

Mid Year Assessment Analysis Term 2 2022

Points to Note

- This information is based on the NZC (New Zealand Curriculum Levels) OTJs (overall teacher judgement). This is a progress report based on teachers OTJ and the expected levels of achievement at this point in time (Term 2). An end of year report will be completed in term 4.
- Students who have not been at school for 40 weeks **have not been** included in this report.
- Our 5 ORS funded students **have not been** included in this report.
- There are 5 students who receive ICS (In Class MOE Funded Supported) who **are not** included in this report. These students are working at least 3 years below their chronological age or working within level 1 of the curriculum.
- 67 students have been identified by staff as either having dyslexic tendencies or have been officially diagnosed as dyslexic.
- ESOL numbers = 58
- Maori students=89
- Pasifika students = 23
- All teams have met regularly to discuss targeted students through tracking journals, interventions and next steps.
- Outside agencies involved with our underachieving students include: Special Education (SE), Resource Teachers of Learning and Behaviour (RTLB) and Speech Language Therapy (SLT).

2022 Achievement Goals/Targets – to be achieved and reported on by mid December 2022

1. To accelerate the reading and writing achievement levels of students in the following groups
 - a. ESOL- **58 Students**
 - b. Dyslexia/Identified Learning Difficulties (ILD) - **67 students**
2. To ensure discontinued reading recovery students continue to make expected progress as their peers once they have integrated back into the classroom once they have completed the reading recovery programme. **23 students**
3. To increase the number of students achieving at or above the appropriate Curriculum Level for their year group in all foundation learning areas.
4. To ensure Maori, Pasifika and Asian students continue to achieve at a similar level to other cohorts in ALL foundation learning areas.
NB Pasifika =23 students, Maori group =89 students, Asian Students= 36
5. To increase the number of students in Year 2 and above achieving at or above the appropriate Spelling age band using the South Australian Spelling Test (SAST).

Goals

1. To accelerate the reading and writing achievement levels of students in the following groups
 - a. ESOL- **58 Students**
 - b. Dyslexia/Identified Learning Difficulties (ILD) - **67 Students**

Targets-Baseline Data

1. To accelerate the reading and writing achievement levels of students in the following groups
 - a. ESOL-**58 Students**
 - b. Dyslexia/Identified Learning Difficulties (ILD) -**67 Students**

Baseline Data:

	End 2021- % of students ESOL Students At or Above	End 2020- % of students ESOL Students At or Above	End 2021- % of students Dyslexic students At or Above	End 2020- % of students Dyslexic/ILD students At or Above
Reading	81.4%	63%	69.8%	52.2%
Writing	67.5%	28.9%	42.9%	21.7%

2. To ensure discontinued reading recovery students continue to make expected progress as their peers once they have integrated back into the classroom once they have completed the reading recovery programme.

Baseline Data:

End of Year 2020	Well Below=1 students	Working towards=5 students	Within=7 students	Above =1 students
End of Year 2021	Well Below=0 students	Working towards=5 students	Within=14 students	Above =0 students

3. To increase the number of students achieving at or above the appropriate Curriculum Level for their year group in all foundation learning areas.

Baseline Data:

	End of Year 2020- % of students Within or Above	End of Year 2021- % of students Within or Above
Reading	87.6%	90.8%
Writing	73%	81.6%
Maths	75.5%	79.4%

4. To ensure Maori and Pasifika students continue to achieve at a similar level to other cohorts in ALL foundation learning areas.

Baseline Data:

	End 2021- % of students Maori Students Within or Above	End 2020- % of students Maori Students Within or Above	End 2021- % of students Pasifika students Within or Above	End 2020- % of students Pasifika students Within or Above
Reading	85.2%	82.8%	86.6%	84.6%
Writing	75.7%	60.9%	73.3%	69.2%
Maths	73%	73.6%	70%	73.1%

5. Using the South Australian Spelling Test (SAST) we will compare school wide data from the End of 2021 to Mid 2022 to give an indication of the progress in spelling development made.

NB The main purpose of SAST is to provide a quick screening instrument, enabling teachers to determine the spread of spelling ability in their classes and to identify students who may require additional help over time.

Baseline Data:

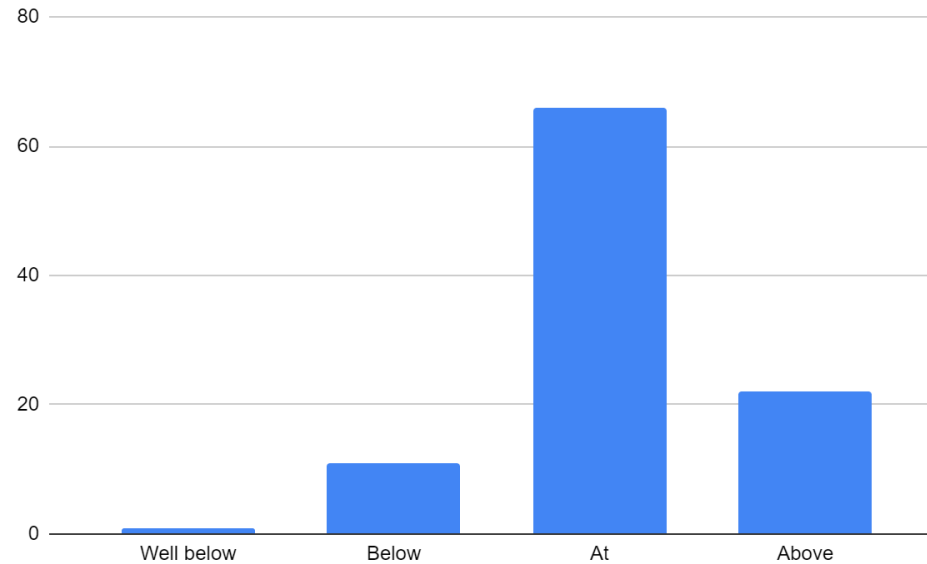
Term 1 2021 -51% of the students in Year 2 and above are working at or above the appropriate Spelling age band using the South Australian Spelling Test (SAST).

End 2021 - % of students Students Within or Above	Mid 2021 - % of students Students Within or Above
61%	60%

Please note that spelling is NOT included in this report and will be reported on at the next meeting.

Mid Year Progress Data Analysis and Discussion

READING



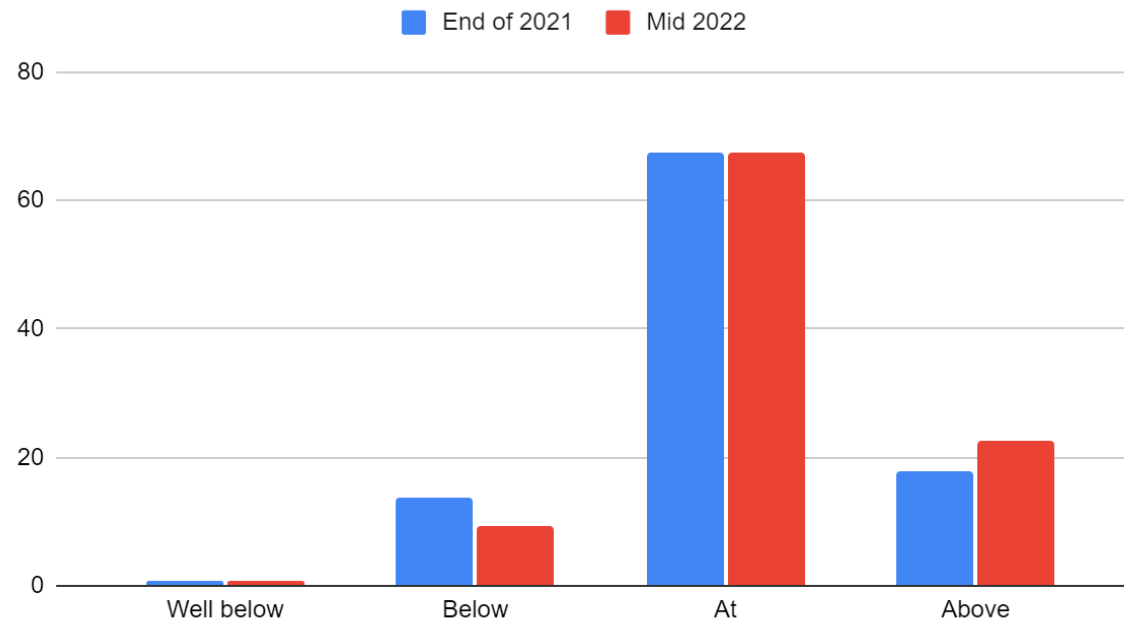
- Currently 88% of ALL students are **At or Above** the NZC Level for **Reading**.
- **Mid Year 2022 At or Above** Boys= 87.1%, Girls=89.3%, Maori = 77%, Pasifika = 80%, Asian = 91.9%
- Baseline data- 2020=87.6%, 2021 = 90.8%

Comment:

- We are on track to meet our achievement target of 90.8% and will strive to exceed this.
- There has been a change in boys/girls achievement levels from the end of 2021 where boys are now slightly below the school-wide cohort with 87.1% and girls are tracking to meet the 2022 goal at 89.3%. In Mid year 2021 the boys were tracking higher than the girls.

Comparison of End 2021 to Mid 2022

End of 2021 and Mid 2022



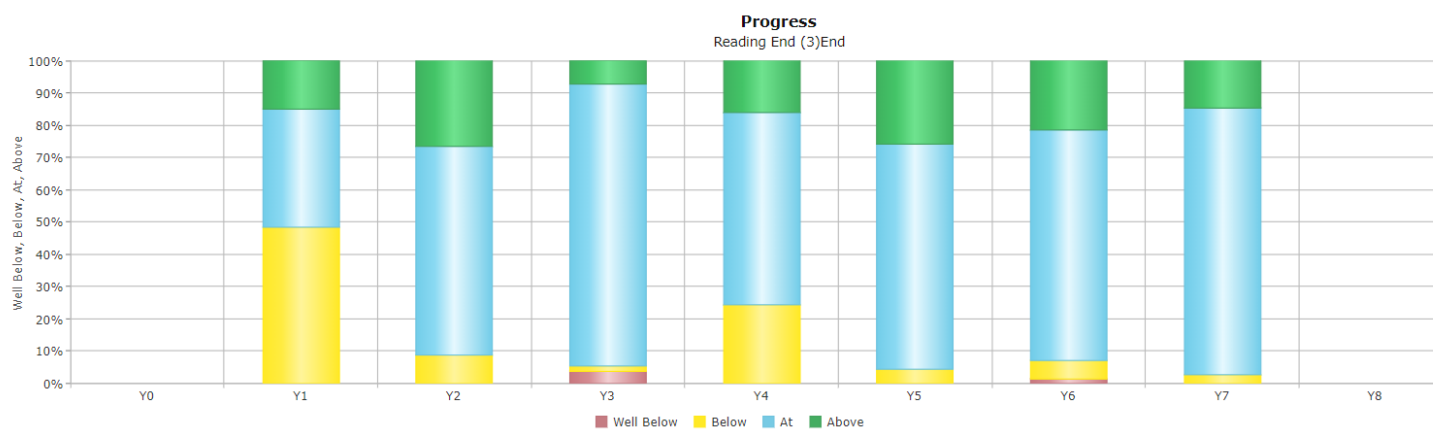
Comment

- The percentage of students who are achieving above the expected curriculum level for their year group has increased by 4.7% (21 students) within the cohort of students who have been assessed both End Year 2021 and Mid Year 2022.
- The number of children who are achieving at the expected level has remained the same at 67.5%
- The percentage of students who are achieving below the expected curriculum level for their year group has decreased by 4.5% (20 students) within the same cohort of students who have been assessed both End Year 2021 and Mid Year 2022
- The number of students achieving well below expected level is 0.7% (3 students). This has remained the same.
- 7.8% (35 students) of students have made accelerated progress in reading (more than a step progress in curriculum levels) from End of Year 2021 to Mid Year 2022.

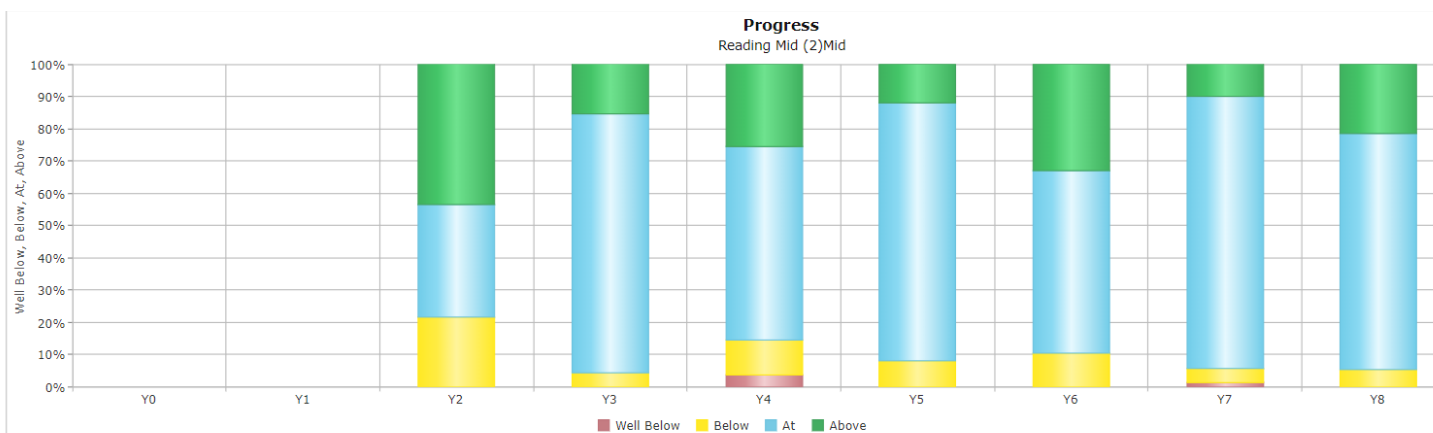
- 46.9% (209 students) of students have made consistent progress (a step progress in curriculum levels in curriculum levels from End Year 2021 to Mid Year 2022

Year Group Breakdown-Reading

End 2021

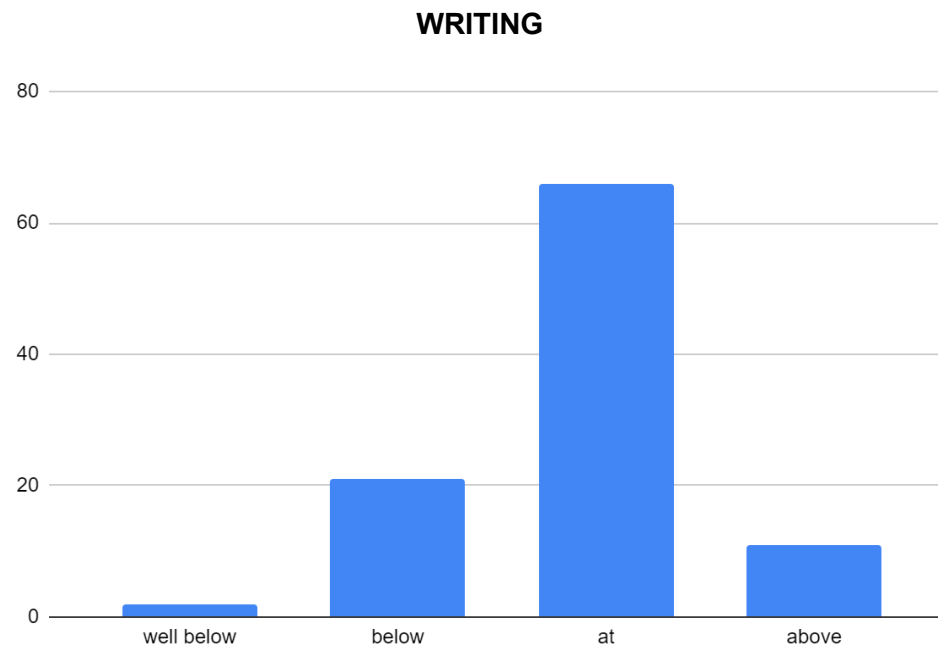


Mid 2022



Comment

- The Year 2 cohort has decreased in the number for students working below the expected curriculum level for their year group.
- The Year 3 cohort has increased the number of students achieving at the expected curriculum level for their year group. This has meant a decline in the number achieving above.
- The Year 4 cohort has spread out more, with more students achieving above and below since the End of 2021.
- The Year 5 cohort has decreased in the number for students working below the expected curriculum level for their year group.

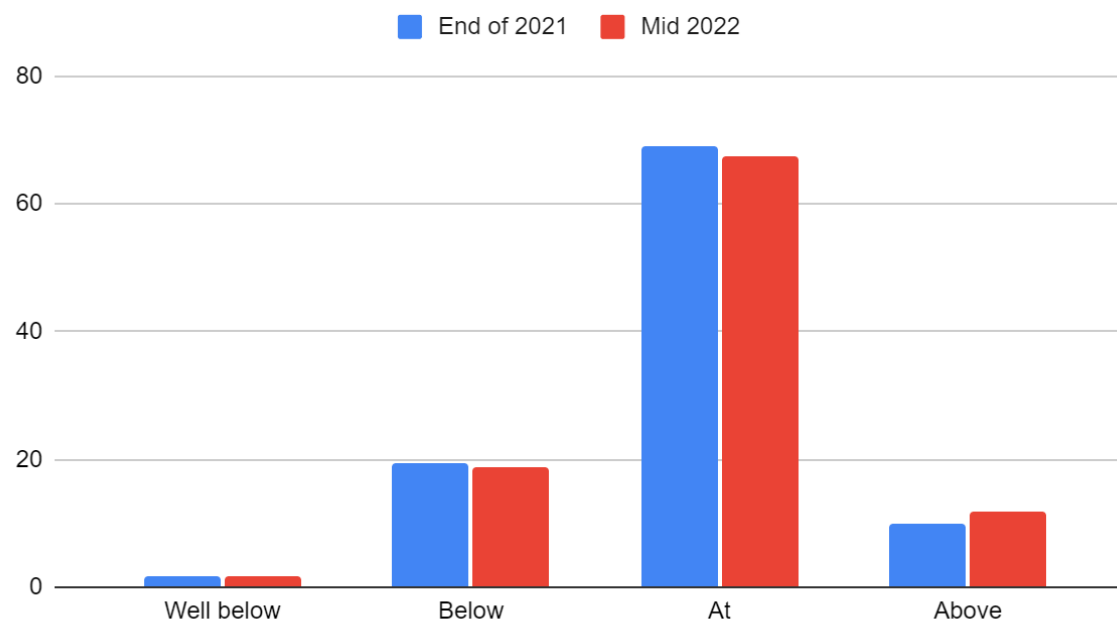


- Currently 78% of ALL students were **At or Above** the NZC Level for **Writing**.
- **Mid Year 2022 At or Above** Boys=70.3%, Girls=85.4%, Maori=73%, Pasifika=60%, Asian= 80.6%
- Baseline data- 2020=73%, 2021 = 81.6%

Comment - We are tracking to achieve similar to our End of 2021 level.

Comparison of End 2021 to Mid 2022

End of 2021 and Mid 2022



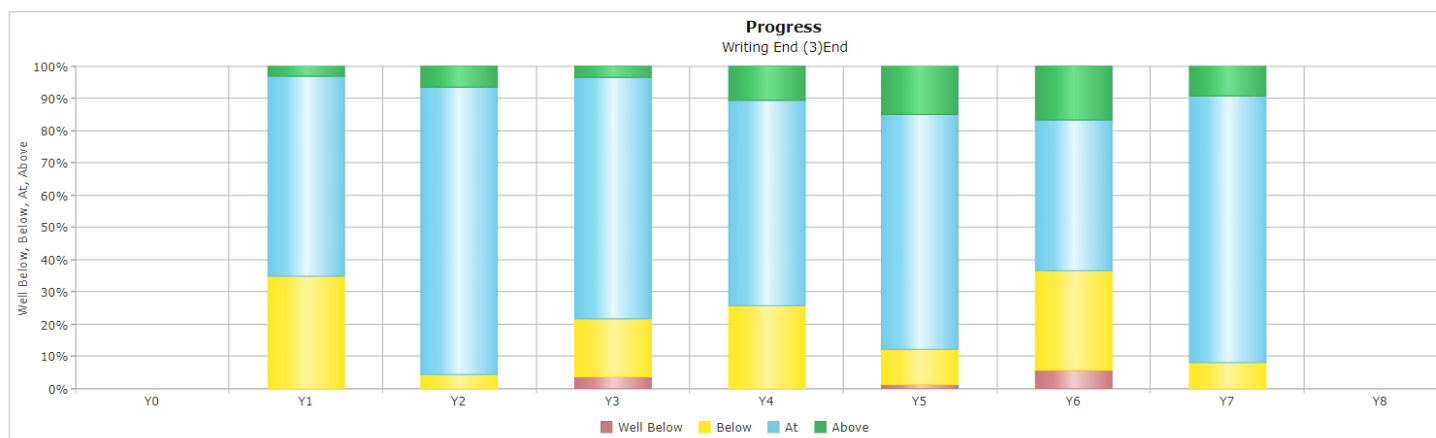
Comment

- The percentage of students who are achieving above the expected curriculum level for their year group has increased by 2% (1 student) within the cohort of students who have been assessed both End of year 2021 and Mid Year 2022.
- The percentage of students who are achieving at the expected curriculum level for their year group has decreased by 1.6% (7 students) within the same cohort of students who have been assessed both End of Year 2021 and Mid Year 2022.
- The percentage of students who are achieving below the expected curriculum level for their year group has decreased by 0.7% (3 students) within the same cohort of students who have been assessed both End Year 2021 and Mid Year 2022.

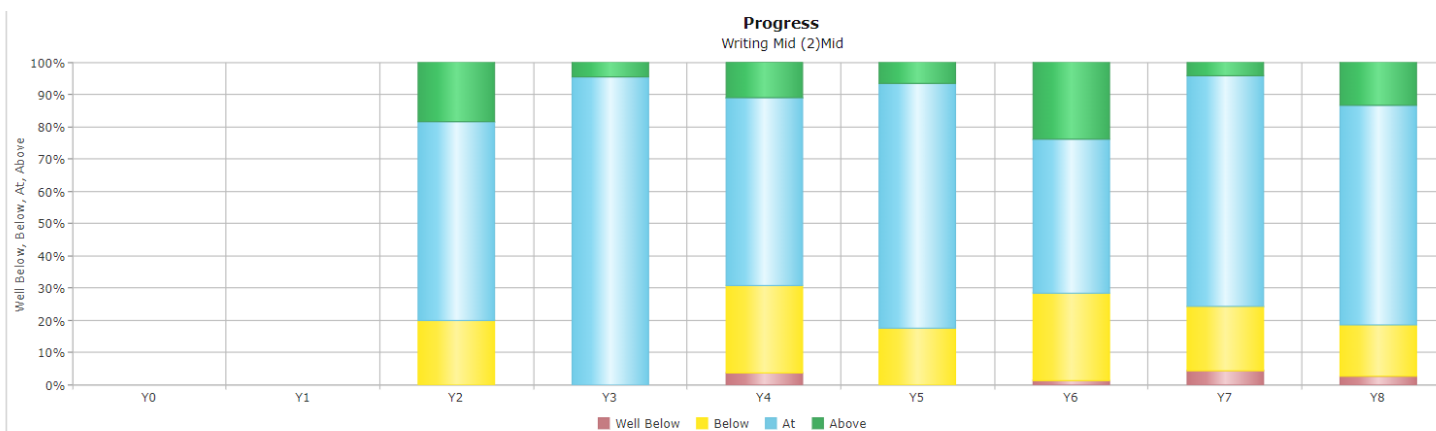
- Overall movement within the levels has generally remained the same from End 2021 to Mid 2022.
- 1.3% (6 students) of students made accelerated progress (more than a step progress in curriculum levels) from End of Year 2021 to Mid Year 2022.
- 36.5% (163 students) of students have made consistent progress (a step progress in curriculum levels) from End Year 2021 to Mid Year 2022.

Year Group Breakdown-Writing

End 2021



Mid 2022



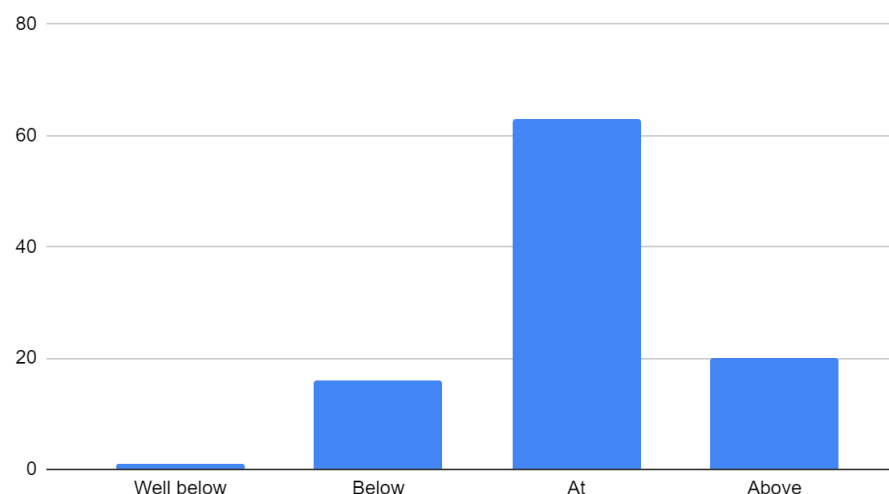
Comment

- The Year 1 cohort has increased the number of students working at or above the expected curriculum level for their year group since the End of 2021.
- The Year 4 cohort continues to be an area to focus on. This cohort has come through the system as requiring additional support.

- The Year 6 and 8 cohorts have had an increase in the number of students working below the expected curriculum level for their year group since the End of 2021. Both these groups need careful monitoring to ensure they reach the expected end of year levels for their year group.

MATHS

Percentage of students working at levels in maths



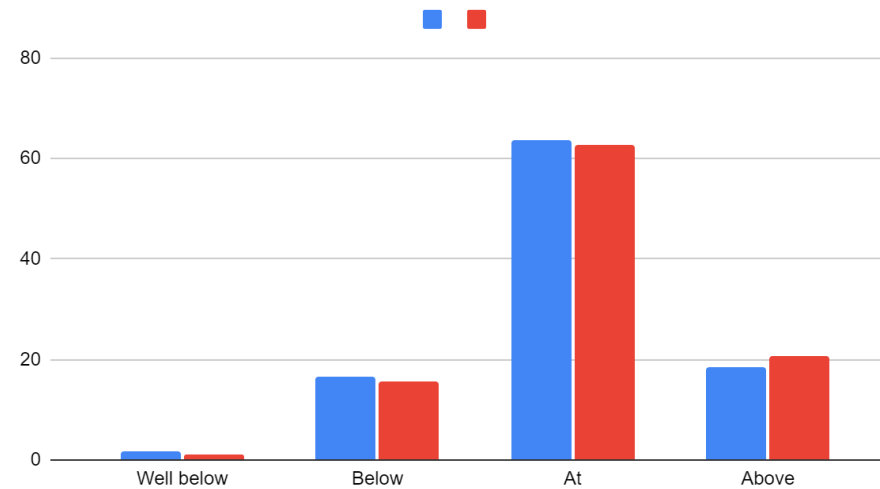
- Currently 83% of ALL students are **At or Above** the NZC Level for **Maths**.
- **Mid Year 2022 At or Above** Boys=85.5%, Girls=78.9%, Maori=74%, Pasifika=69%, Asian=80.6%
- Baseline data- 2020=75.5%, 2021 =79.4%

Comment

- We are starting to track upwards in our maths. At the end of 2021 there were 79.4% working at or above the expected curriculum level and we are now 83%.
- The gap of 15.6% between boys and girls achieving at or above the expected curriculum level for their year group from the end of 2021 has decreased by 10% at Mid year 2022.

Comparison of End 2021 to Mid 2022

End of 2021 and Mid 2022

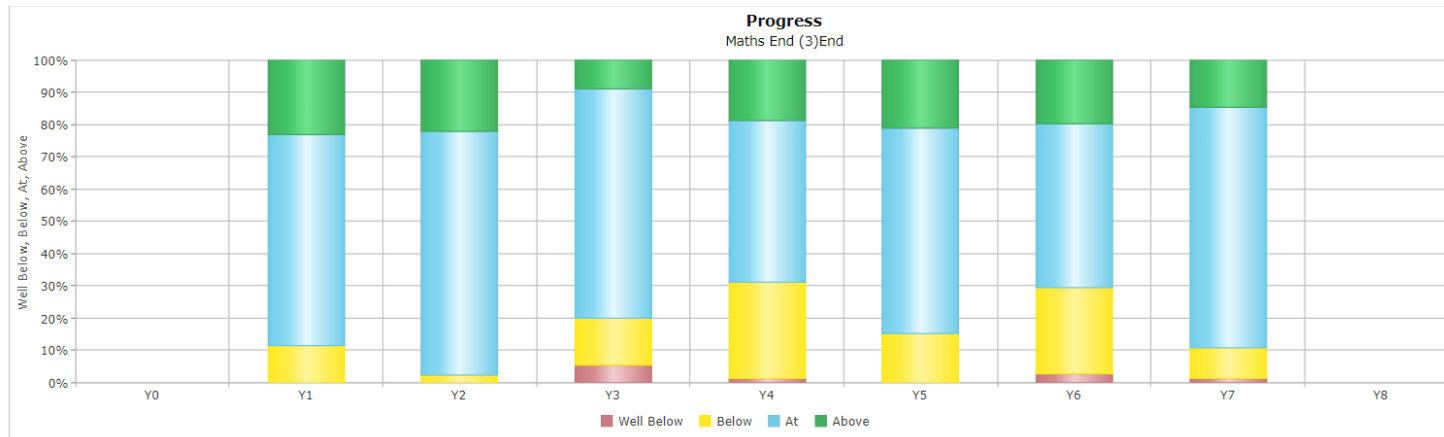


Comment

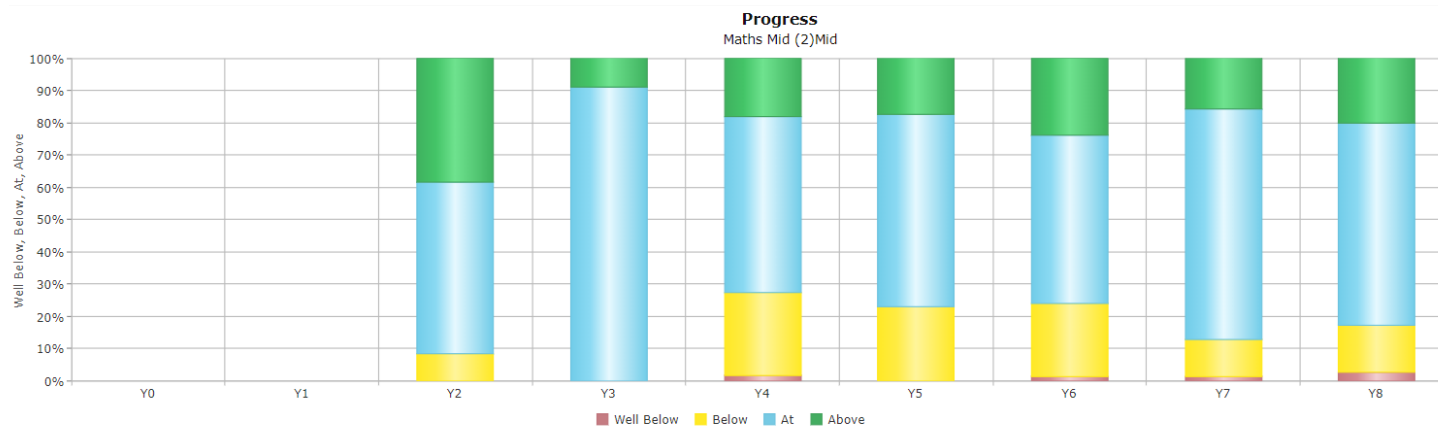
- There has been a slight decrease in children who are well below from 1.6% (7 students) to 1.1% (5 students)
- The percentage of students who are achieving above the expected curriculum level for their year group has increased by 2.2% (10 students) within the cohort of students who have been assessed both End Year 2021 and Mid Year 2022.
- The percentage of students who are achieving below the expected curriculum level for their year group has decreased by 0.9% (4 students) within the same cohort of students who have been assessed both End Year 2021 and Mid Year 2022.
- 4.7% (21 students) of students made accelerated progress (more than a step progress in curriculum levels) from End Year 2021 to Mid Year 2022.
- 41.3% (181 students) of students have made consistent progress (a step progress in curriculum levels) from End Year 2021 to Mid Year 2022.

Year Group Breakdown-Maths

End 2021



Mid 2022



Comment

- The Year 2 cohort has had an increase in the number of students working above since the End of 2021.
- The Year 3 cohort have had a decrease in the number of students working above since the End of 2021.
- The Year 4 cohort has had a decrease in the number of students working well below and an increase in the number of students working below.
- The Year 6 and 8 cohorts have had an increase in the number of students working below or well below. .
- The Year 5 cohort has had a decrease in the number of students working below.

Schoolwide Summary Table Comparing Progress from Mid of 2021 to Mid Year 2022

	Mid Year 2021- % of students Within or Above	End Year 2021- % of students Within or Above	Mid Year 2022- % of students Within or Above
Reading	86%	90.8%	88%
Writing	72%	81.6%	78%
Maths	71%	79.4%	83%

Comment

- As noted above we are on track to achieve our end of year target in reading, writing and maths as we are currently tracking at a similar level to previous years.
- There has been an increase of 12% of students achieving at or above the expected curriculum level for their year in Maths from Mid 2021 to Mid 2022.

Table comparing Maori (80), Pasifika (20), Asian (36) and Whole School data

	Mid Year 2022- % of ALL students Within or Above	Mid 2022 % of Maori students At or Above	End 2021 % of Maori students At or Above	Mid 2021 % of Maori students At or Above	Mid 2022 % of Pasifika Students At or Above	End 2021 % of Pasifika students At or Above	Mid 2021- % of students Pasifika students At or Above	Mid 2022 % of Asian Students At or Above	End 2021 % of Asian Students At or Above	Mid 2021- % of students Asian students At or Above
Reading	88%	77%	85.2%	86%	80%	86.6%	82.7%	91.9%	86.5%	81.2%
Writing	78%	73%	75.7%	70%	60%	73.3%	69%	80.6%	83.8%	75%
Maths	83%	64%	73%	65.8%	75%	70%	65.5%	80.6%	83.8%	68.8%

Baseline Table

	End 2021- % of students Maori Students Within or Above	End 2020- % of students Maori Students Within or Above	End 2019- % of students Maori Students Within or Above	End 2021- % of students Pasifika students Within or Above	End 2020- % of students Pasifika students Within or Above	End 2019- % of students Pasifika students Within or Above
Reading	85.2%	82.8%	79.2%	86.6%	84.6%	83.4%
Writing	75.7%	60.9%	68.8%	73.3%	69.2%	68.2%
Maths	73%	73.6%	71.9%	70%	73.1%	68.1%

Comment

- The number of Maori students achieving at the expected curriculum level for their year has decreased in **reading** since the End of 2021 by 8.2% (6 students) This includes two new students and four students who have now been at school for more than 40 weeks. These students are achieving below and have made an impact on our Maori achievement levels in **reading**.
- The number of Maori students achieving At or Above the expected curriculum level in **writing** has decreased by 2.7% but aligns with the whole school cohort.

- At Mid year 2022, our Maori cohort is tracking the similar to Mid year 2021 in **writing** and **maths**. In **reading** the cohort is tracking lower in achievement compared to the same time last year.

Maori

When comparing the same cohort of Maori students from the End of 2021 to Mid 2022 (50 students)

- The number of students who are At and Above the expected curriculum level in **reading** from the End of 2021 to Mid 2022 (68 students) has increased by 4% (2 students). This means the number of students below has decreased by 2 students.
- 6% (3 students) have made accelerated progress in **reading** (more than a step progress in curriculum levels) from End Year 2021 to Mid Year 2022. 42% (21 students) have made consistent progress in **reading** (one step progress in curriculum levels) from End Year 2021 to Mid Year 2022
- 34% (17 students) have made consistent progress in **writing** (one step progress in curriculum levels) from End Year 2021 to Mid Year 2022.
- 6% (3 students) made accelerated progress (more than a step progress in curriculum levels) in **maths** from End Year 2021 to Mid Year 2022. 32% (16 students) have made consistent progress (one step in curriculum levels) in **maths** from End year 2021 to Mid Year 2022

Pasifika

- Pasifika students are on track to achieve at a similar level to 2021 in **reading**.
- The Pasifika cohort has had a slight drop in the number of students achieving at or above the expected curriculum level for their year group in **writing**. This is 10.3% (2 students).
- When comparing the same cohort of students from End 2021 to Mid 2022(18 students), one student has shifted from At or Above to Below in **writing**.
- Two new students who have joined the data group are achieving below, this has an impact on our overall achievement levels.

Asian

- In **writing** and **maths** Asian students are tracking at a similar level to that of last year and have already exceeded their achievement in **reading**.
- Asian students continue to have increased their achievement in **reading** to above that of the school- wide cohort.
- Asian students have higher mid year achievement in **reading and writing** than that of the whole school cohort at mid year.

Table comparing ESOL (58) and Dyslexic (67) Students and Whole School data for Reading and Writing

	Mid Year 2022- % of ALL students Within or Above	Mid 2022- % of students ESOL Students At or Above	End 2021- % of students ESOL Students At or Above	Mid 2021- % of students ESOL Students At or Above	Mid 2022- % of students Dyslexic students Within or Above	End 2021- % of students Dyslexic students Within or Above	Mid 2021- % of students Dyslexic students Within or Above
Reading	88%	80%	81.4%	67%	70%	69.8	69%
Writing	78%	69%	67.5%	59%	41%	42.9	43%

Baseline Table

	End 2021- % of students ESOL Students At or Above	End 2020- % of students ESOL Students At or Above	End 2019- % of students ESOL Students Within or Above	End 2021- % of students Dyslexic/ILD students At or Above	End 2020- % of students Dyslexic/ILD students At or Above	End 2019- % of students Dyslexic/ILD students Within or Above
Reading	81.4%	63%	50%	69.8%	52.2%	54%
Writing	67.5%	28.9%	28%	42.9%	21.7%	22%

Comment

- Our **Dyslexic** and **ESOL** students continue to achieve below the school-wide cohort in **reading** and **writing**. Both groups continue to achieve at a similar rate with the ESOL group achieving only slightly less than that of the school-wide cohort.
- **Please note..** that the number of students in our ESOL tracking group has increased by 7 students from 2021 to 2022.

Dyslexia

- The percentage of students who are achieving at the expected curriculum level for their year group in **reading** has stayed the same as the End of 2021.
- When comparing the same cohort of **Dyslexic** students from the End of 2021 to Mid 2022, 32.3% (21 students) have made consistent progress in **reading** (more than a step progress in curriculum levels). 6.2% (4 students) made accelerated progress (more than a step progress in curriculum levels) in **maths** from End Year 2021 to Mid Year 2022.
- The percentage of students who are achieving at or above the expected curriculum level for their year group in **writing** is the same as the End of 2021. This continues to be an area that is considerably lower than that of the school-wide cohort and has made no gains over the past year.
- When comparing the same cohort of **Dyslexic** students from the End of 2021 to Mid 2022, 30.8% (20 students) have made consistent progress in **maths** (more than a step progress in curriculum levels). No students have made accelerated progress (more than a step progress in curriculum levels).

ESOL

- The percentage of students who are achieving at the expected curriculum level for their year group in **reading** has stayed similar to that of the End of 2021.
- When comparing students within the same cohort of students who have been assessed both End of year 2021 and Mid Year 2022. The number of students achieving below in **reading** has decreased by 3 students. 48.9% of ESOL (22 students) have made consistent progress in **reading** (a step progress in curriculum levels) from End of year 2021 to Mid Year 2022. 13.3% of ESOL (6 students) have made accelerated progress in **reading** (more than a step progress in curriculum levels).
- The number of **ESOL** students achieving at or above the curriculum level in **writing** for their year has continued to increase.
- When comparing students within the same cohort of students who have been assessed both End of year 2021 and Mid Year 2022, the number of students achieving below in **maths** has decreased by 7 students. 53.3% of ESOL (24 students) have made consistent progress in **maths** (a step progress in curriculum levels) from End of year 2021 to Mid Year 2022. 20% of ESOL (9 students) have made accelerated progress in **maths** (more than a step progress in curriculum levels).

Table comparing Discontinued Reading Recovery Students Reading Mid 2020 to Mid 2021

End of Year 2020	Well Below=1 students	Working towards=5 students	Within=7 students	Above =1 students
Mid Year 2021	Well Below=0 students	Working towards=5 students	Within=15 students	Above =0 students
Mid Year 2022	Well Below=0 students	Working towards=5 students	Within=18 students	Above =0 students

Comment

- 41.2% (7 students) Discontinued Reading Recovery students have made consistent progress in reading (a step progress in curriculum levels) from End year 2021 to Mid Year 2022.
- 1 student has made accelerated progress in reading (more than one step progress in curriculum levels) from End year 2021 to Mid Year 2022.

Analysis and Additional Comments

- Attendance-
 - Overall our attendance rate is slightly lower than 2021 and sits at 82.8% for Mid Year 2022. This is similar to past years 2018=84.4%, 2019=82.6% and 2020=76.9% and 2021 (mid year)=85.1% however we note that a number of our of concern students have higher level of absences which is impacting on their achievement and also with some, their interactions with others ie the more they are away the harder it is for them to form relationships and connections, they miss vital learning time etc.

- There are 496 students in this data group. The number of students who have identified learning needs (dyslexia etc) is down from 70 to 67 students and also increasing numbers of ESOL students up from 51 to 58 students. This is 125 students, which is 24.6% of our school population.
- **Specific programmes** we have in place to support learners are;
 - 5+ Literacy run by two teacher aides 1-1 with specific students identified by the Ngā Kākano teachers.
 - 7+ Literacy - programmes running in all Year 5-6 classes and Rochelle taking two Year 3-4 groups. Rochelle has also worked with Year 5-6 teachers new to the team to integrate into their programme.
 - Reading recovery (Sue Brown and Michelle Whitaker) 6 students who work 1-1 plus Sue working in classes taking small groups as part of a trial reading recovery programme.
 - ESOL support with 1 dedicated full time teacher aide has continued this year and is overseen by Lucy Tristram who gets one Special Responsibility for this. We continue to see positive impacts of this programme in the results of our ESOL students. .
 - Alison has started doing the full LASS test instead of the shorter LUCID to assist in identifying our Dyslexic students. This gives more information about the learning challenges faced by these students and is then reported back to class teachers and parents.
 - We have purchased additional C pens which support children's learning who have these needs. The pens are available to all children in all classes from year 5-8.
 - More licences for Steps web <https://www.stepsweb.com/> - an online reading and spelling programme have been purchased to support students in Years 5-8. We now have 57 students using this programme.
 - Current Teacher aide programmes are (Maths support in Rangatahi syndicate)
 - We are continuing with LEGO therapy for autistic students to develop their communication skills.
- We now fund Ngatai Derbridge as our kaiarahi of Te Ao Maori and Te Reo for the afternoons. Teachers have been developing their te reo confidence, particularly around knowing and saying their pepeha and then teaching this to their students. We have developed a school wide progression and [Te Ao Māori staff folder](#) of resources for powhiri, waiata, whakatauki and teaching progressions. The Kapa Haka rōpū performed at the Under the Stars evening. With the recent appointment of Ariana, Sophie and Ngatai we will have three fluent te reo speakers for term 3.
- Michelle and Rochelle run enrichment programmes with groups of students from Years 3-8 each Tuesday. This includes EPRO 8 - Science and Technology, Tournament of Minds and Otago Problem Solving.
- Keryn runs a Year 5-6 and 7-8 Writing enrichment programme each Tuesday. This is going to include some competition and publishing or stories and developing their creative writing ability. .
- Our staff diversity is also expanding as this year we have Paula from Spain and have appointed Mark Wright for two terms which gives us another male teacher and our first in the junior school for a few years.
- Teachers continue to use our school-wide Assessment tracking system to track students of concern in reading, writing and maths. This includes teachers tracking progress and next steps for individual students at risk using Tracking Journals [Tracking Journal](#). This has

also included more use of our assessment information in e tap and developing tracking groups within this. We continue to discuss this in team meetings regularly.

- We have reviewed our Professional Growth cycle for teachers and team leaders. This includes more focus on discussing Pod student achievement and team leaders tracking and discussing at risk students across their syndicate. Team leaders meet with Pod teachers termly and AP's meet with team leaders twice a term as well as informally each week.
- Private interventions, funded by parents such as SPELD, occur within the school. We now have B.O.T funding to provide Art therapy counselling within the school.
- Our schoolwide spelling programme continues to be implemented this year into all classes [Kapakapanui School Spelling progressions](#). Information about achievement in this will be shared at the next meeting.
- We are continuing to implement our [Te Ara \(our pathway\)](#). This has also been added to our Mid and End of year reporting formats for parents.
- This year we have continued to implement [Kapakapanui Localised Curriculum](#) which integrates the core subjects into the broader, values based curriculum. Our AP's meet with team leaders at the end of 2021 to frame up the year and we now meet termly to reflect on progress and plan for the following term. This has ensured consistency across the school and also better coverage of the achievement objectives.
- We have altered our enrollment form to include information about other languages written or spoken at home.
- We have had the He Kākano programme running for two terms. This programme run by KYS has a group of 11 Year 7-8 boys that supports, develops and empowers them to grow. These boys meet with mentors on a weekly basis for 1-1 as well as a group session. This has supported some of our underachieving Year 7-8 boys.
- We have introduced the Whānau Wellbeing Hub to the school on a Wednesday. Donna is supporting 6-10 families with parenting, agency support and food packages.
- We are underway with collaborative teaching throughout the school and are involved in PD with this. We have received 100 MOE funded hours for this professional development from the beginning of term 3 into 2022. We are planning to have another two days of PD in term 3 and we will have another day in term 4. This term all pod teachers were released in their pairs to visit other pods and observe how their collaboration is working. This has provided new ideas and allowed them to reflect on their own practice with their pod partner.
- This term we have identified students of concern who have made no or limited shift in curriculum level stages during the time we have had our level system in place (now two years). Michelle and Rochelle met with team leaders to discuss these kids and strategies to address their needs within classes. A specific intervention planning document has been created to assist in meeting their needs. [Intervention planning doc 2022](#). Tracking groups in eTap have also been created to group and track these students. .
- A full analysis of Term 1 PAT data was completed by AP's and shared with teams. This included identifying specific students who are within groups that have large lower quartiles below the National cohorts. We also identified some implications for teaching. This included a focus on explicitly teaching reading comprehension strategies which we then held a staff meeting with Year 3-8 teachers.
- A staff induction programme has been developed to assist with introducing new staff to the school. This includes organisation, systems, Strategic plan, Local curriculum, student tracking, e Tap etc. This is overseen by team leaders and AP's.

Action Points

- In 2022 we are working on implementing our strategic document. [Strategic plan 2022](#)
- We plan to form a tracking group in E tap of students who have a high rate of absence/lateness and are achieving below across the school. We can then track these students and identify their impact this is having on their achievement and put a plan in place with Whanau to move ahead.
- We will hold a dyslexia staff meeting to share ideas for ways to improve in writing-strategies and tools which work.
- To continue to identify students of concern who have made no or limited shift in curriculum level stages over longer periods. Michelle and Rochelle met with team leaders to discuss these kids and strategies to address their needs within classes. These students will be added to Tracking groups in e Tap have been created for these. Teams to use specific intervention planning to meet their needs. [Intervention planning doc 2022](#)
- A Maths review was completed at the end of 2021. This review has led to a change of our belief and pedagogy in maths. We have completed a Teacher Only Day Audrey Tan and a follow up Zoom PD with Audrey Tan who has supported our change in thinking around Maths. We are already seeing significant shifts in achievement levels, and teacher's and children's attitudes towards maths and their ability to be successful. We will continue to work with Audrey and team leaders are focussing on implementing the changes to maths teaching within their teams.
- We are having our first Pasifika evening to connect with our Pasifika Families early in term 3.
- Michelle and Rochelle also developed a school-wide Number progression to assist teachers OTJ's in Maths. We will be developing these for other strands throughout the remainder of the year as we look to build teacher understanding of the Maths curriculum at each level.
- We have implemented our school wide spelling progression and all classes are doing at least 15 mins daily of spelling using our [Kapakapanui School Spelling progressions](#). We continue to monitor our progress using a South Australian Spelling Programme and are going to undertake a mid year check in of our progress early this term.
- The Management team continues to work with Chris Rowan There was a session in term 1 for the whole management team to relook at 'The face of our management team' and our combined 'Vision' for our management team. Then another session for the team leaders and Michelle and Rochelle on 'how to have effective coaching conversations with staff.' This is to enhance learning conversations when sharing and discussing student data and our professional growth conversations (appraisals). We have another session booked for term 3.
- Through focussed team meetings around analysis of data we are better able analyse this information at teacher level i.e. using Etap curriculum levels to delve into student progress, inquire into our practice and look at what changes can be made in our programmes as a result of this data and professional conversations. We are able to do this better now as we have 2 years of curriculum tracking which shows stages/steps AND progression we haven't been able to do in the past.
- We have the paid, full version of Seesaw across the school. This allows us to connect and engage with our families, share learning and support students. We can now analyse usage of Seesaw throughout the school to ensure parents are connecting with their child'. We

need to further increase the use of Seesaw. Michelle and Rochelle visited Kena kena School to see how they are using Seesaw for reporting. This is an area we are going to explore further.

- Student Led Conferences (SLCs) have become embedded into our home and school reporting partnership. These are 30 minutes long and are empowering students to have more involvement and empowerment with their learning. We also believe that parents are better informed of their child's progress and levels of achievement.
- Continue to fund Ngatai Derbidge - Kaiarahi Te Reo to assist with kapa haka, powhiri, te reo and tikanga Maori. Continue to support Maori lead team of teachers. These actions celebrate Māori culture and what it means to be Māori.
- Continue to strengthen moderation processes as children transition between syndicates to ensure consistency of expectations across the school in all curriculum areas.
- Continue to strengthen our collaborative teaching throughout the school so teachers are able to work alongside colleagues to develop collaborative programmes and use strengths and strategies to support students requiring extra support.
- We will continue to support our ESOL students with one dedicated full time teacher aide. Lucy Tristram works with the TA.
- Continue with our early intervention programmes such as Kick Start for pre school children, play based learning, 5+, literacy support programmes taught by experienced Teacher Aides, ESOL support and PMP programmes.
- We have moved to the full LASS dyslexia screening tool. This will allow us to identify children with dyslexic tendencies. We will continue to improve our ability to effectively teach children with learning disabilities eg dyslexia, dyspraxia etc. Our SENCO has compiled a dyslexic register of children who display these traits. Staff are referring to the [dyslexia support](#) website for support and guidance. We are better able to plan appropriate interventions and teaching programmes.
- Classes will continue to promote Growth Mindset, Zones of regulation and Mindfulness thinking and strategies with all learners. Sensory tables are now in all classes to allow students to have a space to have a sensory break from learning when needed.
- Reading Recovery will continue with both Michelle and Sue working individually 1-1 with students and also working in classes. This is a new MOE Early Literacy Support programme and involves modelling reading teaching to the class teacher or being observed teaching.
- Michelle will continue to attend NE/ECE OK Cluster meetings to improve and develop systems for successful transition to school.
- We need to look at the tools and systems used in the classrooms to support our dyslexic students.
- We are investigating new Literacy approaches to support struggling students.

June 2022