

Mid Year Assessment Analysis Term 2 2024

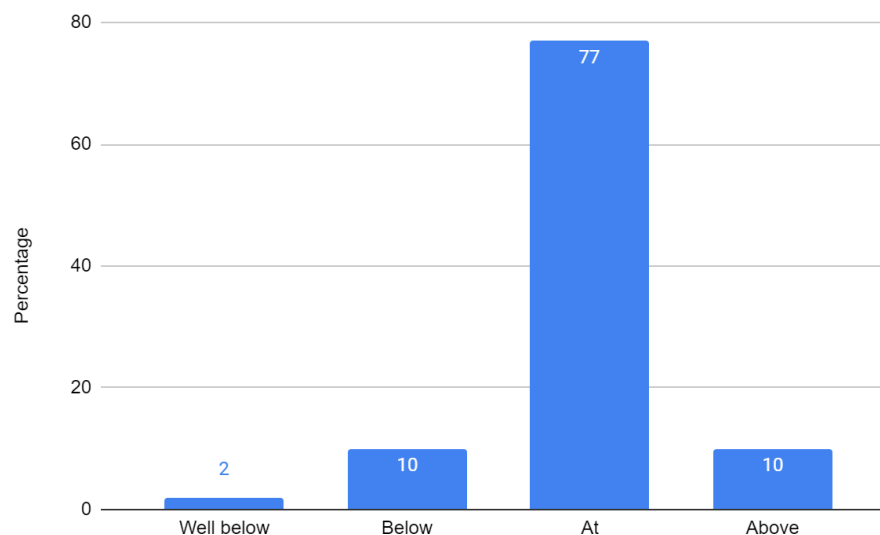
Summary

2024 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 2024.

Reading

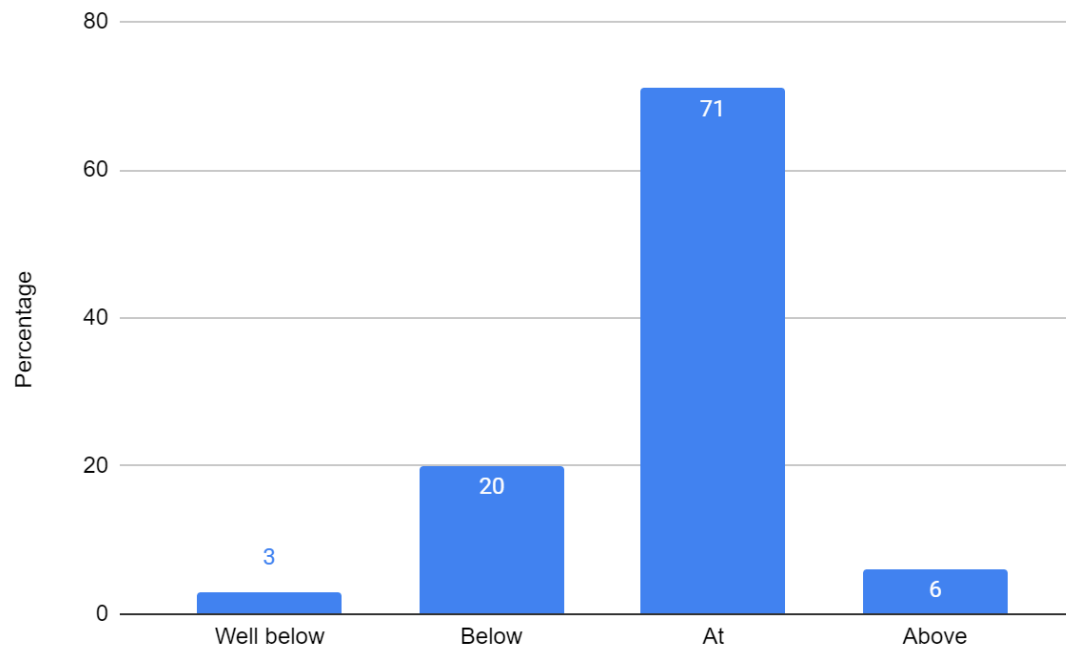


- Currently 87% of ALL students are **At or Above** the NZC Level for **Reading**.
- **Mid Year 2024 At or Above** Boys = 87.7%, Girls = 87.7%, Maori = 84%, Pasifika = 68%, Asian = 90%
- Baseline data- 2020=87.6%, 2021 = 90.8%, 2022 = 86.5%, 2023= 87%

Comment:

- We are on track to achieve close to 90% of students achieving AT or Above the expected curriculum level for their year like previous years.
- There is no gap between the achievement of boys and girls with the boys making a slight improvement and there being a slight decrease in the achievement of the girls.

WRITING

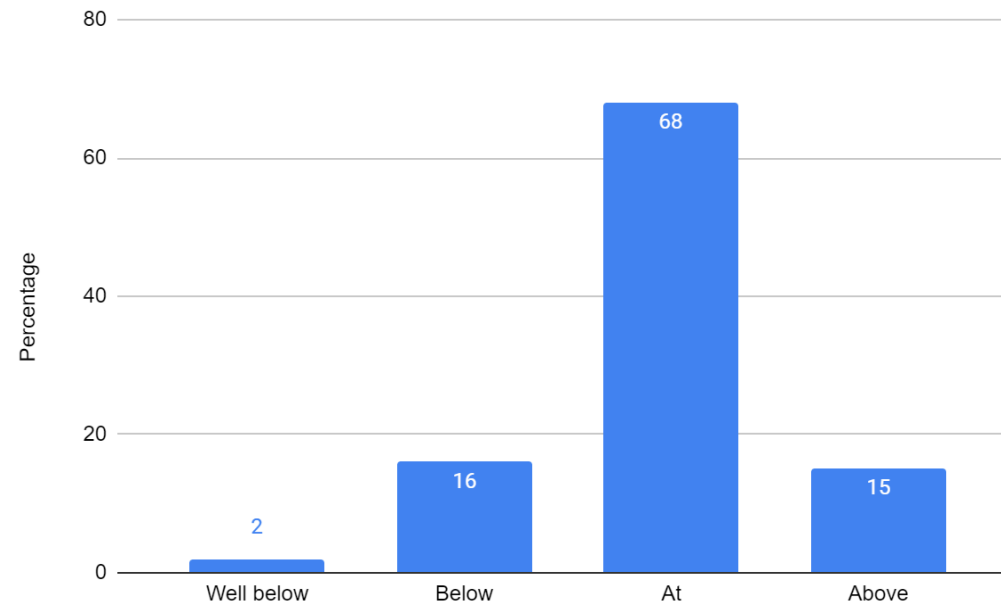


- Currently 77% of ALL students were **At or Above** the NZC Level for **Writing**.
- **Mid Year 2024 At or Above** Boys= 74.7%, Girls= 80.3%, Maori= 76%, Pasifika= 63%, Asian= 76%
- Baseline data- 2020=73%, 2021 = 81.6%, 2022=71.5%, 2023 = 74%

Comment

- Currently we are tracking slightly higher than our 2023 End Year data. We will need to continue to track at a similar rate to maintain this level based on end of year expectations.
- There has been a considerable increase of 7% in the number of boys achieving At or Above the expected curriculum level for their year group.
- The girls are achieving at a similar level to End of Year 2023

MATHS



- Currently 83% of ALL students are **At or Above** the NZC Level for **Maths**.
- **Mid Year 2024 At or Above** Boys= 85.4%, Girls= 78.7%, Maori= 76%, Pasifika= 64%, Asian= 83%
- Baseline data- 2020=75.5%, 2021 =79.4%, 2022 = 80.1% 2023= 82%

Comment

- We are tracking similar to our End of 2023 level.
- The boys have had an increase of 4% achieving above the expected level for their year group compared to the End of 2023.
- The girls have had a decrease of 3% achieving above the expected level compared to the End of 2023.
- Both boys and girls were achieving at a similar level in 2023. There is now a difference of 6.7% between the genders in 2024.
-

Schoolwide Summary Table Comparing Progress from Mid of 2023 to Mid Year 2024

	Mid Year 2023- % of students At or Above	End of Year 2023- % of students At or Above	Mid Year 2024- % of students At or Above
Reading	88%	87%	87%
Writing	80%	74%	77%
Maths	87%	82%	83%

Comment

- Reading is tracking at a similar level to Mid year and End of year 2023.
- Writing continues to follow a similar pattern of change between Mid and End of year data, with higher Mid year compared to End of year. We need to continue to make accelerated progress to see more positive gains.
- Maths is currently tracking at a similar level as the End 2023 result which is a good sign for the middle of the year.

2024 Achievement Goal/Target

- To ensure Māori, Pasifika and Asian students continue to achieve at a similar level to other cohorts in ALL foundation learning areas.
NB Pasifika =19 students, Māori group = 88 students, Asian= 51 students

Table comparing Maori (88), Pasifika (19), Asian (51) and Whole School data

	Mid Year 2024- % of ALL students Within or Above	Mid 2024 % of Maori students At or Above	End 2023 % of Maori students At or Above	Mid 2023 % of Maori students At or Above	Mid 2024 % of Pasifika students At or Above	End 2023 % of Pasifika Students At or Above	Mid 2023 % of Pasifika Students At or Above	Mid 2024 % of Asian students At or Above	End 2023 % of Asian Students At or Above	Mid 2023 % of Asian Students At or Above
Reading	87%	84%	86%	86%	68%	62%	69%	90%	82.6%	78.5%
Writing	77%	76%	73%	72%	63%	62%	60%	76%	73.9%	77.8%
Maths	83%	76%	65%	75%	64%	72%	82%	83%	80.4%	76.2%

Comment

Maori

- In **Reading** our Māori students have had a decrease of 2% achieving At or Above the expected curriculum level for their year group since the End of 2023. This group continues to track at a similar level that is also very closely aligned with the Whole School cohort achievement levels.
- In **Writing** our Māori students continue to gain momentum and are now achieving similarly to the levels they had at the end of 2021. This is also now closer to the achievement level of the whole school cohort.
- In **Maths** our Māori students are achieving at a higher rate than the End of 2023 with a 11% increase in the number of students achieving At or Above the expected curriculum level for their year group. However, this is similar to the Mid 2023 result. They will need to continue to accelerate in their learning to achieve the End of year expectations.

Pasifika

- In **Reading and Writing** this group continues to track at a similar level to the End of 2023. This continues to be lower than the Whole School cohort.
- In **Maths** there has been a decrease in the number of students achieving At or Above the expected curriculum level for their year group. When comparing our Pasifika group from 2023 to this year, we have Year 2 students enter into the group this year and some very capable mathematicians leaving the group as Year 8 students at the end of last year.

Asian

- Our Asian students have had a considerable increase of 8.4% (15 students) achieving At or Above the expected curriculum level for their year group in **Reading**.
- Our Asian students continue to track at a similar level to 2023 with the number of students achieving At or Above the expected curriculum level for their year in **Writing**.
- In **Maths** our Asian students are tracking slightly Above the levels of 2023. This is positive after a considerable drop in the Mid 2023 data.

2024 Achievement Goal/Target

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

- a. **ESOL- 80 Students**
- b. **Dyslexia/Identified Learning Difficulties (ILD) - 56 Students**

Table comparing ESOL (86) and Dyslexic (56) Students and Whole School data for Reading and Writing

	Mid Year 2024 % of ALL students At or Above	Mid 2024- % of students ESOL Students At or Above	End Year 2023- % of ESOL students At or Above	Mid 2023- % of students ESOL Students At or Above	Mid 2024- % of students Dyslexic students At or Above	End 2023- % of students Dyslexic students At or Above	Mid 2023- % of students Dyslexic students At or Above
Reading	87%	81%	75%	77%	63%	62%	65%
Writing	77%	68%	71%	65%	37%	40%	43%

	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** and **Reading**. However, the ESOL students are only slightly below the schoolwide cohort.
- Our **ESOL** students have made some positive progress in **Reading** with 6% more students achieving At and Above the expected curriculum level for their year group.
- The **ESOL** group continues to track at a similar level in **Writing** as it did for the End of 2023.
- The **Dyslexia** group is tracking at a similar level in **Reading** and **Writing** compared to 2023.
- **Please note:** that the number of students in our **ESOL** tracking group has increased by 32 students and our **Dyslexia** group has increased by 5 students from 2023 to 2024. Both these groups are also not identical when comparing 2023 to this year as Year 2 students enter the group and Year 8 students leave it.

Analysis and Additional Comments

- Attendance-
 - Overall our attendance rate has increased from 83% at the End of 2023 to **86.3%** for Mid Year 2024. This has improved from the past two years with 2022 End at 82% and End 2023 83%. However, we note that a number of our of concern students have higher levels of absences which is impacting on their achievement and also with some, their interactions with others i.e. the more they are away the harder it is for them to form relationships and connections, they miss vital learning time etc. Referrals to Truancy have been made for some students.
- There are **455** students in this data group. There are currently **56** students in our **Dyslexia group** and **86** students in our **ESOL** group. This is **142** students, which is **31.2%** of the cohort represented in this data.
- **Specific programmes** we have in place to support learners are;
 - BSLA (Better Start Literacy Approach) - currently running in all Year 0-2 classes. Michelle and Rochelle continue to teach Tier 2 groups to support this programme across Years 1-6.
 - 7+ Literacy - programmes and some adapted structures literacy programmes run by teachers in Year 5-6 classes to cater for students needing targeted support in reading.
 - Whāea Ellie is employed through BOT funding and she works with two groups of students (13 students) from Years 5-8 in writing. These students have been identified from assessment at the end of last year and a programme has been created to address their next steps in writing.
 - 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. This group continues to grow as a few new ESOL students have joined our school as new entrants, however they are not included in this assessment report due to not having been at school for 40 weeks. Lucy and Lesley the TA who runs the ESOL programmes have both been for training in the Learning Village programme which Lesley implements.
 - Teachers continue to use Rapid test, this is a screening tool used to assist in identifying our Dyslexic students. This is then reported back to parents and further testing using the full cops assessment is completed if needed. Our Dyslexia strategy has also been updated [Kapakapanui School Dyslexia strategy](#), with a big focus on [Kapakapanui School Dyslexia - classroom action plan](#) and [Kapakapanui Dyslexia learning support](#).
 - We have several programmes run by teachers aides to support a variety of our learners. This includes Swimming, Challenge Gym, Nurture groups, Literacy support for some junior classes and Lego club.
 - Use of Steps web <https://www.stepsweb.com/> - an online reading and spelling programme to support Years 3-8. We now have 171 students using this programme on a daily basis.
 - Continued use of Google Read and Write by some Year 5-8 students. Rochelle has worked 1-1 with Year 4 students who would benefit from the use of this tool over the first half of this year. This extension is for students to use on their Chromebooks and there are new updates for this coming out next month so further training for teachers and students will be done over the next few months. [Google read and write](#). This tool is especially useful for our Dyslexic [Google read and write for Dyslexia](#) and ESOL students [Google read and write for ESOL](#).

Points to note

- We fund Ngatai Derbridge as our Kaiarahi of Te Ao Maori and Te Reo for each team in the afternoons. Ngatai has also started a Tō whakapapa group on Thursday mornings.
- All staff are taking part in the Te Puna Reo Māori online programme to improve our te reo with students and staff. We meet weekly for staff professional development and planning.
- Michelle and Rochelle run enrichment programmes with groups of students from Years 3-8. This includes a Year 4 Electronics group, EPRO 8 - Science and Technology, Tournament of Minds and Otago Problem Solving and the Kiwitests.
- Keryn runs a Year 3-4, 5-6 and 7-8 Writing enrichment programme each Tuesday. This includes some competitions and publishing of stories and developing their creative writing ability.
- 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 whānau or syndicate groups. We have created a format for keeping notes on the tracking of students discussed at these meetings.
- We continue to hold Professional Growth cycle meetings for teachers (Terms 1 , 3 and 4) and team leaders (Termly). This includes a focus on discussing Pod student achievement and team leaders tracking and discussing at risk students across their syndicate. At the end of this term student voice will be collected for each pod. Team leaders meet with Pod teachers termly and AP's meet with team leaders once a term as well as informally each fortnightly. [Professional growth cycle check in 2024](#)
- Private interventions, funded by parents such as SPELD, occur within the school. The B.O.T also continues to fund Art therapy counselling within the school.
- This year we have continued to implement our Local curriculum which integrates the core subjects into the broader, values based curriculum. Our AP's meet with team leaders at the end of 2023 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. [Local Curriculum 2024](#)
- We have continued with Whānau Wellbeing Hub to the school on Wednesday. Linda is meeting with some families and is connecting some with support agencies if needed.
- At the end of 2023 we identified students of concern who have made no or limited shift in curriculum level stages during the time we have had our curriculum level system in place (now 3 and a half years). This was shared with team leaders and then in teams with strategies developed to address their needs within classes. Tracking groups in eTap have also been created to group and track these students.
- We have developed an Attendance group based on students who have had more than 20% absence in 2023. From this students who were below in Reading, Writing and Maths were identified. This was shared with team leaders then fed into teams to monitor these students. This is updated each term and discussed back in teams.
- A full analysis of Term 1 PAT data was completed by Team leaders with their teams. This included identifying specific students who are within groups that have large lower quartiles below the National cohorts. They also identified some implications for teaching.
- Our staff induction programme has continued and been adapted as needed 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.
- Teams have completed moderation in writing where staff bring samples and the groups moderate against the curriculum levels. This assisted in ensuring consistency with curriculum judgements. We plan to complete moderation in reading and maths in Term 4.
- Lucy works as an across school leader for the Southern Kāpiti Kāhui ako. Rochelle and Michelle are in school leaders with a focus on our Local Curriculum/NZ histories. This includes visits to other schools, meetings with staff from other schools and work around our Local curriculum development. Emma is an in school lead with a focus around Literacy from Year 3-8.

- We finalised the Maths [Number exemplars](#) we created to match the NZ Curriculum. This was done in consultation with Audrey Tan who provided our Maths PD. These are used for planning, moderating and to assist with teachers OTJ's.
- Through Ministry funding we have been working with Carol from the House of Science on Professional development in Science. Part of this focus was working with our teachers to upskill their teaching skills to be able to deliver the use of the kits more effectively as well as integrating the use of the kits into our reading and writing programme. This PD has included staff meetings as well as skilled science teachers working alongside teachers in classrooms to model lessons.
- All staff attended our Northern Kāpiti Kāhui ako conference day this term. This included a range of workshops that teachers selected to attend around our goals of Enhancing Hauora and Educational Success for all Ākonga. Some staff have also attended breakfast or afternoon workshops on a variety of topics e.g. Trauma, Aotearoa New Zealand Histories.
- Some staff have also started to attend Literacy workshops run by Kāpiti College. These are focused around improving the transition from Primary to Secondary school within the context of writing.

Action Points

- In 2024 we are continuing the implementation of our strategic document. [Strategic Plan 2024](#).
- We are continuing to implement the Better Start Literacy Approach for 2024 and have approval for another 12 staff to train this year so structured literacy will be in all Year 0-3 classes at the start of 2025. This includes our part time teachers and Alison. Michelle and Rochelle will continue to take Tier 2 groups as a small group intervention for some Year 1-6 students.
- 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 Math, Dyslexia, Assessment and Te Ara Pathway.
- We will continue to track attendance each term and identify achievement students who are of concern for attendance and are also below their achievement. This will be updated in light of their most recent data. This will be shared into teams at the start of next term to set goals for some of these students.
- We will update our students of concern groups, tracking their progress in light of their most recent data. This will be shared into teams at the start of next term to set goals for some of these students.
- We will continue to develop a deeper understanding of our [Te Ara \(our pathway\)](#) and integration of this into all curriculum areas. This has been included into our Professional Growth Cycle with all staff setting a goal around this and what the pathway looks like from a teacher's perspective.
- We will continue to moderate in Reading, Writing and Maths across mixed level teachers in staff meetings. Using exemplars and progressions.
- 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 provide teachers the opportunity to share knowledge.
- We will continue to work with Carol from the House of Science with further professional development in Term 4. This includes some more staff meetings around planning and capabilities in science as well as some lessons in our local environment.

June 2024