



2023 VARIANCE REPORT

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SCHOOL ACHIEVEMENT RESULTS IN READING 2023

	Well Below		Below		At		Above		Total Number
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	
All students	47	20%	22	9%	52	22%	114	49%	235
Maori	32	18%	17	9%	42	23%	88	49%	179
Pasifika	6	35%	1	6%	4	24%	6	35%	17
Asian	2	25%	0	0	0	0	6	75%	8
European	6	21%	3	10%	6	21%	14	48%	29
Male	33	26%	12	10%	23	18%	57	46%	125
Female	14	13%	10	9%	29	26%	57	52%	110
	Well Below		Below		At		Above		Total Number
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	
After 3 years at school	4	13%	0	0	4	13%	22	73%	30
End of year 4	15	21%	1	1%	13	19%	41	59%	70
End of year 5	20	29%	13	19%	18	26%	18	26%	69
End of year 6	8	12%	8	12%	17	26%	33	50%	66

Variance summary:

The above table shows that at the end of 2023, 166 out of 235 students (71%) were reading at or above school expectations. This level of attainment is slightly lower than 2022, but still higher than our end of year results in 2021. A significant factor that needs to be taken into account when looking at our school-wide reading data- is the exclusion of all year 1 and 2 students and just over half of all year 3 students. This is due to the fact these cohorts are learning through a structured literacy approach, therefore their achievement data does not align with the analysis of the assessment of reading using a 'balanced approach'.

If we compare the achievement of boys and girls across the four-point scale, we can see that 80 out of 125 boys (64%) and 86 out of 110 girls (78%) achieved at or above the expected level. We can see there is a disparity of achievement here, with girls outperforming boys in reading by 14%. This is an increase of 5% in disparity levels, from the achievement levels of 2022. Working on reducing disparity in achievement levels in reading between boys and girls will continue to be a focus in 2024.

Looking at achievement levels of Maori vs non-Maori students, 130 out of 179 (72%) of our Maori students are achieving at or above the expected level, compared to 20 out of 29 (69%) of NZE students. While there is no significant difference in achievement levels between Maori and NZE students, Maori students are achieving marginally higher than NZE students, and the school as a whole.

Looking at the achievement of students by year level, we can see that:

Year 3	86% of students working at or above the expected level
Year 4	78% of students working at or above the expected level
Year 5	52% of students working at or above the expected level
Year 6	76% of students working at or above the expected level

Our year 3 students have the highest proportion of students (86%) reading at or above the expected level, followed by year 4 (78%) and then year 6 (76%). Where there is a major decrease in achievement in reading, is the year 5 cohort, where only 53% of this group are reading at or above the expected level. This particular cohort is a unique group and their achievement levels are looked into more in-depth in the 'Areas of Strengths and Areas for Improvement' section of this report.

With the exception of our year 5 cohort, all year levels have at least 75% of all students reading at or above the expected level. As such, we will not have a school target group in reading for the 2024 school year.

SCHOOL ACHIEVEMENT RESULTS IN WRITING 2023

	Well Below		Below		At		Above		Total Number
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	
All students	73	31%	39	16%	87	37%	38	16%	237
Maori	55	30%	27	15%	69	38%	30	17%	181
Pasifika	6	35%	4	24%	5	29%	2	12%	17
Asian	2	25%	0	0	4	50%	2	25%	8
European	9	31%	7	24%	9	31%	4	14%	29
Male	48	38%	20	16%	45	36%	12	10%	125
Female	25	22%	19	17%	42	38%	26	23%	112
	Well Below		Below		At		Above		Total Number
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	
After 3 years at school	8	27%	5	17%	7	23%	10	33%	30
End of year 4	19	27%	10	14%	29	41%	12	17%	70
End of year 5	36	51%	13	19%	11	16%	10	14%	70
End of year 6	10	15%	11	16%	40	60%	6	9%	67

Variance summary:

As a school we have ended 2023 with 125 out of 237 students (53%) writing at or above school expectations. This is an increase of 7% on the achievement levels of 2022. And although our writing levels are still not where we want them to be, this is the first time in five years that our school-wide achievement levels in writing have increased. The major change implemented across years 4-6 has been the introduction of the teaching of The Code. This explicit teaching of spelling rules, coupled with targeted in-class writing programmes, has equipped akonga with the skills they need in order to be successful in writing.

Disparity in achievement levels in writing between boys and girls, continues to be an issue. After reducing this gap over the past 3 years to just 4%, it has again widened, with girls outperforming boys by 15%. Working towards reducing this disparity will be a minor focus again in 2024.

Looking at achievement levels of Maori vs non-Maori students, 99 out of 181 (55%) of our Maori students are achieving at or above the expected level, compared to 13 out of 29 (45%) of NZE students. Our Maori students are outperforming our NZE students by 10% in writing, and are achieving higher than the overall school result of 53% of students at or above the expected level.

Looking at the achievement of students by year level, we can see that:

Year 3	56% of students working at or above the expected level
Year 4	58% of students working at or above the expected level
Year 5	30% of students working at or above the expected level
Year 6	69% of students working at or above the expected level

The year 6 cohort has the highest achievement levels (69%), followed by year 4 (58%) and then year 3 (56%). As with reading, our year 5 cohort are achieving at a significantly lower rate with just 30% of this group reaching the expected level. Again, this particular cohort is a unique group and their achievement levels are looked into more in-depth in the 'Areas of Strengths and Areas for Improvement' section of this report.

From the above results we have made the decision to have two target groups in writing for 2024: the year 3 cohort (who will be year 4 in 2024) and the year 4 cohort (who will be year 5 in 2024).

SCHOOL ACHIEVEMENT RESULTS IN MATH 2023

	Well Below		Below		At		Above		Total Number
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	
All students	76	17%	95	21%	161	36%	113	25%	445
Maori	55	17%	67	20%	129	39%	80	24%	331
Pasifika	10	22%	13	28%	15	33%	8	17%	46
Asian	2	18%	1	9%	2	18%	6	55%	11
European	8	15%	12	23%	14	26%	19	36%	53
Male	41	18%	45	20%	78	34%	64	28%	228
Female	35	16%	50	23%	83	38%	49	23%	217
	Well Below		Below		At		Above		Total Number
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	
After 1 year at school	5	7%	32	43%	32	43%	6	8%	75
After 2 years at school	6	9%	17	26%	30	46%	12	18%	65
After 3 years at school	9	13%	19	28%	25	37%	14	21%	67
End of year 4	16	23%	10	14%	24	34%	20	29%	70
End of year 5	28	40%	6	9%	22	31%	14	20%	70
End of year 6	12	18%	11	16%	18	27%	26	39%	67

Variance summary:

We can see that overall, 274 out of 445 students (61%) have ended 2023 working at or above the expected level. This is an increase in achievement levels by 7% on 2022. While our overall school result in math is still lower than where we want it to be, we aim to continue to build on this increase over the forthcoming years.

Unlike in reading and writing, boys are ever so slightly outperforming girls (1%) in math, however, this marginal gap has been reduced from 3% in 2022.

When we look at the achievement levels of Maori students compared to the school as a whole, as well as the achievement levels of NZE students, we can see that all students are achieving at basically the same rate. As a school 61% of all students are working at or above the expected level in maths; 63% of Maori students are working at or above expectation; and 62% of NZE students are working at or above the expected level. So, no major disparity here.

Looking at the achievement of students by year level, we can see that:

Year 1 and 5	51% of students working at or above the expected level
Year 3	58% of students working at or above the expected level
Year 4	63% of students working at or above the expected level
Year 2	64% of students working at or above the expected level
Year 6	66% of students working at or above the expected level

From the above results we have made the decision that the year 1 cohort (who will be year 2 in 2024) will be our target group in math

STRUCTURED LITERACY

We started our structured literacy journey in 2022, with our year 1 students in term one, followed by our year 2 and (selected) year 3s in term 2. Throughout 2022 and 2023 our junior teachers have taken part in varying amounts of PLD around both structured literacy and Little Learners Love Literacy with Liz Kane. We will be continuing to build on this learning in 2024 through our centrally funded PLD, focussing on assessment practices within structured literacy.

When looking at our data, the suggested, approximate achievement levels students should be reaching at given points in time are:

Time at school	LLLL stage
After 6 months	Stage 3
After 1 year	Stage 5
After 2 years	Stage 7.2
After 3 years	Stage 7.5

Our teachers in the junior school have made consistent observations that the majority of our students are starting school below the expected level of readiness. These observations have been confirmed with the results of our Phonological Awareness screening. These results show that many of our students are still learning to discriminate between different sounds and are not yet ready to hear the difference between subtle letter sounds like /p/ and /b/. So, developing our akonga's phonological awareness has had to be a priority to ensure they have the skills necessary to apply to learning letter names and sounds, and how to use these.

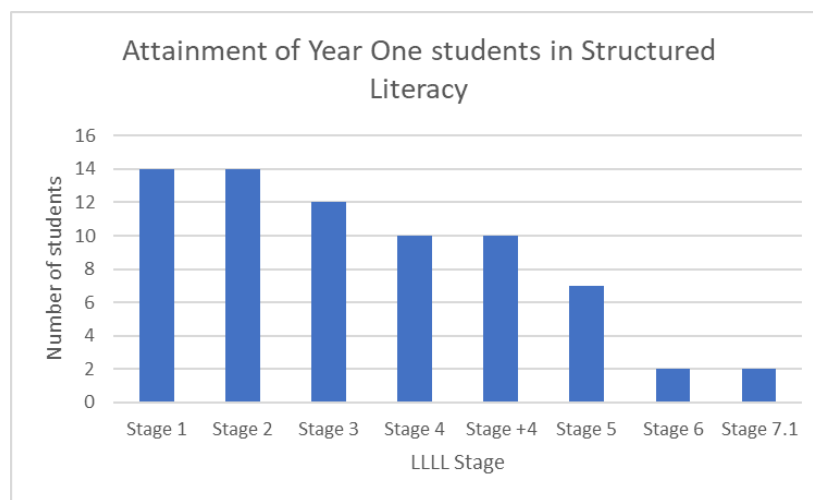
Because the first few months of school, (or longer for some students) is used to ensure akonga have the required phonological awareness skills, the 'flow-on' effect is that generally speaking, our students are taking much longer to reach the suggested achievement levels. This being said, it is in the best interest of our akonga for teachers to take the time necessary to ensure students foundational skills in literacy are strong, ensuring their success in literacy learning as they proceed through their time at school.

When we look at our results in Structured Literacy across the junior school, it is important to note that this year, we have collated student achievement levels 'at the end of year 1/2/3' rather than 'after 1/2/3 years at school'. This differentiation is important, as there are a large number of students who have yet to have their anniversary, but are still included in that cohort's data. After discussion with team leaders, we have made the decision, going forward, to assess students at the time of their anniversary at school.

It is also important to note that ALL students are recorded in our achievement data, including students with extra learning needs such as English Language Learners, hearing needs, ADD/ADHD/ODD, diagnosed learning delays, and children who have experienced extreme trauma. Children included in this bracket are making progress, however, it is not at the same rate as their peers.

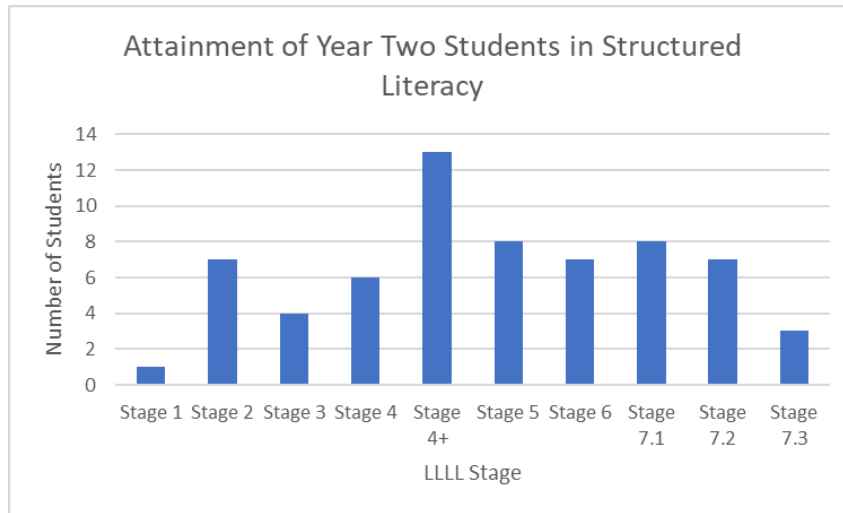
Year One:

Stage 1		Stage 2		Stage 3		Stage 4		Stage +4		Stage 5		Stage 6		Stage 7.1	
No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
14	19%	14	19%	12	16%	10	15%	10	15%	7	10%	2	3%	2	3%



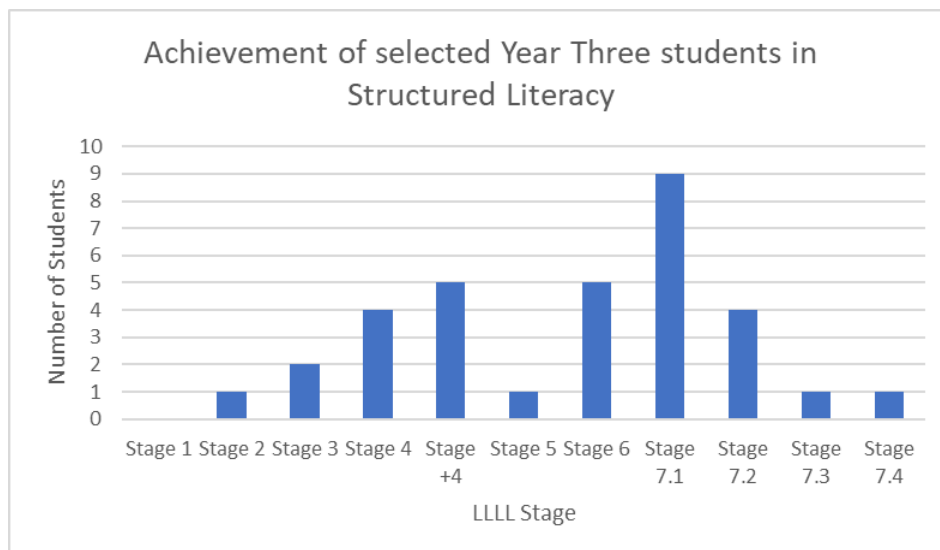
Year Two:

Stage 1		Stage 2		Stage 3		Stage 4		Stage +4		Stage 5		Stage 6		Stage 7.1		Stage 7.2		Stage 7.3		Stage 7.4	
No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1	1%	7	11%	4	7%	6	9%	13	21%	8	12%	7	11%	8	12%	7	11%	3	5%	0	0



Year Three:

Stage 1		Stage 2		Stage 3		Stage 4		Stage +4		Stage 5		Stage 6		Stage 7.1		Stage 7.2		Stage 7.3		Stage 7.4	
No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
0	0	1	3%	2	6%	4	12%	5	15%	1	3%	5	15%	9	28%	4	12%	1	3%	1	3%



When we look at the end of year achievement in structured literacy across the three different cohorts, we can see that the majority of our akonga are achieving lower than the expected level. Within year 1 and year 2, this has been explained in the dialogue prior to the data tables and graphs. When we look at our selected year 3 cohort, however, things are a bit different.

The selected year three students are generally the lower achieving students within their year level. These students have remained in a year 2-3 class, rather than moving into a year 3-4 class with their peers. If we keep this in mind, and look back to the data of 2022, this entire cohort - particularly the lower achieving year 3s, has made significant progress. We know, after administering running records using unseen ready to read texts, that students who are working within stage 7.1 are reading at Gold (if not higher) as they could read these texts with at least 95% accuracy and sound comprehension.

This year 3 cohort finished 2022 with 46% of students reading below or well below the expected level. Comparatively, this same cohort finished 2023 with 26% of students reading below or well below expectation. We have 13 students reading well below expectation and 5 students reading just below expectation. This is the smallest number of students reading below or well below the expected level, we have had in this area of the school, for a long time.

Although it does take time for our akonga to start moving through the stages of structured literacy, the progress the students are making in the long term, is excellent. Structured literacy is meeting the needs of our akonga and is setting them up for success as they enter the senior end of the school

SCHOOL ACHIEVEMENT RESULTS 2023

AREAS OF STRENGTH:

The introduction of teaching reading and writing using a structured literacy approach in the two junior teams (Years 1, 2 and some year 3s) is a definite area of strength. This approach has met the literacy needs of all students, but particularly and possibly even more importantly, it has met the needs of our students who have previously found the learning of reading and writing to be challenging.

"This year each class within Pihinga Waka selected 4 year 3 akonga as target students who would receive intervention through a variety of strategies, techniques, and extra time with the overall goal of accelerated progress. In Week 7 of Term 3, 8 of these target students had reached their goal of working at Stage 7.1 and 4 had reached Stage 6. Many of these target students then moved on to Purapura Waka where they were transferred to the colour wheel. With that switch, we noted that these akonga were transferring to the Purple and Gold levels, which put them 'at' where they needed to be according to our kura's expected levels, meaning that many had gone from 'well below' where they need to be to 'at' in the space of 8 months." - Dana Haimona, year 2-3 team leader

Learning through a structured literacy approach has now been implemented throughout the school. In years 1-3 students are reading decodable texts (Little Learners Love Literacy), and in years 4-6 students have been learning spelling patterns through The Code. As this instruction in both the junior and senior ends of the school are so explicit, with a logical scope and sequence, learning in literacy is not left to chance.

Nearly all the year 3 cohort of 2022 were taught using a structured literacy approach. For many of these students, it meant teachers were able to identify specific gaps in knowledge (phonological awareness, phonemic awareness, as well as encoding and decoding and substitution). As such, much of 2022 was spent 'filling the gaps' and as a result, this cohort had 36% of students ending 2022 reading below or well below the expected level. However, what this has meant, is that this cohort started 2023 with sound knowledge and understanding of how the English code works and as a result, this cohort has made excellent progress in literacy, ending 2023 with 78% of all students reading at or above the expected level - outstanding progress.

In 2023, all year 3 students had completed at least 3 terms of learning through a structured literacy approach previously as year 2s. The progress this cohort has made is excellent. The proportion of students working below or well below is 16% less than the previous year. There are 16 out of 68 year 3 students who are working below or well below the expected level in literacy. We can see the 'tail' of student achievement in literacy, getting smaller and smaller.

AREAS FOR IMPROVEMENT/BASIS FOR IDENTIFYING AREAS FOR IMPROVEMENT:

Mentioned in our school-wide results across the three core areas, is the low levels of achievement of our year 5 cohort of 2023. Although this cohort has had low achievement results throughout their whole time at school, as the expected level of achievement gets higher, the number of students able to meet that level reduces.

If we look more closely at this unusual cohort (69 students) we can see there are many students with high needs:

- 21 students have had extra support through our Pathways For Learning programmes
- 6 students are English language learners
- 5 students are diagnosed with ADD/ADHD/ODD
- 7 students have less than 60% attendance, some have lower than 50% attendance
- 1 student is ORRS funded
- 2 students have ICS
- 3 students have significant trauma
- 2 students are autistic
- 7 students are cognitively delayed (undiagnosed)

Many of the students within this cohort are most likely never going to reach school expectations in the three core areas, however, most are making slow yet steady progress at their own rate, in each of the learning areas.

Even though this cohort is the lowest achieving cohort within the school, because of their unique makeup, they will not make up any of our target groups for 2024. Instead, our target areas for 2024 will be:

1. Writing: of the year 3 students included in this data, this cohort finished 2023 with 17 students (56%) working at or above school expectations. This cohort will make up the first target group as year 4s in 2024.
2. Writing: the year 4 cohort finished 2023 with 41 out of 70 students (58%) working at or above school expectations. This cohort will make up the second target group as year 5s in 2024.
3. Math: the year 1 cohort finished 2023 with 38 out of 75 students (51%) working at or above school expectations. This cohort will make up the third target group as year 2s in 2024.

How we plan on improving outcomes for students in these identified areas is outlined in detail throughout our school annual and strategic plans. However, it is most specifically applicable to National Education Priority Objective 2, Priority 4: *Ensure every learner/akonga gains sound foundation skills, including language, literacy and numeracy.*

ACADEMIC TARGETS FOR 2023 - RESULTS AND ANALYSIS

TARGET GROUP ONE: Year 4 writing

At the end of 2022, Year 3 had one of the highest number of students (59%), achieving below or well below the expected standard.

Target 1: By the end of Year 4 at least 43 out of 71 students (60%) will be writing at/above school expectation of Level 2P/2A

Specific goal for this target group:

At least 14 students from this target group will end 2023 writing at/above the expected level of Level 2P/2A.

COMPOSITION OF GROUP:

Writing levels:

	Level 1P	Level 1A	Level 2B	Level 2P	Level 2A
Jan 2023	2	12	2	0	0
Dec 2023	0	0	4	9	2

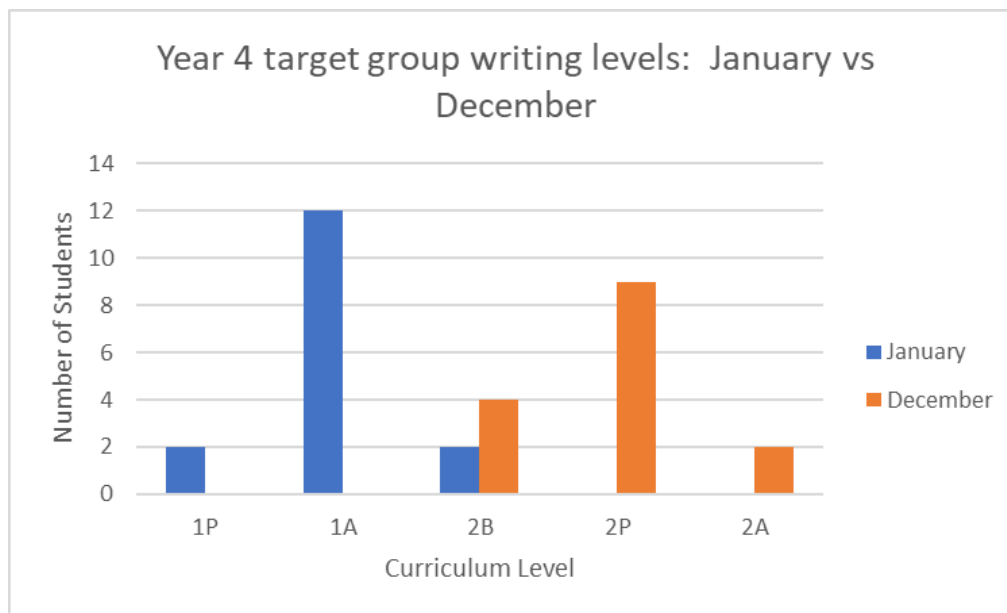
Gender and ethnicity:

9 x boys (5 x Maori, 3 x Pasifika, 1 x NZE)

7 x girls (5 x Maori, 0 x Pasifika, 2 x NZE)

Students	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Jan 2023	1A	2B	2B	1A	1A	1A	1A	1A	1A	1A	1A	1A	1A	1A	1P	1P
Dec 2023	2B	2P	29	2P	2B	2B	2P	2P	2A	2P	2A	2P	-	2B	2P	2P
Movement of writing sub-levels	1	1	1	2	1	1	2	2	3	2	3	2	-	1	3	3

Results for target group one - Year 4 writing:



Interpretation of results

This target group was comprised of 16 students. All of the students within this group have received individualised, targeted teaching throughout the year, where teaching has been focussed around specific learning goals. Many of this cohort have also received one-on-one support via the Pathways to Learning programmes.

14 out of 16 students started the year working well below the expected level of 2P/2A and 2 students started the year working below the expected level. There has been some good value added progress within this group. At the end of 2023, 11 out of 15 students are now writing within the expected level and 4 students are working just one sub-level below expectation.

Our school target for this year level was 'At the end of Year 4, 60% of all students will be writing at or above the expected level of Level 2P/2A.' This target has only just not been achieved, with the Year 4 cohort ending 2023 with 58% of students writing at or above the expected level.

TARGET GROUP TWO: Year 5 writing

At the end of 2022, Year 4 had one of the highest number of students (57%), achieving below or well below the expected standard.

Target 2: By the end of Year 5 at least 40 out of 72 students (55%) will be writing at/above school expectation of Level 3B.

Specific goal for this target group:

At least 9 students from this target group will end 2023 writing at/above the expected level of Level 3B.

COMPOSITION OF GROUP:

Writing levels:

	Level 2B	Level 2P	Level 2A	Level 3B	Level 3P	Level 3A
Jan 2023	12	2	0	0	0	0
Dec 2023	0	6	4	2	0	1

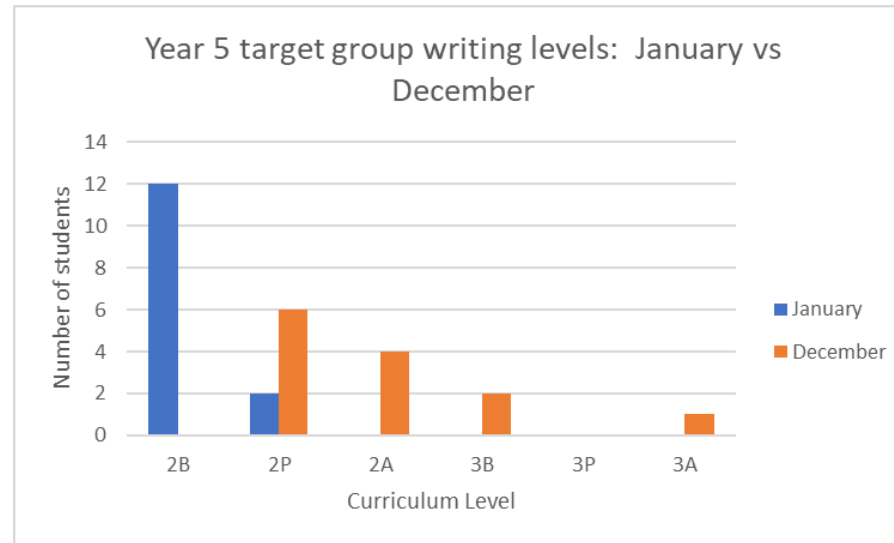
Gender and ethnicity:

5 x boys (4 x Maori, 0 x Pasifika, 1 x NZE)

9 x girls (8 x Maori, 0 x Pasifika, 1 x NZE)

Results for target group two - Year 5 writing:

Students	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Jan 2023	2B	2P	2P	2B	2B	2B	2B	2B	2B	2B	2B	2B	2B	2B
Dec 2023	2P	3B	3B	2P	2A	2A	2P	2A	2P	2A	2P	2P	-	3A
Movement of writing sub-levels	1	2	2	1	2	2	1	2	1	2	1	1	-	5



Interpretation of results

This target group started the year with 14 students. All of the students within this group have received individualised, targeted teaching throughout the year, where teaching has been focussed around specific learning goals. Some of this cohort have also received one-on-one support via the Pathways to Learning programmes.

As the table above shows, the majority of students in this group, started the year writing at Level 2B, well below the expected level. At the end of this year, although the majority of this group are still working below (31%) or well below (46%) the expected level, there has definitely been some movement towards the right of the graph.

Our school target for this year level was 'At the end of Year 5, 55% of all students will be writing at or above the expected level of Level 3B/3P.' This target has not been achieved, with the Year 5 cohort ending 2023 with just 30% of students writing at or above the expected level.

TARGET GROUP THREE: Year 6 math

At the end of 2022, Year 5 had one of the highest number of students (52%), achieving below or well below the expected standard.

Target 3: By the end of Year 6 at least 46 out of 70 students (65%) will be working at/above school expectation of Stage 6.

Specific goal for this target group:

At least 12 students from this target group will end 2023 working at/above the expected level of Stage 6.

COMPOSITION OF GROUP:

Math Stages:

	Stage 5	Early Stage 6	Stage 6	Early Stage 7
Jan 2023	16	0	0	0
Dec 2023	0	4	6	3

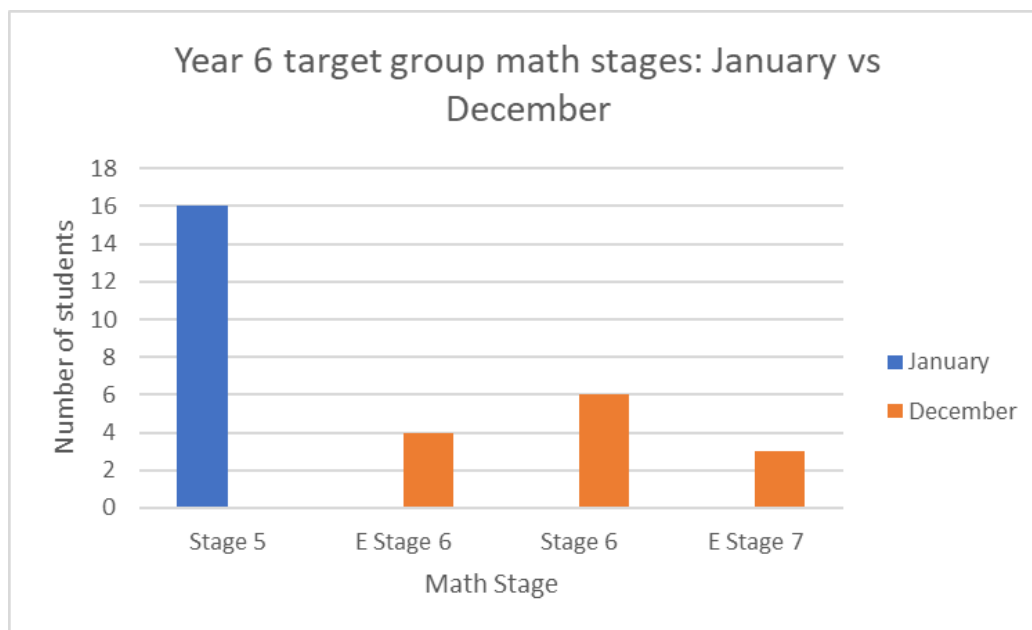
Gender and ethnicity:

6 x boys (6 x Maori, 0 x Pasifika, 0 x NZE)

10 x girls (7 x Maori, 0 x Pasifika, 3 x NZE)

Results for target group three - Year 6 math:

Students	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Jan 2023	Stg 5	Stg 5	Stg 5	Stg 5	Stg 5	Stg 5	Stg 5	Stg 5	Stg 5	Stg 5	Stg 5	Stg 5	Stg 5	Stg 5	Stg 5	Stg 5
Dec 2023	Stg 6	E. Stg 6	-	Stg 6	E. Stg 7	Stg 6	Stg 6	E. Stg 6	-	E. Stg 6	E. Stg 6	-	E. Stg 7	Stg 6	Stg 6	E. Stg 7
Movement of math stages	2	1	-	2	3	2	2	1	-	1	1	-	3	2	2	3



Interpretation of results

This target group was initially made up of 16 students, however over the course of the year 3 of these students left our school. All of the students within this group have received individualised, targeted teaching throughout the year, where teaching has been focussed around specific learning goals. Some of this cohort have also received one-on-one support via the Pathways to Learning programmes.

At the start of the year 100% of this group were working within Stage 5 of NuMPA - well below the expected level of Stage 6. We can see that while 4 students did not make to the expected level, 9 students met or exceeded expectation. This target group finished the year with 4 out 14 students (31%) just below expectation, 6 out of 13 students (46%) at expectation, and 3 out of 13 students (23%) above expectation.

Our school target for this year level was 'by the end of Year 6 at least 46 out of 70 students (65%) will be working at/above school expectation of Stage 6.' This target was achieved with 66% of all year 6 students ending 2023 working at or above the expected level.

ATTAINMENT LEVELS OF PASIFIKA STUDENTS IN RELATION TO THE EXPECTED LEVEL IN READING 2023

Target: *Our Pasifika students will progress at the same rate as other ethnic groups.*

READING or STRUCTURED LITERACY (Year 1, 2 and soem year 3)																			
Student	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
Year level	1	1	1	1	1	1	1	2	2	2	2	2	2	2	3	3	3	3	3
Jan 2023	WB	WB	WB	WB	WB	WB	NA	WB	WB	WB	WB	WB	WB	WB	WB	WB	WB	AT	WB
Dec 2023	B	WB	WB	AT	WB	WB	WB	WB	WB	B	WB	WB	WB	AT	WB	B	WB	AB	WB

READING																			
Student	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38
Year level	3	3	3	4	4	4	4	4	5	5	5	5	5	5	6	6	6	6	6
Jan 2023	WB	WB	WB	B	AT	WB	AB	NA	WB	WB	WB	WB	WB	B	WB	AT	WB	B	B
Dec 2023	WB	WB	WB	AT	AB	WB	AB	AB	WB	WB	AT	WB	AT	AT	B	AB	WB	AB	AB

**ATTAINMENT LEVELS OF PASIFIKA STUDENTS
IN RELATION TO THE EXPECTED LEVEL IN WRITING 2023**

WRITING																			
Student	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
Year level	1	1	1	1	1	1	1	2	2	2	2	2	2	2	3	3	3	3	3
Jan 2023	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	WB	WB	NA
Dec 2023	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	WB	WB	NA

WRITING																			
Student	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38
Year level	3	3	3	4	4	4	4	4	5	5	5	5	5	5	6	6	6	6	6
Jan 2023	NA	NA	NA	WB	WB	WB	AB	NA	WB	WB	WB	WB	WB	WB	WB	B	WB	WB	B
Dec 2023	NA	NA	NA	B	AT	WB	AB	AB	WB	WB	AT	WB	B	AT	WB	AT	WB	B	AT

**ATTAINMENT LEVELS OF PASIFIKA STUDENTS
IN RELATION TO THE EXPECTED LEVEL IN MATH 2023**

MATH																			
Student	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
Year level	1	1	1	1	1	1	1	2	2	2	2	2	2	2	3	3	3	3	3
Jan 2023	WB	WB	WB	WB	NA	NA	NA	B	WB	AT	WB	WB	WB	AT	WB	B	WB	B	WB
Dec 2023	AT	B	B	AT	WB	B	B	AT	WB	AT	AT	AT	AT	AB	WB	AT	WB	AB	AT

MATH																			
Student	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38
Year level	3	3	3	4	4	4	4	4	5	5	5	5	5	5	6	6	6	6	6
Jan 2023	WB	WB	B	WB	B	WB	B	NA	WB	WB	B	WB	B	WB	WB	WB	WB	WB	WB
Dec 2023	WB	B	AT	B	AB	WB	AB	AT	WB	WB	AB	WB	B	AT	B	AT	WB	AT	AB

ATTAINMENT LEVELS OF PASIFIKA STUDENTS IN RELATION TO THE EXPECTED LEVEL IN READING, WRITING AND MATH - 2023

Interpretation of results

The school target for our Pasifika students was to progress at the same rate as other ethnic groups. This goal has not been met this year. Influencing factors here are the (relatively) high number of Pasifika students enrolling over previous years, where English is a second language and/or the new students are unable to verbalise/communicate in English. In these specific cases, extra learning support has been put in place to support the development of essential English language skills, however, it will take some time to see the outcome/progress of this support. When we look at 'value added' progress for these English language learners, we are able to see there has actually been some significant progress. As these students mature, and continue to receive targeted support for their language development, we would expect to see the disparity between outcomes for Pasifika students and the rest of the school, decrease.

The table below compares achievement levels of Pasifika students against the school as a whole, across the three core areas as at December 2023:

	Well below				Below				At				Above			
	Pasifika		Whole school		Pasifika		Whole school		Pasifika		Whole school		Pasifika		Whole school	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Reading	6	35%	47	20%	1	6%	22	9%	4	24%	52	22%	6	35%	114	49%
Writing	6	35%	73	31%	4	24%	39	16%	5	29%	87	37%	2	12%	38	16%
Math	10	22%	76	17%	13	28%	95	21%	15	33%	161	36%	8	17%	113	25%

In terms of importance in relation to their children's success at school, the message coming through from our Pasifika community has been very consistent over the past few years:

- Maintenance of cultural identity for Pasifika people.
- High expectations from both school staff and parents in order to encourage success.
- Valuing home-school relationships.

After surveying our Pasifika families, we know that they are very happy with the way their children are performing at school; the way the school shares learning and successes with them, and also the communication between classroom teacher and families.

Reading:

Here we are able to see that 59% of our Pasifika students ended 2023 reading at or above the expected level. This is significantly lower than the overall school achievement level. However, as stated above, there have been a number of Pasifika students start with us over recent years, where English is their second language. This has had and will continue to have an impact on overall outcomes for our Pasifika students, however, all Pasifika students are making steady progress.

Writing:

The disparity in achievement levels of Pasifika students and the rest of the school are smaller in the area of writing. However, you will note that nearly all year 1, 2 and 3 Pasifika student's achievement data is not included. This is because they are learning through a structured literacy approach. A structured approach to literacy is most beneficial to English language learners, we would expect to see accelerated progress for these students as they move through the school.

Mathematics:

Our Pasifika students have made good progress in mathematics this year also. In January, achievement of this group of students was made up with 2 Pasifika students (5%) working at/above the expected level. By the end of the year, the number of Pasifika children meeting or exceeding school expectations had increased to 23 out of 46 students (50%).

ACADEMIC TARGETS FOR 2024

TARGET GROUP ONE: Year 4 writing

At the end of 2023, Year 3 had one of the highest numbers of students (44%) achieving below or well below the expected standard. Listed below are the identified target students for 2024, at their attainment level, and in relation to the school expectation as at December 2023.

Target 1:

By the end of Year 4 at least 43 out of 68 students (65%) will be writing at/above school expectation of Level 2P/2A.

Specific goal for this target group:

At least 9 students from this target group will end 2024 writing at/above the expectation of Level 2P/2A

TARGET GROUP TWO: Year 5 writing

At the end of 2023, Year 4 had one of the highest numbers of students (41%) achieving below or well below the expected standard. Listed below are the identified target students for 2024, at their attainment level, and in relation to the school expectation as at December 2023.

Target 2:

By the end of Year 5 at least 48 out of 70 students (68%) will be writing at/above school expectation of Level 3B.

Specific goal for this target group:

At least 8 students from this target group will end 2024 writing at/above the expectation of Level 3B.

TARGET GROUP THREE: Year 2 math

At the end of 2023, Year 1 had one of the highest numbers of students (49%) achieving below or well below the expected standard. Listed below are the identified target students for 2024, at their attainment level, and in relation to the school expectation as at December 2023.

Target 3:

By the end of Year 2 at least 56 out of 75 students (74%) will be working at/above school expectation of Stage 4 .

Specific goal for this target group:

At least 18 students from this target group will end 2024 working at/above the expectation of Stage 4.