



End of year data 2024

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)
- The Writing Revolution (TWR)



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 has continued 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)
- Whole school are taking part in the 'Writing Revolution' programme was introduced by RTLB (2024)

Reading

- Yolanda Soryl Literacy - Early Words Programme
- Better Start Literacy Approach (BSLA) Puna Hao (Junior School) have been implementing this since 2021 until now
- Progress and Consistency Tool (PaCT) Impact analysis cycle (IAC) in our school practice (ongoing)
- University of Florida Literacy Institute (UFLI) phonics programme introduced by RTLB and implemented in the junior (Yr 1-3) and senior school (Yr 4 - 6)

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 6 - 36.

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 - x3 children has been excluded from the end of year data in 2024.
- Prolonged absence - x1 child is not included in this data.
- Overseas absence - x1 child not enough evidence to make end of year TPJ



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 2024

All students Years 1 - 6		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All	Male	5	3.3%	13	8.6%	106	70.2%	27	17.9%	<u>151</u>
	Female	8	5.4%	11	7.4%	101	67.8%	29	19.5%	<u>149</u>
	Total	13	4.3%	24	8.0%	207	69.0%	56	18.7%	<u>300</u>
Maori	Male	0	0%	7	17.9%	27	69.2%	5	12.8%	<u>39</u>
	Female	1	3.0%	6	18.2%	23	69.7%	3	9.1%	<u>33</u>
	Total	1	1.4%	13	18.1%	50	69.4%	8	11.1%	<u>72</u>
Pasifika	Male	2	33.3%	1	16.7%	2	33.3%	1	16.7%	<u>6</u>
	Female	0	0%	1	12.5%	5	62.5%	2	25.0%	<u>8</u>
	Total	2	14.3%	2	14.3%	7	50.0%	3	21.4%	<u>14</u>
Asian	Male	0	0%	0	0%	15	83.3%	3	16.7%	<u>18</u>
	Female	2	22.2%	0	0%	4	44.4%	3	33.3%	<u>9</u>
	Total	2	7.4%	0	0%	19	70.4%	6	22.2%	<u>27</u>
MELAA	Male	0	0%	3	37.5%	4	50.0%	1	12.5%	<u>8</u>
	Female	1	8.3%	1	8.3%	9	75.0%	1	8.3%	<u>12</u>
	Total	1	5.0%	4	20.0%	13	65.0%	2	10.0%	<u>20</u>
Other	Male	0	0%	0	0%	0	0%	0	0%	<u>0</u>
	Female	0	0%	0	0%	2	100.0%	0	0%	<u>2</u>
	Total	0	0%	0	0%	2	100.0%	0	0%	<u>2</u>
NZ/European	Male	3	3.8%	2	2.5%	58	72.5%	17	21.3%	<u>80</u>
	Female	4	4.7%	3	3.5%	58	68.2%	20	23.5%	<u>85</u>
	Total	7	4.2%	5	3.0%	116	70.3%	37	22.4%	<u>165</u>

	Well Below	Below	At	Above
Y0			100% (29)	
Y1		4% (2)	88% (50)	9% (5)
Y2		9% (4)	68% (30)	23% (10)
Y3	4% (2)	26% (12)	52% (24)	17% (8)
Y4	10% (4)	7% (3)	46% (19)	37% (15)
Y5	10% (4)	5% (2)	60% (24)	25% (10)
Y6	7% (3)	2% (1)	72% (31)	19% (8)
Total pupils	4 % (13)	8 % (24)	69 % (207)	19 % (56)



Whole School Writing TPJ 2024

All students Years 1 - 6		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All	Male	4	2.6%	28	18.5%	109	72.2%	10	6.6%	<u>151</u>
	Female	5	3.4%	17	11.4%	108	72.5%	19	12.8%	<u>149</u>
	Total	9	3.0%	45	15.0%	217	72.3%	29	9.7%	<u>300</u>
Maori	Male	0	0%	10	25.6%	27	69.2%	2	5.1%	<u>39</u>
	Female	1	3.0%	8	24.2%	22	66.7%	2	6.1%	<u>33</u>
	Total	1	1.4%	18	25.0%	49	68.1%	4	5.6%	<u>72</u>
Pasifika	Male	1	16.7%	3	50.0%	2	33.3%	0	0%	<u>6</u>
	Female	0	0%	1	12.5%	5	62.5%	2	25.0%	<u>8</u>
	Total	1	7.1%	4	28.6%	7	50.0%	2	14.3%	<u>14</u>
Asian	Male	0	0%	1	5.6%	17	94.4%	0	0%	<u>18</u>
	Female	1	11.1%	1	11.1%	5	55.6%	2	22.2%	<u>9</u>
	Total	1	3.7%	2	7.4%	22	81.5%	2	7.4%	<u>27</u>
MELAA	Male	1	12.5%	3	37.5%	4	50.0%	0	0%	<u>8</u>
	Female	1	8.3%	1	8.3%	7	58.3%	3	25.0%	<u>12</u>
	Total	2	10.0%	4	20.0%	11	55.0%	3	15.0%	<u>20</u>
Other	Male	0	0%	0	0%	0	0%	0	0%	<u>0</u>
	Female	0	0%	0	0%	2	100.0%	0	0%	<u>2</u>
	Total	0	0%	0	0%	2	100.0%	0	0%	<u>2</u>
NZ/European	Male	2	2.5%	11	13.8%	59	73.8%	8	10.0%	<u>80</u>
	Female	2	2.4%	6	7.1%	67	78.8%	10	11.8%	<u>85</u>
	Total	4	2.4%	17	10.3%	126	76.4%	18	10.9%	<u>165</u>

	Well Below	Below	At	Above
Y0			100% (29)	
Y1		2% (1)	96% (55)	2% (1)
Y2		5% (2)	84% (37)	11% (5)
Y3	2% (1)	30% (14)	67% (31)	
Y4		22% (9)	66% (27)	12% (5)
Y5	10% (4)	20% (8)	45% (18)	25% (10)
Y6	9% (4)	26% (11)	47% (20)	19% (8)
Total pupils	3 % (9)	15 % (45)	72 % (217)	10 % (29)



Whole School Mathematics TPJ 2024

All students Years 1 - 6		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All	Male	1	0.7%	14	9.3%	91	60.3%	45	29.8%	<u>151</u>
	Female	3	2.0%	10	6.7%	112	75.2%	24	16.1%	<u>149</u>
	Total	4	1.3%	24	8.0%	203	67.7%	69	23.0%	<u>300</u>
Maori	Male	0	0%	6	15.4%	21	53.8%	12	30.8%	<u>39</u>
	Female	1	3.0%	6	18.2%	26	78.8%	0	0%	<u>33</u>
	Total	1	1.4%	12	16.7%	47	65.3%	12	16.7%	<u>72</u>
Pasifika	Male	0	0%	1	16.7%	4	66.7%	1	16.7%	<u>6</u>
	Female	0	0%	0	0%	6	75.0%	2	25.0%	<u>8</u>
	Total	0	0%	1	7.1%	10	71.4%	3	21.4%	<u>14</u>
Asian	Male	0	0%	1	5.6%	11	61.1%	6	33.3%	<u>18</u>
	Female	1	11.1%	1	11.1%	4	44.4%	3	33.3%	<u>9</u>
	Total	1	3.7%	2	7.4%	15	55.6%	9	33.3%	<u>27</u>
MELAA	Male	0	0%	3	37.5%	3	37.5%	2	25.0%	<u>8</u>
	Female	0	0%	0	0%	10	83.3%	2	16.7%	<u>12</u>
	Total	0	0%	3	15.0%	13	65.0%	4	20.0%	<u>20</u>
Other	Male	0	0%	0	0%	0	0%	0	0%	<u>0</u>
	Female	0	0%	0	0%	2	100.0%	0	0%	<u>2</u>
	Total	0	0%	0	0%	2	100.0%	0	0%	<u>2</u>
NZ/European	Male	1	1.3%	3	3.8%	52	65.0%	24	30.0%	<u>80</u>
	Female	1	1.2%	3	3.5%	64	75.3%	17	20.0%	<u>85</u>
	Total	2	1.2%	6	3.6%	116	70.3%	41	24.8%	<u>165</u>

	Well Below	Below	At	Above
Y0			100% (29)	
Y1		2% (1)	93% (53)	5% (3)
Y2		2% (1)	75% (33)	23% (10)
Y3		22% (10)	67% (31)	11% (5)
Y4	2% (1)	5% (2)	51% (21)	41% (17)
Y5	8% (3)	5% (2)	43% (17)	45% (18)
Y6		19% (8)	44% (19)	37% (16)
Total pupils	1% (4)	8% (24)	68% (203)	23% (69)



Reading areas of strength (80% or higher)

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

88.1% (133/151) of all **male** children

87.3% (130/149) of all **female** children

87.7% (263/300) of **all** children

82% (32/39) of all **male Māori** children

80.5% (58/72) of all **Māori** children

87.5% (7/8) of all **female Pasifika** children

100% (18/18) of all **male Asian** children

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

83.3% (10/12) of all **female MELAA** children

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

93.8% (75/80) of all **male NZ/European/Pākehā** children

91.7% (78/85) of all **female NZ/European/Pākehā** children

92.7% (153/165) of all **NZ/European/Pākehā** children



Writing areas of strength (80% or higher)

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

85.3% (127/149) of all **female** children

82% (246/300) of **all** children

87.5% (7/8) of all **female Pasifika** children

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

88.9% (24/27) of **all Asian** children

83.3% (10/12) of **female MELAA** children

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

83.8% (67/80) of **male NZ European/Pākehā** children

90.6% (77/85) of **female NZ European/Pākehā** children

87.3% (144/165) of **all NZ European/Pākehā** children



Mathematics areas of strength (80% or higher)

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

90.1% (136/151) of **all male** children

91.3% (136/149) of **all female** children

90.7% (272/300) of **all** children

84.6% (33/39) of **male Māori** children

82% (59/72) of **all Māori** children

83.4% (5/6) of **all male Pasifika** children

100% (8/8) of **all female Pasifika** children

92.8% (13/14) of **all Pasifika** children

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

88.9% (24/27) of **all Asian** children

100% (10/10) of **female MELAA** children

85% (17/20) of **all MELAA** children

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

95% (76/80) of **male NZ European/Pākehā** children

95.3% (81/85) of **female NZ European/Pākehā** children

95.1% (157/165) of **all NZ European/Pākehā** children



Areas for improvement (30% or higher)

Reading:

50% **male Pasifika** children are working **below** 16.7% (1/6) or **well below** 33.3% (2/6) the New Zealand curriculum level in **reading**

37.5% **male MELAA** children are working **below** (3/8) the New Zealand curriculum level in **reading**.

Writing:

66.7% **male Pasifika** children are working **below** 50% (3/6) or **well below** 16.7% (1/6) the New Zealand curriculum level in **writing**.

50% **male MELAA** children are working **below** 37.5% (3/8) or **well below** 12.5% (1/8) the New Zealand curriculum in **writing**.

Maths:

37.5% **male MELAA** children are working **below** (3/8) 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%	2	7.7%	17	65.4%	7	26.9%	<u>26</u>
	Female	0	0%	2	11.1%	13	72.2%	3	16.7%	<u>18</u>
	Total	0	0%	4	9.1%	30	68.2%	10	22.7%	<u>44</u>
Maori	Male	0	0%	2	33.3%	3	50.0%	1	16.7%	<u>6</u>
	Female	0	0%	1	33.3%	1	33.3%	1	33.3%	<u>3</u>
	Total	0	0%	3	33.3%	4	44.4%	2	22.2%	<u>9</u>
Pasifika	Male	0	0%	0	0%	1	100.0%	0	0%	<u>1</u>
	Female	0	0%	0	0%	0	0%	0	0%	0
	Total	0	0%	0	0%	1	100.0%	0	0%	<u>1</u>
Asian	Male	0	0%	0	0%	4	100.0%	0	0%	<u>4</u>
	Female	0	0%	0	0%	1	50.0%	1	50.0%	<u>2</u>
	Total	0	0%	0	0%	5	83.3%	1	16.7%	<u>6</u>
MELAA	Male	0	0%	0	0%	2	100.0%	0	0%	<u>2</u>
	Female	0	0%	0	0%	1	100.0%	0	0%	<u>1</u>
	Total	0	0%	0	0%	3	100.0%	0	0%	<u>3</u>
Other	Male	0	0%	0	0%	0	0%	0	0%	0
	Female	0	0%	0	0%	0	0%	0	0%	0
	Total	0	0%	0	0%	0	0%	0	0%	0
NZ/European	Male	0	0%	0	0%	7	53.8%	6	46.2%	<u>13</u>
	Female	0	0%	1	8.3%	10	83.3%	1	8.3%	<u>12</u>
	Total	0	0%	1	4.0%	17	68.0%	7	28.0%	<u>25</u>



Reading TPJ Year 3

Year 3		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All	Male	1	4.2%	8	33.3%	12	50.0%	3	12.5%	<u>24</u>
	Female	1	4.5%	4	18.2%	12	54.5%	5	22.7%	<u>22</u>
	Total	2	4.3%	12	26.1%	24	52.2%	8	17.4%	<u>46</u>
Maori	Male	0	0%	4	66.7%	2	33.3%	0	0%	<u>6</u>
	Female	0	0%	3	75.0%	0	0%	1	25.0%	<u>4</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%	0	0%	<u>1</u>
	Female	0	0%	0	0%	1	100.0%	0	0%	<u>1</u>
	Total	0	0%	1	50.0%	1	50.0%	0	0%	<u>2</u>
Asian	Male	0	0%	0	0%	2	66.7%	1	33.3%	<u>3</u>
	Female	1	100.0%	0	0%	0	0%	0	0%	<u>1</u>
	Total	1	25.0%	0	0%	2	50.0%	1	25.0%	<u>4</u>
MELAA	Male	0	0%	2	100.0%	0	0%	0	0%	<u>2</u>
	Female	0	0%	0	0%	0	0%	0	0%	<u>0</u>
	Total	0	0%	2	100.0%	0	0%	0	0%	<u>2</u>
Other	Male	0	0%	0	0%	0	0%	0	0%	<u>0</u>
	Female	0	0%	0	0%	1	100.0%	0	0%	<u>1</u>
	Total	0	0%	0	0%	1	100.0%	0	0%	<u>1</u>
NZ/European	Male	1	8.3%	1	8.3%	8	66.7%	2	16.7%	<u>12</u>
	Female	0	0%	1	6.7%	10	66.7%	4	26.7%	<u>15</u>
	Total	1	3.7%	2	7.4%	18	66.7%	6	22.2%	<u>27</u>



Reading TPJ Year 4

Year 4		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All	Male	2	10.5%	1	5.3%	10	52.6%	6	31.6%	<u>19</u>
	Female	2	9.1%	2	9.1%	9	40.9%	9	40.9%	<u>22</u>
	Total	4	9.8%	3	7.3%	19	46.3%	15	36.6%	<u>41</u>
Maori	Male	0	0%	1	16.7%	3	50.0%	2	33.3%	<u>6</u>
	Female	0	0%	0	0%	4	80.0%	1	20.0%	<u>5</u>
	Total	0	0%	1	9.1%	7	63.6%	3	27.3%	<u>11</u>
Pasifika	Male	1	100.0%	0	0%	0	0%	0	0%	<u>1</u>
	Female	0	0%	1	50.0%	1	50.0%	0	0%	<u>2</u>
	Total	1	33.3%	1	33.3%	1	33.3%	0	0%	<u>3</u>
Asian	Male	0	0%	0	0%	1	100.0%	0	0%	<u>1</u>
	Female	0	0%	0	0%	0	0%	0	0%	0
	Total	0	0%	0	0%	1	100.0%	0	0%	<u>1</u>
MELAA	Male	0	0%	0	0%	0	0%	1	100.0%	<u>1</u>
	Female	0	0%	0	0%	0	0%	0	0%	0
	Total	0	0%	0	0%	0	0%	1	100.0%	<u>1</u>
Other	Male	0	0%	0	0%	0	0%	0	0%	0
	Female	0	0%	0	0%	0	0%	0	0%	0
	Total	0	0%	0	0%	0	0%	0	0%	0
NZ/European	Male	1	10.0%	0	0%	6	60.0%	3	30.0%	<u>10</u>
	Female	2	13.3%	1	6.7%	4	26.7%	8	53.3%	<u>15</u>
	Total	3	12.0%	1	4.0%	10	40.0%	11	44.0%	<u>25</u>



Reading TPJ Year 5

Year 5		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All	Male	0	0%	1	4.2%	17	70.8%	6	25.0%	<u>24</u>
	Female	4	25.0%	1	6.3%	7	43.8%	4	25.0%	<u>16</u>
	Total	4	10.0%	2	5.0%	24	60.0%	10	25.0%	<u>40</u>
Maori	Male	0	0%	0	0%	5	83.3%	1	16.7%	<u>6</u>
	Female	1	50.0%	0	0%	1	50.0%	0	0%	<u>2</u>
	Total	1	12.5%	0	0%	6	75.0%	1	12.5%	<u>8</u>
Pasifika	Male	0	0%	0	0%	0	0%	0	0%	<u>0</u>
	Female	0	0%	0	0%	1	100.0%	0	0%	<u>1</u>
	Total	0	0%	0	0%	1	100.0%	0	0%	<u>1</u>
Asian	Male	0	0%	0	0%	2	66.7%	1	33.3%	<u>3</u>
	Female	1	50.0%	0	0%	0	0%	1	50.0%	<u>2</u>
	Total	1	20.0%	0	0%	2	40.0%	2	40.0%	<u>5</u>
MELAA	Male	0	0%	0	0%	0	0%	0	0%	<u>0</u>
	Female	1	33.3%	1	33.3%	1	33.3%	0	0%	<u>3</u>
	Total	1	33.3%	1	33.3%	1	33.3%	0	0%	<u>3</u>
Other	Male	0	0%	0	0%	0	0%	0	0%	<u>0</u>
	Female	0	0%	0	0%	0	0%	0	0%	<u>0</u>
	Total	0	0%	0	0%	0	0%	0	0%	<u>0</u>
NZ/European	Male	0	0%	1	6.7%	10	66.7%	4	26.7%	<u>15</u>
	Female	1	12.5%	0	0%	4	50.0%	3	37.5%	<u>8</u>
	Total	1	4.3%	1	4.3%	14	60.9%	7	30.4%	<u>23</u>



Reading TPJ Year 6

Year 6		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All	Male	2	10.0%	0	0%	14	70.0%	4	20.0%	<u>20</u>
	Female	1	4.3%	1	4.3%	17	73.9%	4	17.4%	<u>23</u>
	Total	3	7.0%	1	2.3%	31	72.1%	8	18.6%	<u>43</u>
Maori	Male	0	0%	0	0%	4	80.0%	1	20.0%	<u>5</u>
	Female	0	0%	1	12.5%	7	87.5%	0	0%	<u>8</u>
	Total	0	0%	1	7.7%	11	84.6%	1	7.7%	<u>13</u>
Pasifika	Male	1	50.0%	0	0%	0	0%	1	50.0%	<u>2</u>
	Female	0	0%	0	0%	1	50.0%	1	50.0%	<u>2</u>
	Total	1	25.0%	0	0%	1	25.0%	2	50.0%	<u>4</u>
Asian	Male	0	0%	0	0%	2	66.7%	1	33.3%	<u>3</u>
	Female	0	0%	0	0%	0	0%	1	100.0%	<u>1</u>
	Total	0	0%	0	0%	2	50.0%	2	50.0%	<u>4</u>
MELAA	Male	0	0%	0	0%	2	100.0%	0	0%	<u>2</u>
	Female	0	0%	0	0%	2	100.0%	0	0%	<u>2</u>
	Total	0	0%	0	0%	4	100.0%	0	0%	<u>4</u>
Other	Male	0	0%	0	0%	0	0%	0	0%	<u>0</u>
	Female	0	0%	0	0%	0	0%	0	0%	<u>0</u>
	Total	0	0%	0	0%	0	0%	0	0%	<u>0</u>
NZ/European	Male	1	12.5%	0	0%	6	75.0%	1	12.5%	<u>8</u>
	Female	1	10.0%	0	0%	7	70.0%	2	20.0%	<u>10</u>
	Total	2	11.1%	0	0%	13	72.2%	3	16.7%	<u>18</u>



Writing TPJ Year 2

Year 2		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All	Male	0	0%	2	7.7%	22	84.6%	2	7.7%	<u>26</u>
	Female	0	0%	0	0%	15	83.3%	3	16.7%	<u>18</u>
	Total	0	0%	2	4.5%	37	84.1%	5	11.4%	<u>44</u>
Maori	Male	0	0%	2	33.3%	3	50.0%	1	16.7%	<u>6</u>
	Female	0	0%	0	0%	2	66.7%	1	33.3%	<u>3</u>
	Total	0	0%	2	22.2%	5	55.6%	2	22.2%	<u>9</u>
Pasifika	Male	0	0%	0	0%	1	100.0%	0	0%	<u>1</u>
	Female	0	0%	0	0%	0	0%	0	0%	0
	Total	0	0%	0	0%	1	100.0%	0	0%	<u>1</u>
Asian	Male	0	0%	0	0%	4	100.0%	0	0%	<u>4</u>
	Female	0	0%	0	0%	1	50.0%	1	50.0%	<u>2</u>
	Total	0	0%	0	0%	5	83.3%	1	16.7%	<u>6</u>
MELAA	Male	0	0%	0	0%	2	100.0%	0	0%	<u>2</u>
	Female	0	0%	0	0%	1	100.0%	0	0%	<u>1</u>
	Total	0	0%	0	0%	3	100.0%	0	0%	<u>3</u>
Other	Male	0	0%	0	0%	0	0%	0	0%	0
	Female	0	0%	0	0%	0	0%	0	0%	0
	Total	0	0%	0	0%	0	0%	0	0%	0
NZ/European	Male	0	0%	0	0%	12	92.3%	1	7.7%	<u>13</u>
	Female	0	0%	0	0%	11	91.7%	1	8.3%	<u>12</u>
	Total	0	0%	0	0%	23	92.0%	2	8.0%	<u>25</u>



Writing TPJ Year 3

Year 3		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All	Male	1	4.2%	9	37.5%	14	58.3%	0	0%	<u>24</u>
	Female	0	0%	5	22.7%	17	77.3%	0	0%	<u>22</u>
	Total	1	2.2%	14	30.4%	31	67.4%	0	0%	<u>46</u>
Maori	Male	0	0%	3	50.0%	3	50.0%	0	0%	<u>6</u>
	Female	0	0%	3	75.0%	1	25.0%	0	0%	<u>4</u>
	Total	0	0%	6	60.0%	4	40.0%	0	0%	<u>10</u>
Pasifika	Male	0	0%	1	100.0%	0	0%	0	0%	<u>1</u>
	Female	0	0%	0	0%	1	100.0%	0	0%	<u>1</u>
	Total	0	0%	1	50.0%	1	50.0%	0	0%	<u>2</u>
Asian	Male	0	0%	0	0%	3	100.0%	0	0%	<u>3</u>
	Female	0	0%	1	100.0%	0	0%	0	0%	<u>1</u>
	Total	0	0%	1	25.0%	3	75.0%	0	0%	<u>4</u>
MELAA	Male	1	50.0%	1	50.0%	0	0%	0	0%	<u>2</u>
	Female	0	0%	0	0%	0	0%	0	0%	<u>0</u>
	Total	1	50.0%	1	50.0%	0	0%	0	0%	<u>2</u>
Other	Male	0	0%	0	0%	0	0%	0	0%	<u>0</u>
	Female	0	0%	0	0%	1	100.0%	0	0%	<u>1</u>
	Total	0	0%	0	0%	1	100.0%	0	0%	<u>1</u>
NZ/European	Male	0	0%	4	33.3%	8	66.7%	0	0%	<u>12</u>
	Female	0	0%	1	6.7%	14	93.3%	0	0%	<u>15</u>
	Total	0	0%	5	18.5%	22	81.5%	0	0%	<u>27</u>



Writing TPJ Year 4

Year 4		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All	Male	0	0%	4	21.1%	14	73.7%	1	5.3%	<u>19</u>
	Female	0	0%	5	22.7%	13	59.1%	4	18.2%	<u>22</u>
	Total	0	0%	9	22.0%	27	65.9%	5	12.2%	<u>41</u>
Maori	Male	0	0%	1	16.7%	5	83.3%	0	0%	<u>6</u>
	Female	0	0%	1	20.0%	4	80.0%	0	0%	<u>5</u>
	Total	0	0%	2	18.2%	9	81.8%	0	0%	<u>11</u>
Pasifika	Male	0	0%	1	100.0%	0	0%	0	0%	<u>1</u>
	Female	0	0%	1	50.0%	1	50.0%	0	0%	<u>2</u>
	Total	0	0%	2	66.7%	1	33.3%	0	0%	<u>3</u>
Asian	Male	0	0%	0	0%	1	100.0%	0	0%	<u>1</u>
	Female	0	0%	0	0%	0	0%	0	0%	<u>0</u>
	Total	0	0%	0	0%	1	100.0%	0	0%	<u>1</u>
MELAA	Male	0	0%	0	0%	1	100.0%	0	0%	<u>1</u>
	Female	0	0%	0	0%	0	0%	0	0%	<u>0</u>
	Total	0	0%	0	0%	1	100.0%	0	0%	<u>1</u>
Other	Male	0	0%	0	0%	0	0%	0	0%	<u>0</u>
	Female	0	0%	0	0%	0	0%	0	0%	<u>0</u>
	Total	0	0%	0	0%	0	0%	0	0%	<u>0</u>
NZ/European	Male	0	0%	2	20.0%	7	70.0%	1	10.0%	<u>10</u>
	Female	0	0%	3	20.0%	8	53.3%	4	26.7%	<u>15</u>
	Total	0	0%	5	20.0%	15	60.0%	5	20.0%	<u>25</u>



Writing TPJ Year 5

Year 5		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All	Male	0	0%	6	25.0%	12	50.0%	6	25.0%	<u>24</u>
	Female	4	25.0%	2	12.5%	6	37.5%	4	25.0%	<u>16</u>
	Total	4	10.0%	8	20.0%	18	45.0%	10	25.0%	<u>40</u>
Maori	Male	0	0%	3	50.0%	2	33.3%	1	16.7%	<u>6</u>
	Female	1	50.0%	0	0%	1	50.0%	0	0%	<u>2</u>
	Total	1	12.5%	3	37.5%	3	37.5%	1	12.5%	<u>8</u>
Pasifika	Male	0	0%	0	0%	0	0%	0	0%	<u>0</u>
	Female	0	0%	0	0%	1	100.0%	0	0%	<u>1</u>
	Total	0	0%	0	0%	1	100.0%	0	0%	<u>1</u>
Asian	Male	0	0%	1	33.3%	2	66.7%	0	0%	<u>3</u>
	Female	1	50.0%	0	0%	1	50.0%	0	0%	<u>2</u>
	Total	1	20.0%	1	20.0%	3	60.0%	0	0%	<u>5</u>
MELAA	Male	0	0%	0	0%	0	0%	0	0%	<u>0</u>
	Female	1	33.3%	1	33.3%	0	0%	1	33.3%	<u>3</u>
	Total	1	33.3%	1	33.3%	0	0%	1	33.3%	<u>3</u>
Other	Male	0	0%	0	0%	0	0%	0	0%	<u>0</u>
	Female	0	0%	0	0%	0	0%	0	0%	<u>0</u>
	Total	0	0%	0	0%	0	0%	0	0%	<u>0</u>
NZ/European	Male	0	0%	2	13.3%	8	53.3%	5	33.3%	<u>15</u>
	Female	1	12.5%	1	12.5%	3	37.5%	3	37.5%	<u>8</u>
	Total	1	4.3%	3	13.0%	11	47.8%	8	34.8%	<u>23</u>



Writing TPJ Year 6

Year 6		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All	Male	3	15.0%	6	30.0%	10	50.0%	1	5.0%	<u>20</u>
	Female	1	4.3%	5	21.7%	10	43.5%	7	30.4%	<u>23</u>
	Total	4	9.3%	11	25.6%	20	46.5%	8	18.6%	<u>43</u>
Maori	Male	0	0%	1	20.0%	4	80.0%	0	0%	<u>5</u>
	Female	0	0%	4	50.0%	3	37.5%	1	12.5%	<u>8</u>
	Total	0	0%	5	38.5%	7	53.8%	1	7.7%	<u>13</u>
Pasifika	Male	1	50.0%	1	50.0%	0	0%	0	0%	<u>2</u>
	Female	0	0%	0	0%	0	0%	2	100.0%	<u>2</u>
	Total	1	25.0%	1	25.0%	0	0%	2	50.0%	<u>4</u>
Asian	Male	0	0%	0	0%	3	100.0%	0	0%	<u>3</u>
	Female	0	0%	0	0%	0	0%	1	100.0%	<u>1</u>
	Total	0	0%	0	0%	3	75.0%	1	25.0%	<u>4</u>
MELAA	Male	0	0%	1	50.0%	1	50.0%	0	0%	<u>2</u>
	Female	0	0%	0	0%	1	50.0%	1	50.0%	<u>2</u>
	Total	0	0%	1	25.0%	2	50.0%	1	25.0%	<u>4</u>
Other	Male	0	0%	0	0%	0	0%	0	0%	0
	Female	0	0%	0	0%	0	0%	0	0%	0
	Total	0	0%	0	0%	0	0%	0	0%	0
NZ/European	Male	2	25.0%	3	37.5%	2	25.0%	1	12.5%	<u>8</u>
	Female	1	10.0%	1	10.0%	6	60.0%	2	20.0%	<u>10</u>
	Total	3	16.7%	4	22.2%	8	44.4%	3	16.7%	<u>18</u>



Maths TPJ Year 2

Year 2		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All	Male	0	0%	1	3.8%	17	65.4%	8	30.8%	<u>26</u>
	Female	0	0%	0	0%	16	88.9%	2	11.1%	<u>18</u>
	Total	0	0%	1	2.3%	33	75.0%	10	22.7%	<u>44</u>
Maori	Male	0	0%	1	16.7%	3	50.0%	2	33.3%	<u>6</u>
	Female	0	0%	0	0%	3	100.0%	0	0%	<u>3</u>
	Total	0	0%	1	11.1%	6	66.7%	2	22.2%	<u>9</u>
Pasifika	Male	0	0%	0	0%	1	100.0%	0	0%	<u>1</u>
	Female	0	0%	0	0%	0	0%	0	0%	<u>0</u>
	Total	0	0%	0	0%	1	100.0%	0	0%	<u>1</u>
Asian	Male	0	0%	0	0%	4	100.0%	0	0%	<u>4</u>
	Female	0	0%	0	0%	1	50.0%	1	50.0%	<u>2</u>
	Total	0	0%	0	0%	5	83.3%	1	16.7%	<u>6</u>
MELAA	Male	0	0%	0	0%	1	50.0%	1	50.0%	<u>2</u>
	Female	0	0%	0	0%	1	100.0%	0	0%	<u>1</u>
	Total	0	0%	0	0%	2	66.7%	1	33.3%	<u>3</u>
Other	Male	0	0%	0	0%	0	0%	0	0%	<u>0</u>
	Female	0	0%	0	0%	0	0%	0	0%	<u>0</u>
	Total	0	0%	0	0%	0	0%	0	0%	<u>0</u>
NZ/European	Male	0	0%	0	0%	8	61.5%	5	38.5%	<u>13</u>
	Female	0	0%	0	0%	11	91.7%	1	8.3%	<u>12</u>
	Total	0	0%	0	0%	19	76.0%	6	24.0%	<u>25</u>



Maths TPJ Year 3

Year 3		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All	Male	0	0%	6	25.0%	15	62.5%	3	12.5%	<u>24</u>
	Female	0	0%	4	18.2%	16	72.7%	2	9.1%	<u>22</u>
	Total	0	0%	10	21.7%	31	67.4%	5	10.9%	<u>46</u>
Maori	Male	0	0%	2	33.3%	4	66.7%	0	0%	<u>6</u>
	Female	0	0%	2	50.0%	2	50.0%	0	0%	<u>4</u>
	Total	0	0%	4	40.0%	6	60.0%	0	0%	<u>10</u>
Pasifika	Male	0	0%	0	0%	1	100.0%	0	0%	<u>1</u>
	Female	0	0%	0	0%	1	100.0%	0	0%	<u>1</u>
	Total	0	0%	0	0%	2	100.0%	0	0%	<u>2</u>
Asian	Male	0	0%	0	0%	2	66.7%	1	33.3%	<u>3</u>
	Female	0	0%	1	100.0%	0	0%	0	0%	<u>1</u>
	Total	0	0%	1	25.0%	2	50.0%	1	25.0%	<u>4</u>
MELAA	Male	0	0%	2	100.0%	0	0%	0	0%	<u>2</u>
	Female	0	0%	0	0%	0	0%	0	0%	<u>0</u>
	Total	0	0%	2	100.0%	0	0%	0	0%	<u>2</u>
Other	Male	0	0%	0	0%	0	0%	0	0%	<u>0</u>
	Female	0	0%	0	0%	1	100.0%	0	0%	<u>1</u>
	Total	0	0%	0	0%	1	100.0%	0	0%	<u>1</u>
NZ/European	Male	0	0%	2	16.7%	8	66.7%	2	16.7%	<u>12</u>
	Female	0	0%	1	6.7%	12	80.0%	2	13.3%	<u>15</u>
	Total	0	0%	3	11.1%	20	74.1%	4	14.8%	<u>27</u>



Maths TPJ Year 4

Year 4		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All	Male	0	0%	1	5.3%	6	31.6%	12	63.2%	<u>19</u>
	Female	0	0%	1	4.5%	15	68.2%	6	27.3%	<u>22</u>
	Total	0	0%	2	4.9%	21	51.2%	18	43.9%	<u>41</u>
Maori	Male	0	0%	1	16.7%	1	16.7%	4	66.7%	<u>6</u>
	Female	0	0%	1	20.0%	4	80.0%	0	0%	<u>5</u>
	Total	0	0%	2	18.2%	5	45.5%	4	36.4%	<u>11</u>
Pasifika	Male	0	0%	0	0%	1	100.0%	0	0%	<u>1</u>
	Female	0	0%	0	0%	2	100.0%	0	0%	<u>2</u>
	Total	0	0%	0	0%	3	100.0%	0	0%	<u>3</u>
Asian	Male	0	0%	0	0%	1	100.0%	0	0%	<u>1</u>
	Female	0	0%	0	0%	0	0%	0	0%	0
	Total	0	0%	0	0%	1	100.0%	0	0%	<u>1</u>
MELAA	Male	0	0%	0	0%	0	0%	1	100.0%	<u>1</u>
	Female	0	0%	0	0%	0	0%	0	0%	0
	Total	0	0%	0	0%	0	0%	1	100.0%	<u>1</u>
Other	Male	0	0%	0	0%	0	0%	0	0%	0
	Female	0	0%	0	0%	0	0%	0	0%	0
	Total	0	0%	0	0%	0	0%	0	0%	0
NZ/European	Male	0	0%	0	0%	3	30.0%	7	70.0%	<u>10</u>
	Female	0	0%	0	0%	9	60.0%	6	40.0%	<u>15</u>
	Total	0	0%	0	0%	12	48.0%	13	52.0%	<u>25</u>



Maths TPJ Year 5

Year 5		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All	Male	0	0%	2	8.3%	8	33.3%	14	58.3%	<u>24</u>
	Female	3	18.8%	0	0%	9	56.3%	4	25.0%	<u>16</u>
	Total	3	7.5%	2	5.0%	17	42.5%	18	45.0%	<u>40</u>
Maori	Male	0	0%	2	33.3%	1	16.7%	3	50.0%	<u>6</u>
	Female	1	50.0%	0	0%	1	50.0%	0	0%	<u>2</u>
	Total	1	12.5%	2	25.0%	2	25.0%	3	37.5%	<u>8</u>
Pasifika	Male	0	0%	0	0%	0	0%	0	0%	<u>0</u>
	Female	0	0%	0	0%	1	100.0%	0	0%	<u>1</u>
	Total	0	0%	0	0%	1	100.0%	0	0%	<u>1</u>
Asian	Male	0	0%	0	0%	1	33.3%	2	66.7%	<u>3</u>
	Female	1	50.0%	0	0%	1	50.0%	0	0%	<u>2</u>
	Total	1	20.0%	0	0%	2	40.0%	2	40.0%	<u>5</u>
MELAA	Male	0	0%	0	0%	0	0%	0	0%	<u>0</u>
	Female	0	0%	0	0%	3	100.0%	0	0%	<u>3</u>
	Total	0	0%	0	0%	3	100.0%	0	0%	<u>3</u>
Other	Male	0	0%	0	0%	0	0%	0	0%	<u>0</u>
	Female	0	0%	0	0%	0	0%	0	0%	<u>0</u>
	Total	0	0%	0	0%	0	0%	0	0%	<u>0</u>
NZ/European	Male	0	0%	0	0%	6	40.0%	9	60.0%	<u>15</u>
	Female	1	12.5%	0	0%	3	37.5%	4	50.0%	<u>8</u>
	Total	1	4.3%	0	0%	9	39.1%	13	56.5%	<u>23</u>



Maths TPJ Year 6

Year 6		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All	Male	0	0%	3	15.0%	10	50.0%	7	35.0%	<u>20</u>
	Female	0	0%	5	21.7%	9	39.1%	9	39.1%	<u>23</u>
	Total	0	0%	8	18.6%	19	44.2%	16	37.2%	<u>43</u>
Maori	Male	0	0%	0	0%	2	40.0%	3	60.0%	<u>5</u>
	Female	0	0%	3	37.5%	5	62.5%	0	0%	<u>8</u>
	Total	0	0%	3	23.1%	7	53.8%	3	23.1%	<u>13</u>
Pasifika	Male	0	0%	1	50.0%	0	0%	1	50.0%	<u>2</u>
	Female	0	0%	0	0%	0	0%	2	100.0%	<u>2</u>
	Total	0	0%	1	25.0%	0	0%	3	75.0%	<u>4</u>
Asian	Male	0	0%	1	33.3%	1	33.3%	1	33.3%	<u>3</u>
	Female	0	0%	0	0%	0	0%	1	100.0%	<u>1</u>
	Total	0	0%	1	25.0%	1	25.0%	2	50.0%	<u>4</u>
MELAA	Male	0	0%	0	0%	2	100.0%	0	0%	<u>2</u>
	Female	0	0%	0	0%	0	0%	2	100.0%	<u>2</u>
	Total	0	0%	0	0%	2	50.0%	2	50.0%	<u>4</u>
Other	Male	0	0%	0	0%	0	0%	0	0%	0
	Female	0	0%	0	0%	0	0%	0	0%	0
	Total	0	0%	0	0%	0	0%	0	0%	0
NZ/European	Male	0	0%	1	12.5%	5	62.5%	2	25.0%	<u>8</u>
	Female	0	0%	2	20.0%	4	40.0%	4	40.0%	<u>10</u>
	Total	0	0%	3	16.7%	9	50.0%	6	33.3%	<u>18</u>



Other Funded Interventions / Support

High and Complex Needs (HCN)

- Year 6 (1)

Interim Response funding (IRF)

- Year 0 (1)
- Year 1 (1)

Ongoing Resourcing Scheme (ORS)

- Year 0 (1)
- Year 2 (1)
- Year 6 (1)

Oranga Tamariki (OT)

- Year 3 (1)

Behaviour funding (BEH)

- Year 6 (1)

Speech and Language (SLT)

- Year 0 (1)
- Year 1 (1)
- Year 2 (1)
- Year 3 (1)

High Health Needs (HHN)

- Year 0 (1)

In Class Support (ICS)

- Year 4 (1)

Resource Teacher Learning and Behaviour (RTLb)

- Year 1 (1)
- Year 2 (3)
- Group intervention (Year 1, 2 & 3)
- Whole school teacher support with Literacy

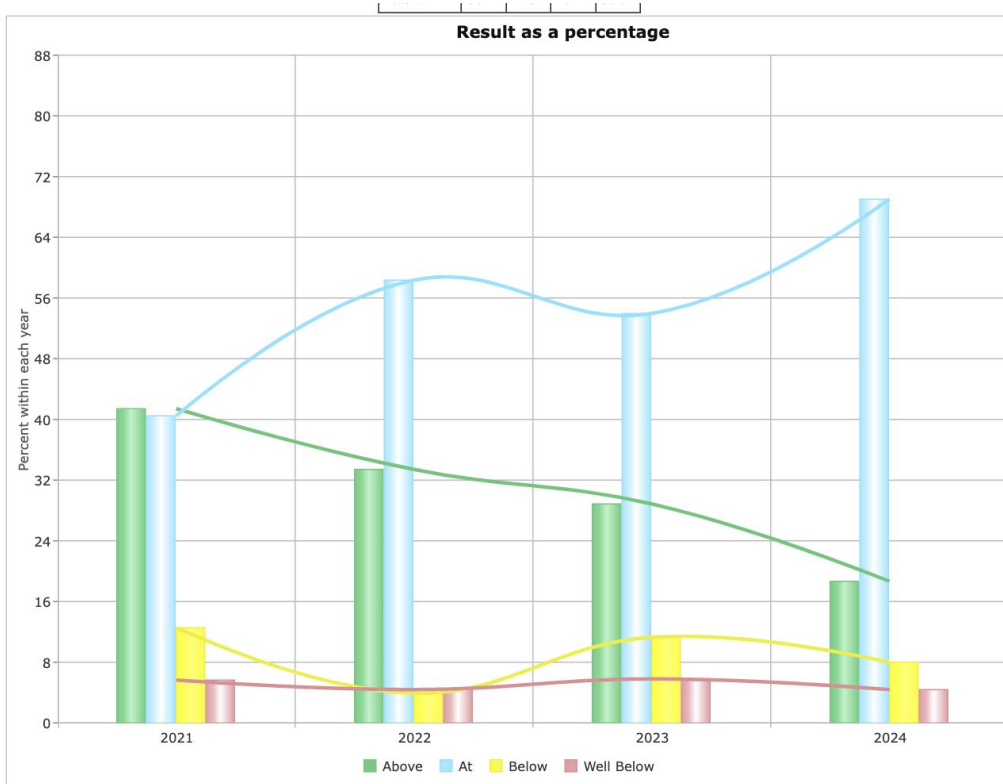


TPJ data - Shifts over time

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 2024

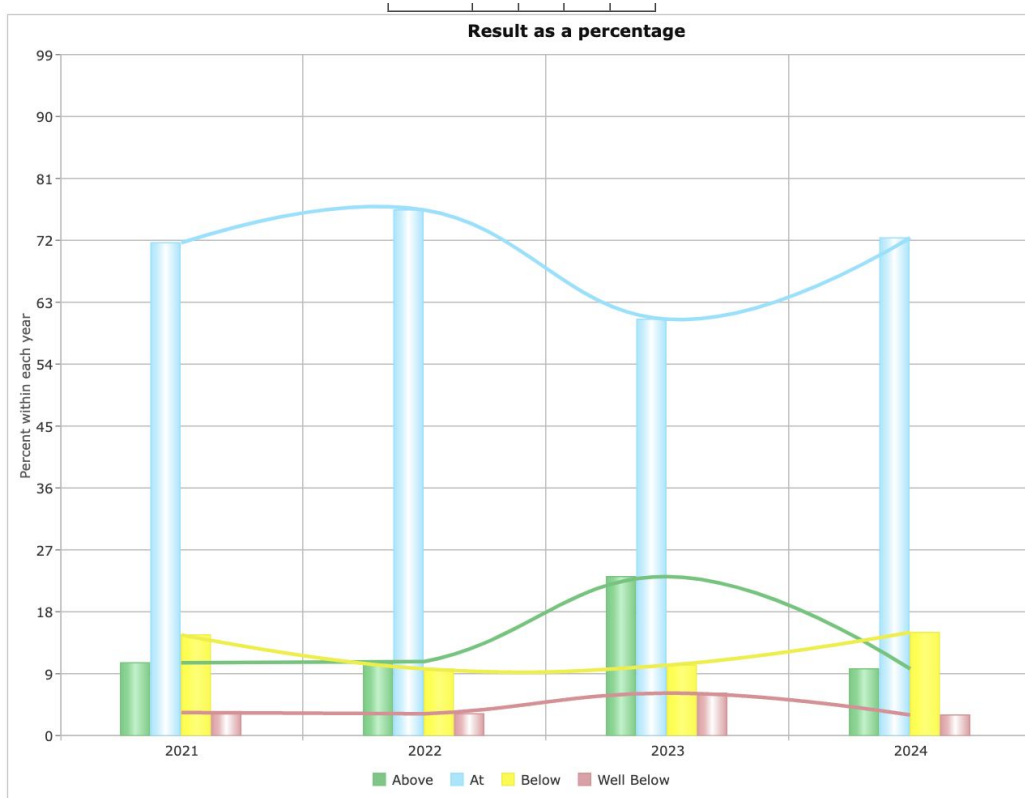


(10292) Reading

	2021	2022	2023	2024
Above	125	93	84	56
At	122	162	157	207
Below	38	11	33	24
Well Below	17	12	17	13
Totals	302	278	291	300



Writing TPJ Year Level Graph 2024

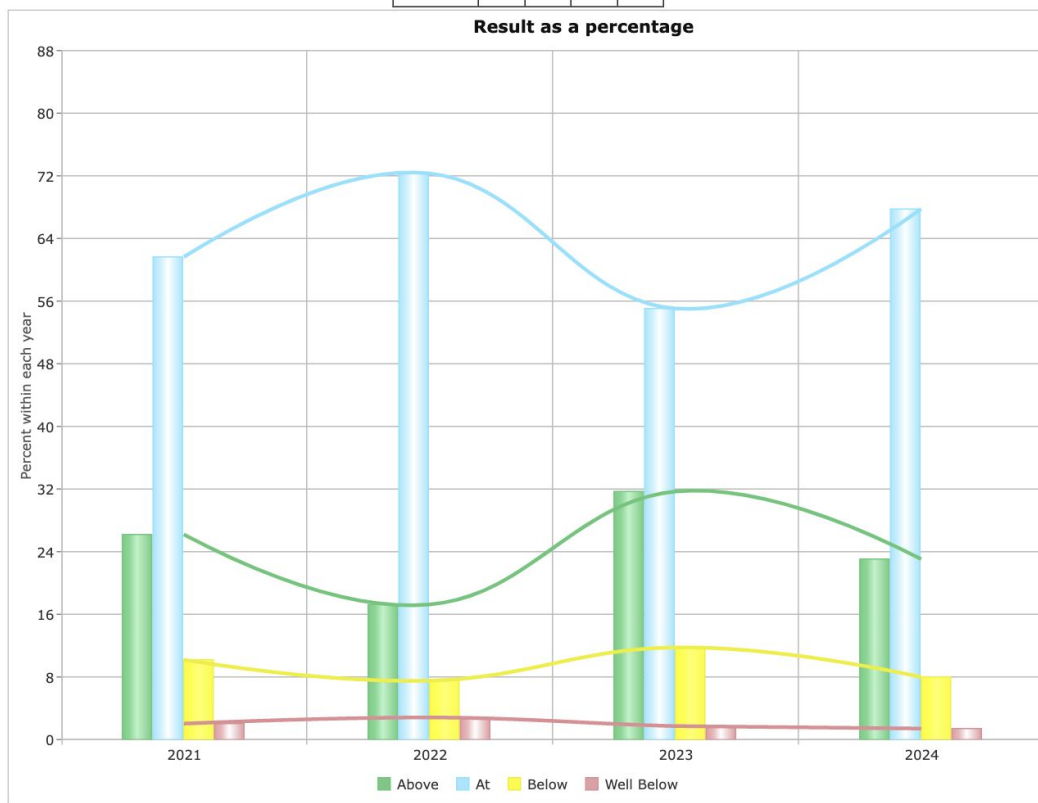


(10293) Writing

	2021	2022	2023	2024
Above	32	30	67	29
At	216	212	176	217
Below	44	27	30	45
Well Below	10	9	18	9
Totals	302	278	291	300



Mathematics TPJ Year Level Graph 2024



(10294) Maths

	2021	2022	2023	2024
Above	79	48	92	69
At	186	201	160	203
Below	31	21	34	24
Well Below	6	8	5	4
Totals	302	278	291	300



Target Cohort Tracking

Comparing Year 4 2023 to Year 5 2024

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, 2023 and 2024. 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 2024 this is now a group of 39 children.

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



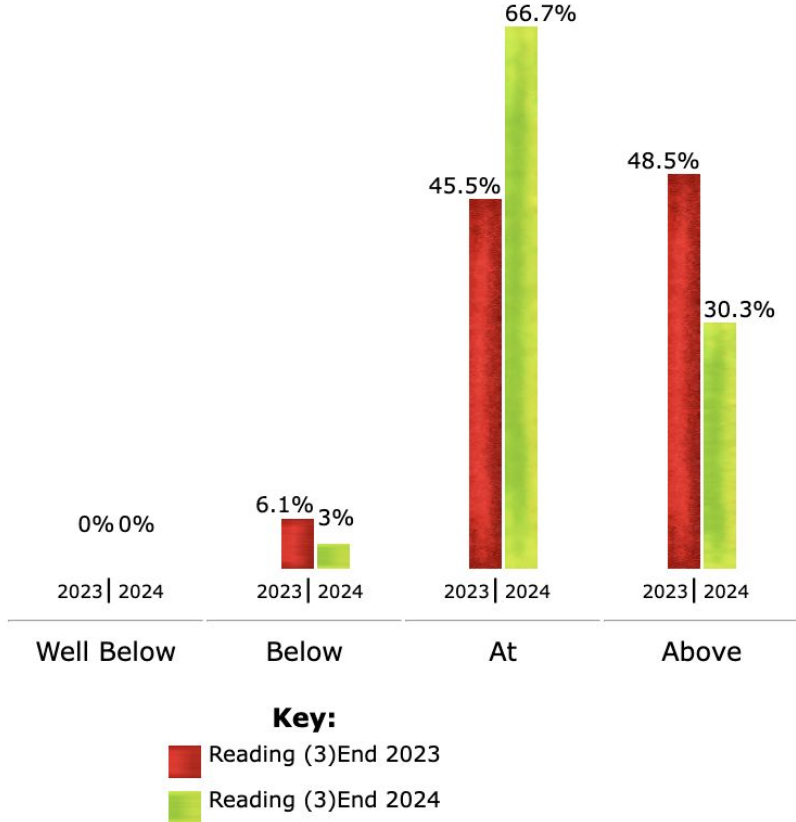
Reading Cohort Data

Reading (3)End Target Cohort for 2021 onwards 2023

10292	Well Below	Below	At	Above
Y0				
Y1				
Y2				
Y3				
Y4		6% (2)	45% (15)	48% (16)
Y5				
Y6				
Totals		6.1% 2	45.5% 15	48.5% 16

Reading (3)End Target Cohort for 2021 onwards 2024

10292	Well Below	Below	At	Above
Y0				
Y1				
Y2				
Y3				
Y4				
Y5		3% (1)	67% (22)	30% (10)
Y6				
Totals		3% 1	66.7% 22	30.3% 10



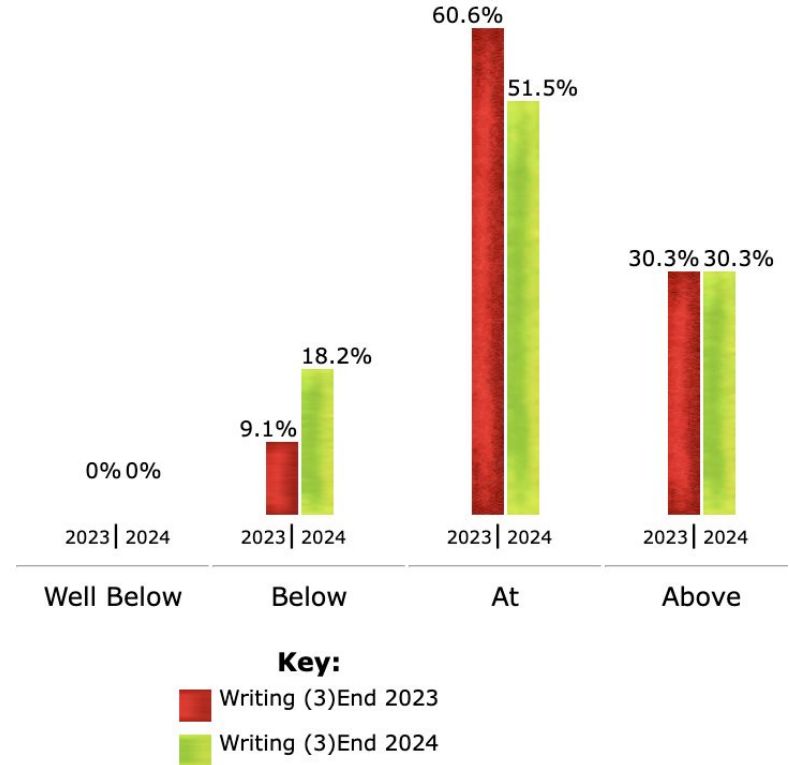
Writing Cohort Data

Writing (3)End Target Cohort for 2021 onwards 2023

10293	Well Below	Below	At	Above
Y0				
Y1				
Y2				
Y3				
Y4		9% (3)	61% (20)	30% (10)
Y5				
Y6				
Totals		9.1% 3	60.6% 20	30.3% 10

Writing (3)End Target Cohort for 2021 onwards 2024

10293	Well Below	Below	At	Above
Y0				
Y1				
Y2				
Y3				
Y4				
Y5		18% (6)	52% (17)	30% (10)
Y6				
Totals		18.2% 6	51.5% 17	30.3% 10



Mathematics Cohort Data

Maths (3)End

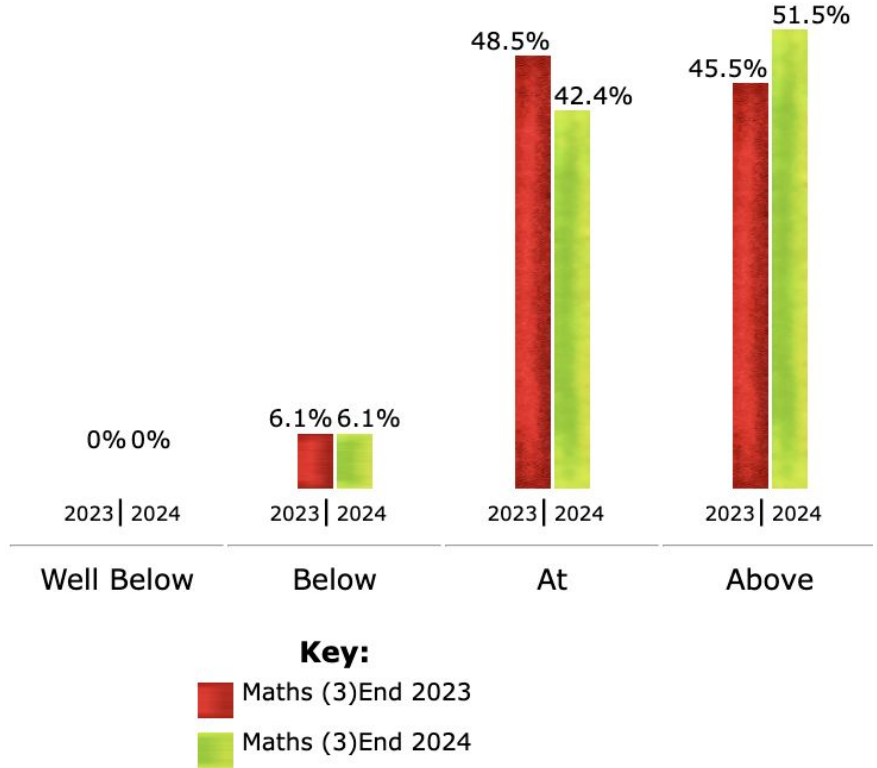
Target Cohort for 2021 onwards 2023

10294	Well Below	Below	At	Above
Y0				
Y1				
Y2				
Y3				
Y4		6% (2)	48% (16)	45% (15)
Y5				
Y6				
Totals		6.1% 2	48.5% 16	45.5% 15

Maths (3)End

Target Cohort for 2021 onwards 2024

10294	Well Below	Below	At	Above
Y0				
Y1				
Y2				
Y3				
Y4				
Y5		6% (2)	42% (14)	52% (17)
Y6				
Totals		6.1% 2	42.4% 14	51.5% 17



Maths and Literacy Data 2024

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 continued with the Developing Mathematical Capabilities group, 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. We have also implemented The Writing Revolution programme and we have been supported by an RTLB.

In reading, our focus has been around impact analysis cycles. 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. This year we have also had success with UFLI and a smooth transition from BSLA to UFLI.



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.



PACT Expectation for Reporting

End of Year Reading, Writing and Maths - Reporting

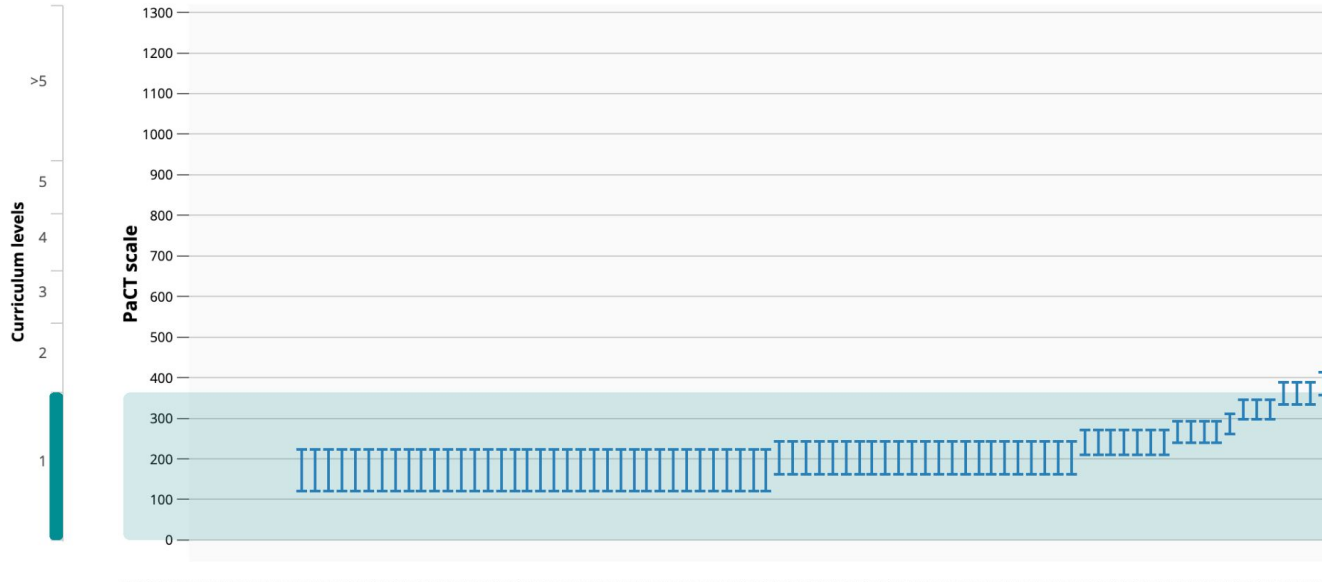
	Well Below	Below	At	Above
Year 1	NA	NA	Level 1 early/mid	NA
Year 2	NA	Level 1 early	Level 1 mid/late	Level 2 early
Year 3	Level 1 early	Level 1 mid/late	Level 2 early/mid	Level 2 late
Year 4	Level 1 mid/late	Level 2 early	Level 2 mid/late	Level 3 early
Year 5	Level 2 early	Level 2 mid/late	Level 3 early/mid	Level 3 late
Year 6	Level 2 mid/late	Level 3 early	Level 3 mid/late	Level 4 early



Maths Year 1

Te Ara Koropiko West Spreydon School - Year 1

Year level: Year 1 Gender: All genders Ethnicity: Ethnicity - All Year: Current year - 2024 Time Period: 2024 Term 4



Students - Sorted by Range (Ascending)

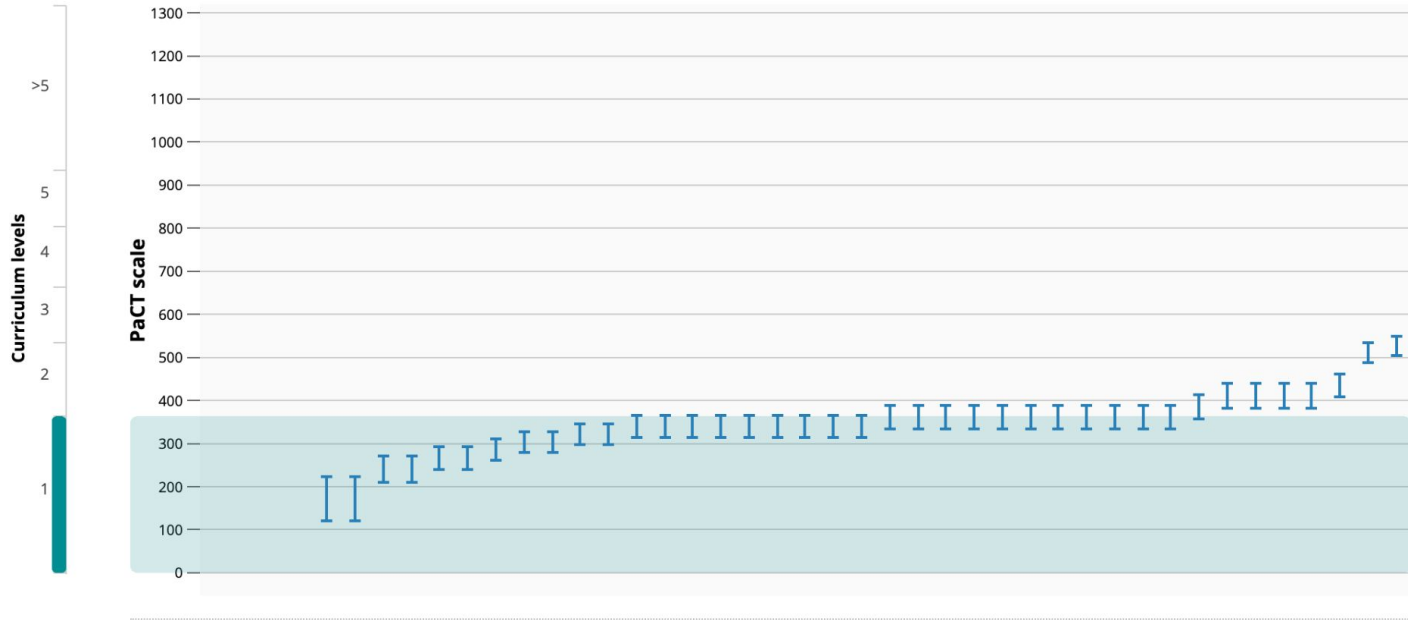
To change sort order please use table below



Maths Year 2

Te Ara Koropiko West Spreydon School - Y2

Year level: Year 2 Gender: All genders Ethnicity: Ethnicity - All Year: Current year - 2024 Time Period: 2024 Term 4



Students - Sorted by Range (Ascending)

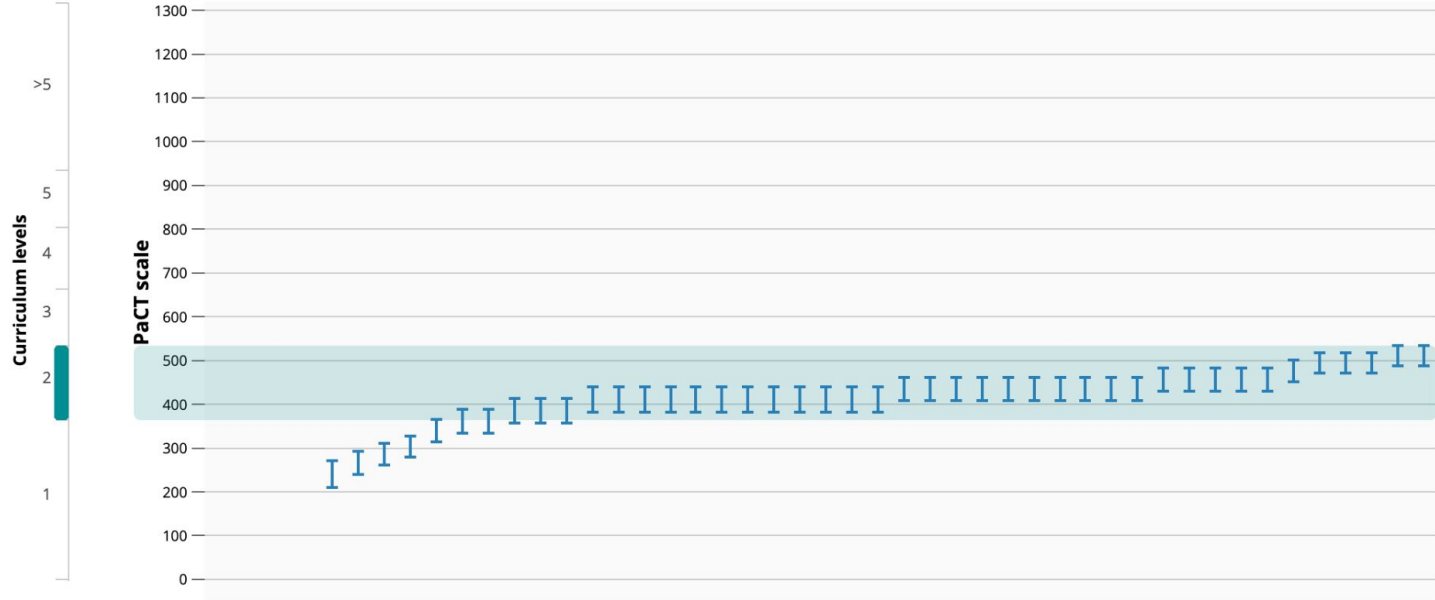
To change sort order please use table below



Maths Year 3

Te Ara Koropiko West Spreydon School - Y3

Year level: Year 3 Gender: All genders Ethnicity: Ethnicity - All Year: Current year - 2024 Time Period: 2024 Term 4



Students - Sorted by Range (Ascending)

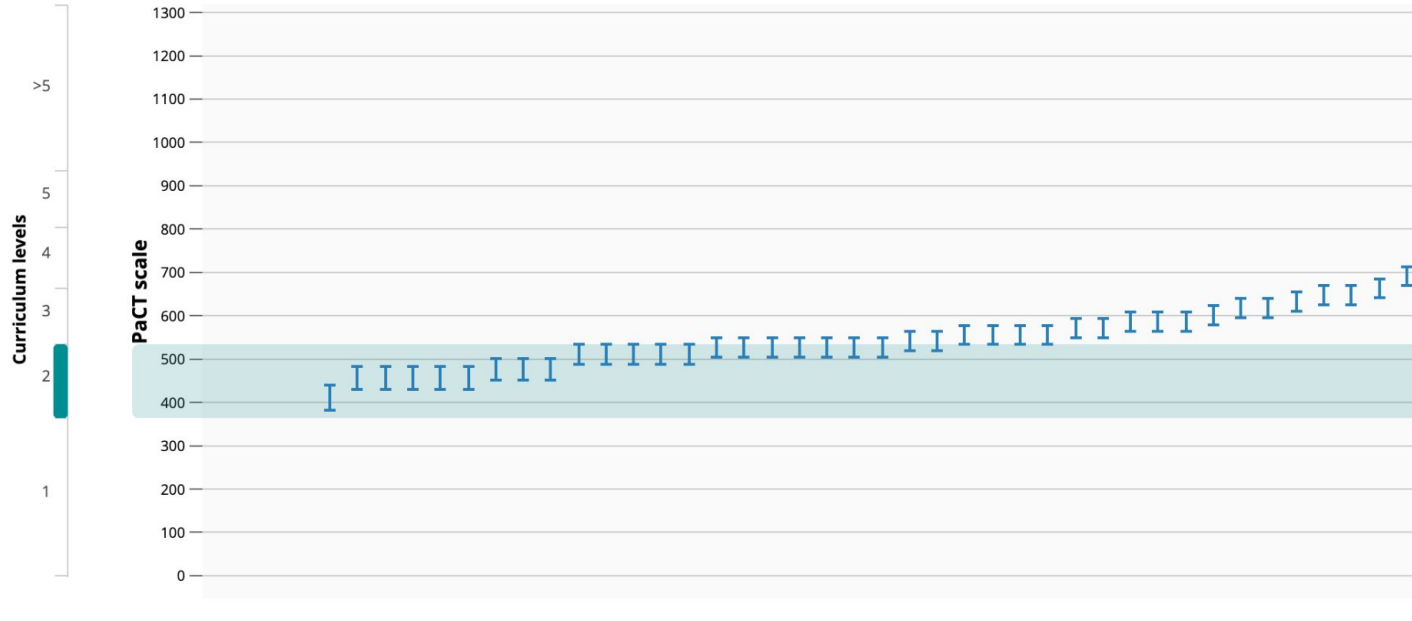
To change sort order please use table below



Maths Year 4

Te Ara Koropiko West Spreydon School - Y4

Year level: Year 4 Gender: All genders Ethnicity: Ethnicity - All Year: Current year - 2024 Time Period: 2024 Term 4



Students - Sorted by Range (Ascending)

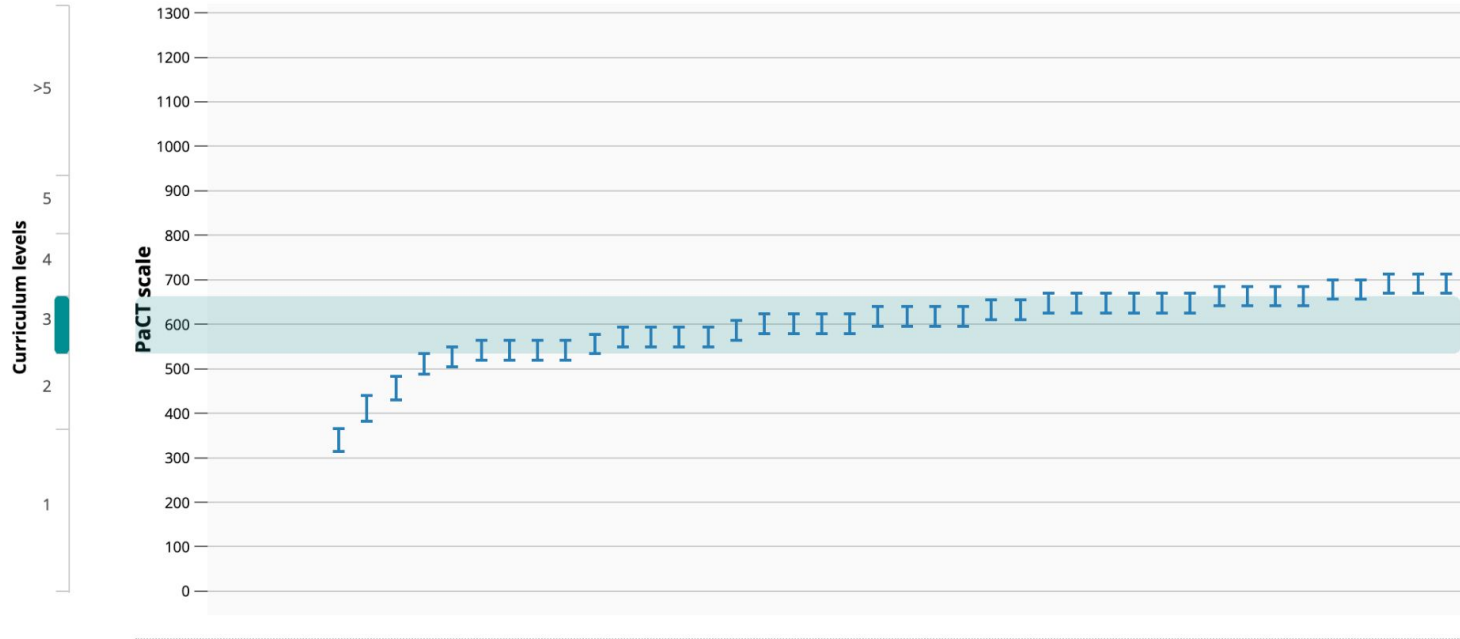
To change sort order please use table below



Maths Year 5

Te Ara Koropiko West Spreydon School - Y5

Year level: Year 5 Gender: All genders Ethnicity: Ethnicity - All Year: Current year - 2024 Time Period: 2024 Term 4



Students - Sorted by Range (Ascending)

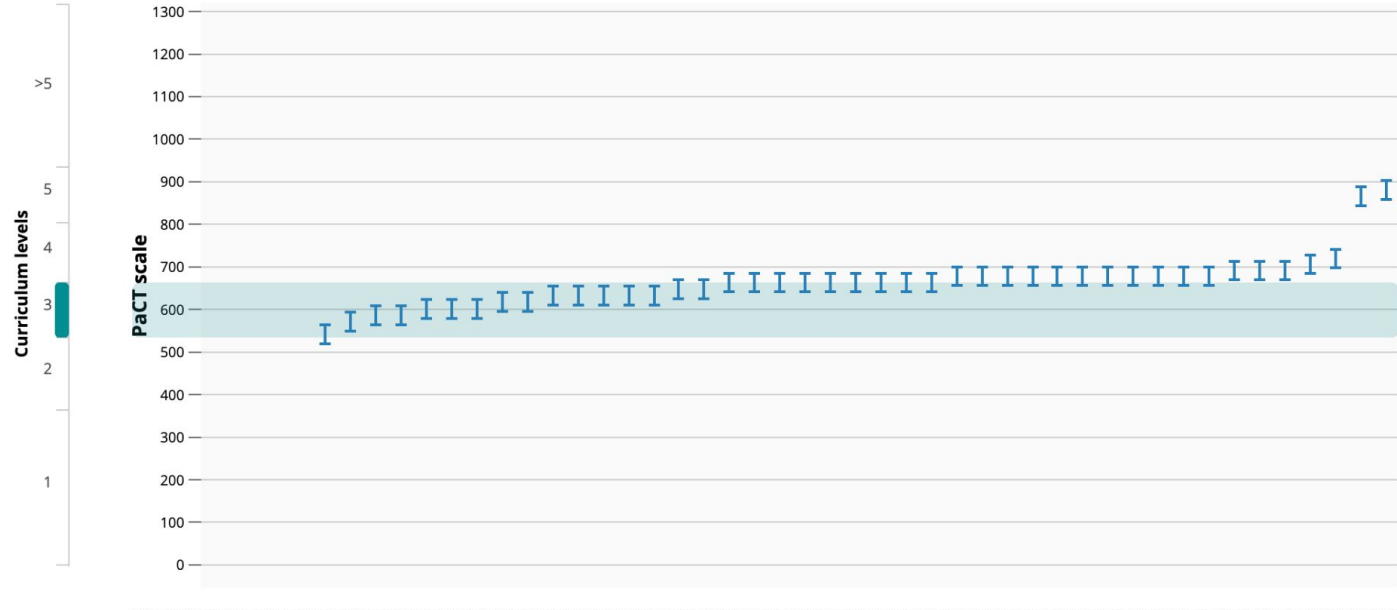
To change sort order please use table below



Maths Year 6

Te Ara Koropiko West Spreydon School - Y6

Year level: Year 6 Gender: All genders Ethnicity: Ethnicity - All Year: Current year - 2024 Time Period: 2024 Term 4



Students - Sorted by Range (Ascending)

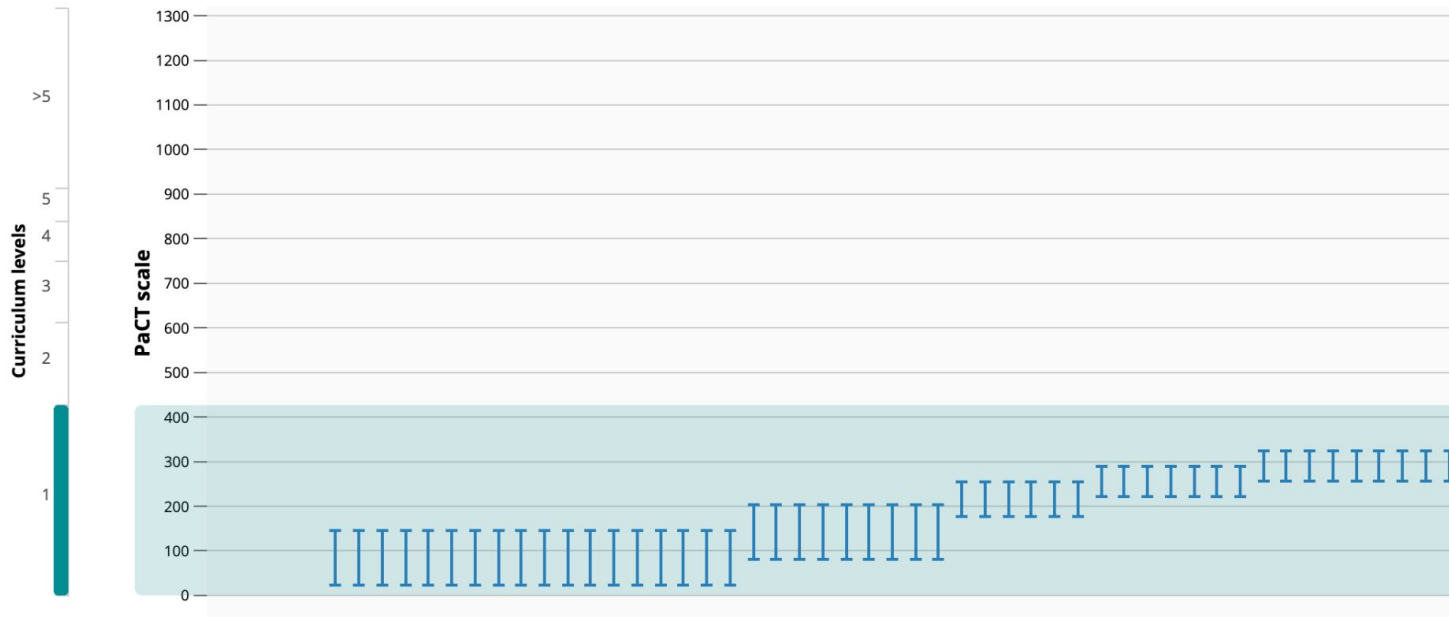
To change sort order please use table below



Writing Year 1

Te Ara Koropiko West Spreydon School - Y1

Year level: Year 1 Gender: All genders Ethnicity: Ethnicity - All Year: Current year - 2024 Time Period: 2024 Term 4



Students - Sorted by Range (Ascending)

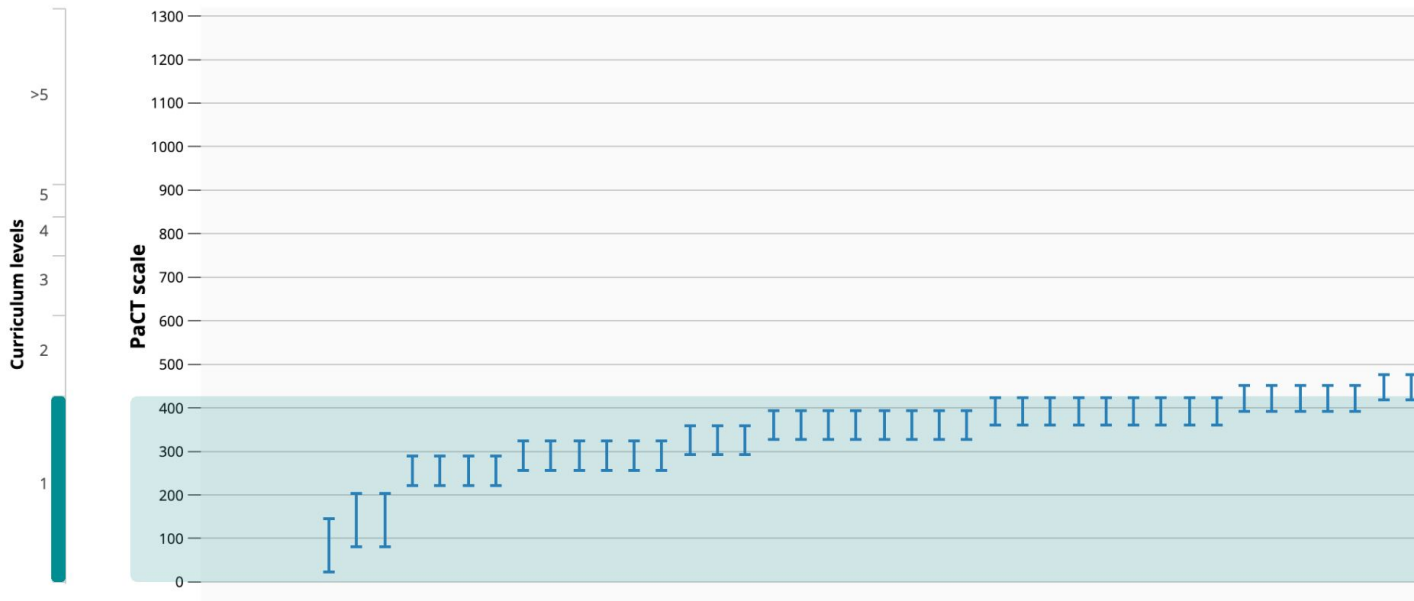
To change sort order please use table below



Writing Year 2

Te Ara Koropiko West Spreydon School - Y2

Year level: Year 2 Gender: All genders Ethnicity: Ethnicity - All Year: Current year - 2024 Time Period: Latest



Students - Sorted by Range (Ascending)

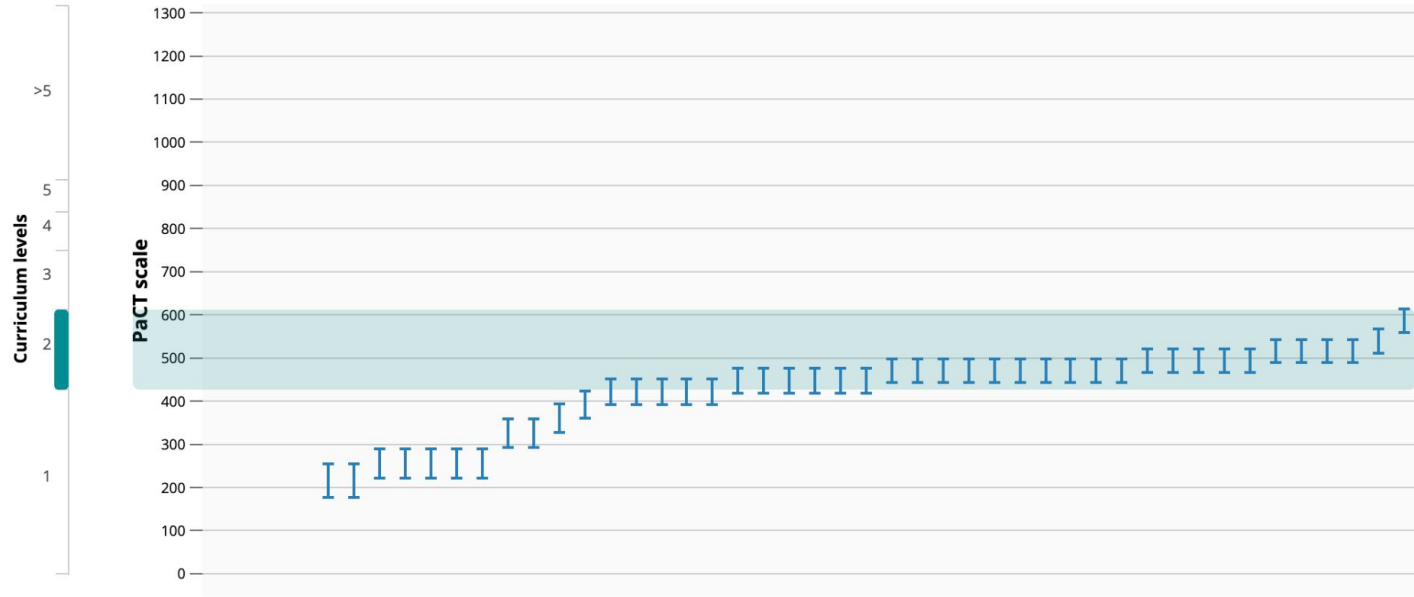
To change sort order please use table below



Writing Year 3

Te Ara Koropiko West Spreydon School - Y3

Year level: Year 3 Gender: All genders Ethnicity: Ethnicity - All Year: Current year - 2024 Time Period: 2024 Term 4



Students - Sorted by Range (Ascending)

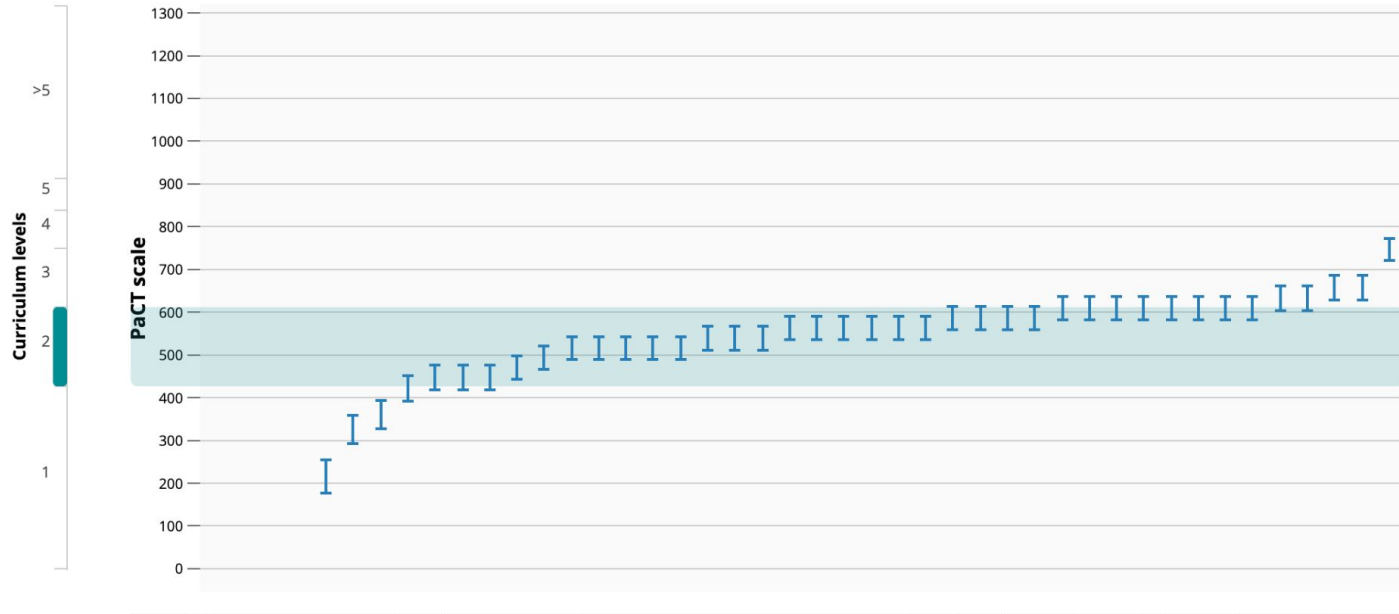
To change sort order please use table below



Writing Year 4

Te Ara Koropiko West Spreydon School - Y4

Year level: Year 4 Gender: All genders Ethnicity: Ethnicity - All Year: Current year - 2024 Time Period: 2024 Term 4



Students - Sorted by Range (Ascending)

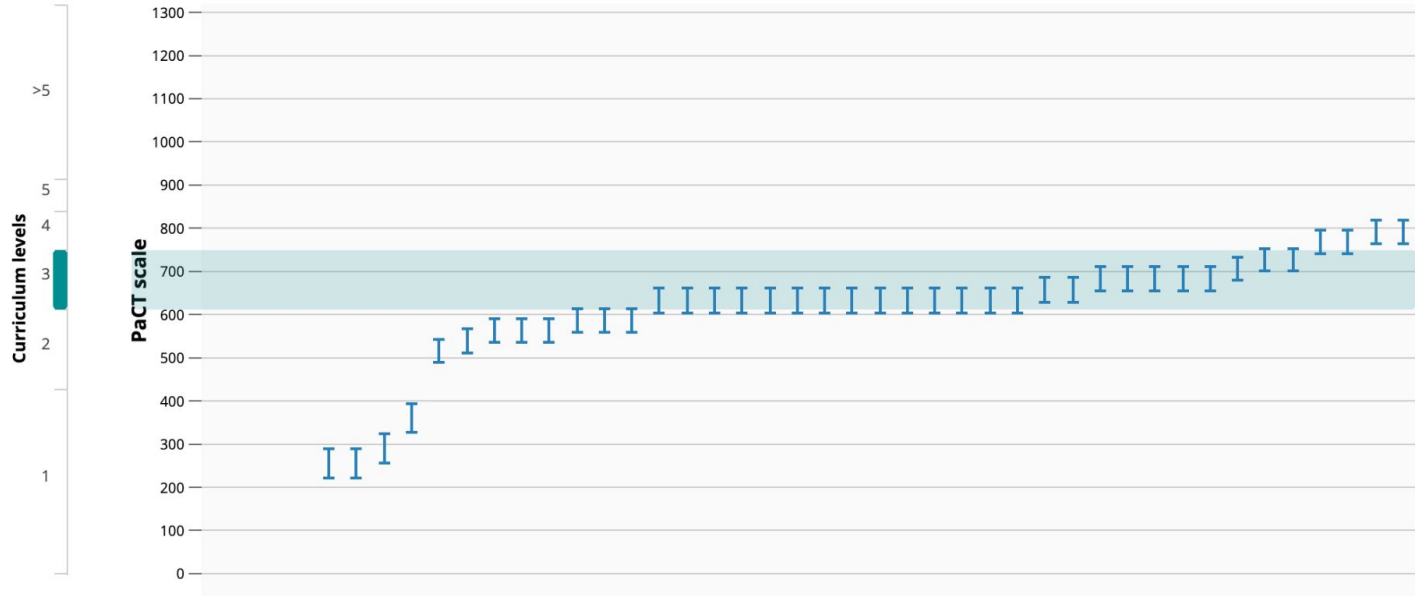
To change sort order please use table below



Writing Year 5

Te Ara Koropiko West Spreydon School - Y5

Year level: Year 5 Gender: All genders Ethnicity: Ethnicity - All Year: Current year - 2024 Time Period: 2024 Term 4



Students - Sorted by Range (Ascending)

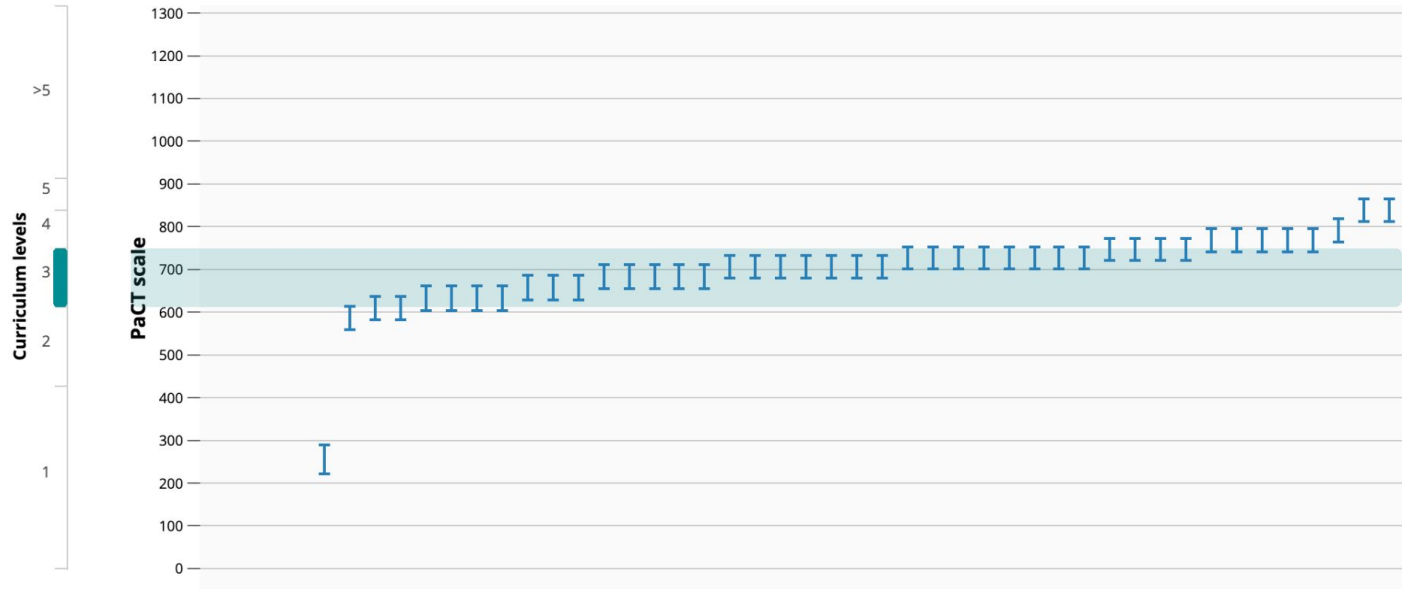
To change sort order please use table below



Writing Year 6

Te Ara Koropiko West Spreydon School - Y6

Year level: Year 6 Gender: All genders Ethnicity: Ethnicity - All Year: Current year - 2024 Time Period: 2024 Term 4



Students - Sorted by Range (Ascending)

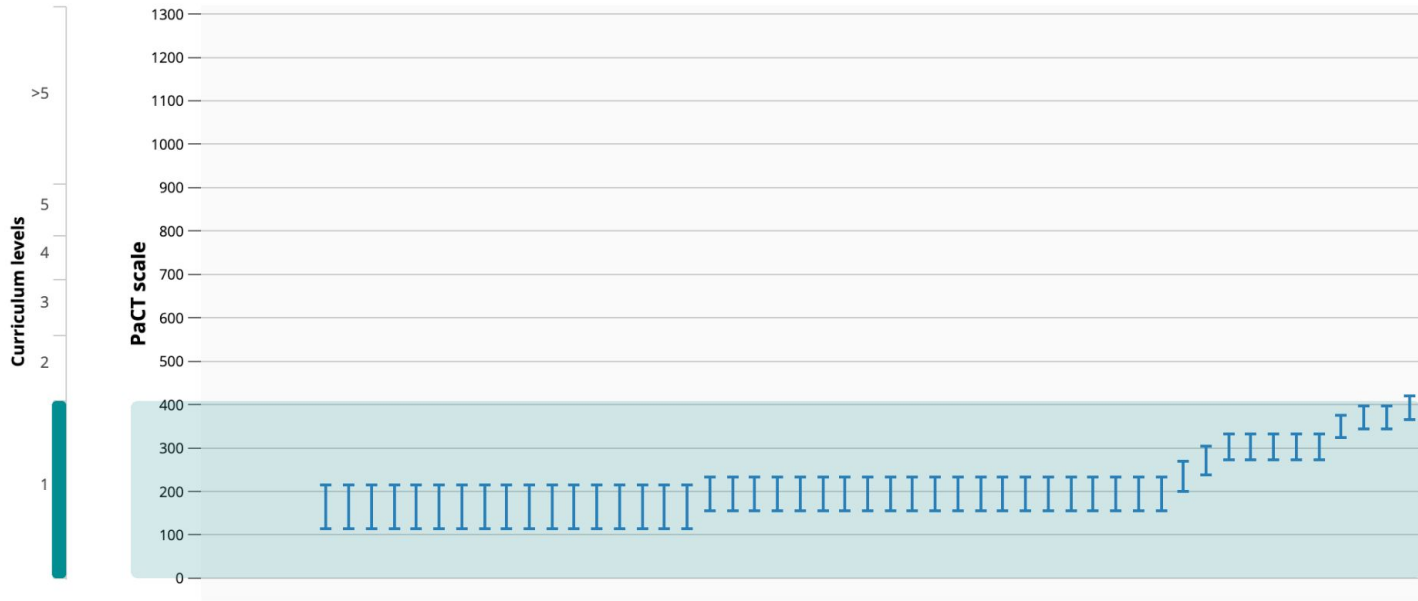
To change sort order please use table below



Reading Year 1

Te Ara Koropiko West Spreydon School - Y1

Year level: Year 1 Gender: All genders Ethnicity: Ethnicity - All Year: Current year - 2024 Time Period: 2024 Term 4



Students - Sorted by Range (Ascending)

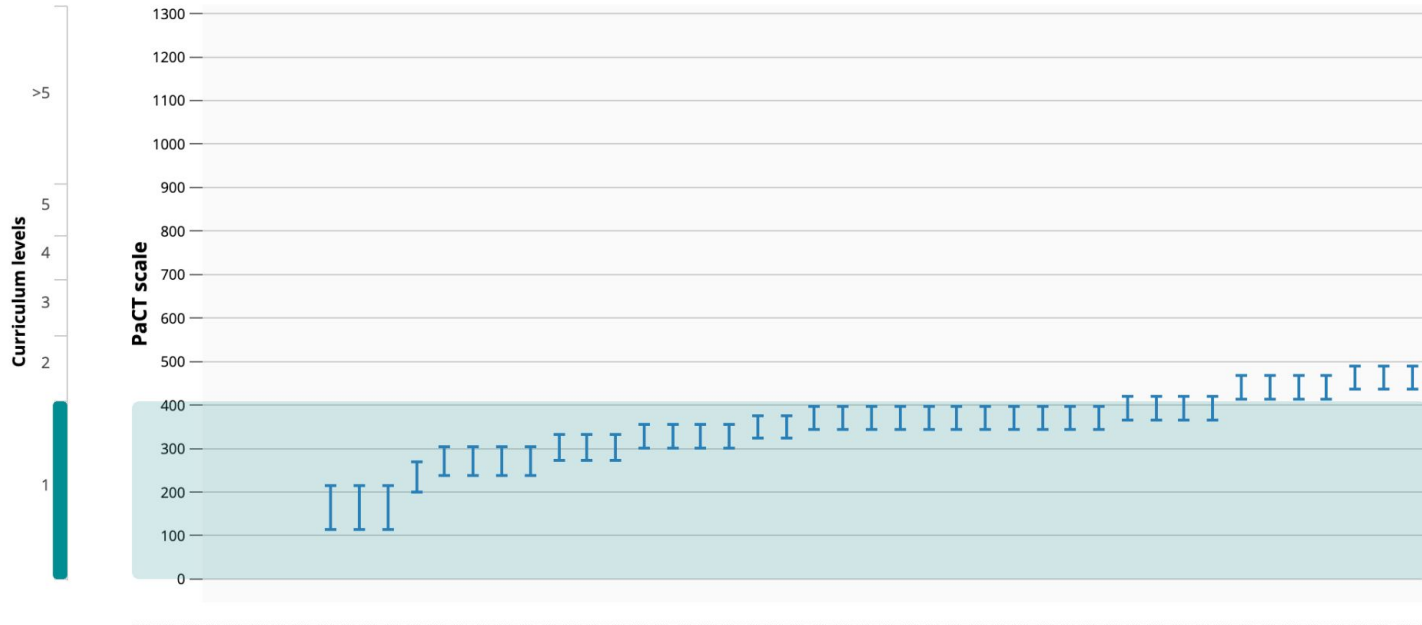
To change sort order please use table below



Reading Year 2

Te Ara Koropiko West Spreydon School - Y2

Year level: Year 2 Gender: All genders Ethnicity: Ethnicity - All Year: Current year - 2024 Time Period: 2024 Term 4



Students - Sorted by Range (Ascending)

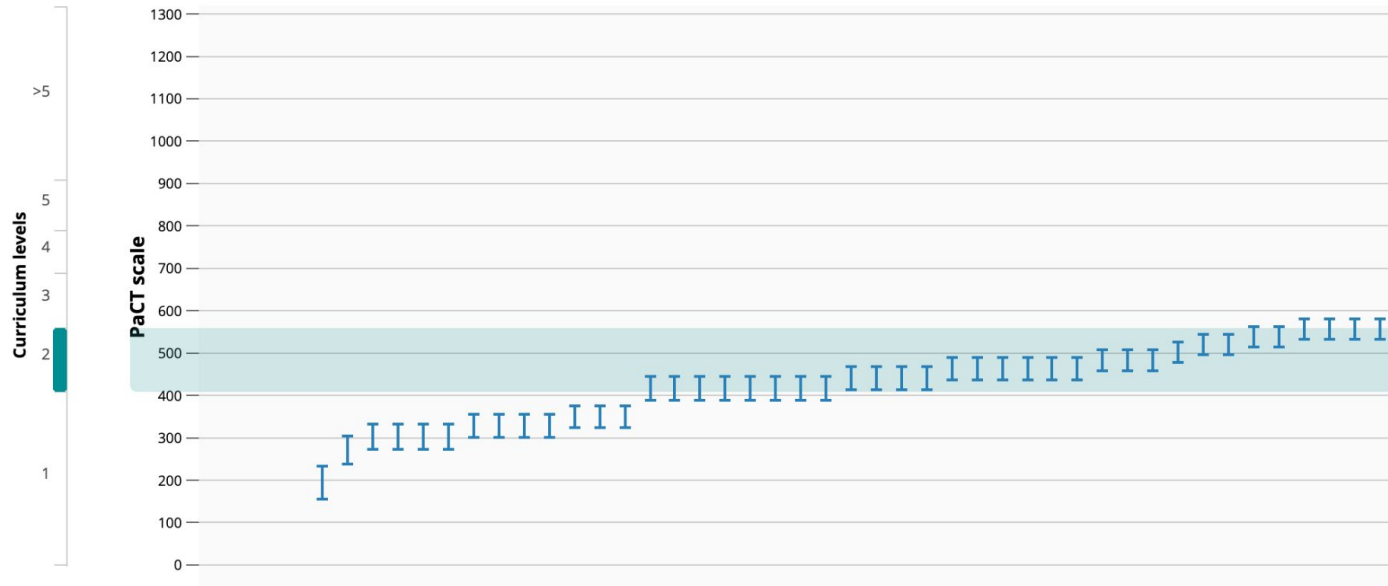
To change sort order please use table below



Reading Year 3

Te Ara Koropiko West Spreydon School - Y3

Year level: Year 3 Gender: All genders Ethnicity: Ethnicity - All Year: Current year - 2024 Time Period: 2024 Term 4



Students - Sorted by Range (Ascending)

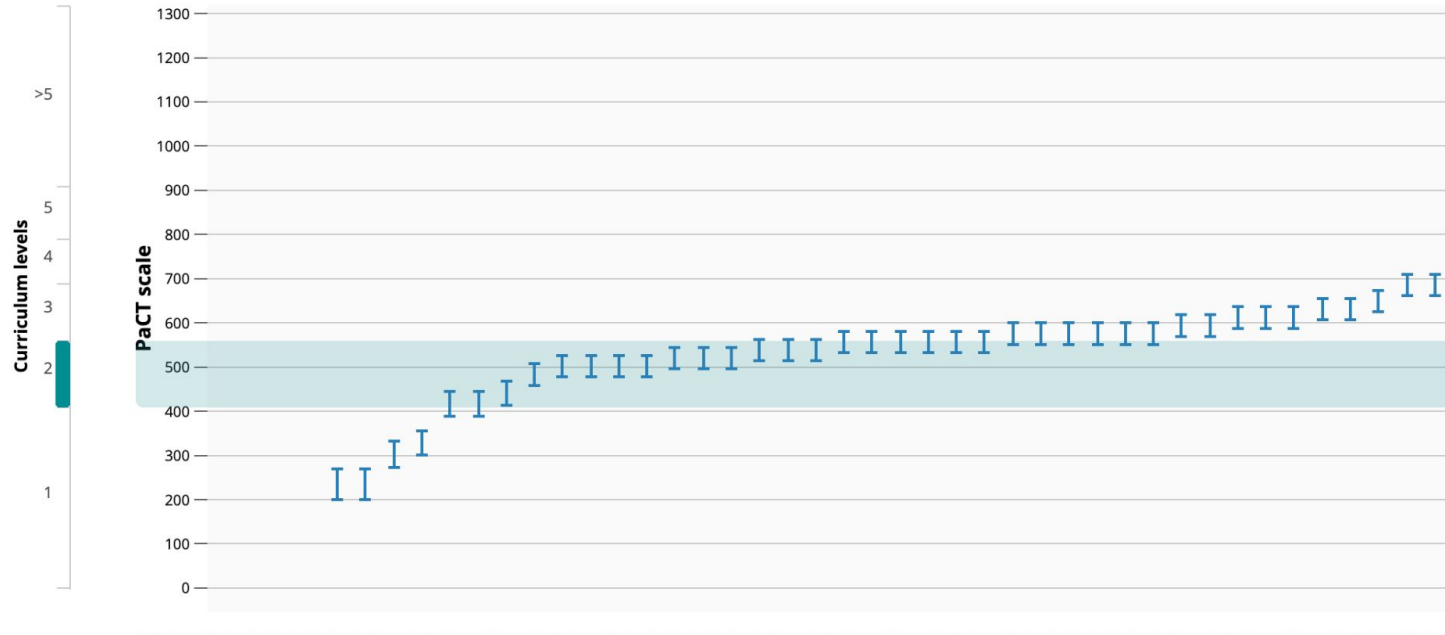
To change sort order please use table below



Reading Year 4

Te Ara Koropiko West Spreydon School - Y4

Year level: Year 4 Gender: All genders Ethnicity: Ethnicity - All Year: Current year - 2024 Time Period: 2024 Term 4



Students - Sorted by Range (Ascending)

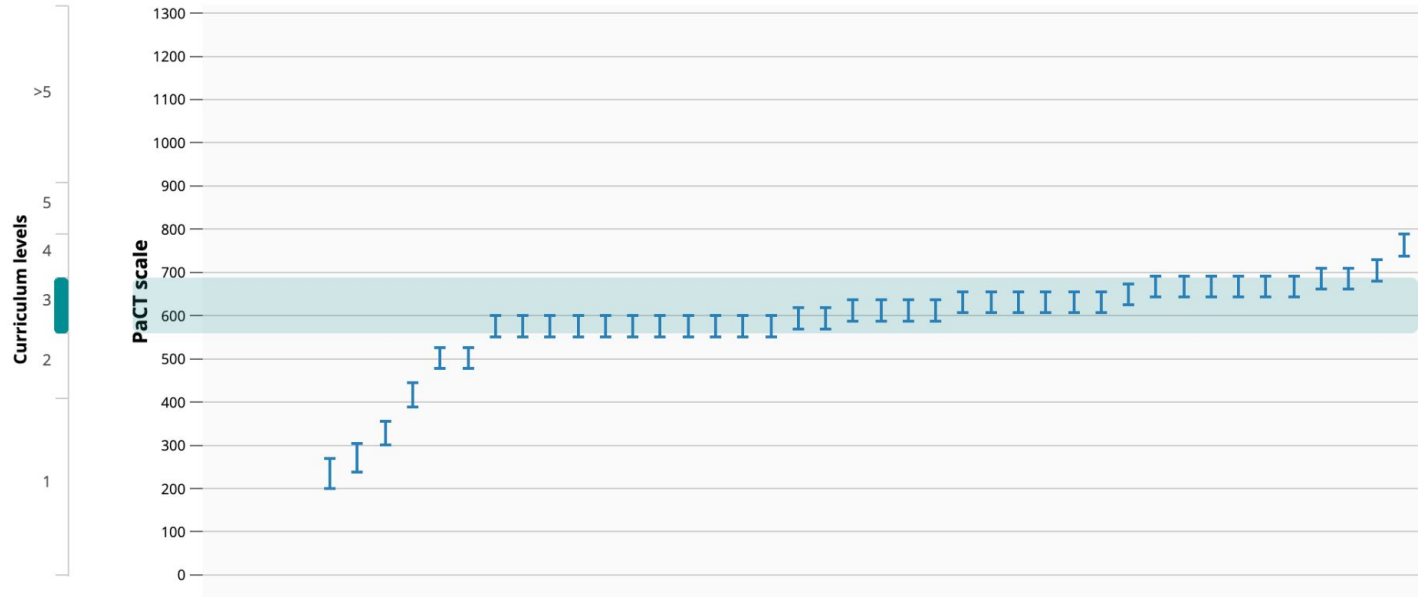
To change sort order please use table below



Reading Year 5

Te Ara Koropiko West Spreydon School - Y5

Year level: Year 5 Gender: All genders Ethnicity: Ethnicity - All Year: Current year - 2024 Time Period: 2024 Term 4



Students - Sorted by Range (Ascending)

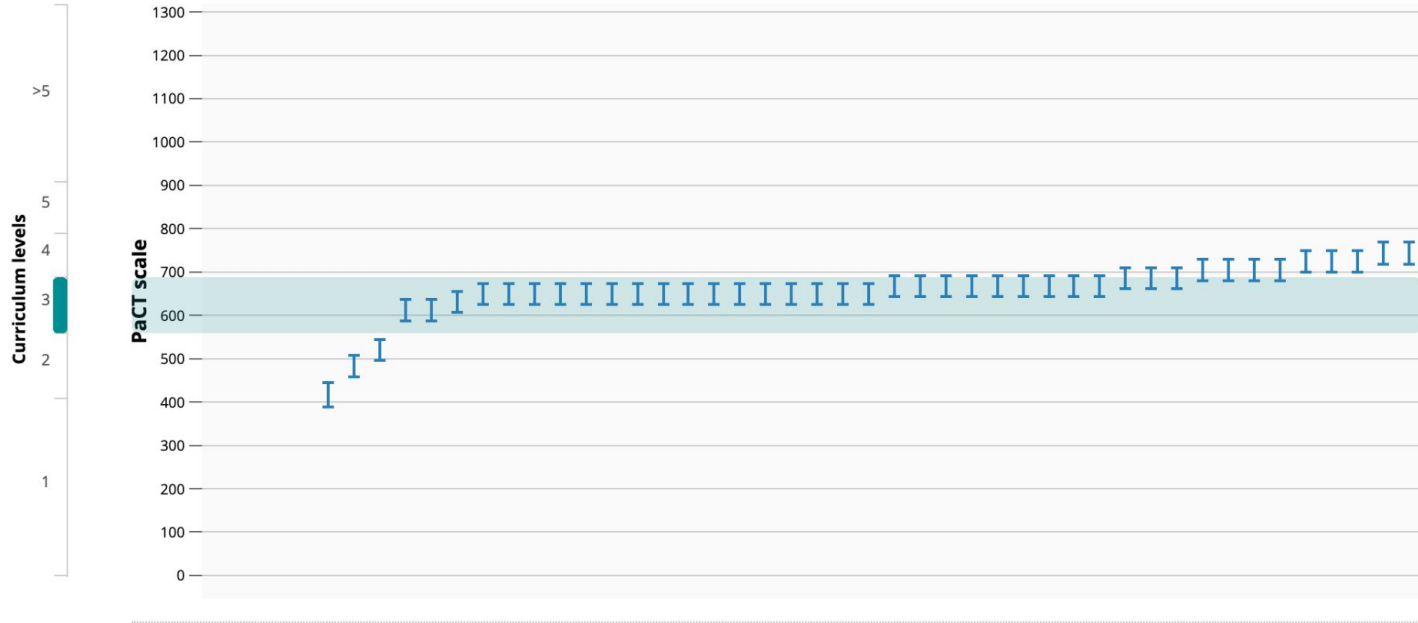
To change sort order please use table below



Reading Year 6

Te Ara Koropiko West Spreydon School - Y6

Year level: Year 6 Gender: All genders Ethnicity: Ethnicity - All Year: Current year - 2024 Time Period: 2024 Term 4



Students - Sorted by Range (Ascending)

To change sort order please use table below



2024 Target Summary

[\(link attached\)](#)





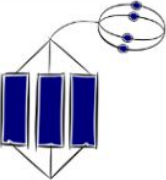


Deep Learning Data

The following data shows data points that our kaiako have assessed our tamariki on regarding SOLO before and during the context of Thinking Critically (Science) - 'The Wild World'.

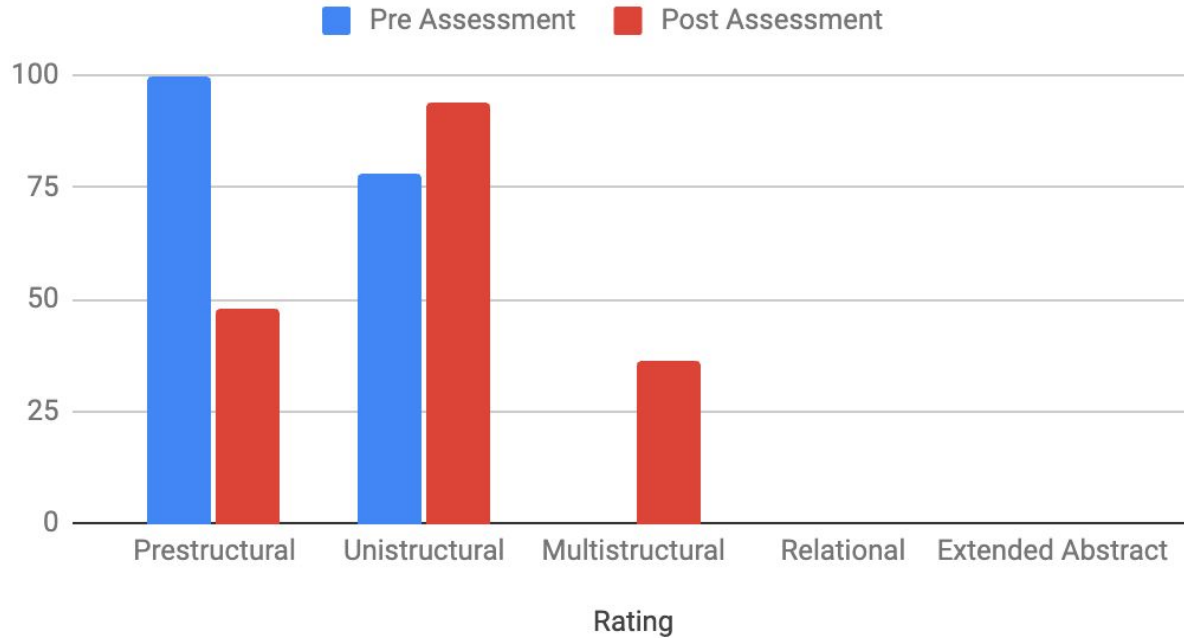


thinking critically: science.

				
<p>I need help to think critically in science</p>	<p>I can think critically in science if I am prompted or directed.</p>	<p>I use several strategies to think critically in science but I am not sure when and or why I 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 think critically in science and I know when and why I 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 think critically in science</p> <p>I act as a role model for others to help them think critically in science</p> <p>I seek and act on feedback to improve my performance of thinking critically in science</p> <p>I can demonstrate thinking critically in science and in new scientific contexts.</p>
	<p>Cognitive stage – appropriate demonstrations - continuous feedback (informative and positive) - task structured for early success.</p>	<p>Associative stage – repetition and practice - focus on effort and attention to detail - feedback, reflection and adjustment.</p>	<p>Autonomous stage – opportunities to use the skill proactively – in different contexts - to develop fluency and automaticity.</p>	



Puna Hao Pre Assessment and Post Assessment



Rating	Pre Assessment	Post Assessment
Prestructural	100	48
Unistructural	78	94
Multistructural	0	36
Relational	0	0
Extended Abstract	0	0
Total	178	178



Puna Paranui Pre Assessment and Post Assessment



Rating	Pre Assessment	Post Assessment
Prestructural	13	2
Unistructural	60	16
Multistructural	53	74
Relational	0	34
Extended Abstract	0	0
Total	126	126

