

# ANALYSIS OF VARIANCE

## Reviewing 2024

Celebrating progress  
Hearing the stories



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Christian School

2 Nash Road, Aidanfield  
Christchurch, New  
Zealand



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# WHOLISTIC LEARNING JOURNEYS

*Data – numbers - tell a story about learning and achievement. Often there is a story within the story. Our staff have reflected on the year and the story of 2024 – and captured things that brought them joy. These stories will be interspersed throughout this analysis of variance and often speak of the developing character of our young people and the power of the love of God.*

*From our Year 1 – 2 Learning Community: “The highlight for me this year was exploring what prayer and thankfulness looked like in my room. I loved watching the children grow in their confidence to pray in front of the class but also the way they began to not only pray for themselves but also for others. As a part of this we enjoyed time to share how God had answered prayers we had been praying. It really is such a blessing to share Christ in our classrooms.”*

*From our Year 3 – 4 Learning Community: “Seeing the way that a particular class worship song impacted a student and gave them total, transformational peace during a situation (the dentist’s) that was very scary for them was a reminder of how powerful it is to have a regular practice of communal worship and devotional time together as a class and that the truth of Jesus bringing us perfect peace really does become evident in the day- to-day lives of our students”.*



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# WE HAVE CLEAR PURPOSE

## **Mission (Our purpose)**

To provide quality education based on a biblical Christian worldview enabling each child to fulfil their God-given destiny.

## **Vision (Our direction)**

Quality education based on a biblical Christian worldview  
Biblical - Relational – Transformative



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# AIDANFIELD GOAL SETTING

## WE AIM VERY HIGH

Our aim is for every student to achieve.

We set our goals to reflect this aspiration. This means we often don't quite reach our goals as the complexities of teaching and learning impact outcomes.

However

- we maintain high achievement rates.
- we oscillate up and down within a 5% margin.
- we still keep striving to do our best for every single student at Aidanfield each and every year.







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# ACADEMIC GROWTH

Detailed review and analysis of our goals and results are contained in individual reports to the Board for the following areas

Reading	Fostering Strengths
Writing	English Language Earners
Mathematics	Learning Support & Fostering Strengths
Reading Recovery	Te Reo

Overall, we appear to **oscillate around very strong results** across all areas – some years slightly up, some years slightly down – but maintaining high outcomes for most.



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# STRATEGIC GOAL ONE

## **Quality Education based on a Biblical Christian world view (Biblical / Transformative: Academically Able)**

As a school with pupils from year 1 to 10 our priority year on year is strong foundations in literacy and numeracy. Quality education means we aim for **all** pupils in years 1 to 10 to achieve to at least their expected level against the National Curriculum by the end of the year in Reading, Writing and Mathematics and associated competencies - and engage with school fully.

This report reviews various areas of the school that have been identified as requiring specific focus in 2024 to enhance the likelihood of achieving our goal.



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# WHOLISTIC LEARNING JOURNEYS

*Data, numbers tell a story about learning and achievement. Often there is a story within the story. Our staff have reflected on the year and the story of 2024 – things that brought them joy.*

*From our Year 3 – 4 Learning Community:* “A certain child started the year with a very sad and traumatising back story from the previous year. There were incidents during the first term that made it really hard and sometimes awkward on the teacher or other staff members working with them. Especially when they showed ability in class to succeed and then refused to do testing, even with dad's great support. The team continued to love and support this person. We encouraged them, spoke words of life, met with the father and prayer with and for them. Now in Term 4, you wouldn't recognise them. They fit in with everyone else, they have close friends, they are happy and smile every day. They can even mention some of the hard times in their life and how it shapes them today.

This success was all down to the faithfulness of a loving God, a team willing to show His love and be that love every day.



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# STRATEGIC GOAL TWO

**Provide a programme of academic excellence characterised by innovative approaches to curriculum and staffing so as to meet the individual and collective needs of our ākonga and staff**  
(Biblically focused)

**Authentic in Christian expression** and learning through faithful implementation of the refreshed NZC

- Special focus 2024-2025 - Schemes for Social Sciences/English (2024) and Mathematics (2025)
- Our curriculum will be Biblically faith-based and action orientated

**Responsive through the curriculum refresh** means we will look for new and innovative ways to bring our curriculum alive and continue to raise achievement for all being forward-focused by

- Investigating becoming an IB school
- Investigating a Bilingual Christian faith-based learning unit to support whānau who seek such a learning opportunity for their tamariki

**Effective international education providers**

- Develop global citizenship education model and opportunities.





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# STRATEGIC GOAL TWO

## 2024 REVIEW

### **Plan**

#### **Authentic in Christian expression**

- Special focus 2024-2025 - Schemes for Social Sciences/English (2024) and Mathematics (2025)
- Our curriculum will be Biblically faith-based and action orientated

#### **Responsive through the curriculum**

- Investigating becoming an IB school
- Investigating a Bilingual Christian faith-based learning unit to support whānau who seek such a learning opportunity for their tamariki

#### **Effective international education providers**

- Develop global citizenship education model and opportunities.

### **Review**

#### **Authentic in Christian expression**

- Scheme development on hold 2024 due to significant Government refocus on curriculum
- Resume this focus 2025 with clarity on curriculum focus areas and timeframes.

#### **Responsive through the curriculum**

- Initial information gathering complete
- Board reviewed and recommitted to exploration of this pathway.
- Initial consultation with whanau
- Initial discussions with Proprietor initiated with developing plan for issues review formulating

#### **Effective international education providers**

- Involvement with SIEBA programme
- International collaboration with two schools (Japan and Taiwan) in 2024



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# STRATEGIC GOAL THREE

**Kaitiakitanga/guardianship, stewardship focusing on the environment  
leading to service based in a biblical understanding of our call to steward the earth**  
(Transformative focus – relationship with the earth – whenua)

## **Special focus 2024-2025 on understanding and action**

- Intentional focus on service – what it means, why we do it, how we serve
- Practical application of theoretical learning through serving: local/national(Yr 1-6) and international (yr 7-10)



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# STRATEGIC GOAL THREE

## 2024 REVIEW

### Plan

#### Special focus 2024-2025 on understanding and action

- Intentional focus on service – what it means, why we do it, how we serve
- Practical application of theoretical learning through serving:
  - local/national(Yr 1-6)
  - and international (yr 7-10)

### Review

#### Special focus 2024-2025 on understanding and action

Links with Strategic Goal four:

- Contact made with Fiji missional support support team, discussions progressing.
- Tentative date for first trip April 2026
- First look at staffing
  
- Service teams continue within school (Ambassadors, House Leaders, Peer Mediators, Librarians, Garden Club, respective class acts of service)



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# STRATEGIC GOAL FOUR

**Manaakitanga/hospitality, kindness, generosity and support leading to enhanced opportunities for all age levels to lead and serve the individuals and the community**

(Relational – relationship with others – tangata)

**Special focus 2024-2025 on practical outworking** of our curriculum

- focus on our site, our surrounds/neighbourhood through intentional connections locally and internationally, camps, mihi whakatau, service opportunities





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# STRATEGIC GOAL FOUR

## 2024 REVIEW

### Plan

#### Special focus 2024-2025 practical outworking of our curriculum

- focus on our site, our surrounds/neighbourhood through intentional connections locally and internationally, camps, mihi whakatau, service opportunities

### Review

#### Special focus 2024-2025 practical outworking of our curriculum

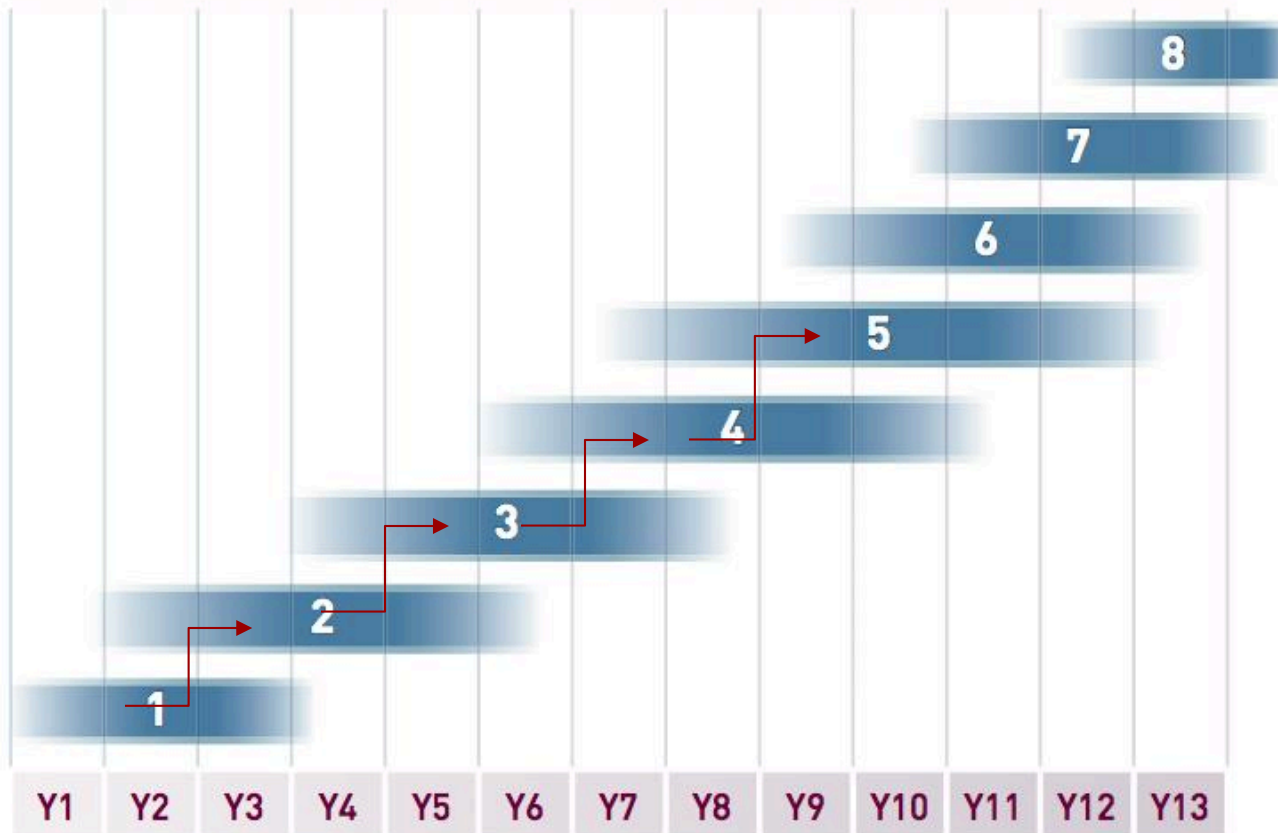
- We continue to develop our mihi whakatau process of welcome each term and special visitors
- International connections in Japan, South Korea, Taiwan, Thailand and China both made and fostered
- Camp/EOTC programme under review
- Middle School science programme developing and caring for neighbourhood reserve area with plantings
- Huritini Council student involvement



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# YEAR LEVELS WHERE EXPECTATION INCREASES

## Years and Curriculum Levels



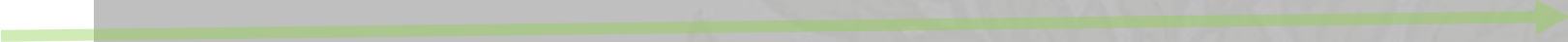


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# ATTENDANCE 2024

High attendance rates for each pupil contributes to quality learning and solid foundational habits. Regular attendance is the goal.

Raise and maintain overall school attendance from 88% in 2018 to 94% across all year levels by the end of 2024.



Overall School Attendance 2024 = 92 %

Regular (90%+) = 71%

Irregular (80%-90%) = 27% Moderate absent (70%-80%) = 1% Chronic Absent (less than 70%) = 1%

Overall School Attendance 2021 = 95.5 % 2022 = 92% 2023 = 90%



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# READING

## **Annual Goal:**

Quality education means all pupils in years 1 to 10 will have every opportunity to achieve to their expected level (as a minimum) against the National Curriculum by the end of the year in Reading and its associated competencies

## **Annual Target** to achieve the goal, our annual targets for 2024 were:

- Year 1-2 to increase the number of children in the Above category to at least 20% - intentionally teaching the Concept About Print skills.
- Year 5, 2024 – shift a minimum of 4 students (10% of Year 5 cohort) from the Below/Well Below category to At/Above for OTJs - this will be an interesting test of the effectiveness of small class sizes.
- Year 10, 2024 – 75% of cohort to achieve At or Above in PAT testing at the end of year, through explicit teaching around reading comprehension. Refer to OTJs at end of year to check consistency of outcomes.
- Females, 40% across the school to be Above at end of year testing for PATs/STAR.





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# OVERALL ACHIEVEMENT READING 2024

In 2024, we maintain high achievement across years

Year 2-10 = 88% of all students were “At or Above”  
expectations for OTJ Reading.

Year 2 – 8 = 90%    Year 9 – 10 = 80%

**2023** - 85% of all students (Year 2-10) were “At or Above” expectations for OTJ

Year 2 – 8 = 88%    Year 9 – 10 = 74%

**2022** - 89% of all students (Year 2-10) were “At or Above” expectations for OTJ

Year 2 – 8 = 89%    Year 9 – 10 = 90%

**2021** - 87% of all students (Year 2-10) were “At or Above” expectations for OTJ

Year 2 – 8 = 86%    Year 9 – 10 = 88%

**2020** - 86% of all students (Year 2-10) were “At or Above” expectations for OT

Year 2 – 8 = 86%    Year 9 – 10 = 88%

**2019** - 85% of all students (Year 2-10) were “At or Above” expectations for OTJ

Year 2 – 8 = 87%    Year 9 – 10 = 65%

**2018** - 70% of all students (year 2-10) were “At or Above” expectations for OTJ

*NB, Year 1 pupil data not included. 2018 decision to allow a year to adjust to school before making overall judgement. This will have an impact on the overall results.*



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# OVERALL SCHOOL WIDE READING 2024

	Yr 1 2024	Yr 2 2024	Yr 3 2024	Yr 4 2024	Yr 5 2024	Yr 6 2024	Yr 7 2024	Yr 8 2024	Yr 9 2024	Yr10 2024	2024 Overall
<b>Well Below</b>	n/a	0	1	1	4	0	0	2	2	2	12
<b>#</b>											
<b>%</b>		0	3	3	10	0	0	5	5	6	3
<b>Below</b>	n/a	1	3	3	4	4	2	4	4	5	30
<b>#</b>											
<b>%</b>		2	8	8	10	10	5	11	10	16	8
<b>At</b>	n/a	31	18	22	20	21	18	19	21	13	183
<b>#</b>											
<b>%</b>		63	46	61	48	51	42	51	53	42	51
<b>Above</b>	n/a	17	17	10	14	16	23	12	13	11	133
<b>#</b>											
<b>%</b>		35	44	28	33	39	53	32	33	35	37
<b>Total</b>	n/a	49	39	36	42	41	43	37	40	31	358
<b>#</b>											
<b>%</b>		100	100	100	100	100	100	100	100	100	100

Overall, across all year levels, the percentage of students scoring at or above has increased, and the percentage of those Below or Well Below has decreased. The same percentage of students remains in the Well Below category which, in 2024 equates to 12 children across the school. 88% of students (315 children) have scored At or Above.



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# COHORT SHIFT ACROSS YEARS READING 2024

	Year 3 2024		Year 4 2024		Year 5 2024		Year 6 2024		Year 7 2024		Year 8 2024		Year 9 2024		Year 10 2024		Overall	
	2023	2024	2023	2024	2023	2024	2023	2024	2023	2024	2023	2024	2023	2024	2023	2024	2023	2024
Well Below	0	3	3	3	2	10	0	0	0	0	5	5	0	5	10	6	3	3
Below	8	8	15	8	19	10	5	10	10	5	5	11	11	10	13	16	11	9
At	51	46	44	61	44	48	51	51	60	42	41	51	37	53	45	42	46	51
Above	41	44	38	28	35	33	44	39	31	53	49	32	51	33	32	35	39	37

Arrows indicate movement of 10% or more from one year to the next



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# READING RECOVERY 2024

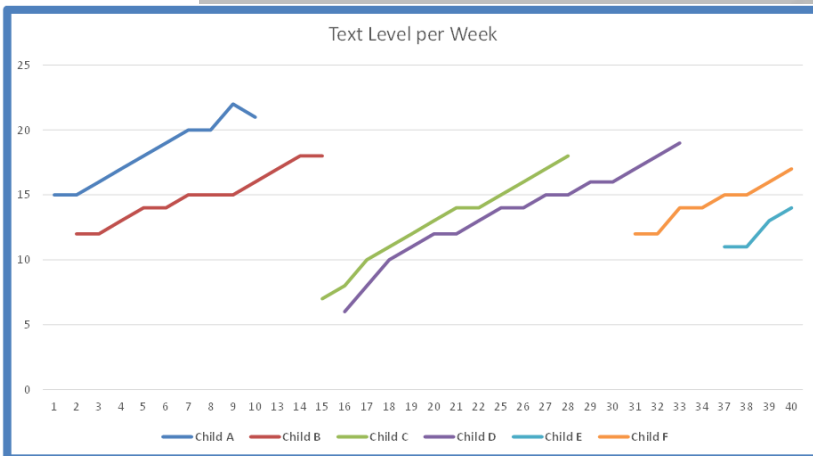
Reading Recovery provides daily one to one teaching with a specially trained teacher for children making the slowest progress in literacy after one year at school.

**2024**

6 children on the programme

Good movement for all children

## 2024 progress graph



## Ongoing monitoring

We monitor the progress of children who have completed the Reading Recovery programme in the last three years.

17 currently monitored

- 0 is reading ABOVE expectation
- 9 are reading AT expectation
- 8 are reading BELOW expectation (1 WB)

Due to a cessation of MOE funding support, 2024 is the last year of Reading Recovery in its current form. In 17 years of Reading Recovery at ACS:

- 74 children have participated in the programme,
- 71 successfully completing Reading Recovery, and
- 3 have needed referral for further specialist support





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# TRENDING MALE / FEMALE READING 2024

## Female pupils

**2024 = 167/186 (89%) females At or Above** curriculum level for their year level

2023 = 147/169 (86%) females At or Above curriculum level for their year level

2022 = 141/156 (90%) females At or Above curriculum level for their year level

2021 = 137/154 (88%) females At or Above curriculum level for their year level

2020 = 123/141 (87%) females At or Above curriculum level for their year level

2019 female pupils 95/136 (69%) At or Above

## Male pupils

**2024 = 148/172 (86%) males At or Above** curriculum level for their year level

2023 = 137/164 (83%) males **At or Above** curriculum level for their year level

2022 = 140/160 (87%) males At or Above curriculum level for their year level

2021 = 84 / 173 (84%) males At or Above curriculum level for their year level

2020 = 134/162 (82%) pupil At or Above curriculum level for their year level

2019 male pupils 109/138 (78%) At or Above curriculum

## Well below category for age based curriculum level

**2024 = 5/172 (2%) males and 7/186 (3%) females**

2023 = 27/164 (16%) males and 22/169 (13%) females

2022 = 4 / 160 (2%) males and 3 / 156 (1%) females

2021 = 9 / 173 (5%) males and 3 / 154 (1%) females

2020 = 10/162 (6%) males and 2 / 141 (1%) females

2019 = 11/138 (7%) males and 14 / 136 (10%) females



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# TRENDING ETHNICITY READING 2024

**Maori pupils** 18/21 pupils achieving **At or Above** expectation (85%),

2023	14/17 pupils achieving <b>At or Above</b> curriculum expectation (82%),
2022	14/16 pupils achieving At or Above curriculum expectation (87%),
2021	13/15 pupils achieving At or Above curriculum (86%),
2020	10/12 pupils achieving At or Above curriculum expectation (83%),
2019	7/9 pupils achieving At or Above curriculum expectation (78%)

**Pasifika pupils** = 16/17 pupils achieving **At or Above** expectation (94%),

2023	14/16 pupils achieving <b>At or Above</b> curriculum expectation (88%),
2022	9/10 pupils achieving At or Above curriculum expectation (90%),
2021	11/13 pupils achieving At or Above curriculum expectation (84%),
2020	11/13 pupils achieving At or Above curriculum expectation (84%),
2019	5 / 7 pupils achieving At or Above curriculum expectation (71%)



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# TRENDING ETHNICITY READING 2024

**Asian** pupils = 138/156 pupils achieving At or Above expectation (88%)

2023:	125/142 pupils achieving At or Above expectation (88%)
2022:	113/126 pupils achieving At or Above curriculum expectation (89%)
2021:	116/137 pupils achieving At or Above curriculum expectation (84%)
2020:	95/114 pupils achieving At or Above curriculum expectation (83%)

**NZ European** = 125/138 pupils achieving At or Above expectation (90%)

2023:	115/135 pupils achieving At or Above curriculum expectation (86%)
2022:	136/150 pupils achieving At or Above curriculum expectation (90%)
2021:	121/135 pupils achieving At or Above curriculum expectation (89%)
2020:	118/137 pupils achieving At or Above curriculum expectation (86%)



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# MONITORING ENGLISH LANGUAGE LEARNERS - READING

## ACS Aim:

All English Language Learners will show shift within the ELLPs over a 2 year period. The research suggests that it can take 5-7 years to learn academic language (Ministry of Education, 2008), so this is significant progress in only two years.

Of the 58 identified ELL students (Year 2 and above) in 2022,  
**89% (52/58) are at or above in reading at EOY 2024**

**Amazing!**



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# 2024 TARGET ONE READING

Year 1-2 to increase the number of children in the Above category to at least 20% - intentionally teaching the Concept About Print skills.

Total number of students in Year 1 and 2 cohorts, 2024 – combined who have EOY OTJ	<b>Number = 49</b>
Total number and percentage of students who have EOY OTJ achieving ABOVE in end of year OTJs in Year 1 and 2 cohorts, 2024	<b>Number = 17</b> <b>% = 35%</b>
Are at least 20% of students who have EOY OTJ's in Year 1 and 2 cohorts 2024 working ABOVE in end of year OTJ's?	<b>YES</b>
<b>Comment</b> This goal has well and truly been met with an additional 15% of students achieving it, above what was targeted.	





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# 2024 TARGET TWO READING

Year 5, 2024 – shift a minimum of 4 students (10% of Year 5 cohort) from the Below/Well Below category to At/Above for OTJs - this will be an interesting test of the effectiveness of small class sizes.

Total number of pupils in the Year 5 cohort in 2024	<b>Number = 42</b>	
Total number and percentage of pupils in Year 4, 2023 EOY OTJ's, who were well below or below expectation in the end of year OTJ, 2023.	<b>Number 9</b>	<b>% 21</b>
Total number and percentage of pupils in Year 5, 2024 EOY OTJ's, who were well below or below expectation in the end of year OTJ, 2024.	<b>Number 8</b>	<b>% 19%</b>
Did we reduce the number of year 5 pupils in the Below or well below categories compared to Year 4 EOY OTJ 2023 by at least 4 pupils through the 2024 year?	<b>NO</b>	

**Comment:**

•We did not meet this target with only one student shifting from 'Below/Well Below' to 'At/Above'.



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# 2024 TARGET THREE READING

Year 10, 2024 – 75% of cohort to achieve At or Above in PAT testing at the end of year, through explicit teaching around reading comprehension. Refer to OTJs at end of year to check consistency of outcomes.

Total number of students in years 10, 2024 who completed EOY PAT Reading test	<b>Number</b>	<b>31</b>
Total number and percentage of students in years 10 2024 with EOY PAT Reading score who achieved AT or ABOVE in reading at years end 2024	<b>Number</b>	<b>%</b> <b>26</b> <b>84%</b>
Are 75% of students in year 10, 2024 working AT or ABOVE expectation as measured by end of year PAT Reading, 2024?	<b>YES</b>	
<b>Comment:</b> •84% scored At or Above in the EOY PAT		



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# 2024 TARGET FOUR READING

Females - 40% across the school to be Above at end of year testing for PATs/STAR

Total number of girls in years 1 to 10, 2024 who completed EOY PAT Reading test or STAR	<b>Number</b>	<b>160</b>
Total number and percentage of girls in years 1 to 10 2024 with EOY PAT Reading score or STAR who achieved ABOVE in reading at years end 2024	<b>Number</b> <b>48</b>	<b>%</b> <b>31%</b>
Are 40% of girls in year 1 to 10, 2024 working ABOVE expectation as measured by end of year PAT Reading or STAR testing, 2024?	<b>NO</b>	
<b>Comment:</b> •30% of girls were Above in their PATs for 2024. It will be worthwhile for teachers to continue to support students at these levels with strategies to support them in test situations. This was introduced this year and it is hoped this will have ongoing benefits for students throughout their schooling.		



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# ANNUAL GOAL READING 2024

We monitor carefully students who are Below and Well Below in Reading.  
**36** students were in this list in 2024.

## **Of pupils who were below or well below:**

17 (47%) students made positive shift  
13 (36%) students made no change  
6 (16%) students showed negative shift

The importance of not having a ceiling for students who are struggling to achieve is clear in these results. Had staff not committed to raising achievement levels for these students, there is a chance that 17 children would not be able to celebrate positive shift in National Curriculum expectations.

Of those who did not shift positively – we can state that they still progressed as the content and level increased in relation to their age and level and they did not fall further behind.

Interestingly, of these 36 students:

- 18 are males, 18 are female.
- Shift up was made by 10 males and 7 females,
- downward shift was made by 4 females and 2 males.



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# ANNUAL GOAL READING 2024

Quality education means all pupils in years 1 to 10 will have every opportunity to achieve to their expected level (as a minimum) against the National Curriculum by the end of the year in Reading and its associated competencies. Although we did not meet our target, there are things to celebrate as we offered every opportunity to succeed!

## Worth celebrating:

- The Year 2 cohort has fluctuated over time but within the past 2 years has remained between 92-100% at or above over time.
- Pasifika students achieved a higher percentage of students At or Above than other (grouped) ethnicities listed
- 80% of children in Year 3 are achieving At or Above with the end of year STAR test.
- 84% of students from Yr 4-10 achieved At or Above in PAT in 2024.
- On average, 85% of students from Year 4 -10 are deemed by their teachers, to be working 'at' or 'above' as a result of overall teacher judgements.
- 47% of children who were Below or Well Below have made positive shift in the last 12 months against National Curriculum.
- 84% of the Year 10 students, scored 'At' or 'Above' in OTJ/PAT comparisons. This was a positive shift for this cohort, who only had 55% reach this goal when in Year 9.





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# POTENTIAL 2025 FOCUS AREAS

## READING

1. Reduce the percentage of children working in the Below category in the Reading Test at the 6 Year Net to 10%.
2. Lift achievement levels for 30% of Māori students who are currently Below/At **into** At/Above
3. Students in Years 5, 8 and 9 (2024) have larger numbers in Below or Well Below relating to curriculum expectations, 38%, 32% and 30% respectively. Reduce these percentages at each of these year levels by 8%.
4. Increase the percentage of Year 3 students in the At or Above category to at least 85% in the end of year STAR test.



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# WHOLISTIC LEARNING JOURNEYS

*Data – numbers - tell a story about learning and achievement. Often there is a story within the story. Our staff have reflected on the year and the story of 2024 – things that bought them joy.*

*From our Year 7 – 10 Learning Community: “A highlight for me has been hearing our Middle School students present a pepeha or mihi to their class and to see their increase in skill and confidence from the beginning of the year. Some students who could barely manage a 'read from the paper' mumble at the beginning of the year, stood with confidence in Term 4 and presented from memory, with confidence and beautiful pronunciation. It also brought me joy to see several students from a range of different backgrounds go and have a conversation with family members about their own family stories, so they could include these”.*





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# WRITING 2024

## **Annual Goal:**

Quality education means all pupils in years 1 to 10 will have every opportunity to achieve to their expected level (as a minimum) against the National Curriculum by the end of the year in Writing and its associated competencies

**Annual Target** to achieve the goal, our annual targets for 2024 were:

- Year 5, 7, 9 and 10 boys, focus on writing such that 85% of boys across the school are achieving 'At' or 'Above' in Writing in 2024.
- Year 5 and 7 cohorts, reverse the downward trend (of those achieving At or Above expected level) that has been occurring over the last four years. Revise the skills and process we learnt through using 'Write That Essay', ensure new teachers are up-skilled



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# OVERALL SCHOOL WIDE WRITING 2024

In 2024 we see an overall results improving year to year



Year 1-10 - 84% of all students were “**At or Above**” expectations for OTJ Writing.

Year 1 – 8 = 86%    Year 9 – 10 = 75%

<b>2023</b>	-	82% of all students (Year 1-10) were “At or Above”
<b>2022</b>	-	88% of all students (Year 1-10) were “At or Above”
<b>2021</b>	-	80% of all students (Year 1-10) were “At or Above”
<b>2020</b>	-	81% of all students (Year 1-10) were “At or Above”
<b>2019</b>	-	76% of all students (Year 1-10) were “At or Above”
<b>2018</b>	-	77% of all students (year 1-10) were “At or Above”

NB, Year 1 pupil data not included. 2018 decision to allow a year to adjust to school before making overall judgement. This will have an impact on the overall results. Year 1 levels are similar to previous years.



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# OVERALL DATA WRITING 2024

	Year 3 2024		Year 4 2024		Year 5 2024		Year 6 2024		Year 7 2024		Year 8 2024		Year 9 2024		Year 10 2024		Overall	
	2023	2024	2023	2024	2023	2024	2023	2024	2023	2024	2023	2024	2023	2024	2023	2024	2023	2024
<b>Well Below</b>	0	8	3	6	5	14	3	2	2	2	8	3	0	5	9	10	4	5
<b>Below</b>	3	13	18	14	21	7	5	15	17	9	8	5	17	18	20	19	14	11
<b>At</b>	78	56	62	53	63	71	74	68	64	70	57	73	49	50	40	45	59	63
<b>Above</b>	19	23	18	28	12	7	18	15	17	19	27	19	34	28	31	26	23	21

Percentage shift from last year to this year by cohort

Arrows indicate movement of 10% or more from one year to the next





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# OVERALL EXPECTATION WRITING 2024

**Our general trend is a gradual improvement in writing competency over time**

Percentage of students working '**Well Below**' standard = steady

**2024 = 5%** 2023 = 4% 2022 = 4% 2021 = 4% 2020 = 3% 2019 = 5%

Percentage of students working '**Below**' standard = reducing

**2024 = 11%** 2023 = 14% 2022 = 8% 2021 = 16% 2020 = 16% 2019 = 20%,

The percentage of students working '**At**' standard = steady

**2024 = 63%** 2023 = 59% 2022 = 62% 2021 = 59% 2020 = 65% 2019 = 64%

The number of students working at '**Above**' standard = oscillating

**2024 = 21%** 2023 = 23% 2022 = 26% 2021 = 21% 2020 = % 16 2019 = 12%



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# MALE / FEMALE YEARS 1-10 WRITING 2024

**Female pupils 2024 = 89% female pupils At or Above curriculum level**

2023 female pupils 88% At or Above  
2022 female pupils 90% At or Above  
2021 female pupils 88% At or Above  
2020 female pupils 88% At or Above  
2019 female pupils 85% At or Above

**Male pupils 2024 = 78% male pupils At or Above curriculum level**

2023 male pupils 77% At or Above  
2022 male pupils 85% At or Above  
2021 male pupils 85% At or Above  
2020 male pupils 74% At or Above  
2019 male pupils 67% At or Above

**Well below 2024 = 13/172 (7%) males and 6/186 (3%) females**

2023 11/164 (6%) males and 2/169 (1%) females  
2022 6/159 (3%) males and 7/156 (4%) females  
2021 9/173 (5%) males and 4/154 (3%) females  
2020 8/161 (4%) males and 2/141 (1%) females  
2019 10/138 (7%) males and 2/118 (1%) females



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# ETHNICITY FOR YEARS 1 - 10 WRITING 2024

**Māori pupils 2024 = 16/21(76%) At or Above curriculum level**

2023 = 14/17 (82%) pupils At or Above

2022 = 13/16(82%) pupils At or Above

2021 = 12/15 (80%) pupils At or Above

2020 = 10/12 (83%) pupils At or Above

2019 = 6 / 9 (66%) pupils At or Above

**Pasifika pupils 2024 = 15/17 (88%) At or Above curriculum level**

2023 = 15/16 (93%) pupils At or Above

2022 = 8 / 10 (80%) pupils At or Above

2021 = 11/13 (85%) pupils At or Above

2020 = 9 / 14 (64%) pupils At or Above

2019 = 3 / 7 (42%) pupils At or Above



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# ETHNICITY FOR YEARS 1 - 10 WRITING 2024

**Asian pupils 2024 = 135/156 (86%) At or Above curriculum level**

2023 = 119/142 (83%) pupils At or Above  
2022 = 114/126 (90%) pupils At or Above  
2021 = 112/137 (81%),pupils At or Above  
2020 = 93/114 (81%) pupils At or Above

**NZ European pupils 2024 = 115/138 (83%) At or Above curriculum level**

2023 = 109/135 (80%) pupils At or Above  
2022 = 132/150 (88%) pupils At or Above  
2021 = 110/135 (81%),pupils At or Above  
2020 = 112/136 (82%) pupils At or Above



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# MONITORING ENGLISH LANGUAGE LEARNERS - WRITING

## ACS Aim:

All English Language Learners will show shift within the ELLPs over a 2 year period. The research suggests that it can take 5-7 years to learn academic language (Ministry of Education, 2008), so this is significant progress in only two years.

Of the 58 identified ELL students (Year 2 and above) in 2022

**83%** (48/58) are **At or Above** in Writing at EOY 2024







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# 2024 TARGET ONE WRITING

Year 5, 7, 9 and 10 boys, focus on writing such that 85% of boys across the school are achieving 'At' or 'Above' in Writing in 2024.

Total number of boys at ACS in 2024 who have an EOY OTJ	Number = 172	
Total number and percentage of boys at ACS in 2024 who have an EOY OTJ that is AT or ABOVE expectation for their year level.	Number 133	% 77%
Are 85% or more of boys in years one to ten AT or ABOVE expectation at EOY?	NO	
What percentage of boys in Year 5 are AT or ABOVE at EOY, 2024? What percentage of boys in Year 7 are AT or ABOVE at EOY, 2024? What percentage of boys in Year 9 are AT or ABOVE at EOY, 2024? What percentage of boys in Year 10 are AT or ABOVE at EOY, 2024?	Year 5 78% Year 7 75% Year 9 74% Year 10 60%	
Comment	<ul style="list-style-type: none"> <li>• Year 5's - 2023 (70% At/Above) - 8% positive shift in 2024</li> <li>• Year 7's - 2023 (65% At/Above) - 10% positive shift in 2024</li> <li>• Year 9's - 2023 (73% At/Above) - 1% positive shift</li> <li>• Year 10's - 2023 (67% At/Above) - 7% negative shift</li> </ul>	



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# 2024 TARGET TWO WRITING

Year 5 cohorts, reverse the downward trend (of those achieving At or Above expected level) that has been occurring over the last four years.

**Year 5 2024** Previous OTJs for this cohort are:

2021 (Year 2) 82% working at or above. 18% percent are below or well below

2022 (Year 3) 80% working at or above. 20% percent are below or well below

2023 (Year 4) 74% working at or above. 26% percent are below or well below

**2024 (Year 5) 79% working at or above. 21% percent are below or well below**

Has the downward trend in EOY OTJ stopped or redirected in EOY OTJ 2024 for the 2024 Year 5 cohort?	<b>YES</b>
---	------------

**Comment**

Celebration time!! There is still a long way to go for this cohort, but the downward trend of the last few years has been halted and redirected.



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# 2024 TARGET TWO WRITING

Year 7 cohort, reverse the downward trend (of those achieving At or Above expected level) that has been occurring over the last four years.

**Year 7 2024** Previous OTJs for this cohort are:

2019 (Year 2) 97% working at or above. 3% percent are below or well below

2020 (Year 3) 87% working at or above. 13% percent are below or well below

2021 (Year 4) 78% are working at or above. 22% percent are below or well below

2022 (Year 5) 87% are working at or above. 13% percent are below or well below

2023 (Year 6) 81% are working at or above. 19% percent are below or well below

**2024 (Year 7) 88% are working at or above. 12% percent are below or well below**

Has the oscillating trend in EOY OTJ stopped or redirected in EOY OTJ 2024 for the 2024 Year 7 cohort?	<b>YES</b>
--	------------

**Comment**

While the oscillating trend is still very much in evidence over time, the Y7 cohort has made good progress in 2024 and is higher than it has been since 2019.



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# ANNUAL GOAL WRITING 2024

We monitor carefully students who are Below and Well Below in Writing.  
**45** students were in this list in 2024.

## **Of pupils who were below or well below:**

42% (19) students made positive shift  
40% (18) students made no change  
18% (8) students showed negative shift

The importance of not having a ceiling for students who are struggling to achieve is clear in these results. Had staff not committed to raising achievement levels for these students, there is a chance that 19 children would not be able to celebrate positive shift in National Curriculum expectations.

Of those who did not shift positively – we can state that they still progressed as the content and level increased in relation to their age and level and they did not fall further behind.

Interestingly, of these 45 students:

- 29 are males, 16 are female.
- Shift up was made by 12 males and 7 females,
- downward shift was made by 3 female and 5 males.



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# ANNUAL GOAL WRITING 2024

Quality education means all pupils in years 1 to 10 will have every opportunity to achieve to their expected level (as a minimum) against the National Curriculum by the end of the year in Writing and its associated competencies



## Worth celebrating:

- 84% of all students between Y1-10 are achieving at/above. This is an increase of 2% from last year.
- BSLA: the positive shifts noted in last year's data have continued 90% or more are At or Above for Letter ID and Dictation, 100% at At or Above for Writing Vocabulary
- 42% of all the students who were Below/Well Below in 2023, made an upward shift in their progress in 2024.
- Both the 2024 Y5 and Y7 cohorts have halted their previous downward trends and made an upward shift this year to 79% and 88% respectively.
- In easTTle our Māori students have seen great improvement from 2023-2024. Below average went from 48% to 29%. Above went from 9% to 29%.
- In easTTle boys have shown an improvement from 2023-2024. Below average went from 37% to 31%. 'At' went from 45% to 49% and 'above' went from 18% to 20%
- In easTTle the current Year 7 cohort have seen a dramatic increase of students who are achieving 'at' or 'above' in asTTle from 55% to 88%.





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# POTENTIAL 2025 FOCUS AREAS WRITING

## Suggested Targets:

- Continue with Target 2 Year 5 & 7 (2025 Y6/8) – watching that this reversing of a downtrend continues
- Overall 5% drop in the Boys Above category (20% 2023 dropped to 15% 2024) – this needs to be monitored. Target: reverse this drop, aiming for 20% or more to be in the above category
- Year 3 (2025 Y4) monitor this cohort - OTJ drop 18%. Aim for no more than 10% below



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# MATHS

## **Annual Goal:**

Quality education means all pupils in years 1 to 10 will have every opportunity to achieve to their expected level (as a minimum) against the National Curriculum by the end of the year in Mathematics and its associated competencies

## **Annual Target:** to achieve the goal our annual targets for 2024 were

1. Across the school, reduce the percentage of students achieving below average in PATs to 10% or less across the school.
2. Year 10, raise the outcomes to at least 85% at or above at end of year PATs.



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# SCHOOL WIDE ACHIEVEMENT MATHEMATICS 2024

In 2024 strong achievement in Mathematics continues

Year 1-10 = 89% of all students were “At or Above”  
expectations for OTJ Mathematics.

Year 1 to 8 = 89%    Year 9 and 10 = 93%

2023	89% of all students were “At or Above” : Year 1 to 8 = 91%	Year 9 and 10 = 85%
2022	91% of all students were “At or Above”; Year 1 to 8 = 90%	Year 9 – 10 = 98%
2021	89% of all students were “At or Above”; Year 1 to 8 = 88%	Year 9 – 10 = 92%
2020	88% of all students were “At or Above”; Year 1 to 8 = 88%	Year 9 – 10 = 89%
2019	85% of all students were “At or Above”; Year 1 to 8 = 87%	Year 9 – 10 = 76%

NB, Year 1 pupil data not included. 2018 decision to allow a year to adjust to school before making overall judgement. This will have an impact on the overall results. Year 1 levels are similar to previous years.





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# OVERALL DATA MATHEMATICS 2024

Overall school achievement  
Based on Overall Teacher  
Judgement (OTJ) against  
Curriculum levels

		Yr 1 2024	Yr 2 2024	Yr 3 2024	Yr 4 2024	Yr 5 2024	Yr 6 2024	Yr 7 2024	Yr 8 2024	Yr 9 2024	Yr10 2024	Over all 2024
<b>Well Below</b>	#	n/a	0	0	0	1	1	1	2	1	1	7
	%		0	0	0	2	2	2	5	3	3	2
<b>Below</b>	#	n/a	2	2	4	7	6	4	3	1	2	31
	%		4	5	11	17	15	9	8	3	6	9
<b>At</b>	#	n/a	34	24	19	22	16	15	9	32	19	190
	%		69	62	53	52	39	35	24	80	61	53
<b>Above</b>	#	n/a	13	13	13	12	18	23	23	6	9	130
	%		27	33	36	29	44	53	62	15	29	36
<b>Totals</b>	#	n/a	49	39	36	42	41	43	37	40	31	358
	%		100	100	100	100	100	100	100	100	100	100

Percentage shift from last year to this year by cohort

	Year 3 2024		Year 4 2024		Year 5 2024		Year 6 2024		Year 7 2024		Year 8 2024		Year 9 2024		Year 10 2024		Overall	
	2023	2024	2023	2024	2023	2024	2023	2024	2023	2024	2023	2024	2023	2024	2023	2024	2023	2024
<b>Well Below</b>	0	0	2	0	0	2	0	2	3	2	0	5	19	3	0	3	2	2
<b>Below</b>	12	5	16	11	5	17	14	15	0	9	9	8	6	3	6	6	8	9
<b>At</b>	62	62	56	53	46	52	69	39	35	35	40	24	52	80	74	61	58	53
<b>Above</b>	26	33	26	36	49	29	17	44	62	53	51	62	23	15	20	29	32	36



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# MALE / FEMALE YEARS 1 – 10 MATHEMATICS 2024

## Female pupils 2024 = 164 / 186 (88%) At or Above

2023 = 150/169 (88%) At or Above

2022 = 143/156 (91%) At or Above

2021 = 140/154 (91%) At or Above

2020 = 121/141 (85%) At or Above

2019 = 103/118 (87%) At or Above

## Male pupils 2024 = 156 / 172 (90%) At or Above

2023 = 148/164 (90%) At or Above

2022 = 147/160 (91%) At or Above

2021 = 151/173 (87%) At or Above

2020 = 146/161 (90%) At or Above

2019 = 116/138 (84%) At or Above

## Well below category 2024 = 7/358 (males = 3/172 females = 4/186)

2023 = 5/164 (3%) males and 3/169 (1%) females

2022 = 1/160 (0%) males and 1/156 (0%) females

2021 = 7/173 (4%) males and 1/154 (0%) females.

2020 = 6/161 (3%) males and 1/141 (1%) females.

2019 = 9/138 (6%) males and 2/118 (1%) females





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# ETHNICITY FOR YEARS 1 – 10 MATHEMATICS 2024

**Maori pupils 2024 = 18/21 (85%) pupils achieving At or Above**

2023 = 13/17 (76%) pupils At or Above

2022 = 14/16 (87%) pupils At or Above

2021 = 12/15 (80%) pupils At or Above

2020 = 8/12 (66%) pupils At or Above

2019 = 6 / 9 (66%) pupils At or Above

**Pasifika pupils 2023 = 14/17 (82%) pupils achieving At or Above**

2023 = 12/14 (85%) pupils At or Above

2022 = 8 / 10 (80%) pupils At or Above

2021 = 11/13 (84%) pupils At or Above

2020 = 10/14 (71%) pupils At or Above

2019 = 3 / 7 (42%) pupils At or Above



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# ETHNICITY FOR YEARS 1 – 10 MATHEMATICS 2024

**Asian pupils 2024 = 146/156 (93%) pupils achieving At or Above**

2023 = 134/142 (94%) pupils At or Above

2022 = 120/126 (95%) pupils At or Above

2021 = 131/137 (96%) pupils At or Above

2020 = 106/114 (92%) pupils At or Above

**NZ European pupils 2024 = 121/138 (87%) pupils achieving At or Above**

2023 = 120/135 (88%) pupils At or Above

2022 = 137/150 (91%) pupils At or Above

2021 = 115/135 (85%) pupils At or Above

2020 = 120/136 (88%) pupils At or Above



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# 2024 TARGET ONE MATHEMATICS

1. Across the school, reduce the percentage of students achieving below average in PATs to 10% or less across the school.

Total number of pupils in the Year 3 to Year 10 in 2024 who have an EOY PAT maths score?	Number	
	309	
Total number and percentage of all pupils in Year 3 to Year 10, 2024, who are BELOW expectation in the end of year PAT Maths.	Number	%
	23	7
Comment		
7% of students in Years 3-10 2024 are achieving below in PAT's - this has met the target set for 2024.		

There has been a positive shift of 5% of children working at AT or Above for the PAT's in 2024. Overall, less than 10% of all pupils in Year 3 to 10 2024 are working below, meeting the target.

If broken into individual year groups, Year 5 and Year 6 cohorts have 12% each of students working below standard.



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# 2024 TARGET TWO MATHEMATICS

1. Year 10, raise the outcomes to at least 85% at or above at end of year PATs.

Total number of pupils in the Year 10 in 2024 who have EOY PAT results)	Number	
	31	
Total number and percentage of pupils in Year 10, 2024, who are AT or ABOVE expectation in the end of year PAT's.	Number	%
	29	94%
Comment		
The 2024 target has been achieved with 94% of students achieving AT or Above in the PAT'		

There is a significant positive shift in this cohort from 74% PAT results in 2023 to the current 94%. This is very encouraging and is consistent with our OTJ data. There are several examples of genuine positive shift in this year level. Teacher comment would suggest that several factors have influenced this shift including student work, quality teaching, small class sizes and readiness for progress. This has supported them to make accelerated progress.

It is worth noting that the re-adjustment of Stanines by NZCER in 2024 for PAT assessments may also have influenced these results.



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# ANNUAL GOAL

## MATHEMATICS 2024

Quality education means all pupils in years 1 to 10 will have every opportunity to achieve to their expected level (as a minimum) against the National Curriculum by the end of the year in Mathematics and its associated competencies

Of the 28 students who were working below or well below in 2023,

- 13 students who were Below have made a positive shift to working At the expected level in 2024.
- 2 children have moved up a level but not yet made it to the expected level.

We have not achieved the target of 100% of students working at their expected level in Mathematics, however, there is evidence of progress towards this lofty goal.

Our results are encouraging and show positive shift for many students. Our mathematics programmes are effective!





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# ANNUAL GOAL

## MATHEMATICS 2024

Quality education means all pupils in years 1 to 10 will have every opportunity to achieve to their expected level (as a minimum) against the National Curriculum by the end of the year in Mathematics and its associated competencies

### **Of pupils who were below or well below:**

- 15 (%) students made positive shift
- 10 (%) students made no change in category
- 3 (%) students moved down a category:

'Positive shift' reflects progress of more than a year's learning in one academic year.



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# POSSIBLE AREAS OF FOCUS MATHEMATICS 2025

1. Year 6 females in 2025 will make a 16% positive shift in OTJ EOY to move from 26% (5 students) Below to 10% (2 children) ie. shift 3 students
2. Year 9 females in 2025 will make a 17% positive shift in OTJ EOY to move from 27% (5 students) Below to 10% (3 students from Below to At)
3. 5% (3 students) of Year 6 and 5% (3 students) year 7 cohorts in 2025 will make accelerated progress to move from 12% (5 students) Below to 7% in PAT results in each cohort.
4. All cohorts will achieve at least 93% at or above for OTJ results in 2025.





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# LOOKING DEEPER – BSLA

The **Better Start Literacy Approach (BSLA)** initiated at ACS in 2022

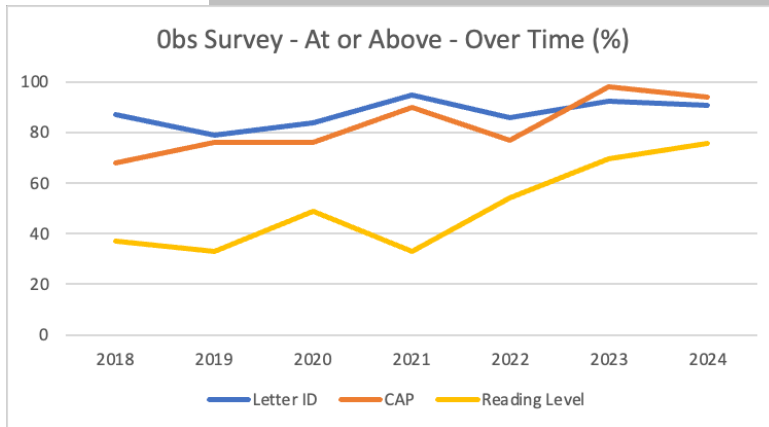
- a structured approach to literacy instruction
- based on NZ research,
- supports early Reading, Writing and Oral Language development.
- uses systematic teaching of critical phonological awareness skills and letter sound knowledge skills through games, explicit links to reading and spelling and structured small group reading sessions.
- is a joint partnership with the University of Canterbury and the Ministry of Education.
- It's impact is best seen by review of Six Year Observational Survey



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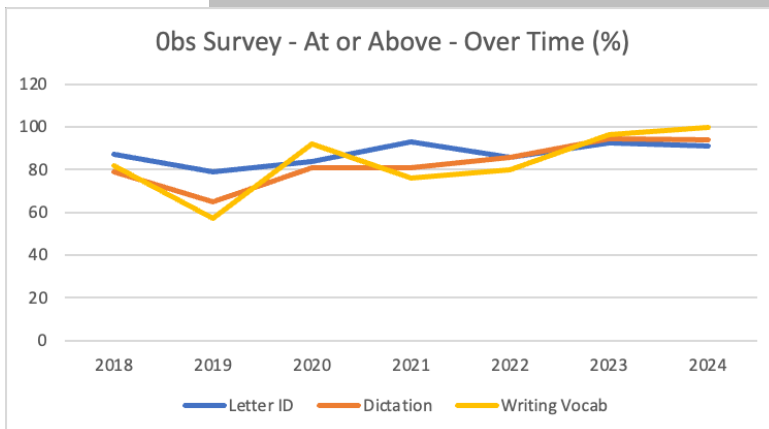
# LOOKING DEEPER – BSLA

## 6 year old survey (generally after one year at school)



### Reading

- *Letter ID* - 3 children are below expectations.
- *CAP* - 2 children are working below expectation.
- There has been a HUGE growth in the number of children working in the Above category (now 70%, up from 9% in 2023). This shows that explicit teaching of COP has made a difference in this cohort this year.
- *Reading levels* - The majority of children are now working in the At category.



### Writing

- *Letter ID* - 91% of children are At
- *Dictation* and *Writing Vocab* have seen a positive shift into the Above category
- *Writing Vocabulary* - 73% of children are Above the expected level

BSLA introduced in 2022.



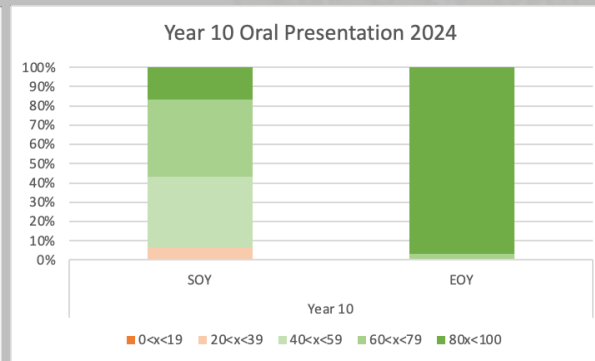
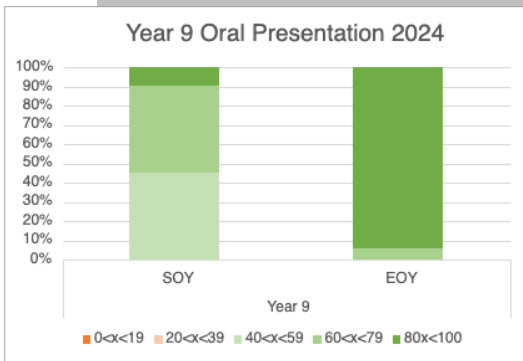
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# LOOKING DEEPER – TE REO

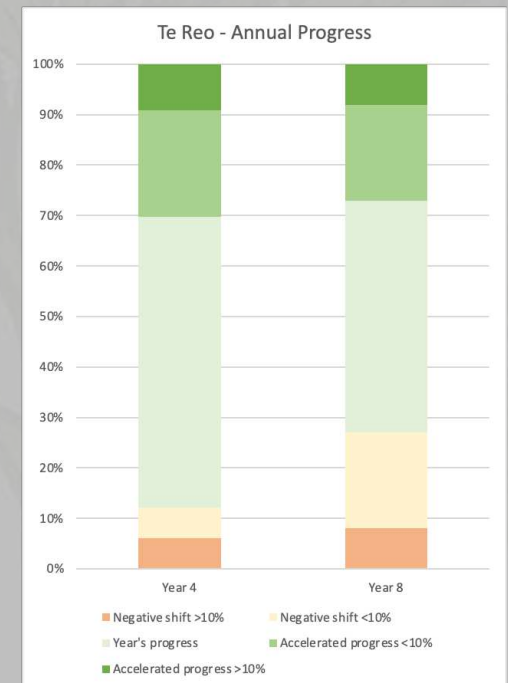
2024 is the 5th year with a BOT-funded specialist te Reo teaching position in the school.

In 2024 we once again administered the NCER Te Reo Māori assessment at Year 4 and Year 8 level.

NZCER does not test speaking, writing and presenting therefore we have developed an oral language assessment analysis. Excellent shift is evidenced in year 9 and 10.



## NZCER testing Year 4 and 8







# LOOKING DEEPER – TE REO

	2021 Median Scores		2022 Median Scores		2023 Median Scores		2024 Median Scores	
	SoY	EoY	SoY	EoY	SoY	EoY	SoY	EoY
<b>Year 4</b>	40.9	41.3	35.9	40.5	33.7	39.0	39.9 ± 3.8	40.7 ± 3.8
<b>Year 8</b>	46.4	51.1	47.2	50.9	45.9	52.3	50 ± 3.8	48.9 ± 3.8

The data over the 4-year testing period is relatively consistent and suggests positive growth in language acquisition over time. Students in Year 8 achieve higher than in Year 4, and generally, positive shift is made in the median scores from beginning to end of year.

Shift in result - Te Reo 2024				
	Year 4		Year 8	
	No.	%	No.	%
<b>Negative shift &gt;10%</b>	2	6	3	8
<b>Negative shift &lt;10%</b>	2	6	7	19
<b>1 Year's progress</b>	19	58	17	46
<b>Accelerated progress &lt;10%</b>	7	21	7	19
<b>Accelerated progress &gt;10%</b>	3	9	3	8
<b>Total</b>	33	100	37	100





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# MORE THAN NUMBERS

Data - numbers - tell a story about learning and achievement. Often there is a story within the story. Our staff have reflected on the year and the story of 2024 – things that brought them joy.

*From our Year 7 – 8 Learning Community:* “I have had the privilege of journeying with a group of students over four years. Seeing them develop and present their speeches this year was extremely rewarding because I could see so many seeds that had been planted starting to blossom into fruition for every single student”.

*From our Learning Support team:* “One of the highlights of my year has been taking the BSLA Tier 2 groups. These children need extra support with their early phonics work and have received 10 weeks of specialist teaching. These children have been very excited to come to the group and have been very keen to engage in all the activities. All children have made strong gains in their base knowledge through this work. I always come away with a smile after taking the group - they have great stories to tell me and their excitement for learning is infectious!”



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# LOOKING DEEPER – FOSTERING STRENGTHS

**Fostering Strengths at ACS-** to cater for the learning needs of students identified as having special abilities. Identification of gifts is a multi-categorical approach.

**Primary two year goal** - every child being given the opportunity to be in a Fostering Strengths group by the end of their Primary schooling.

As at December 2024, once again **all** our Year 6 pupils who have been at our school for a full year or more have had the opportunity to be part of a Fostering Strengths group.

2024 = **143 primary** pupils throughout the year in Fostering Strengths groups (2021 = 116 2022 = 126 2023 = 173)

## Programmes Offered in 2024

- Year 1-2** – Maths, Writing, Dance, Coding, Junior Engineers
- Year 3-4** – Science, Literacy, Bible Exploration, Maths, Dance, Baking, African Language
- Year 5-6** – Maths, Touch Rugby, Drum Percussion, Action Songs, Literacy, Prop Making, Ukulele & Song Writing, Maths, Leadership, Science, Drama





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# LOOKING DEEPER - FOSTERING STRENGTHS

**Middle School 2023 pilot programme** for our gifted Year 7-10 students called E2S (Enabled To Serve) was extended to include Year 9 and 10 in 2024.

Middle School students identified through data scores as very high achievers

**2024 = 16** Middle School pupils throughout the year in E2S  
(2023 = 11 )

## Programmes (Middle School) offered in 2024

- **Term 1-2:** Predator Free 2050 – learning about NZ wide initiative to rid NZ of pests that are threatening native birds. This included monitoring pests in our school environment and building rat traps.
- **Term 3:** Renewable Energy (Yr 7/8) – participating in ‘The Wonder Project’ designing and making wind turbines to generate electricity.
- **Term 4:** Ethics – An introduction to Ethics for Yr 7/8 and participating in the South Island competition of the “Ethics Olympiad” for Yr 9/10.







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# LOOKING DEEPER - ELL

## English Language Learners 2024

Number of Ministry of Education (MOE) funded learners = 65

- 24 migrant, 41 NZ born
- 8 Middle School, 57 Primary school
- 22 fee paying international pupils

### Languages spoken at home

Mandarin	Korean	Yoruba
Shona,	Sinhalese	Bislama
Portuguese	Hindi	Konkani
Tagalog,	Tongan,	Russian
Khmer	Cantonese	Ukranian
Japanese	Afrikaans	
Fijian	German	





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# LOOKING DEEPER - ELL

## Assessment data: progress shown within a two year period (2022 to 2024)

The research suggests it can take 5-7 years to learn academic language (Ministry of Education, 2008)

Of the 58 identified ELL students (Year 2 and above) in 2022,



**89%** (52/58) are **at or above** in reading at EOY 2024

**83%** (48/58) are **at or above** in writing at EOY 2024

**93%** (54/58) are **at or above** in mathematics at EOY 2024

ELLs are making positive gains in both reading, writing, and mathematics which are in line with those of their native English speaking peers.

Compared to the research pathway - this is **significant** progress in only two years. We believe this is due to a combination of strong classroom teaching, specialist language support and partnering with families.





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# LOOKING DEEPER - ELL

**Kāhui Ako Achievement Challenge:** *Lift the achievement of Year 1 students identified at foundation stage of ELLP in March of 2021 to that of their native English-speaking peers by the end of four years at school. This goal will be measured against the ELLP scores (for funded learners) and cohort assessments, such as OTJs, running records and writing samples.*



**Target achieved**

**100% (8/8) of identified students are at native speaker level**

## Observation

- Funding for qualifying ELL students is for four years. A number of our funded ELLs are showing as At or Above in one or more areas. When looking at individual students, many of these learners are due to cease funding either at the end of this year or within the next six months. This demonstrates that the support they have received (which includes ELL specialist support as well as excellent classroom teaching) has brought their English up to cohort standard, within their period of funding.

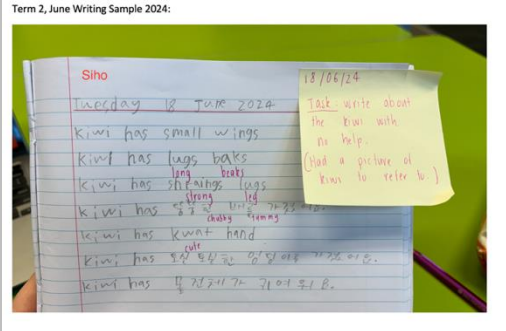


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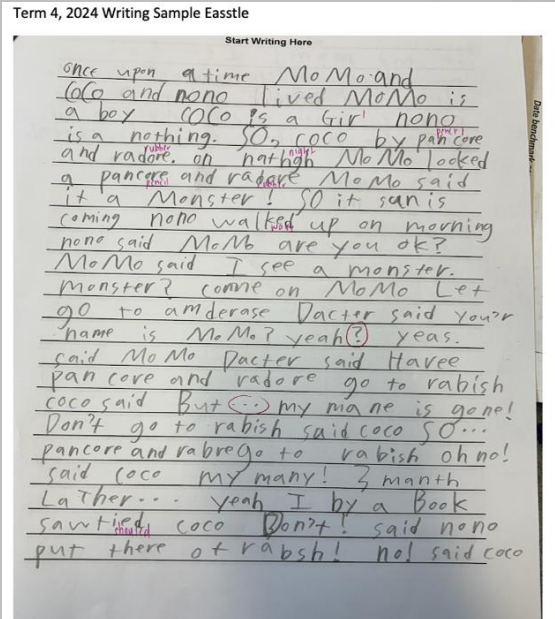
## SEEING THE STORIES - ELL

*“This is one example of a student I work with. From these writing samples it is clear to see the how beneficial the intentional teaching of sentence structures is and how important scaffolding is to help support our students. He has gone from writing simple sentences with support to writing a story independently”.*

### From this...



### To this in two terms...



One teacher had this to say in her reflection: *“I have worked to give students greater agency, allowing them to develop intrinsic motivation and a stronger sense of purpose, rather than relying on constant direction from me. Setting and referring to individual goals helped motivate students, as it allowed them to understand what they were working toward and provided opportunities to check their work against these goals. This process enabled them to receive both self-assessment and teacher feedback, reinforcing their desire to achieve their objectives which helped improving students' learning and kept their behaviour on task”.*

*For example: a goal setting template*

I can (with help)	I am learning to ...
Write one sentence.	Keep using letter sounds to write new words.
Some 'action' words.	Write three sentences correctly by myself.
	Use capital letters and full stops in the right places.



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# LOOKING DEEPER - LEARNING SUPPORT

Core tasks in Learning Support include:

- Working alongside teachers to support those pupils who most struggle with learning in a range of 'life' - academic, social, physical, spiritual areas.
- Contributing to IEP information – progress and goal setting for IEPs as appropriate
- Assisting in a classroom in a variety of ways
- Assisting with transition plans for children with significant need
- Monitoring and updating information around children with significant health issues

	2020	2021	2022	2023	2024	
<b>Teacher Aide hours</b>	<b>96 SOY</b> 6 TAs 73 EOY 7 TAs	<b>62 SOY</b> 5 TAs 75 EOY 7TAs + 2 FT	<b>80 SOY</b> 7TAs + 1 FT 92 EOY 7TAs + 2 FT	<b>93</b> SOY 7TAs + 1 FT 87 EOY 7TAs + 3 FT	<b>98 SOY</b> 35.05 ORS&HH 40.15 SEG 7.50 ELL 9.55 Int 5.5 ACC	<b>These hours include:</b> <ul style="list-style-type: none"> <li>• In class support, particularly where classes have several children with high needs</li> <li>• ORS funding</li> <li>• New Entrant Talk To Learn programme, aimed at increasing confidence and clarity when speaking</li> <li>• Speech Language support</li> <li>• RTLB funded interventions</li> <li>• Health needs e.g toileting</li> <li>• New children transitions</li> <li>• TA Professional Development</li> <li>• Emotional regulation programmes either 1:1 or in small groups for short periods</li> <li>• The funding from increased International roll enabled us to provide support for some other children in class</li> </ul>



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# LOOKING DEEPER - LEARNING SUPPORT

	2020	2021	2022	2023	2024	
<b>ORS funded students,</b>	5	4	4	3	2	ORS : Ongoing Resourcing Scheme) funding covering children with significant needs
<b>MoE funded – health/speech etc</b>	5	3	3	2	6	Speech therapy, High Health including toileting, mental health
<b>School funded specialist teacher</b>				5	8	Working intensively with individual students
<b>IEP in place</b>	6	7	7	8	6	IEP: Individual Education Plan, reviewed twice yearly in conjunction with parent, varying health professionals if appropriate, MoE, teachers.
<b>RTLb funded (part year)</b>	2	1	1	2	0	RTLb: Resource Teacher of Learning and Behaviour: Specialist teachers who support SENCO
<b>RTLit</b>				2	2	RTLit: Resource Teacher of Literacy. Supports the classroom teacher with target intervention for children who are significantly below
<b>School funded individuals</b>	3	5	5	14	21	TA support in classrooms. 0.1 specialist teacher
			9	9	8	BSLA (Tier 2) Phonological support – small groups, targeted support, led by a teacher
<b>Learning Support Profiles and Health Plan</b>	29	30	22	21	22	Learning Support Profile: largely to support teachers with information that may best work for a child who is struggling within the classroom.
<b>Reading Recovery children in the programme</b>	4	9	7	4	5	
	13	13	16	16	17	
<b>Monitoring of discontinued children</b>						
<b>Maths Support</b>	-	13	26	23	N/A	Small groups Year 3-6, very targeted support, led by a teacher
<b>STEPs Literacy Support Year 3-8</b>			14	N/A	N/A	Small group programme run by a TA. Not run in 2023 or 2024
<b>Talk to Learn</b>	18	21	16	14	12	
<b>NELI Oral Language Programme</b>					6	Research trial through UC
<b>Specialist referrals e.g. Seabrook MacKenzie, Anstice Optometrist</b>			1	6	14	
<b>SAC Applications</b>			4	3	4	4





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# MORE THAN NUMBERS

Data – numbers - tell a story about learning and achievement. Often there is a story within the story. Our staff have reflected on the year and the story of 2024 – things that brought them joy.

*From our International student team:* “At the start of the year, one of our international students refused to get out of the car. They really didn't want to be in New Zealand, and certainly not at a school where they had to speak English. They had about 3 words in English, Hello, Goodbye, and Thank you. By the start of term three, they were at school with a smile on their face, EVERY DAY. They have made some very close friends, and many others that they are excited to greet each day. Their English has improved markedly but from basically mute, to answering questions when you ask, and completing much work in English - a huge shift. There were a group of people who worked well with this student from across the school and the students showed such genuine care, it made the difference.



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# 2024 ANALYSIS OF VARIANCE

Quality education means all pupils in years 1 to 10 will have every opportunity to achieve to their expected level (as a minimum) against the National Curriculum by the end of the year

2024 has seen excellent progress across the school age levels and learning areas with many opportunities to learn and grow. We appear to oscillate around the 80% to 90% level across years. Some years very strong, some years strong.

God's faithfulness and blessing is evident.



Excellence

Faithfulness

Integrity

Stewardship