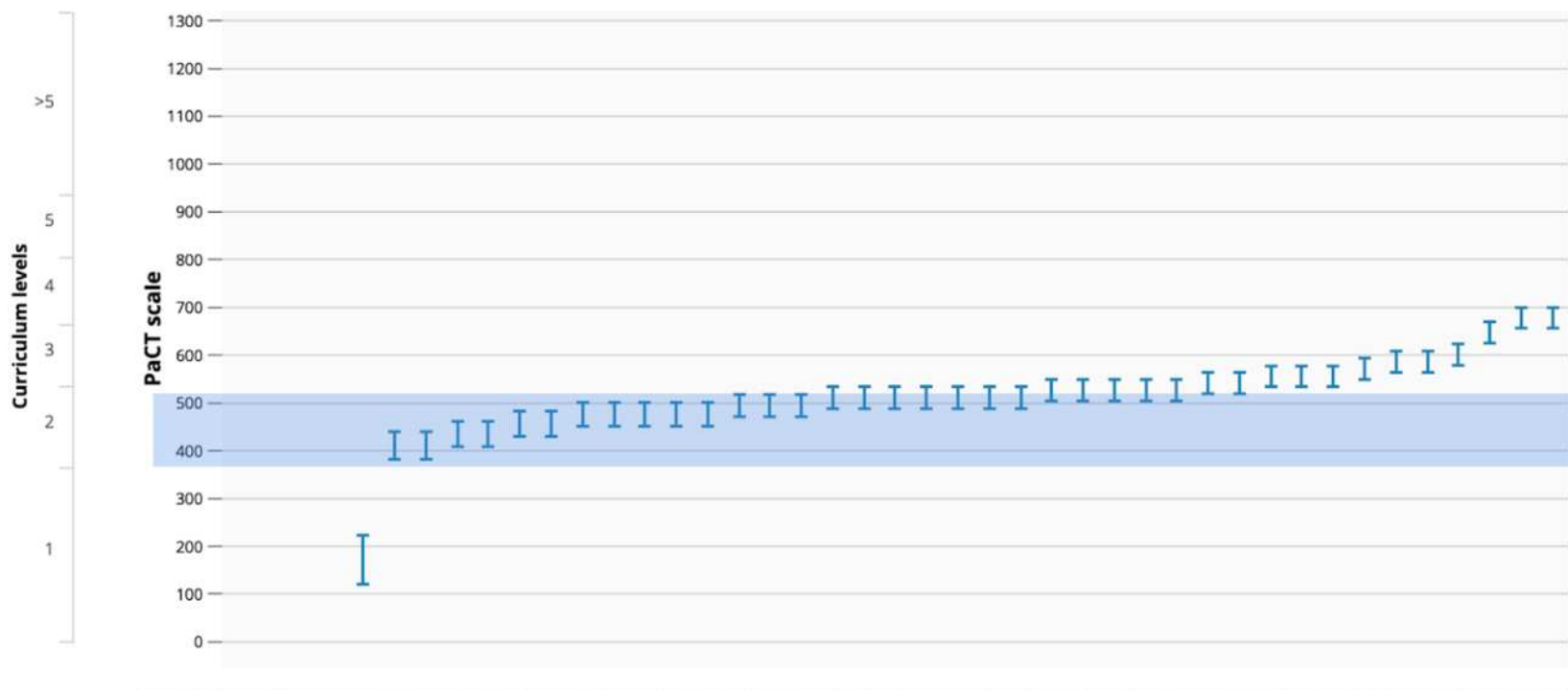
To change sort order please use table below



Maths Year 4

Te Ara Koropiko West Spreydon School - Year 4

Gender: All genders Ethnicity: Ethnicity - All Year: Current year - 2022 Time Period: Latest



Students - Sorted by Range (Ascending)

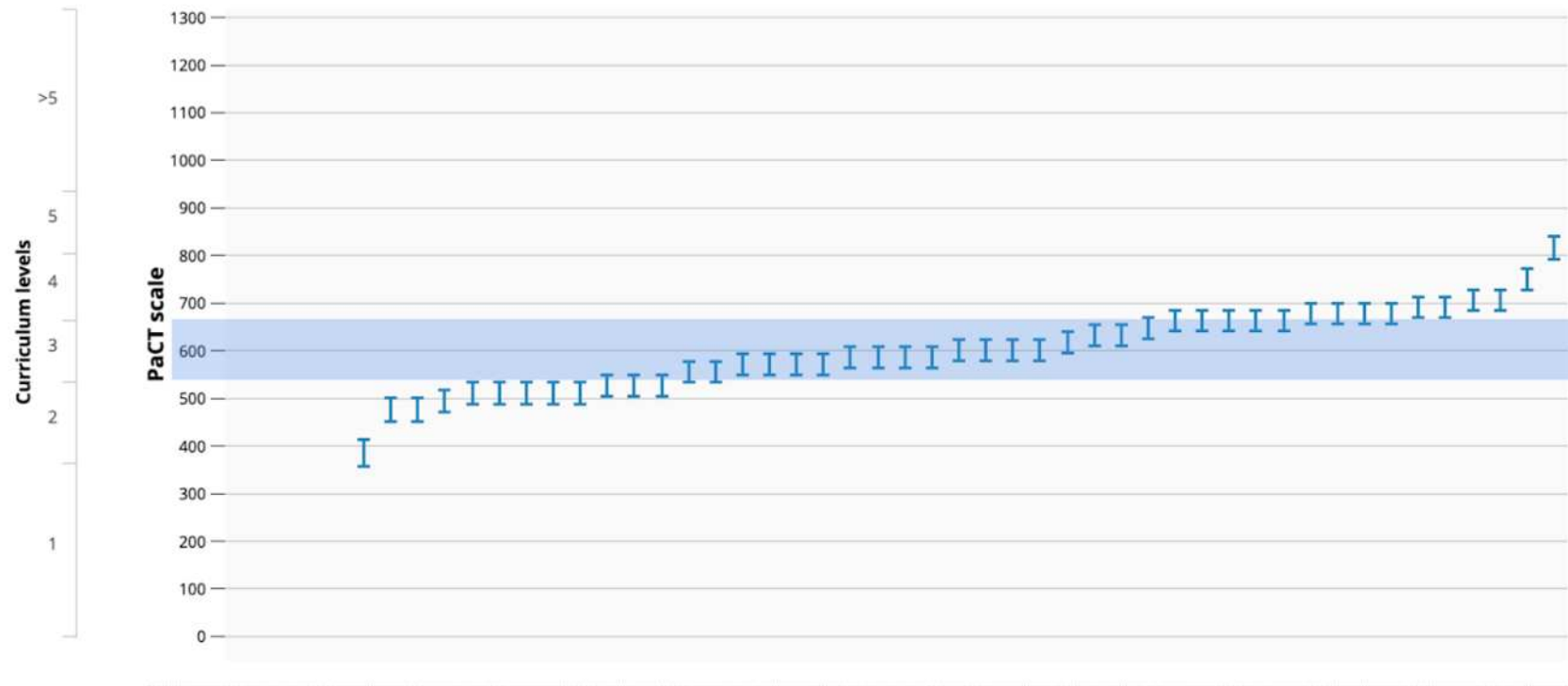
To change sort order please use table below



Maths Year 5

Te Ara Koropiko West Spreydon School - Year 5

Gender: All genders Ethnicity: Ethnicity - All Year: Current year - 2022 Time Period: Latest



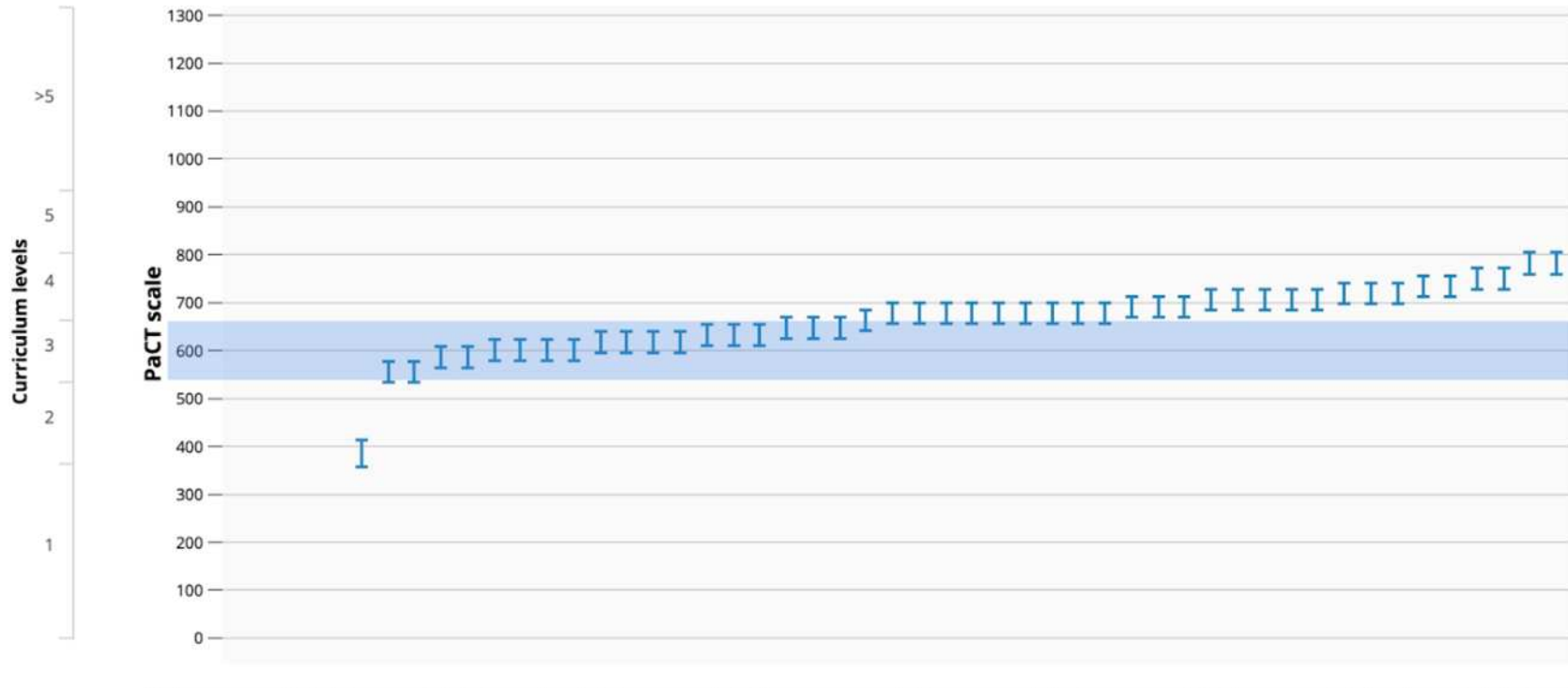
Students - Sorted by Range (Ascending)



Maths Year 6

Te Ara Koropiko West Spreydon School - Year 6

Gender: All genders Ethnicity: Ethnicity - All Year: Current year - 2022 Time Period: Latest



Students - Sorted by Range (Ascending)

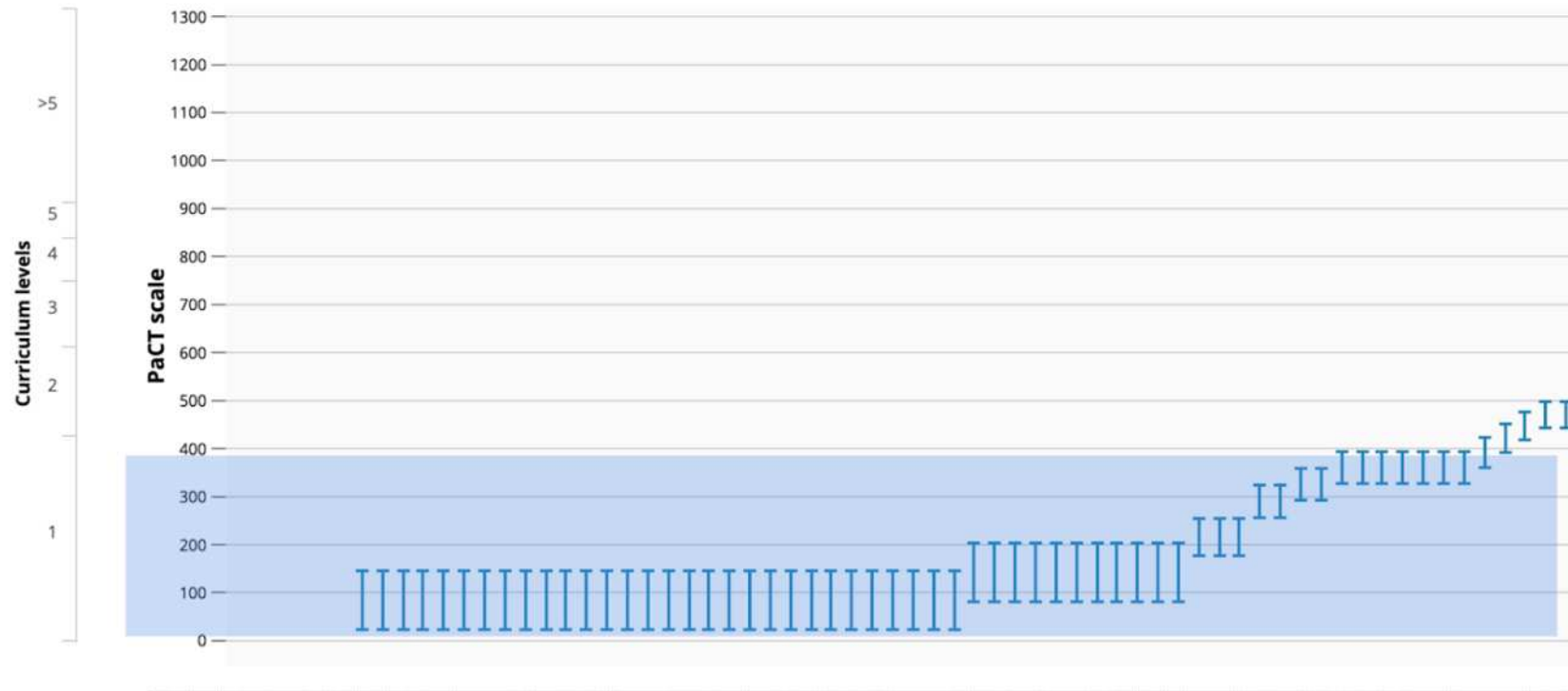
To change sort order please use table below



Writing Year 1

Te Ara Koropiko West Spreydon School - Year 1

Gender: All genders Ethnicity: Ethnicity - All Year: Current year - 2022 Time Period: Latest



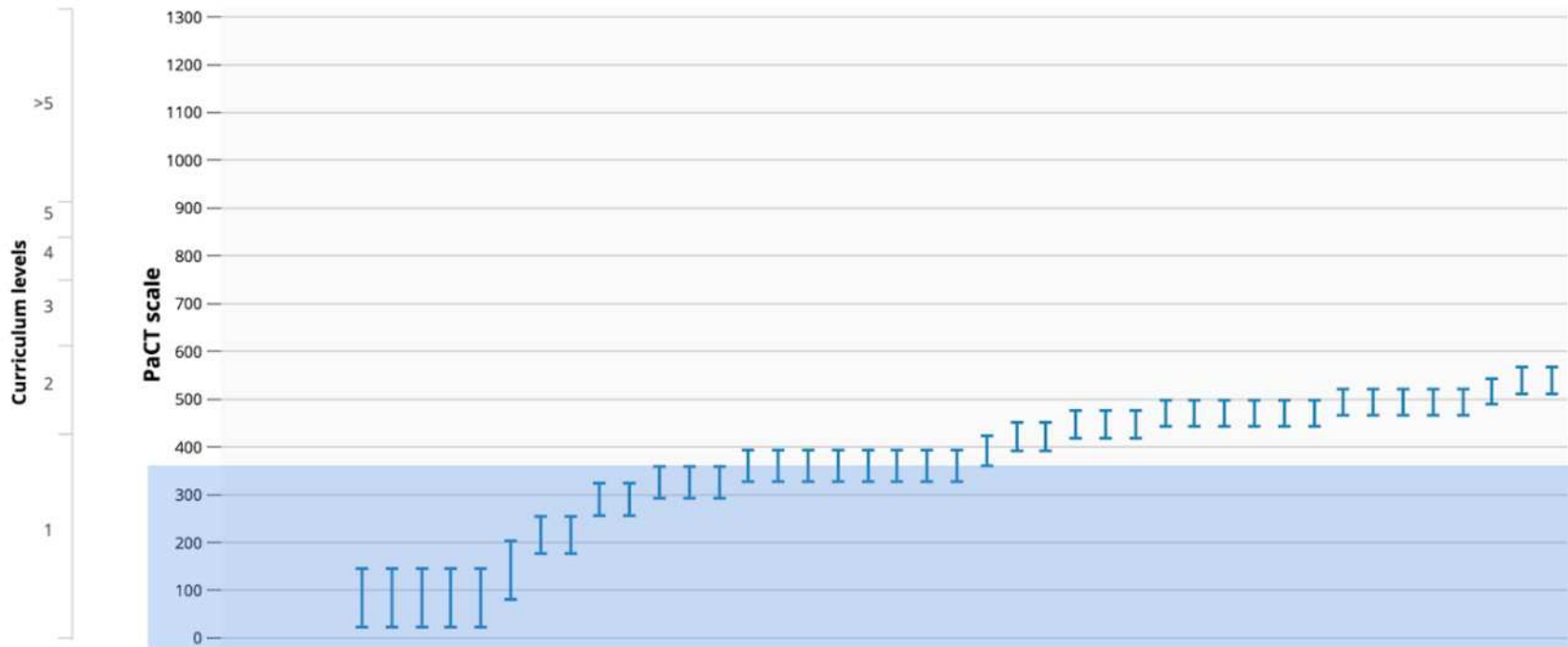
Students - Sorted by Range (Ascending)



Writing Year 2

Te Ara Koropiko West Spreydon School - Year 2

Gender: All genders Ethnicity: Ethnicity - All Year: Current year - 2022 Time Period: Latest



Students - Sorted by Range (Ascending)

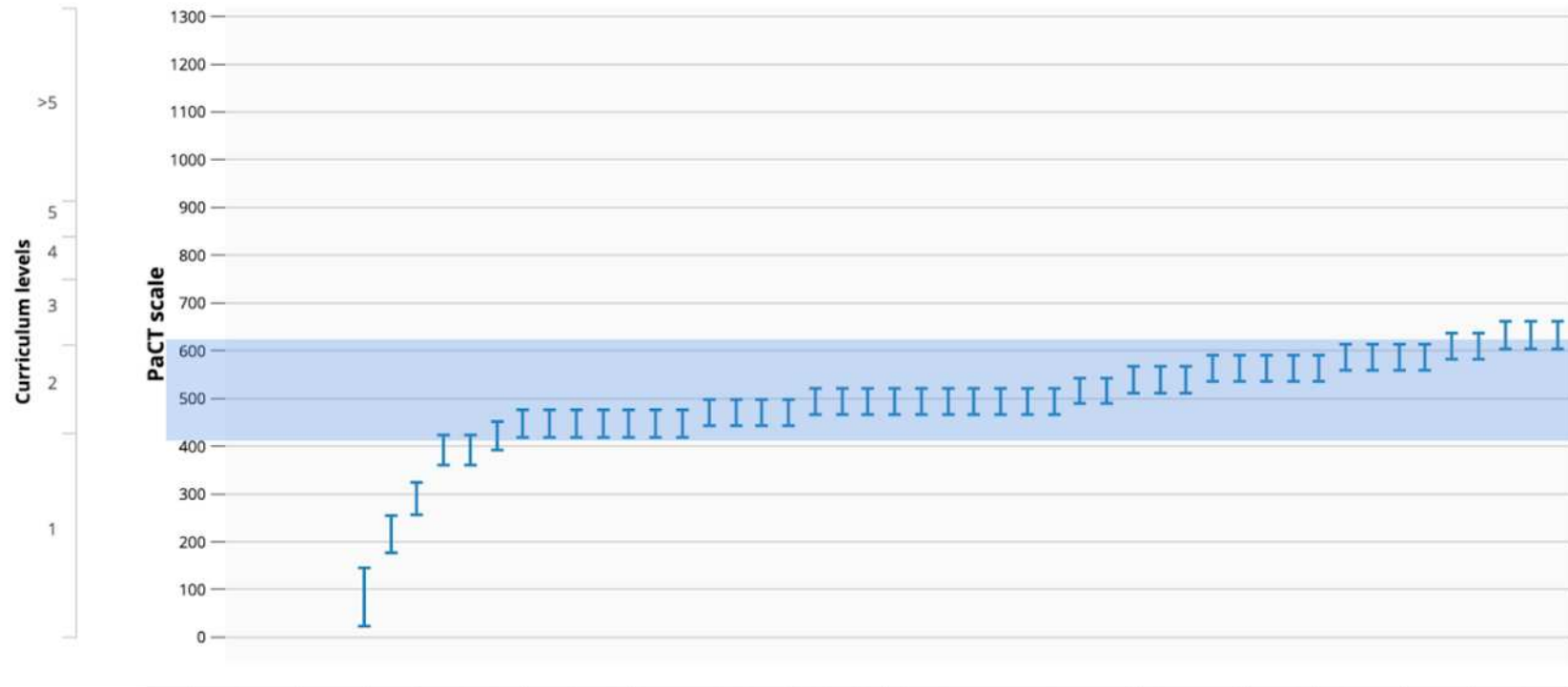
To change sort order please use table below



Writing Year 3

Te Ara Koropiko West Spreydon School - Year 3

Gender: All genders Ethnicity: Ethnicity - All Year: Current year - 2022 Time Period: Latest



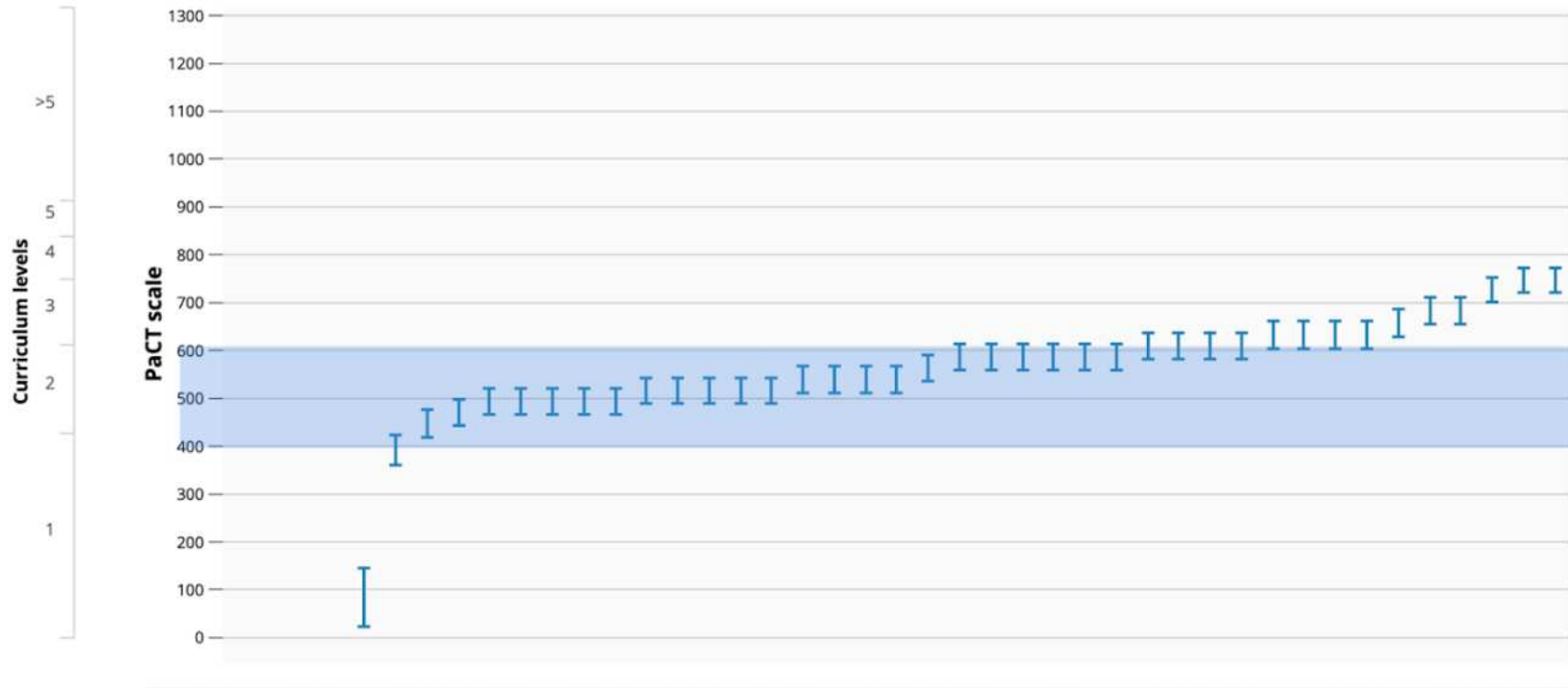
Students - Sorted by Range (Ascending)



Writing Year 4

Te Ara Koropiko West Spreydon School - Year 4

Gender: All genders Ethnicity: Ethnicity - All Year: Current year - 2022 Time Period: Latest



Students - Sorted by Range (Ascending)

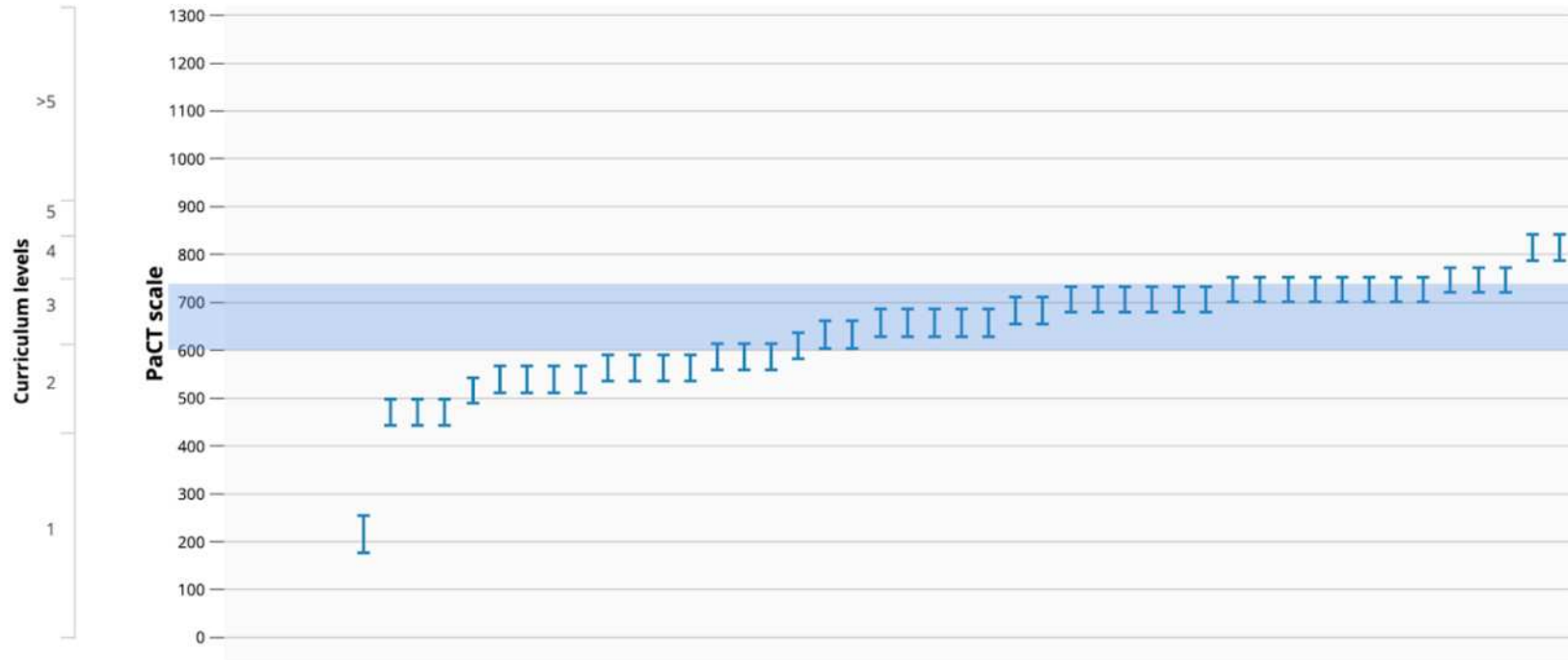
To change sort order please use table below



Writing Year 5

Te Ara Koropiko West Spreydon School - Year 5

Gender: All genders Ethnicity: Ethnicity - All Year: Current year - 2022 Time Period: Latest



Students - Sorted by Range (Ascending)

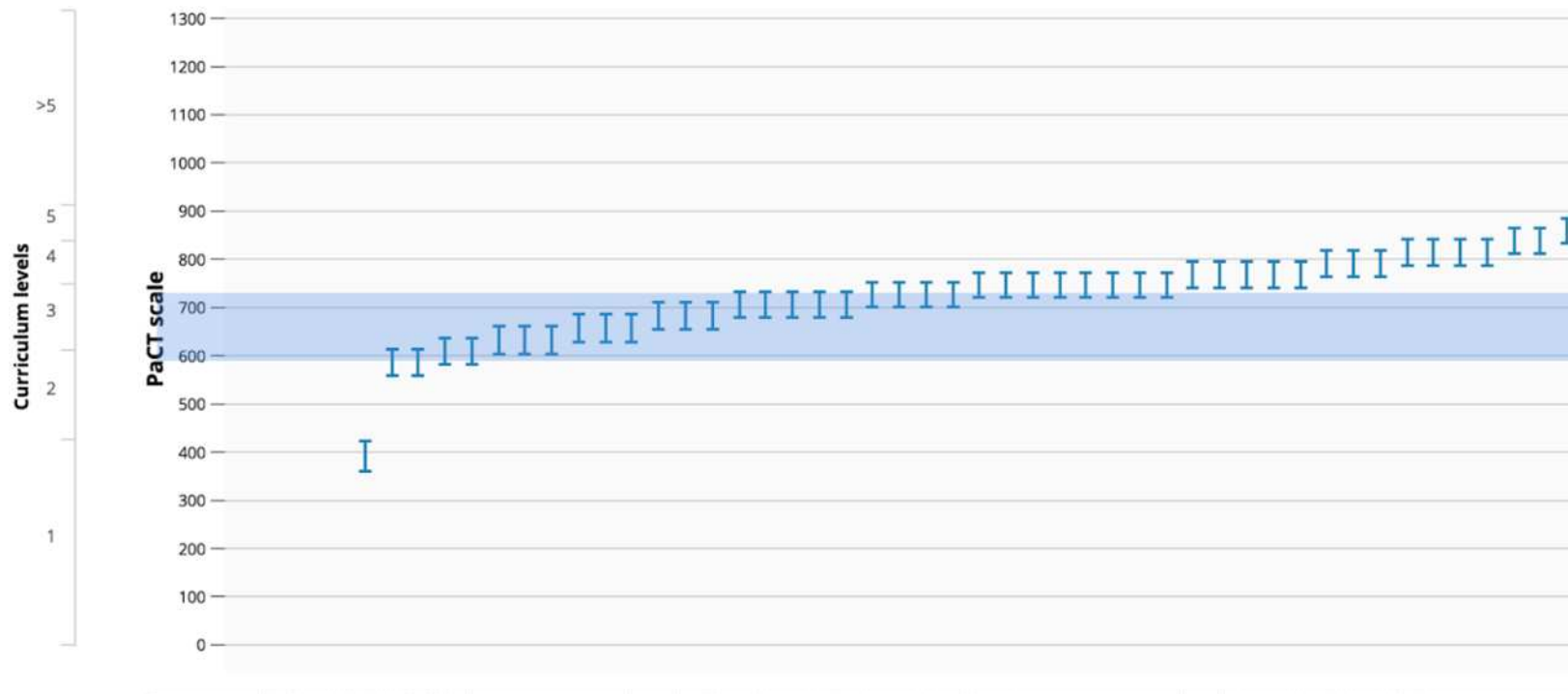
To change sort order please use table below



Writing Year 6

Te Ara Koropiko West Spreydon School - Year 6

Gender: All genders Ethnicity: Ethnicity - All Year: Current year - 2022 Time Period: Latest



Students - Sorted by Range (Ascending)

To change sort order please use table below



Reporting on 2022 targets

[Link to further information](#)

Target 1:

10/28 (35.7%) **male Māori** children who are working **below** the curriculum level expectations will have made accelerated progress in writing by the end of 2022. These children will be working at the expected level of the curriculum for their age.

Outcome: All target children have made accelerated progress however nine children are still working below the expected level for their age. One child is now working at the expected level for their age.

Target 2:

3/7 (42.8%) **female Pasifika** children who are working **below** the curriculum level expectations will have made accelerated progress in writing by the end of 2022. These children will be working at the expected level of the curriculum for their age.

Outcome: One child has left our school. The other two children have made accelerated progress within the writing curriculum. One child has shifted from below to being at the expected curriculum level. The other is still working below the expected level.

Target 3:

3/13 (23.1%) **male Pasifika** children who are working **below** the curriculum level expectations will have made accelerated progress in writing by the end of 2022. These children will be working at the expected level of the curriculum for their age.

Outcome: One child has left our school. The other two have made very little progress in their writing due to significant absence (COVID) and family holidays during term time. They are still working below the expected level for their age.

Target 4:

1/2 (50%) **female other** child who is working **below** the curriculum level expectations will have made accelerated progress in writing by the end of 2022. This child will be working at the expected level of the curriculum for her age.

Outcome: This child is working within curriculum level 1 in writing. They have made 1 sub level shift. Teachers will continue to monitor their progress.







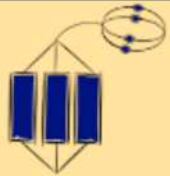
Deep Learning Data

The following data shows data points that our kaiako have assessed our tamariki on regarding SOLO before and during the context of Creatives in School within The Arts curriculum.



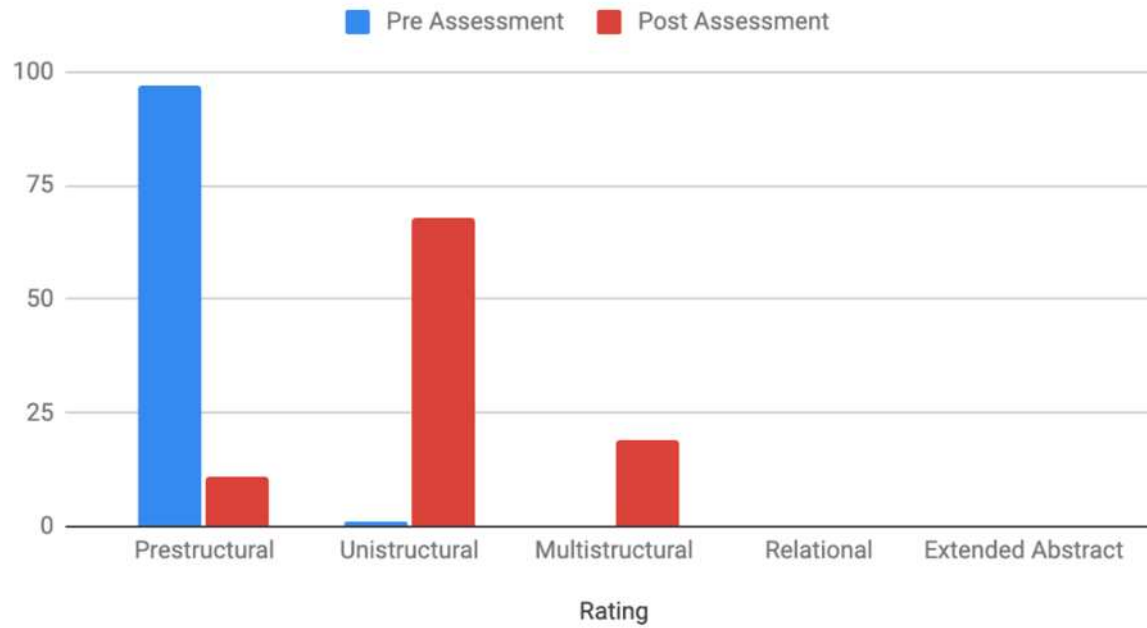
Creativity

Functioning Knowledge

Goal					
	I need help to demonstrate creativity through the performing arts	I can demonstrate creativity through the performing arts if I am prompted or directed.	I use several strategies to demonstrate creativity through the performing arts but I am not sure when and or why to use them. <i>(trial and error - aware of strategies but not sure why or when to use them so makes mistakes)</i>	I use several strategies to demonstrate creativity through the performing arts and I know when and why to use them. I can monitor and adjust what I do to fix any errors. <i>(strategic or purposeful use of strategies - knows why and when).</i>	AND ... I can teach others to demonstrate creativity through the performing arts. I act as a role model for others to help them demonstrate creativity through the performing arts. I seek and act on feedback to improve my performance by demonstrating creativity through the performing arts. I can demonstrate creativity through the performing arts in new contexts.
Effective Strategies		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.



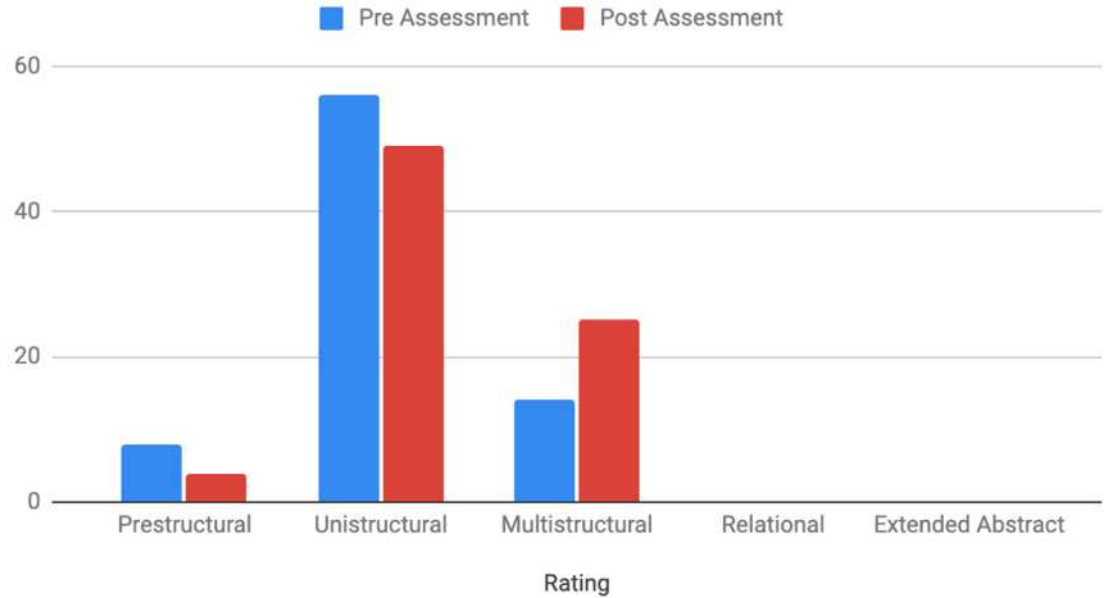
Puna Hao Pre Assessment and Post Assessment



Puna Hao		
Rating	Pre Assessment	Post Assessment
Prestructural	97	11
Unistructural	1	68
Multistructura l	0	19
Relational	0	0
Extended Abstract	0	0
Total	98	98



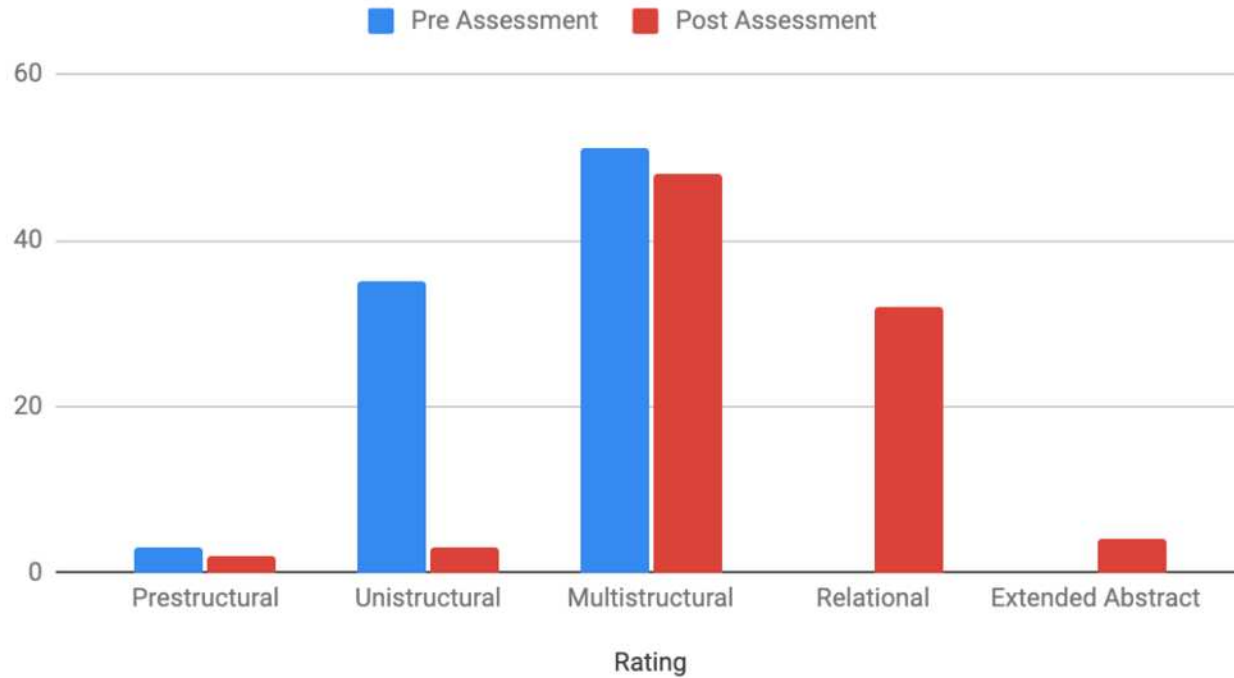
Puna Riko Pre Assessment and Post Assessment



Puna Riko		
Rating	Pre Assessment	Post Assessment
Prestructural	8	4
Unistructural	56	49
Multistructural	14	25
Relational		
Extended Abstract		
Total	78	78



Puna Paranui Pre Assessment and Post Assessment



Puna Paranui		
Rating	Pre Assessment	Post Assessment
Prestructural	3	2
Unistructural	35	3
Multistructura l	51	48
Relational	0	32
Extended Abstract	0	4
Total	89	89



Areas of strength:

Reading areas of strength (80% or higher)

Achieving at or above the New Zealand curriculum level in reading

- 91.3% (125/137) of all **male** children
- 91.5% (129/141) of all **female** children
- 91.4% (254/278) of all children
- 90.3% (28/31) of all **male Māori** children
- 82.8% (29/35) of all **female Māori** children
- 86.4% (57/66) of all **Māori** children
- 91.6% (11/12) of all **male Pasifika** children
- 100% (10/10) of all **female Pasifika** children
- 95.4% (21/22) of all **Pasifika** children
- 100% (16/16) of all **male Asian** children
- 91% (10/11) of all **female Asian** children
- 96.3% (26/27) of all **Asian** children
- 85.7% (6/7) of all **male MELAA** children
- 100% (6/6) of all **female MELAA** children
- 92.3% (12/13) of all **MELAA** children
- 100% (2/2) of all **female Other** children
- 90.1% (64/71) of all **male NZ/European/Pākehā** children
- 93.5% (72/77) of all **female NZ/European/Pākehā** children
- 91.9% (136/148) of all **NZ/European/Pākehā** children



Writing areas of strength (80% or higher)

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

87.6% (120/137) of all **male** children

86.5% (122/141) of all **female** children

87.1% (242/278) of **all** children

90.4% (28/31) of **male Māori** children

83.3% (55/66) of **all Māori** children

100% (16/16) of **male Asian** children

81.8% (9/11) of **female Asian** children

92.6% (25/27) of **all Asian** children

85.7% (6/7) of **male MELAA** children

100% (6/6) of **female MELAA** children

92.3% (12/13) of **all MELAA** children

100% (2/2) of **female Other** children

87.3% (62/71) of **male NZ European/Pākehā** children

92.2% (61/77) of **female NZ European/Pākehā** children

89.9% (133/148) of **all NZ European/Pākehā** children



Mathematics areas of strength (80% or higher)

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

91.2% (125/137) of **all male** children

88% (124/141) of **all female** children

89% (249/278) of **all** children

87.1% (27/31) of **male Māori** children

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

84.9% (56/66) of **all Māori** children

100% (16/16) of **male Asian** children

81.8% (9/11) of **female Asian** children

92.6% (25/27) of **all Asian** children

85.7% (6/7) of **male MELAA** children

100% (6/6) of **female MELAA** children

92.3% (12/13) of **all MELAA** children

94.4% (67/71) of **male NZ European/Pākehā** children

93.5% (72/77) of **female NZ European/Pākehā** children

93.9% (139/148) of **all NZ European/Pākehā** children



Areas for improvement (30% or higher)

Writing:

33.4% (4/12) of **male Pasifika** children are working **below** 16.7% (2/12) or **well below** 16.7% (2/12) the New Zealand curriculum level in **writing**

30% (3/10) of **female Pasifika** children are working **below** 30% (3/10) the New Zealand curriculum level in **writing**

31.8% (7/22) of **all Pasifika** children are working **below** 22.7% (5/22) or **well below** 9.1% (2/22) the New Zealand curriculum level in **writing**

Maths:

30% (3/10) of **female Pasifika** children are working **below** 30% (3/10) the New Zealand curriculum level in **maths**

50% (1/2) of **female Other** children are working **below** 50% (1/2) the New Zealand curriculum level in **maths**



