

Mid Year Assessment Analysis Term 2 2023

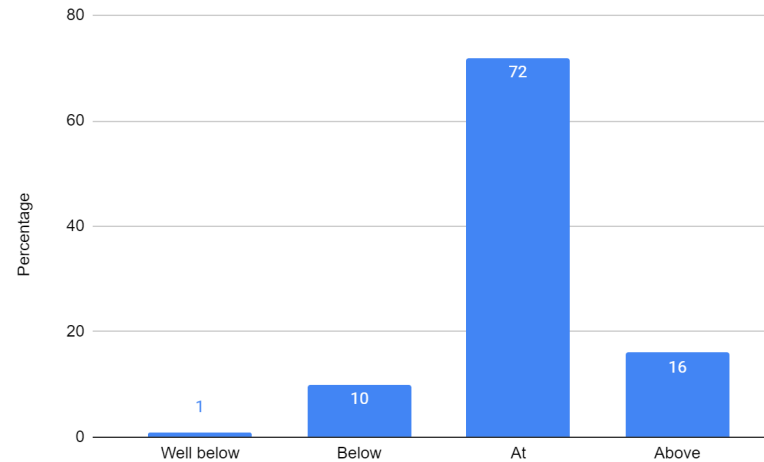
Summary

2023 Achievement Goal/Target

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

Please note: This following data represents all students who are currently in our school who have been here for 40 weeks or more at Mid year 2023.

Reading

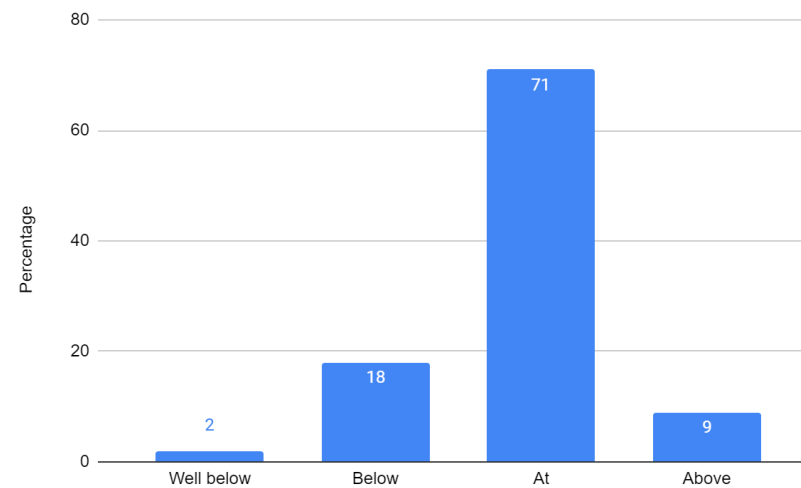


- Currently 88% of ALL students are **At or Above** the NZC Level for **Reading**.
- **Mid Year 2023 At or Above** Boys= 88.7%, Girls=92.4%, Maori = 86%, Pasifika = 69%, Asian = 80.9%
- Baseline data- 2019=87.4%, 2020=87.6%, 2021 = 90.8%, 2022 = 86.5%

Comment:

- We are on track to achieve at around 90% like previous years.
- At the End of 2022 boys were slightly higher than girls in reading, this has reversed Mid Year 2023 with girls slightly higher than boys.

WRITING

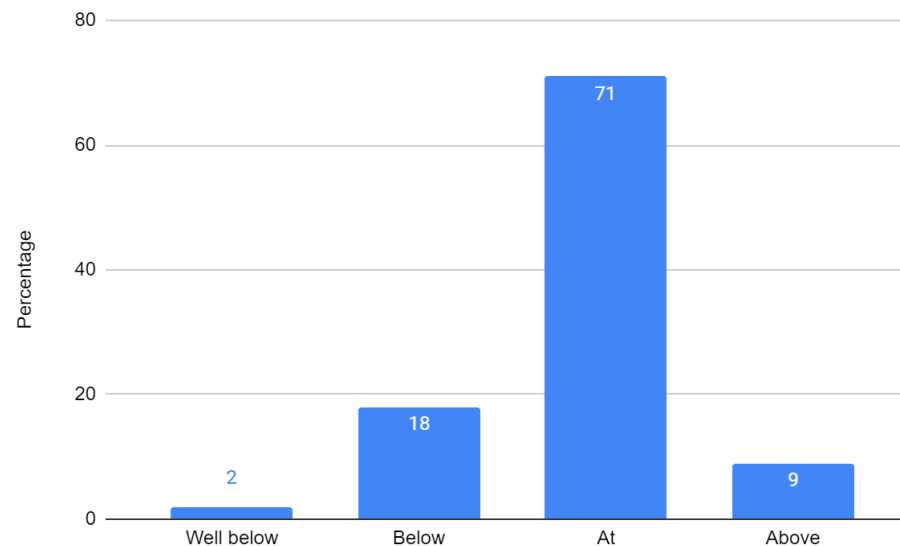


- Currently 80% of ALL students were **At or Above** the NZC Level for **Writing**.
- **Mid Year 2023 At or Above** Boys=73%, Girls=86.6%, Maori=72%, Pasifika=60%, Asian= 77.8%
- Baseline data- 2020=73%, 2021 = 81.6%, 2022=71.5%

Comment

- Currently we are tracking slightly higher than our 2022 Mid Year data and are 8.5% higher than our 2022 End of Year data. We will need to continue to track at a similar rate to maintain this level based on end of year expectations as we were 78% Mid Year in 2022 but then decreased to 71.5% at End of 2022.

MATHS



- Currently 87% of ALL students are **At or Above** the NZC Level for **Maths**.
- **Mid Year 2023 At or Above** Boys=87.9%, Girls=84.9%, Maori=75%, Pasifika=82%, Asian=76.2%
- Baseline data- 2020=75.5%, 2021 =79.4%, 2022 = 80.1%

Comment

- We continue to track upwards in maths since Mid Year 2022 and since making changes to our Maths programmes following our PD with Audry Tan. We will need to maintain this level to achieve a similar or better level at the end of the year.
- The gap between the achievement levels of boys and girls has continued to reduce. At the end of 2022 the gap was 8.8% and we currently have a gap of 3% between girls and boys at Mid 2023.

Schoolwide Summary Table Comparing Progress from Mid of 2022 to Mid Year 2023

	Mid Year 2022- % of students At or Above	End Year 2022- % of students At or Above	Mid Year 2023- % of students At or Above
Reading	88%	86.5%	88%
Writing	78%	71.5%	80%
Maths	83%	80.1%	87%

Comment

- Reading is tracking at a similar level to Mid and End 2022.
- Writing is continuing to show a similar pattern of change between Mid and End of year data. We need to continue to make accelerated progress to see more positive gains.
- Maths is currently tracking above the Mid 2022 result which is a good sign for the middle of the year.

2023 Achievement Goal/Target

2. To ensure Māori, Pasifika and Asian students continue to achieve at a similar level to other cohorts in ALL foundation learning areas. **NB Pasifika =23 students, Māori group = 65 students, Asian=42 students**

	Mid Year 2023- % of ALL students Within or Above	Mid 2023 % of Maori students At or Above	End 2022 % of Maori students At or Above	Mid 2022 % of Maori students At or Above	Mid 2023 % of Pasifika Students At or Above	End 2022 % of Pasifika Students At or Above	Mid 2022 % of Pasifika Students At or Above	Mid 2023 % of Asian Students At or Above	End 2022 % of Asian Students At or Above	Mid 2022 % of Asian Students At or Above
Reading	88%	86%	75.7%	77%	69%	69.5%	80%	78.5%	73.3%	91.9%
Writing	80%	72%	60%	73%	60%	56.5%	60%	77.8%	66.6%	80.6%
Maths	87%	75%	74%	64%	82%	66.6%	75%	76.2%	80.6%	80.6%

Comment

- In **reading** the Māori students have made an increase of 10.3% working At or Above since the End of 2022. This therefore means they are closer to the achievement level of the whole school cohort. This is similar to the achievement levels of the End of 2021 therefore indicating we are making some positive gains here after a dip for a few years. Covid could have potentially had an impact here.
- In **writing** our Māori students have gained more momentum and are now achieving similarly to the levels they had at the end of 2021 which is also closer to whole school achievement levels. This is also similar to the achievement levels of the End of 2021 therefore indicating we are making some positive gains here after a dip for a few years. Covid could also have potentially had an impact here.
- In **maths** our Māori students are achieving similar to the End of the last three years. They had a bit of a dip in results Mid Year 2022 so hopefully this is an indication that this group is tracking higher than previous years since it is only Mid year with a result similar to End of the year.

2023 Achievement Goal/Target

3. To accelerate the reading and writing achievement levels of students in the following groups

- ESOL- 54 Students**
- Dyslexia/Identified Learning Difficulties (ILD) - 54 Students**

	Mid Year 2023 % of ALL students At or Above	Mid 2023- % of students ESOL Students At or Above	End Year 2022- % of ESOL students At or Above	Mid 2022- % of students ESOL Students At or Above	Mid 2023- % of students Dyslexic students At or Above	End 2022- % of students Dyslexic students At or Above	Mid 2022- % of students Dyslexic students At or Above
Reading	88%	77%	80%	80%	65%	66.7%	70%
Writing	80%	65%	67.3%	69%	43%	38.3%	41%

Comment

- Our **Dyslexic** and **ESOL** students continue to achieve Below the school-wide cohort in **writing**.
- The achievement levels for both **ESOL** and **Dyslexic** students in **reading** have decreased slightly making them even lower than the whole school cohort.
- The **ESOL** group continues to track at a similar level in **writing** as it did for the End of 2022. The **Dyslexia** group has had a slight increase in their writing.
- **Please note:** that the number of students in our **ESOL** tracking group has decreased by 4 students and our **Dyslexia** group has decreased by 11 students from 2022 to 2023. However, we are in the process of testing more students for Dyslexic tendencies so this number may increase.

Action Points

- In 2023 we are continuing the implementation of our strategic document. [Strategic Plan 2023](#)
- We will continue to use the full paid version of Seesaw in 2023, as part of our 2023 teacher only day we staff shared their use as well as provided ideas of how to use specific aspects. As a staff we then finalised expectations around use of this. 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. From this we identified that many parents were not engaging with it so we have since promoted this through newsletters and emails to parents.
- 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. Each pod has created a Negotiated Understanding document to find an agreed way of working.
- Continue with our early intervention programmes such as Kick Start for pre school children, play based learning, ESOL support and PMP programmes.
- We will look at establishing a school based set of exemplars for writing to show expectations at each level of the curriculum.
- In term 4 we are going to have moderation sessions in reading and maths
- Michelle will continue to attend NE/ECE OK Cluster meetings to improve and develop systems for successful transition to school.
- We are implementing the Better Start Literacy Approach for 2023. The next step is for some of our Teacher Aide team to gain the TA qualification so they are able to provide literacy support in classes. Michelle and Rochelle will continue to take tier 2 groups as a small group intervention. We have also tested a group of lower year 3's and are taking them as tier 2 groups also.
- We will continue to meet as a staff in Whānau teams for tracking (once a term for each area). This will ensure consistency across the school, build teacher knowledge across the curriculum and also provides teachers the opportunity to share knowledge.
- We will continue to develop termly overviews for team meetings to ensure key strategic areas are part of team meetings on a regular basis. This includes key strategic areas such as Maths, Zones of regulation, Dyslexia, Te Ara Pathway.
- We will continue to track achievement of students who are in our attendance of concern document. This will include looking at their achievement over the first half of the year. We will also look at adding any students who also have had more than 20% absence since the beginning of this year.
- We have updated our students of concern groups, tracking their progress in light of their most recent data. This will be shared into teams early Term 3 to set goals for some of these students.
- We have created and carried out a maths survey to gain both student and teacher voice around maths. [Maths surveys - Staff/Students 2023](#). Several recommendations for Maths have been made as a result of this including another staff meeting with Audrey Tan via Zoom, a staff meeting to begin work on growth mindset in maths as well as some more work on our exemplars, observing each other and moderation in maths.

June 2023