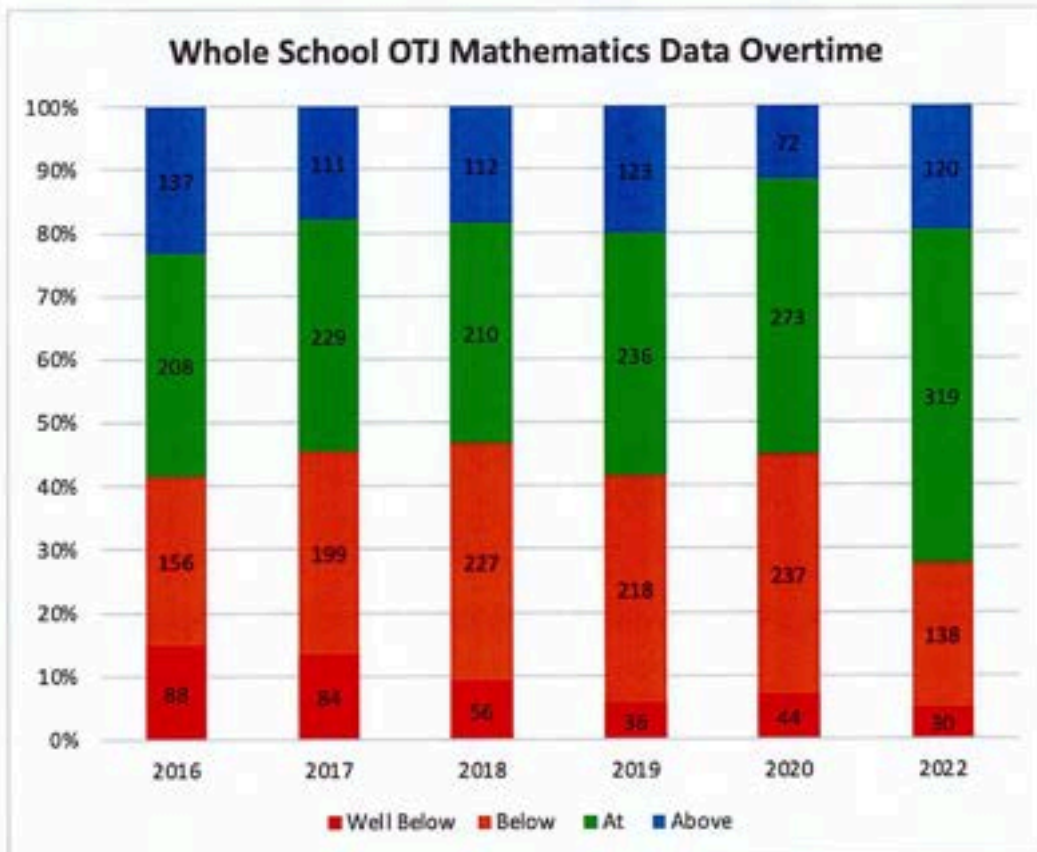


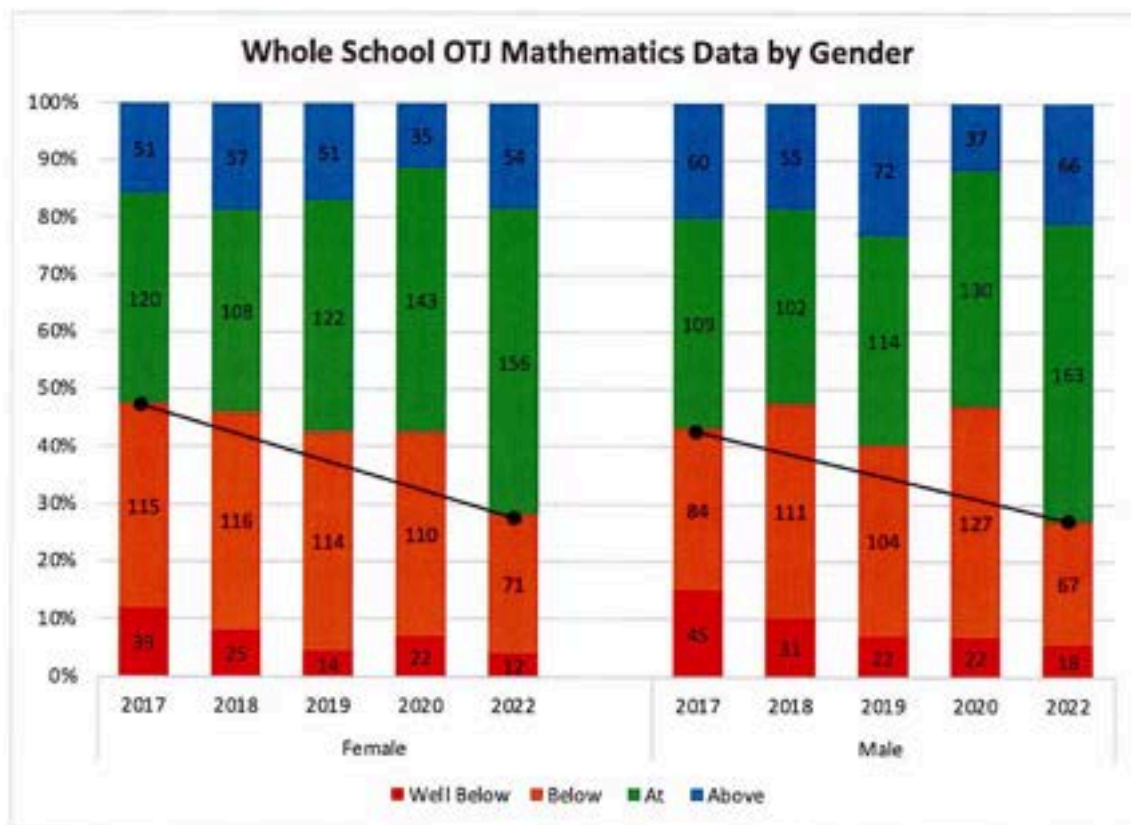
Analysis of Variance - Mathematics Targets 2022

2022 Whole School Target was to have 70% or more of all students working At or Above the expectation for Mathematics, with a particular focus on Male students working Below and Well Below expectation. There is no end of year data for 2021 as OTJs were not done due to lockdown.



Outcomes:

- At or Above the standard in 2022 was 72.3% (439/607), a 17.2% increase compared to 2020 (55.1% or 345/626)
- Below or Well Below was 27.7% (168/607), a 17.2% decrease compared to 2020 (44.9% or 281/626).
- Below was 22.7% (138/607) which was a 15.2% decrease compared to 2020 (37.9% or 237/626)
- Well Below was 4.9% (30/607) which is a 2.1% decrease compared to 2020 (7% or 44/626)



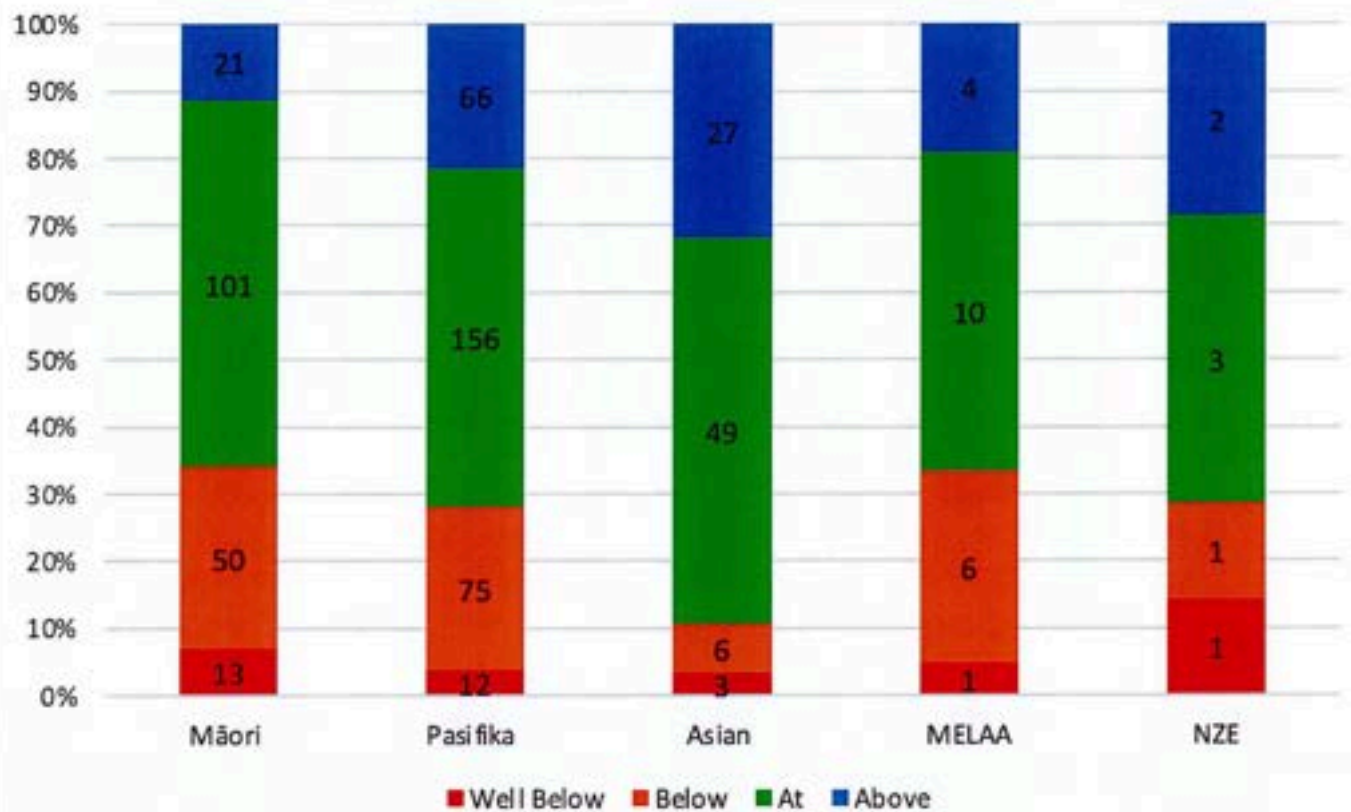
Outcomes:

- 71.7% (210/293) of female students were At or Above in Mathematics, a 14.3% increase compared to 2020 (57.4% or 178/310).
- The percentage of female students Below or Well Below is 28.3% (83/293), a decrease of 14.3% compared to 2022 (42.6% or 132/310).
- Below female students (24.2% or 71/293) decrease by 11.3% compared to 2020 (35.5% or 110/310)
- Well Below female students (4.1% or 12/293) decreased by 3% compared to 2020 (7.1%)% or 22/310).

- 72.9% (229/314) of male students were At or Above, an increase of 20.1% compared to 2020 (52.8% or 167/316).
- The percentage of male students Below and Well Below is 27.1% (85/314) decrease by 5.4% compared to 2020 (50.3% or 159/316)
- Below students (21.3% or 67/314) decreased by 18.9% compared to 2020 (40.2% or 127/316).
- Well Below students (5.7% or 18/314) decrease by 1.3% compared to 2020 (7% or 22/316).

- 1.2% more males are working At or Above compared to female student. In 2020 the difference was 4.6% with females higher and in 2019 it was 6.7% with males higher.

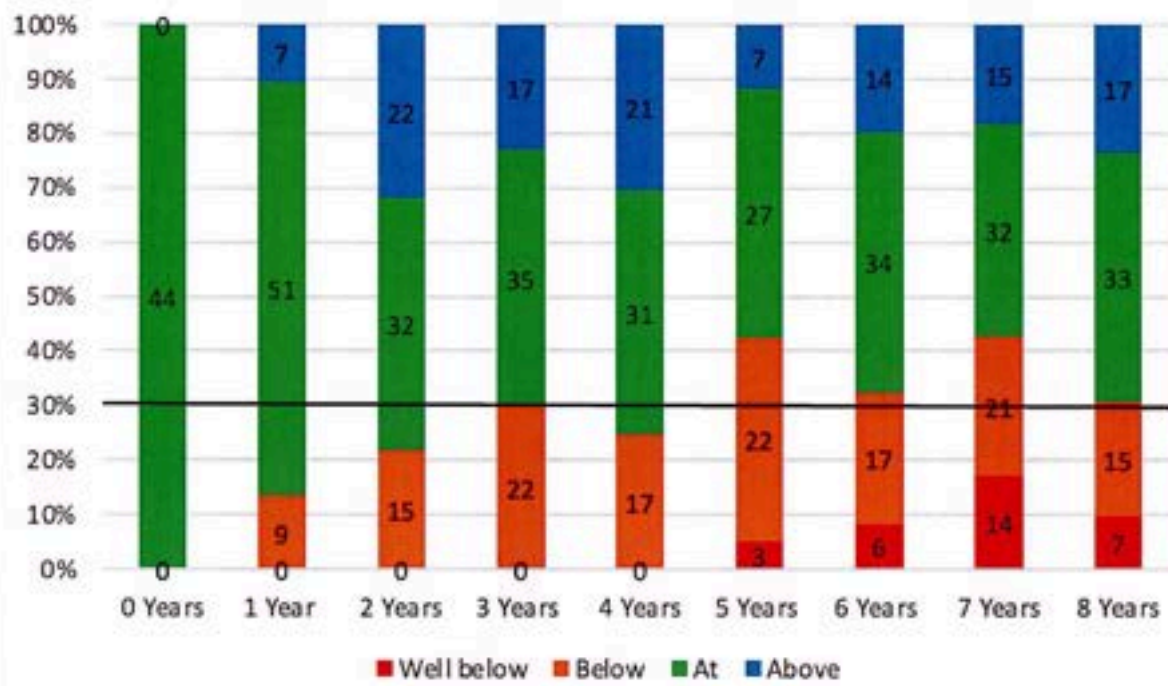
End of Year OTJ Mathematics Data 2022 by Ethnicity



Outcomes:

- 72.3% (439/607) of students achieved At or Above in Mathematics.
- Asian students had the highest percentage working At or Above at 89.4% or 76/85
- In 2020 it was 79% (64/81), and 2019 it was 80.7% (64/88).
- Māori had 65.9% or 122/185 At or Above, this is an increase of 12.4% compared to 2020 (53.5% or 108/202).
- Pasifika had 71.8% or 222/309 At or Above, this is an increase of 22.6% compared to 2020 (49.2% or 151/307).
- MELAA has the highest percentage of students Below or Well Below at 33.3% or 7/21, followed by New Zealand European at 28.6% or 2/7. Pasifika had the highest actual number of student on 87/309.
- New Zealand European has the largest percentage Well Below at 14.3% or 1/7, followed by Māori at 7% or 13/185.

Whole School OTJ Mathematics Data by Year



	All	0 Years	1 Year	2 Years	3 Years	4 Years	5 Years	6 Years	7 Years	8 Years
At Above	72.3%	100%	86.6%	78.3%	70.3%	75.4%	57.6%	67.6%	57.3%	69.4%
Below Well Below	27.7%	0%	13.4%	21.7%	29.7%	24.6%	42.4%	32.4%	42.7%	30.6%

Outcomes:

- All Year 0 students were At or Above as they are unable to be below.
- After 1 Year at school had the highest percentage At or Above (86.6% or 58/67) followed by Year 2s (78.3% or 54/69).
- Year 7s had the highest percentage of student Below or Well Below (42.7% or 35/82) followed by Year 5s (42.4% or 25/59)
- Years 7 (17% or 14/82) had the highest percentage Well Below

2022 Targets

Based on 2020 OTJ Data

Whole School Target

In 2022, to have 65% or more of all students working At or Above expectation for Mathematics, with a particular focus on students working Below expectation.

In 2022, to have 28% or less of students working Below expectation for Mathematics

	At/Above	Below	Well Below
Whole School	72.3%	22.7%	4.9%

Outcomes:

- The goal of 65% of all students At or Above was exceeded by 7.3%.
- The goal of 28% or less of students working below or well below in Mathematics was just meet

Priority Learners Target 1

In 2022, to have 65% or more of **Māori** students working At or Above expectation for Mathematics, with a focus on students working Below. At the end of 2020, 52.5% (106/202) were At or Above, this would be an increase of 12.5%.

	At/Above	Below	Well Below
All Māori	65.9%	27%	7%

Outcomes:

- The goal of 65% of all Māori students At or Above was meet by 0.9%.
- The percentage of Māori students below was the same as the school wide average.

Priority Learners Target 2

In 2022, to have 65% or more of **Pasifika** students working At or Above the expectation for Mathematics, with a focus on below and male learners. At the end of 2020, 58.6% (180/307) were At or Above, this would be an increase of 6.4%.

	At/Above	Below	Well Below
All Pasifika	71.8%	24.3%	3.9%
Male Pasifika	72.9%	22.9%	4.2

Outcomes:

- The goal of 65% of all Pasifika students At or Above was meet/exceeded by 6.8%.
- The percentage of Pasifika students working below was lower than the school average by 3.4%
- Males students exceeded the goal of 65% working At or Above by 7.9%

2023 Targets

Based on 2022 OTJ Data

At the end of 2022, 72.3% (439/607) students achieved At or Above expectation in Mathematics for their year level, 27.7% (168/607) were Below or Well Below.

Whole School Target

In 2023, to have 80% or more of all students working At or Above the expectation for Mathematics, this would be an increase of 7.7%.

Priority Learners Targets

In 2023, to have 75% or more of **Māori** students working At or Above the expectation for Mathematics, with a particular focus on students working Below and Well Below. This would be a 9.1% increase.

In 2023, to have 80% or more of **Pasifika** students working At or Above the expectation for Mathematics, this would be an 8.2% increase.

Year Level Targets

In 2023, to have 70% or more of **Year 6** students working At or Above the expectation for Mathematics. As Year 5s at the end of 2022, 57.6% (34/59) were At or Above, this would be an increase of 12.4%.

In 2023, to have 75% or more of **Year 7** students working At or Above the expectation for Mathematics. As Year 6s at the end of 2022, 67.6% (48/71) were At or Above, this would be an increase of 7.4%.

In 2023, to have 70% or more of students at **Year 8** working At or Above the expectation for Mathematics. As Year 7s at the end of 2022, 57.3% (47/82) were At or Above, this would be an increase of 12.7%.

School Strengths and Identified Areas for Improvement

Basis for identifying areas for improvement

- Formal testing along side teacher OTJ and classroom observations. Planned testing includes
 - JAM testing for all Y1-2 students and targeted students across the school
 - DMIC task assessments at the end of each module
 - PAT Testing for Years 4-8 twice yearly
 - Mid and end of year OTJs, which are moderated at team and school level with outside facilitator support
 - Feedback from DMIC mentors on PLD focus areas for teachers and students

Actions for lifting achievement

- The implementation of PLD funded DMIC Mathematics, including
 - The training of all teachers- regular PLD
 - Individualised and small group PLD five half days a year in the form of Intense Lesson Study
 - Three staff meetings across the year
 - Lead teacher attending the Manurewa Maths Cluster PLD termly
 - Maths curriculum team implementing PLD across their teams
 - Self-review of assessment tools and procedures in Mathematics
 - Implementation of Mangahigh across Years 3-8
 - Data analysis sheets in Year 3-8 used to identify student needs and inform teacher planning. Progress and Data are tracked once a term so show movement of students, inform teachers "Teacher Inquiry", determine PLD within teams and to identify progress of each individual child
 - Strategic resourcing to allow to support learning

- BOT to continue to support programmes that run alongside regular teaching
 - Professional Development programmes, when appropriate

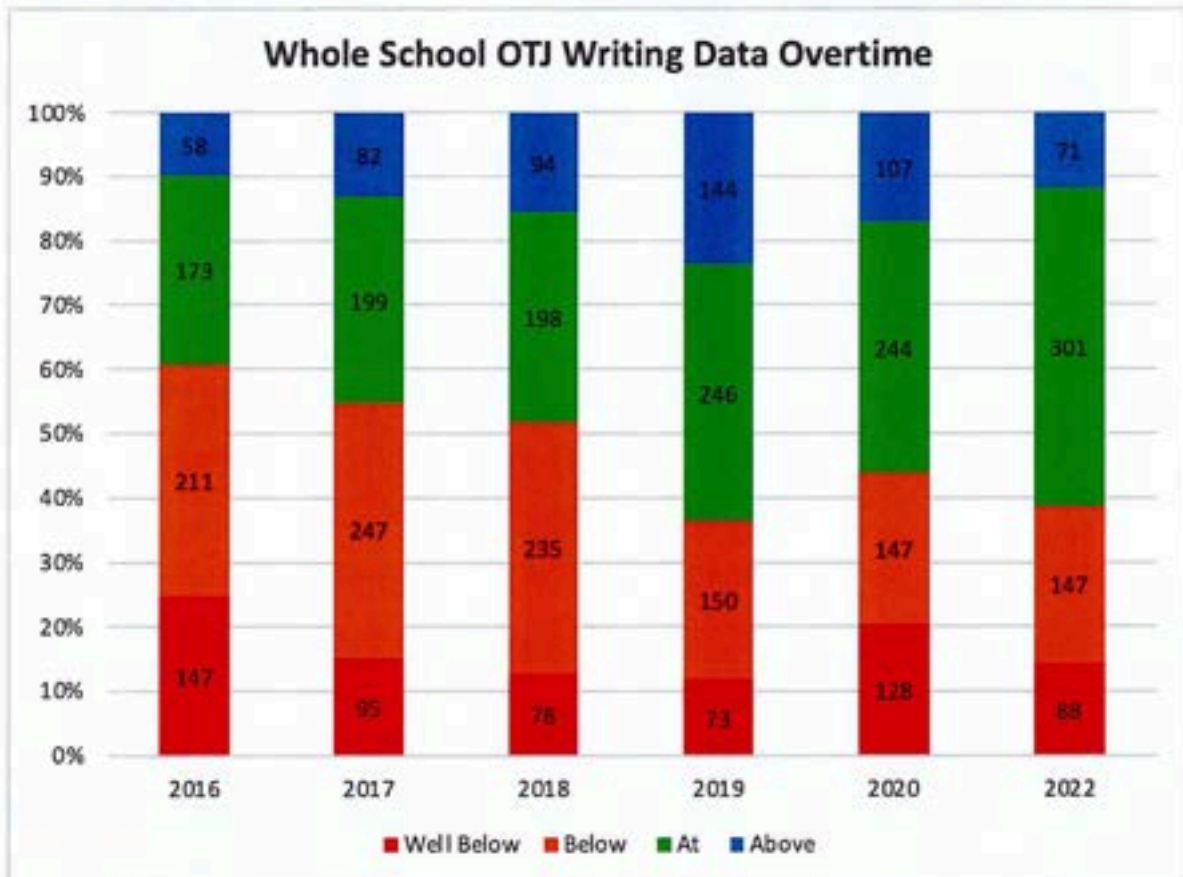
- Extension Programme for students achieving Above National Expectations in Mathematics
 - Kiwi Kid Maths Competition
 - Mathex

- Other
 - One day professional development at the start of the year 'Getting to Know our Learners Inside Out – Mai i Roto ki Waho'
 - Time prioritized at staff and team meetings for analysis and review of data and learning plans



Analysis of Variance - Writing Targets 2022

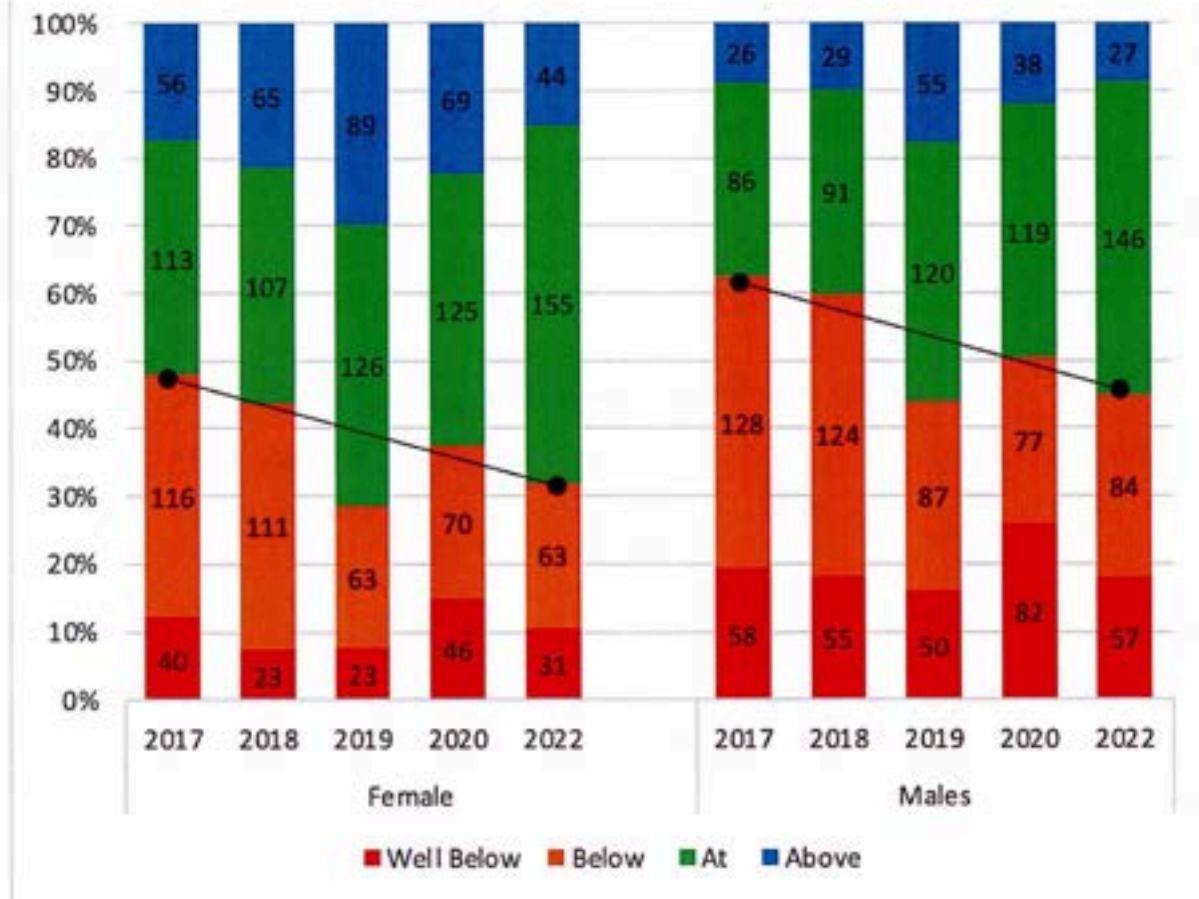
2021 Whole School Target was to have 70% or more of all students working At or Above the expectation for Writing, with a particular focus on Male students working Below or Well Below. There is no end of year data for 2021 as OTJs were not done due to lockdown.



Outcomes:

- At or Above the standard in 2022 was 61.3% (372/607), a 5.2% increase compared to 2020 (56.1% or 351/626)
- Below or Well Below was 38.7% (235/607), a 5.2% decrease compared to 2020 (43.9% or 275/626).
- Well Below was 14.4% (88/607) which is a 6% decrease compared to 2020 (20.4% or 128/626)

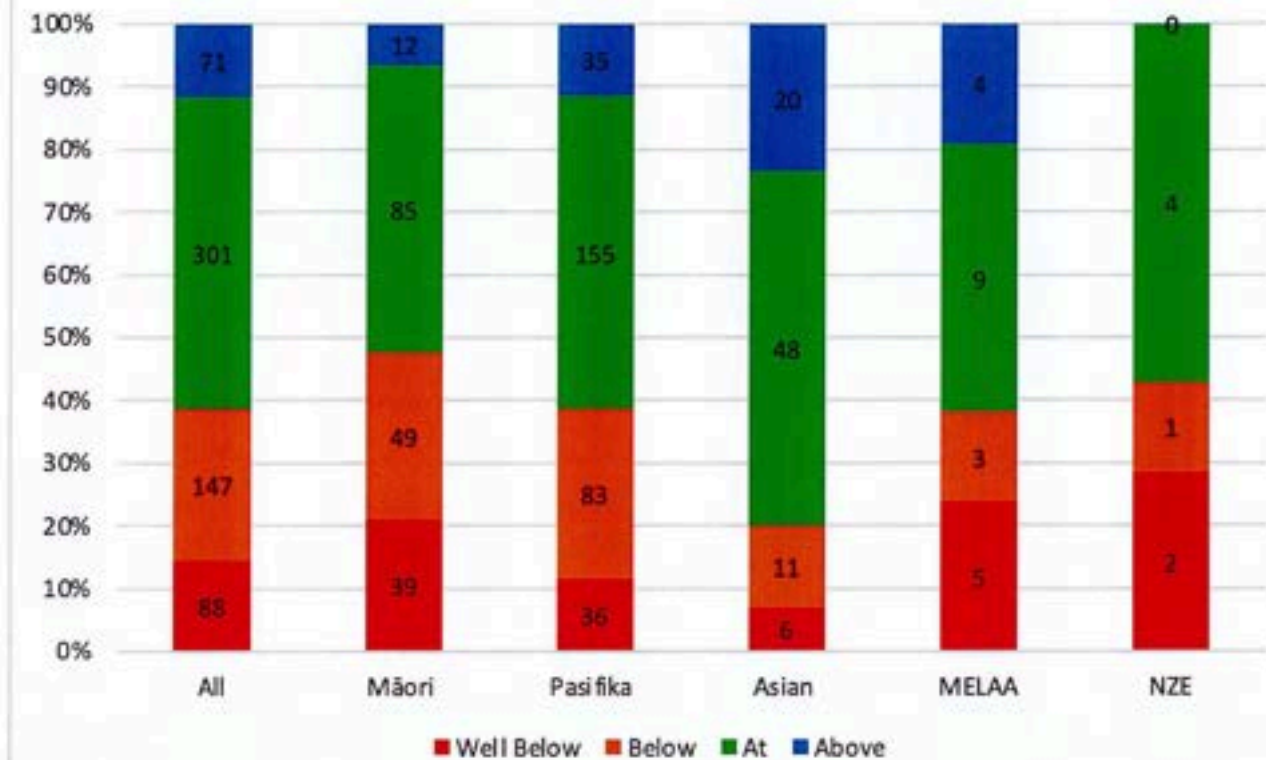
Whole School OTJ Writing Data by Gender



Outcomes:

- 67.9% (199/293) of female students were At or Above in Writing, a 5.3% increase compared to 2020 (62.6% or 194/310).
- The percentage of female students Below or Well Below is 32.1% (94/293), a decrease of 5.3% compared to 2022 (37.4% or 116/310).
- Below students (21.5% or 63/293) decrease by 1.1% compared to 2020 (22.6% or 70/310)
- Well Below students (10.6% or 31/293) decreased by 4.2% compared to 2020 (14.8% or 46/310).
- 55.1% (173/314) of male students were At or Above, an increase of 5.4% compared to 2020 (49.7% or 157/316)
- The percentage of male students Below and Well Below is 44.9% (141/314) decrease by 5.4% compared to 2020 (50.3% or 159/316)
- Below students (26.8% or 84/314) decreased by 2.4% compared to 2020 (24.4% or 77/316).
- Well Below students (10.6% or 31/314) decrease by 15.3% compared to 2020 (25.9% or 82/316).
- 12.8% more female are Writing At or Above compared to male student. In 2020 the difference was 12.9% and in 2019 it was 15.3%.
- 7.6% more males are Well Below compare to female students.

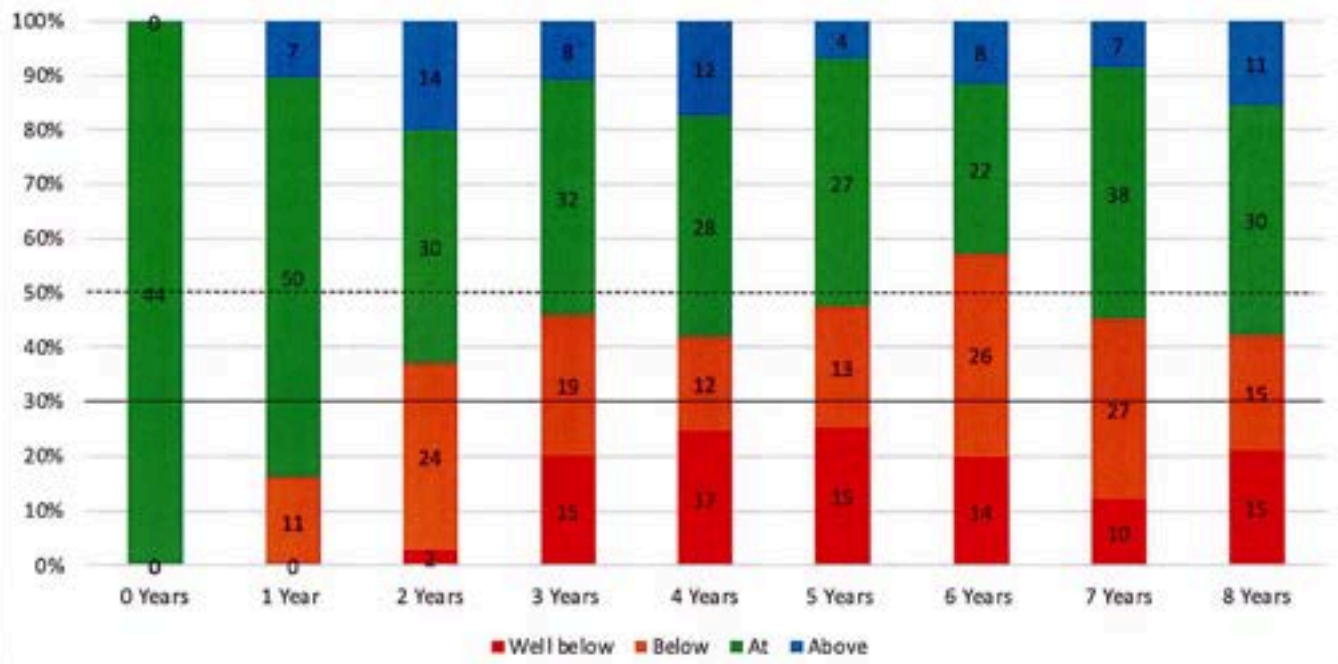
End of Year OTJ Writing Data 2022 by Ethnicity



Outcomes:

- 61.3% (372/607) of students achieved At or Above in Writing.
- Asian students had the highest percentage working At or Above at 80% or 68/85
- In 2020 it was 70.4% or 57/81, and 2019 79.5% or 70/88.
- Māori had 52.4% or 97/185 At or Above, this is an increase of 2.4% compared to 2020 (50% or 101/202).
- Pasifika had 61.5% or 190/309 At or Above, this is an increase of 5.8% compared to 2020 (55.7% or 172/307).
- Māori has the highest percentage of students Below or Well Below at 47.6% or 88/185, followed by New Zealand European at 42.9% or 3/7.
- New Zealand European has the largest percentage Well Below at 28.6% or 2/7, followed by MELAA at 23.8% or 5/21.

Whole School OTJ Writing Data by Year



	All	0 Years	1 Year	2 Years	3 Years	4 Years	5 Years	6 Years	7 Years	8 Years
At Above	61.3%	100%	83.8%	62.9%	54.1%	58%	52.5%	42.9%	54.9%	57.7%
Below Well Below	38.7%	0%	16.2%	37.1%	45.9%	42%	47.5%	45.9%	45.1%	42.3%

Outcomes:

- All Year 0 students were At or Above as they are unable to be below.
- After 1 Year at school had the highest percentage At or Above (83.8% or 57/68) followed by Year 2s (62.9% or 44/70).
- Year 5s had the highest percentage of student Below or Well Below (47.5% or 28/59), followed by Year 3, 6 and 7 which were all around 45%
- Years 4 (24.6% or 17/69) and 5 (25.4% or 15/59) had the highest percentage Well Below

2022 Targets

Based on 2020 OTJ Data

Whole School Target

In 2022, to have 66% or more of all students working At or Above expectation for Writing, with a particular focus on male students working Below or Well Below.

In 2023, to have 60% or more of male students working At or Above the expectation for Writing
At the end of 2020, 49.7% (157/316) were At or Above, this would be an increase of 10.3%.

	At/Above	Below	Well Below
Whole School	61.3%	24.2%	14.5%
Male Students	55.1%	26.8%	18.1%

Outcomes:

- The goal of 66% of all students At or Above was not meet by 4.7%.
- The goal of 60% of male students At or Above was not meet by 4.9% but there was an increase of 5.4% compared to 2020 (49.7% or 157/316)

Priority Learners Target 1

In 2022, to have 60% or more of **Māori** students working At or Above expectation for Writing, with a particular focus on male students working Well Below. At the end of 2020, 50% (101/202) were At or Above, this would be an increase of 10%.

	At/Above	Below	Well Below
All Māori	52.4%	26.5%	21.1%
Male Maori Well Below	44.2%	29.1%	26.7%

Outcomes:

- The goal of 60% of all Māori students At or Above was not meet by 7.6%.
- The percentage of Māori students At or Above increased by 2.4% compared to 2020 (52.5% or 106/202)
- Māori has the highest percentage of students within the school Below or Well Below at 47.6% or 88/185
- The percentage of Male Māori students Well Below was 8.6% higher than the school average.

Priority Learners Target 2

In 2022, to have 65% or more of **Pasifika** students working At or Above the expectation for Writing, with a particular focus on Male students working Well Below. At the end of 2020, 55.7% (172/307) were At or Above, this would be an increase of 9.3%.

	At/Above	Below	Well Below
All Pasifika	61.5%	26.9%	11.6%
Male Pasifika Well Below	56%	30.1%	13.9%

Outcomes:

- The goal of 65% of all Pasifika students At or Above was not met by 3.5%.
- The percentage of Pasifika students At or Above increase of 5.8% compared to 2020 (55.7% or 172/307)
- The percentage of Male Pasifika students Well Below was 4.3% lower than the school average.

2023 Targets

Based on 2022 OTJ Data

At the end of 2022, 61.3% (372/607) students achieved At or Above expectation in Writing for their year level, 38.7% (235/607) were Below or Well Below.

Whole School Target

In 2023, to have 70% or more of all students working At or Above the expectation for Writing, this would be an increase of 8.7%.

Priority Learners Targets

In 2023, to have 65% or more of **Māori** students working At or Above the expectation for Writing, with a particular focus on Male students working Below and Well Below. This would be a 12.6% increase.

In 2023, to have 70% or more of **Pasifika** students working At or Above the expectation for Writing, this would be an 8.5% increase.

Year Level Targets

In 2023, to have 65% or more of students at **Year 4** working At or Above the expectation for Writing. As Year 3s at the end of 2022, 54.1% (40/74) were At or Above, this would be an increase of 10.9%.

In 2023, to have 65% or more of **Year 6** students working At or Above the expectation for Writing. As Year 5s at the end of 2022, 52.5% (31/59) were At or Above, this would be an increase of 12.5%.

In 2023, to have 55% or more of **Year 7** students working At or Above the expectation for Writing. As Year 6s at the end of 2022, 42.9% (30/70) were At or Above, this would be an increase of 12.1%.

In 2023, to have 65% or more of students at **Year 8** working At or Above the expectation for Writing. As Year 7s at the end of 2022, 54.9% (35/82) were At or Above, this would be an increase of 10.1%.

School Strengths and Identified Areas for Improvement

Basis for identifying areas for improvement

Formal testing along side teacher OTJ and classroom observations. Planned testing includes

- Mid and end of year OTJs, which are moderated at team and school level
- Observational Survey at 5 year 1 month and 6 Years
- Regular running records on all Year 0-4 students. Year 5-8 students stanine 4 or below in PAT testing in Terms 1 and 4, in the other terms all students reading 14 years of age or below.
- In class letter, sound and word testing
- Year 3-6, STAR as part of the Summer Reading Programme
- Year 5-8, PAT Comprehension and Vocabulary in Terms 1 and 4
- Twice yearly ELLs assessments
- AsTTle Reading testing for Years 5-8 for group testing on an as needs basis
- School based intervention programme on a as need basis, such as Fitzroy Reading and Talk to Learn
- Specialist support such as RTLb referrals, RTLIT and Speech Therapy.

Actions for lifting achievement

Whole School Actions

- Continued review and refining of the process for teachers knowledge in making OTJs. In 2022 the creation of a school wide alignment tool and refinement of the moderation process.
- Twice yearly monitoring of student Well Below expectation by Team Leaders and the Senior Leadership Team to ensure student needs are supported.
- IEPs process introduced for learners causing concern, this includes regular reviewing of goals with teachers and whānau
- Twice yearly assessment and review of ELL (English Language Learners). Continue review of how ELL tamariki are supported.
- Continued use of RTLb to support individuals and groups
- Whānau/teacher hui with a focus on sharing student progress and the creation of goals three times a year (Terms 1, 2 and 3). A written report is shared in Term 4.

Team or Groups Actions

- In 2022 Structured Literacy professional development was implemented through the RTLb in Years 0-4. A PLD application for Year 0-2 teachers to take part in the Better Start Literacy Approach for 2023 was successful.
- Year 3-5 students participation in the Summer Reading Programme (second year)
- Two full time Reading Recovery teachers working one on one with identified students and Early Literacy Support groups (ESL)
- Data used to identify students who may require an Intervention programme. Monitoring of these programmes to assess their impact on student achievement. Interventions includes
 - Early letters and words
 - Talk to Learn
 - Reading Recovery
 - Fitzroy reading programme
 - One on one Learning Assistant support

A school wide Literacy Leader whose role is to assesses the needs within the school and put steps in place to support students and teachers, including

- Supporting teachers to analyse whole school, team and class data to identify needs and set next steps/goals
- Buying and updating resources including, purchasing of high interest texts
- In class support for teachers
- Overseeing both in school and external Professional Development
- Continuing to use collaborative support networks for teachers, both internally and externally
- Moderation of testing processes and assessments

School Literacy Professional Development. Which will include

- One day professional development at the start of the year 'Getting to Know our Learners Inside Out – Mai i Roto ki Waho'
- Data analysis sheets in Year 3-8 used to identify student needs and inform teacher planning. Progress and data are tracked once a term so show movement of students, inform teachers "Teacher Inquiry", determine PD within teams and to identify progress of each individual child
- A continued School wide focus on meeting the needs of Pasifika and Māori students
- Year 0-2 participation in the BSLA programme
- 2023 school wide PLD with a focus on learner dispositions, localised curriculum and AFL practice.
- 2023 within school professional development for Years 3-8 teachers on data literacy for PAT, Probe and PAT and effective literacy practices

Continued reporting to and Board support

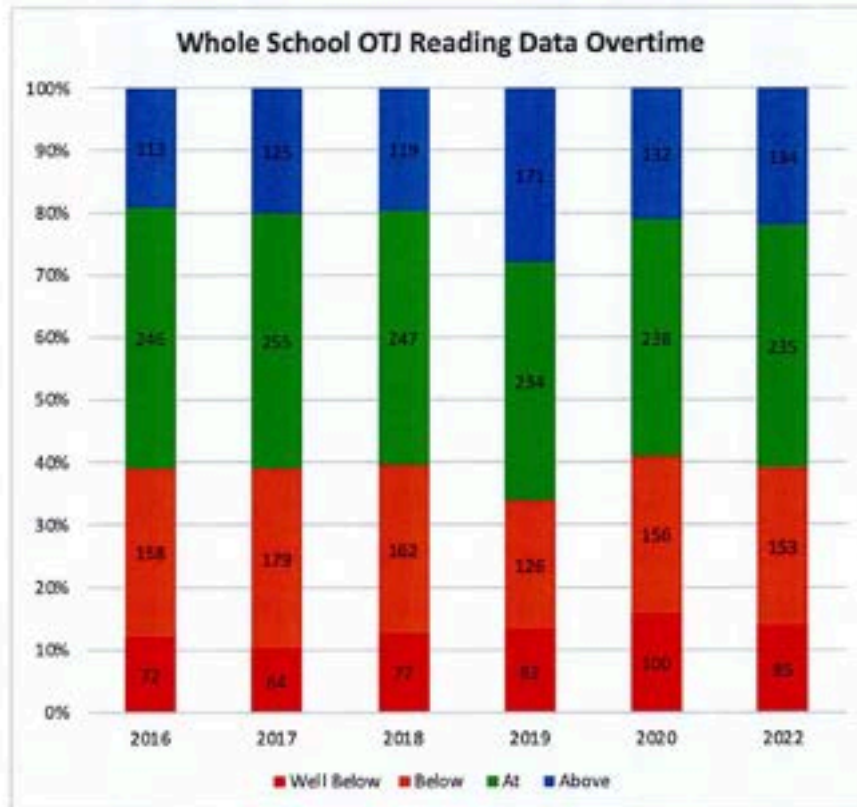
- Two full time Reading Recovery teachers, half funded by the school and MOE
- Two part time ESOL Learning Assistants
- A fulltime Liaison Officer/Student Support Working whose role includes truancy.
- The employment of Learning Assistants to support individuals, classroom programmes and intervention programmes
- Reliever release time for Professional Development programme
- Staffing for the Responsible Thinking Process, which aims to reduce in class disruptions to learning
- Smaller class numbers in the Year 0-1 areas

Other

- One Māori Bilingual rooms, with the intention to build this up again to three in 2024
- Time prioritised at staff and team meetings for analysis and review of data and learning
- The use of digital technology to engage and support learners.
- A Reception Room that focuses on readiness for learning. The planned introduction of cohort entry in 2023
- Participation in the Alfriston Kahui Ako, with three within school teachers

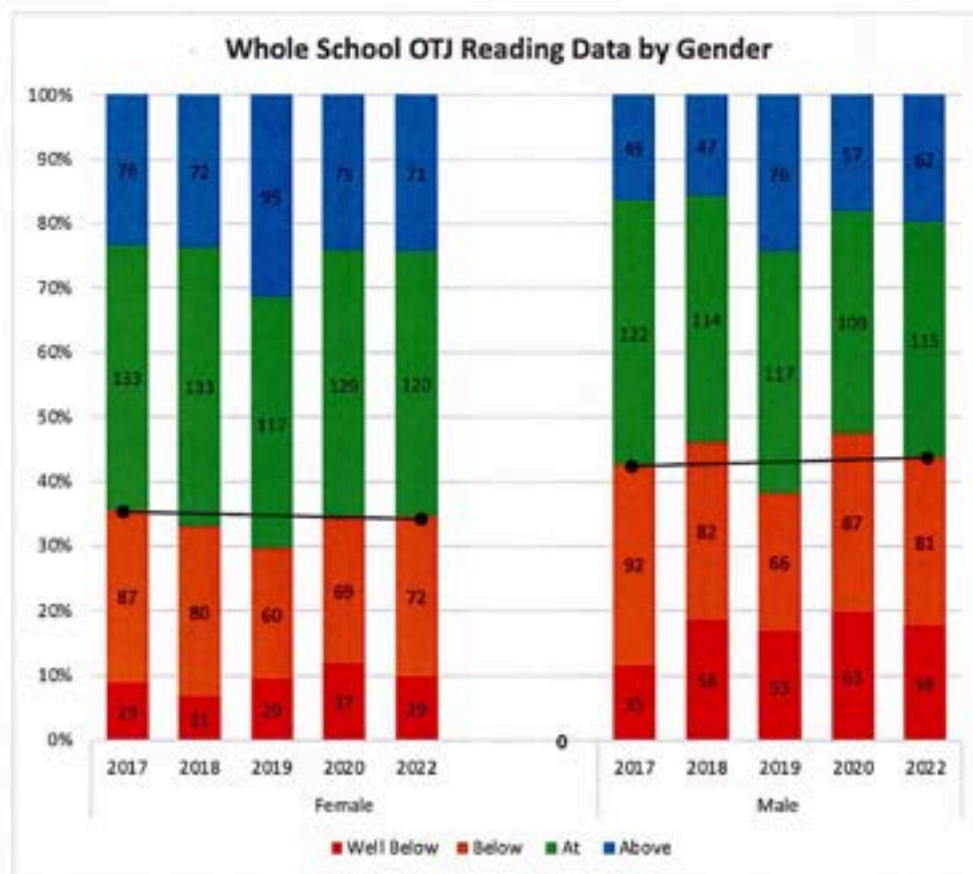
Analysis of Variance - Reading Targets 2022

2021 Whole School Target was to have 70% or more of all students working At or Above the expectation for Reading, with a particular focus on Male students. There is no end of year data for 2021 as OTJs were not done due to lockdown.



Outcomes:

- At or Above the standard in 2022 was 60.8% (369/607), a 1.7% increase compared to 2020 (59.1% or 334/626)
- Below or Well Below was 39.2% (238/607), a 1.7% decrease compared to 2020 (40.9% or 256/626).
- Well Below was 14% (85/607) which is a 2% decrease compared to 2020 (16% or 100/626)



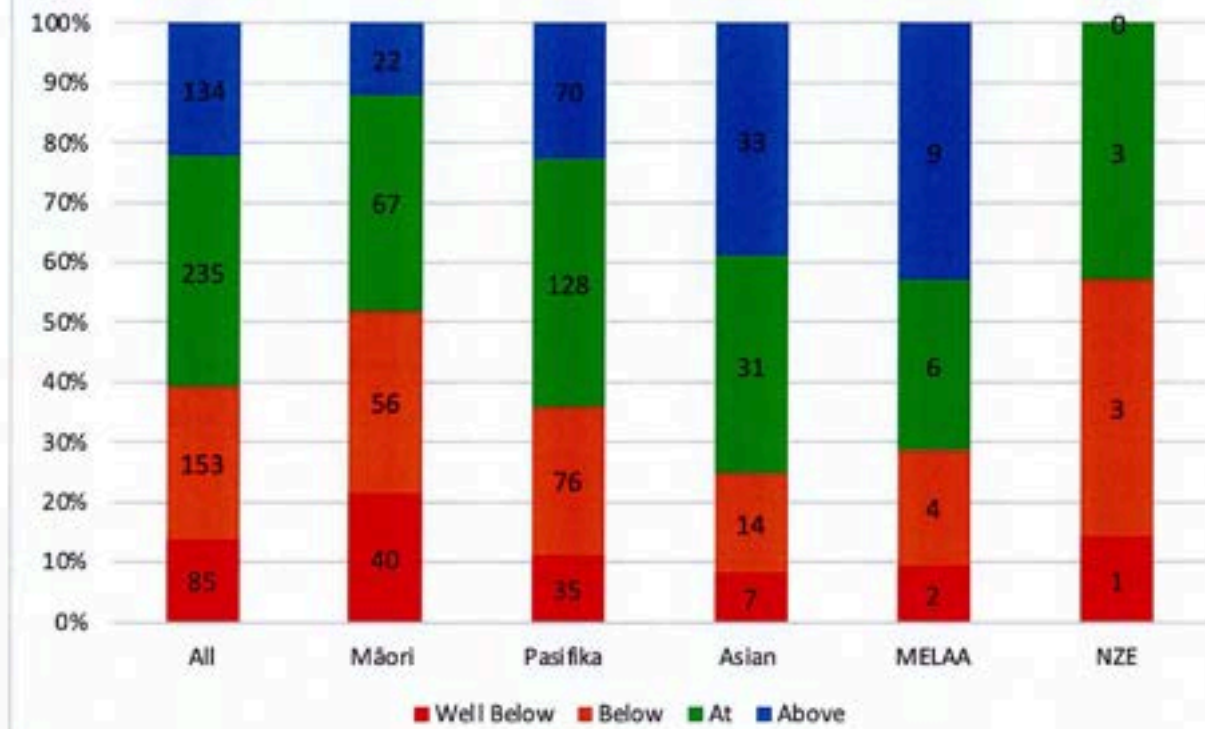
Outcomes:

- 65.5% (192/293) of female students were At or Above in Reading, a 0.3% decrease compared to 2020 (65.8% or 204/310).
- The percentage of female students Below or Well Below is 34.5% (101/293), an increase of 0.3% compared to 2022 (34.2% or 106/310).
- Below students (24.6% or 72/293) decrease by 2.3% compared to 2020 (22.3% or 69/310)
- Well Below students (9.9% or 29/293) decreased by 2% compared to 2020 (11.9% or 37/310).

- 56.4% (177/314) of male students were At or Above, an increase of 3.9% compared to 2020 (52.5% or 166/316)
- The percentage of male students Below and Well Below is 43.6% (137/314) decrease by 3.9% compared to 2020 (47.5% or 150/316)
- Below students (25.8% or 81/314) decreased by 1.7% compared to 2020 (27.5% or 87/316).
- Well Below students (17.8% or 56/314) decrease by 2.1% compared to 2020 (19.9% or 63/316).

- 9.1% more female are reading At or Above compared to male student. In 2020 the difference was 13.3% and in 2019 it was 8.5%.
- 7.9% more males are Well Below compare to female students.

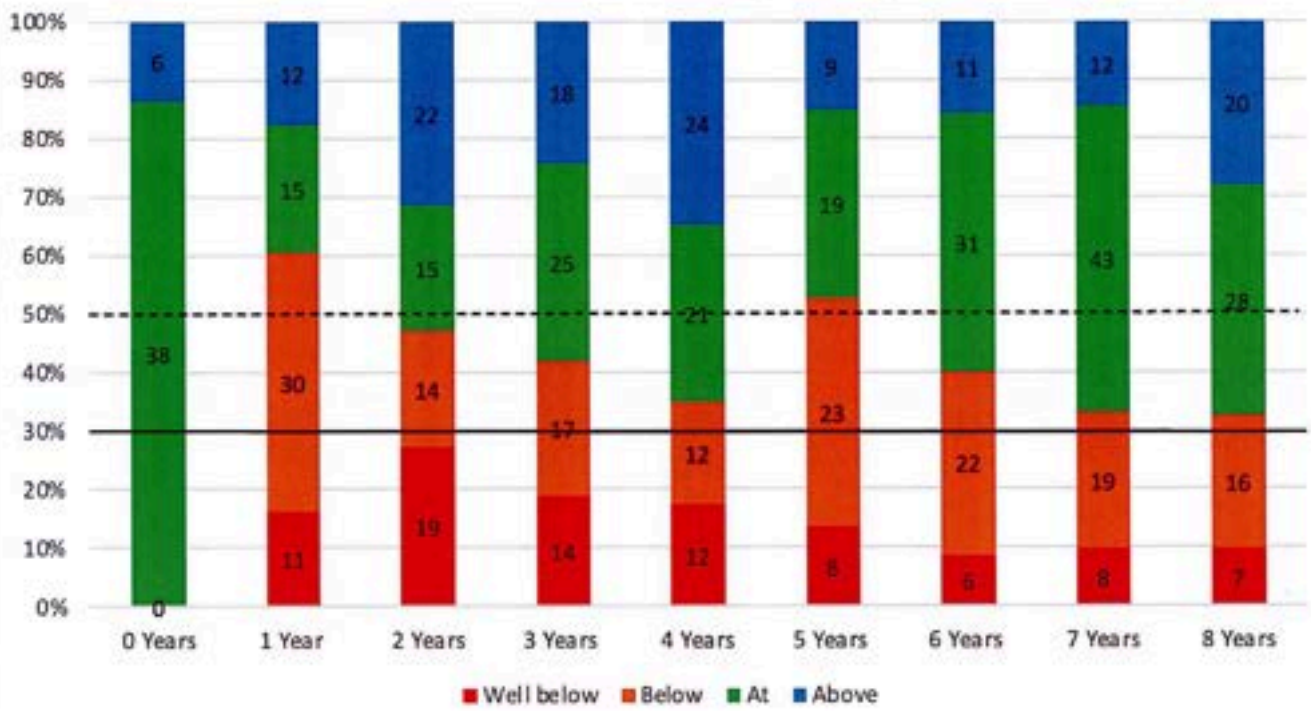
End of Year OTJ Reading Data 2022 by Ethnicity



Outcomes:

- 60.8% (369/607) of students achieved At or Above in Reading.
- Asian students had the highest percentage working At or Above at 75.3% or 64/85
In 2020 it was 76.5% or 61/81, and 2019 85.2%
- Māori had 48.1% or 89/185 At or Above, this is a decrease of 4.4% compared to 2020 (52.5% or 106/202)
- Pasifika had 64.1% or 198/309 At or Above, this is an increase of 5.3% compared to 2020 (58.6% or 180/307)
- New Zealand European has the highest percentage of students Below or Well Below at 57.1% or 3/7, followed by Māori 51.9% or 96/185.
- Māori has the largest percentage Well Below at 21.6% or 40/185.

Whole School OTJ Reading Data by Year



	All	0 Years	1 Year	2 Years	3 Years	4 Years	5 Years	6 Years	7 Years	8 Years
At Above	60.8%	100%	39.7%	52.9%	58.1%	65.2%	47.5%	60%	67.1%	67.6%
Below Well Below	39.2%	0%	60.3%	47.1%	41.9%	34.7%	52.5%	40%	32.9%	32.4%

Outcomes:

- All Year 0 students were At or Above as they are unable to be below.
- After 8 Years at school had the highest percentage At or Above (67.6% or 48/71) followed by 7 Years at school (67.1% or 55/82).
- After 4 Years (65.2% 45/69) had above the school average At or Above
- After 1 Year had the highest percentage of student Below or Well Below (60.3% or 41/70), followed by Year 5 (52.5% or 31/59)
- After 2 Years had the highest percentage Well Below (27% or 19/70)

2022 Targets

Based on 2020 OTJ Data

Whole School Target

In 2022, to have 70% or more of all students working At or Above the expectation for Reading, with a particular focus on Male students.

	At/Above	Below	Well Below
Whole School	60.8%	25.2%	14%
Male Students	56.4%	25.8%	17.8%

Outcomes:

- The goal of 70% of all students At or Above was not meet by 9.2%.
- The goal of 70% of male students At or Above was not meet but there was an increase of 3.9% compared to 2020 (52.5% or 166/316)

Priority Learners Target 1

In 2022, to have 65% or more of **Māori** students working At or Above the expectation for Reading, with a particular focus on Male students working Well Below. At the end of 2020, 52.5% (106/202) were At or Above, this would be an increase of 12.5%.

	At/Above	Below	Well Below
All Māori	48.1%	30.3%	21.6%
Male Maori Well Below	41.8%	27.9%	30.2%

Outcomes:

- The goal of 65% of all Māori students At or Above was not meet by 16.9%.
- The percentage of Māori students At or Above decrease of 4.4% compared to 2020 (52.5% or 106/202)
- The percentage of Male Māori students Well Below was 16.2% higher than the school average.

Priority Learners Target 2

In 2022, to have 70% or more of **Pasifika** students working At or Above the expectation for Reading, with a particular focus on Male students working Well Below. At the end of 2020, 58.6% (180/307) were At or Above, this would be an increase of 11.4%.

	At/Above	Below	Well Below
All Pasifika	64.1%	24.6%	11.3%
Male Pasifika Well Below	62%	25.3%	12.7%

Outcomes:

- The goal of 70% of all Pasifika students At or Above was not meet by 5.9%.
- The percentage of Pasifika students At or Above increase of 5.3% compared to 2020 (58.6% or 180/307)
- The percentage of Male Pasifika students Well Below was 1.3% lower than the school average.

2023 Targets

Based on 2022 OTJ Data

At the end of 2022, 60.8% (369/607) students achieved At or Above expectation in Reading for their year level, 39.2% (238/607) were Below or Well Below

Whole School Target

In 2023, to have 70% or more of all students working At or Above the expectation for Reading, this would be an increase of 9.2%

Priority Learners Targets

In 2023, to have 60% or more of **Māori** students working At or Above the expectation for Reading, with a particular focus on Male students working Below and Well Below. This would be a 11.9% increase.

In 2023, to have 75% or more of **Pasifika** students working At or Above the expectation for Reading, this would be a 10.9% increase.

Year Level Targets

In 2023, to have 50% or more of students at **Year 2** working At or Above the expectation for Reading. As Year 1s at the end of 2022, 39.7% (27/68) were At or Above, this would be an increase of 10.3%.

In 2023, to have 65% or more of **Year 3** students working At or Above the expectation for Reading. As Year 2s at the end of 2022, 52.9% (37/70) were At or Above, this would be an increase of 12.1%.

In 2023, to have 60% or more of **Year 6** working At or Above the expectation for Reading. As Year 5s at the end of 2022, 47.5% (28/59) were At or Above, this would be an increase of 12.5%.

School Strengths and Identified Areas for Improvement

Basis for identifying areas for improvement

Formal testing along side teacher OTJ and classroom observations. Planned testing includes

- Mid and end of year OTJs, which are moderated at team and school level
- Observational Survey at 5 year 1 month and 6 Years
- Regular running records on all Year 0-4 students. Year 5-8 students stanine 4 or below in PAT testing in Terms 1 and 4, in the other terms all students reading 14 years of age or below.
- In class letter, sound and word testing
- Year 3-6, STAR as part of the Summer Reading Programme
- Year 5-8, PAT Comprehension and Vocabulary in Terms 1 and 4
- Twice yearly ELLs assessments
- AsTTle Reading testing for Years 5-8 for group testing on an as needs basis
- School based intervention programme on a as need basis, such as Fitzroy Reading and Talk to Learn
- Specialist support such as RTLb referrals, RTLiT and Speech Therapy.

Actions for lifting achievement

Whole School Actions

- Continued review and refining of the process for teachers knowledge in making OTJs. In 2022 the creation of a school wide alignment tool and refinement of the moderation process.
- Twice yearly monitoring of students Well Below expectation by Team Leaders and the Senior Leadership Team to ensure student needs are supported.
- IEPs process introduced for learners causing concern, this includes regular reviewing of goals with teachers and whānau
- Twice yearly assessment and review of ELL (English Language Learners). Continue review of how ELL tamariki are supported.
- Continued use of RTLb to support individuals and groups
- Whānau/teacher hui with a focus on sharing student progress and the creation of goals three times a year (Terms 1, 2 and 3). A written comment is shared in Term 4.

Team or Groups Actions

- In 2022 Structured Literacy professional development was implemented through the RTLb in Years 0-4. A PLD application for Year 0-2 teachers to take part in the Better Start Literacy Approach for 2023 was successful.
- Years 3-5 students participation in the Summer Reading Programme (second year)
- Two full time Reading Recovery teachers working one on one with identified students and Early Literacy Support groups (ESL)
- Data used to identify students who may require an Intervention programme. Monitoring of these programmes to assess their impact on student achievement. Interventions includes
 - Early letters and words
 - Talk to Learn
 - Reading Recovery
 - Fitzroy reading programme
 - One on one Learning Assistant support

A school wide Literacy Leader whose role is to assess the needs within the school and put steps in place to support students and teachers, including

- Supporting teachers to analyse whole school, team and class data to identify needs and set next steps/goals
- Buying and updating resources including, purchasing of high interest texts
- In class support for teachers
- Overseeing both in school and external Professional Development
- Continuing to use collaborative support networks for teachers, both internally and externally
- Moderation of testing processes and assessments

School Literacy Professional Development. Which will include

- One day professional development at the start of the year 'Getting to Know our Learners Inside Out – Mai i Roto ki Waho'
- Data analysis sheets in Year 3-8 used to identify student needs and inform teacher planning. Progress and data are tracked once a term so show movement of students, inform teachers "Teacher Inquiry", determine PD within teams and to identify progress of each individual child
- A continued School wide focus on meeting the needs of Pasifika and Māori students
- Year 0-2 participation in the BSLA programme
- 2023 school wide PLD with a focus on learner dispositions, localised curriculum and AFL practice.
- 2023 within school professional development for Years 3-8 teachers on data literacy for PAT, Probe and PAT and effective literacy practices

Continued reporting to and Board support

- Two full time Reading Recovery teachers, half funded by the school and MOE
- Two part time ESOL Learning Assistants
- A fulltime Liaison Officer/Student Support Working whose role includes truancy.
- The employment of Learning Assistants to support individuals, classroom programmes and intervention programmes
- Reliever release time for Professional Development programme
- Staffing for the Responsible Thinking Process, which aims to reduce in class disruptions to learning
- Smaller class numbers in the Year 0-1 areas

Other

- One Māori Bilingual rooms, with the intention to build this up again to three in 2024
- Time prioritised at staff and team meetings for analysis and review of data and learning
- The use of digital technology to engage and support learners.
- A Reception Room that focuses on readiness for learning. The planned introduction of cohort entry in 2023
- Participation in the Alfriston Kahui Ako, with three within school teachers