



Reflecting on our 2023 End-of-Year Student Achievement Data

This document presents three sets of figures on the school's December 2023 student achievement in Reading, Writing and Maths. The first set of figures includes all students except our most recent new entrant enrolments. This group of students had not been at school long enough to compare their progress against students who have had a full year at school. The second set of figures excludes some of our funded English language learners and our students with identified learning support needs. This group of students also includes students who have ongoing health issues including anxiety and mental health concerns. The students excluded from the data all have additional learning needs. The third set of data is for those students in Years 4 – 8 who have been at Te Aro School since they started school as a five-year old.

The Ministry of Education recognises the additional support needed for English language learners as they develop their English proficiency by providing additional funding for between three - five years. This student funding allows us to meet individual and group language needs as these students work towards acquiring literacy skills comparable to native speakers.

In 2023 sixty-five of our eighty-eight enrolments were English language learners. This equates to 73.9% of our total 2023 enrolments were English language learners.

In December 2023 we had 126 English language learners on our school roll of 234. Seventy students were funded English language learners. Funded English language learners equated to 29.9% of the school roll.

Fifteen English language learners were not funded in 2023 as they all enrolled after 1st August which is the date of the last ESOL funding round for the year. These students will be eligible for funding in March 2024.

In 2023 English language learners equated to 53.8% of the school roll.

In 2022 forty-four of our ninety English language learners were funded. English language learners equated to 43.6% of the total school roll of 206 students. Funded English language learners equated to 21% of the school roll.

In 2021 59.5 % of our English language learners were funded. In 2021 our English language learners equated to 39.25% of the school's total roll of 214 students. In 2020 our English language learners equated to 39% of the school's total roll and in 2019 our English language learners equated to 43% of the school's total roll.

We enrolled during 2023 seven international students. One student completed a full year with us. One student initially enrolled for two terms and then their family extended their daughter's enrolment for a further 1.5 terms. Four students enrolled for one term only. One student joined us during Term 4 and will return in 2024 for part of Term 1.

In 2023 we enrolled eleven students with complex needs (social, emotional, behavioural, communication, academic and attendance needs).

In 2023 we enrolled three students living locally in emergency and transitional housing. These students accounted for 3% of our 2023 admissions. In 2022 we enrolled twelve students who were living in emergency housing. This equated to 21.8% of our enrolments. In 2021 we enrolled 23 students in emergency housing. These students equated to 35.4% of our enrolments that year and 10.7% of the total school roll that year.

Three new entrant enrolments in 2023 had had no preschool experience. They found transitioning to school challenging. We sought additional funding from the Ministry through the Interim Response Fund (IRF) to help meet some of the costs of a teacher aide to ensure that two of these students came back inside after breaks and when they frequently left the classroom. Settling into the routines at school continues to be hard for these students. One family is receiving support from other agencies.

In our 2023 enrolments we enrolled three unfunded students with significant learning support needs. We enrolled a further nine students with moderate – significant needs.

Finally, we enrolled six students who had experienced traumatic events in the past 12 months. A further six students already enrolled at Te Aro experienced traumatic family events during 2023.

Fifteen of the above enrolments account for 17% of our eighty-eight 2023 enrolments.

At the end of 2022 we prepared the budget and support staff requirements for the following year based on our known student need. With the unexpected needs amongst our 2023 enrolments, we had to make frequent alterations to our learning support programmes including how we allocated Bernice (learning support teacher) and Cathie's time (ESOL teacher) and how we used members of the support staff team to support students with the greatest need across the school.

Looking at our student achievement data

Nationally, assessment is strongest in Reading, followed by Maths, then Writing. Our school data at the end of 2023 showed 71% of our students achieving at or above their year level expectations in Reading, 72.7% of our students achieving at or above their year level expectations in Maths and 55.1% of our students achieving at or above their year level expectations in Writing. These results are very similar to our school data at the end of 2022 where 72% of our students were achieving at or above their year level expectations in Reading, 71% of our students were achieving at or above their year level expectations in Maths (71%) and 59.4% of our students were achieving at or above their year level expectations in Writing. This compares to our school data at the end of 2021 where our students were the strongest in Maths (71.8% at or above) and Reading (71.4% at or above), and then Writing (58.2% at or above).

Ministry of Education student achievement information published mid 2012 showed that the rate of achievement appears to decline as students' progress through the year levels, i.e. more students achieve at their year level expectations in Years 1 – 4, than in Years 5 – 8.

In 2023 we had 65 Years 2 – 4 students and 111 years 5 – 8 students. Once we excluded funded ELL students and students with identified learning support needs we were looking at the data for 48 Years 2 – 4 students and 87 Years 5 – 8 students.

	Reading at or above their year level expectations	Writing at or above their year level expectations	Maths at or above their year level expectations
Years 2 - 4 students (excluding funded ELL students, students identified with learning support needs)	91.6%	75%	83.3%
Years 5 – 8 students (excluding funded ELL students, students identified with learning support needs)	87.4%	70.1%	89.7%

Reading	2016	2017	2018	2019	2020	2021	2022	2023
% of Te Aro students at and above their year level expectations at the end of 2021.	70.6%	77.3%	69.6%	74.4%	79.8%	71.4%	71.9%	71%
% of Te Aro students at and above their year level expectations at the end of 2021 (excluding funded ELL students, students identified with learning support needs)	85.6%	87.6%	89.3%	86%	88.4%	81%	84.6%	88.8%

At the end of 2023, 71% of all Year 2 - 8 students were at or above their year level expectations in Reading. Excluding some of our funded English language learners and our students with identified learning support needs, 88.8% of our students were reading at or above their expected year level expectations.

MOE figures published mid - 2016 showed that nationally 77.8% of NZ students were reading at or above their year level expectations.

Assessing Reading requires students in the middle and senior classes to demonstrate that they can read across the curriculum. In Years 5 - 8 reading competently recreationally and having a love of reading is not enough to meet the requirements of reading at year level expectations. There has been a growing emphasis in assessing Reading to include how competently students can read in Maths, in Science, in technology and in their topic studies including History. Expanding our reading assessment practices across the curriculum has meant more reliable and robust assessment data.

Writing	2016	2017	2018	2019	2020	2021	2022	2023
% of Te Aro students at and above their year level expectations at the end of 2021.	64.4%	62.5%	60.2%	62.3%	63.9%	58.2%	59.9%	55.1%
% of Te Aro students at and above their year level expectations at the end of 2021 (excluding funded ELL students, students identified with learning support needs).	77.3%	73.3%	81.1%	76.9%	75%	71%	70%	71.9%

At the end of 2023 55.1 % of all Year 2 – 8 students were at or above their year level expectations in Writing. Excluding some of our funded English language learners and our students with identified learning support needs, 71.9% of our students were writing at or above their expected year level expectations.

MOE figures published mid-2016 show that nationally 71.2% of students were writing at or above their year level expectations.

Assessing writing, unlike reading and maths, is very subjective. Agreeing whether a student in their writing is including detail that is ‘mostly relevant’ or whether they are including ‘some details’; or whether a student can use basic text structure or write simple text structures, is open for interpretation. We continue in syndicate and staff meetings to set aside time for teachers to moderate samples of students’ writing. These moderation meetings help to ensure we are levelling writing across the school consistently. These opportunities support the staff to have a shared understanding of writing progressions across each syndicate and across the school as a whole.

During 2023 Years 5 – 8 teachers continued to find authentic contexts for writing, to make writing meaningful and relevant for the students. Teachers continued to make strong links between what students were reading and what they were writing. Similar to 2022 teachers in Years 5 – 8 noted that students in their classes who were writing below their year level expectations wrote tighter and better pieces of writing if they had had very clear frameworks to use in their writing particularly when writing persuasive pieces (including speech writing) or reports. Teachers in Years 5 - 8 noted that short mini lessons with a specific focus on vocabulary, grammar including punctuation, and sentence structures had an impact on the quality of students’ writing.

Maths	2016	2017	2018	2019	2020	2021	2022	2023
% of Te Aro students at and above their year level expectations at the end of 2021.	77.2%	77.8%	70.6%	77.6%	76.3%	71.8%	71.2%	72.7%
% of Te Aro students at and above their year level expectations at the end of 2021 (excluding funded ELL students, students identified with learning support needs).	84.2%	87.0%	87.3%	88.7%	84%	82%	80.4%	87.4%

At the end of 2023, 72.7% of all Year 2 - 8 students were at or above their year level expectations in Maths. Excluding some of our funded English language learners and our students with identified learning support needs, 87.4% of our students were achieving in Maths at or above their expected year level expectations.

MOE figures published mid-2016 show that nationally 75.4% of students were working in Maths at or above their year level expectations.

The reading aspects of solving written mathematical problems continue to prove to be a challenge for our English language learners and dyslexic students, as does some of the mathematical vocabulary. Similar to 2022 it was noted by teachers that if students had additional support from teachers and teacher aides they were able to demonstrate their mathematical ability as they were not hampered by not being able to independently read the maths problems.

Looking more closely at the 2023 student achievement data by year levels

	Reading at and above their year level expectations		Writing at and above their year level expectations		Maths at and above their year level expectations	
	All students in each cohort	Excluding ELL and identified learning support students	All students in each cohort	Excluding ELL and identified learning support students	All students in each cohort	Excluding ELL and identified learning support students
Year 2	16/19 students or 84.2%	15/16 students or 93.8%	13/19 students or 68.4%	13/16 students or 81.3%	13/19 students or 68.4%	13/16 students or 81.3%
Year 3	15/22 students or 68.1%	12/14 students or 85.7%	14/22 students or 63.6%	12/14 students or 85.7%	9/22 students or 40.9%	9/14 students or 64.3%
Year 4	18/24 students or 75%	17/18 students or 94.4%	14/24 students or 58.3%	14/18 students or 77.7%	16/24 students or 66.6%	15/18 students or 83.3%
Year 5	19/27 students or 70.4%	18/21 students or 85.7%	14/27 students or 51.9%	14/21 students or 66.6%	20/27 students or 74.1%	19/21 students or 90.5%
Year 6	21/29 students or 72.4%	21/22 students or 95.5%	17/29 students or 58.6%	17/22 students or 77.3%	24/29 students or 82.8%	22/22 students or 100%
Year 7	21/31 students or 67.7%	21/25 students or 84%	17/31 students or 54.8%	17/25 students or 68%	24/31 students or 77.4%	24/25 students or 96%
Year 8	16/24 students or 66.6%	16/19 students or 84.2%	13/24 students or 54.2%	13/19 students or 68.4%	17/24 students or 70.8%	13/19 students or 68.4%

Our Year 2 students when we excluded the ELL and learning support students the cohort were achieving at or above national percentages in Reading, Writing and Maths.

Our 2023 Year 3, 4 and 6 cohorts were achieving at or above the national percentages of 77.8% in Reading, 71.2% in Writing, and 75.4% in Maths once we excluded our students with identified learning support needs and new English language learners.

Our 2023 Years 5, 7 and 8 cohort excluding our students with identified learning support needs and new English language learners are achieving at or above the national percentages.

In December 2023, the student achievement data was for 95 girls and 82 boys. This is a total of 177 students. Looking a little more closely by gender at who is achieving at or above year level expectations in 2023 the data tells us the following:

	% of students Reading at or above year level expectations	% of students Writing at or above year level expectations	% of students working in Maths at or above year level expectations
Girls	76.8%	66.3%	71.6%
Boys	65.9%	41.5%	78%

Similar to 2019, 2020, 2021 and 2022 the writing results for girls in 2023 was higher than for boys by 24.8%. This mirrors national trends in writing where girls are achieving better as writers than boys.

In 2023 there was a 10.9% difference between the girls and boys in their achievement in Reading with the girls being stronger than the boys.

In 2023 there was a 6.4% difference between the boys and girls in their achievement in Maths with the boys achieving slightly better than girls.

Looking more closely at priority learners (Māori and Pasifika) the results were:

	Number of students who identified as this ethnicity	Reading		Writing		Maths	
		% of students achieving at or above year level expectations	% of students achieving at or above year level expectations (excluding students with identified learning support needs)	% of students achieving at or above year level expectations	% of students achieving at or above year level expectations (excluding students with identified learning support needs)	% of students achieving at or above year level expectations	% of students achieving at or above year level expectations (excluding students with identified learning support needs)
Māori	16	11 students or 68.8%	11 students or 91.6%	9 students or 56.3%	9 students or 75%	13 students or 81.3%	12 students or 100%
Pasifika	18	11 students or 61.1%	11 students or 78.6%	7 students or 38.9%	7 students or 50%	10 students or 55.5%	10 students or 71.4%
NZ European/Pakeha	51	43 students or 84.3%	42 students or 91.3%	35 students or 68.6%	35 students or 76%	44 students or 86.3%	43 students or 93.5%

Of the sixteen Year 2 – 8 Māori students included in the above data two students were funded learning support students and a further two students had identified learning support needs.

Of the eighteen Year 2 – 8 Pasifika students included in the 2023 data there were no funded learning support students. Four Pasifika students had identified learning support needs. Two of our Year 2 – 8 Pasifika students joined our school community during the year. Both had additional needs.

Of the fifty-one Year 2 – 8 NZ European/Pakeha students included in the 2023 data there were no funded learning support students. Five NZ European/Pakeha students had identified learning support needs.

In 2023 NZ European/Pakeha students and Māori students, after students with learning support needs were excluded from the data, achieved better than Pasifika students in Reading, Writing and Maths.

At a glance

Achievement in Reading	% of students at or above year level expectations
All Year 2 – 8 students	71%
All Year 2 – 8 girls	76.8%
All Year 2 – 8 boys	65.9%
Year 2 – 8 students excluding funded or students identified with learning support needs	88.8%
Year 2 – 8 Māori students excluding funded or students identified with learning support needs	Eleven students or 91.6 % of Māori students
Year 2 – 8 Pasifika students excluding funded or students identified with learning support needs	Eleven students or 78.6% of Pasifika students
Year 2 – 8 NZ European/Pakeha students excluding funded or students identified with learning support needs	Forty-two students or 91% of NZ European students

Achievement in Writing	% of students at or above year level expectations
All Year 2 – 8 students	55.1%
All Year 2 – 8 girls	66.3%
All Year 2 – 8 boys	41.5%
Year 2 – 8 students excluding funded or students identified with learning support needs	71.9%
Year 2 – 8 Māori students excluding funded or students identified with learning support needs	Nine students or 75% of Māori students
Year 2 – 8 Pasifika students excluding funded or students identified with learning support needs	Seven students or 50% of Pasifika students
Year 2 – 8 NZ European/Pakeha students excluding funded or students identified with learning support needs	Thirty-five students or 76% of NZ European students

Achievement in Maths	% of students at or above year level expectations
All Year 2 – 8 students	72.7%
All Year 2 – 8 girls	71.6%
All Year 2 – 8 boys	78%
Year 2 – 8 students excluding funded or students identified with learning support needs	87.4%
Year 2 – 8 Māori students excluding funded or students identified with learning support needs	Twelve students or 100% of Māori students
Year 2 – 8 Pasifika students excluding funded or students identified with learning support needs	Ten students or 71.4% of Pasifika students
Year 2 – 8 NZ European/Pakeha students excluding funded or students identified with learning support needs	Forty-three students or 93.5% NZ European students

Students who have been enrolled at Te Aro since they were 5 years old:

	1n 2023 the number of students in each cohort who have been at Te Aro since they were 5 years old
Year 4	16/24 students or 66% of the cohort
Year 5	18/30 students or 60% of the cohort
Year 6	18/29 students or 62% of the cohort
Year 7	19/33 students or 58% of the cohort
Year 8	12/24 students or 50% of the cohort

A comparison between students who have been at Te Aro School since they were 5 years old and those who enrolled at Te Aro after attending other schools shows the following results:

	Reading		Writing		Maths	
	Number and % of students achieving at or above year level expectations who have been at Te Aro since enrolling at five	Number and % of students achieving at or above year level expectations who have <u>not</u> been at Te Aro since they were five years old	Number and % of students achieving at or above year level expectations who have been at Te Aro since enrolling at five	Number and % of students achieving at or above year level expectations who have <u>not</u> been at Te Aro since they were five years old	Number and % of students achieving at or above year level expectations who have been at Te Aro since enrolling at five	Number and % of students achieving at or above year level expectations who have <u>not</u> been at Te Aro since they were five years old
Year 4	13/16 students (81.3%)	5/8 students (62.5%)	8/16 students (50%)	5/8 students (62.5%)	12/16 students (75%)	4/8 students (50%)
Year 5	14/18 students (77.7%)	6/10 students (60%)	11/18 students (61.1%)	3/10 students (30%)	16/18 students (88.8%)	5/10 students (50%)
Year 6	15/18 students (83.3%)	6/11 students (54.5%)	13/18 students (72.2%)	4/11 students (36.4%)	17/18 students (94.4%)	7/11 students (63.6%)
Year 7	13/19 students (68.4%)	8/13 students (61.5%)	11/19 students (57.9%)	6/13 students (46.2%)	12/19 students (63.2%)	11/13 students (84.6%)
Year 8	10/12 students (83.3%)	6/11 students (54.5%)	8/12 students (66.6%)	5/11 students (45.4%)	9/12 students (75%)	8/11 students (72.7%)

At Years 4- 6 and at Year 8 students who have been at Te Aro since they were five years old are on the whole achieving better in Reading than those students who have enrolled at the school in later years.

At Years 5 -8 students who have been at Te Aro since they were five years old are on the whole achieving better in Writing than those students who have enrolled at the school in later years.

At Years 4 -6 students who have been at Te Aro since they were five years old are on the whole achieving better in Maths than those students who have enrolled at the school in later years.

In 2024, we need to monitor closely our Year 6 - 8 cohort of writers (the 2023 Year 5 -7 writers).

Planning where to from here in 2024

- We will continue to have regular syndicate and staff meetings to discuss the progress of our targeted students and provide a forum for staff to also share their teaching practice.
- During Term 1, teachers will review assessment data in syndicates and determine the specific learning needs of students they will be monitoring closely.
- Teachers will share with parents if their child has been identified as a student working below their year level expectations. These students' progress will be closely monitored during the year. Staff will share with parents/whanau how they can best support their child's learning at home including learning their basic facts and times tables; and the spelling of high frequency words.
- Teachers will participate in literacy professional learning and development with Murray Gadd and Louise Dempsey during 2024.
- At the end of each term, the progress of students being monitored closely will be recorded by classroom teachers on the shared Google documents.
- Teachers will continue to differentiate classroom programmes to meet our students' diverse needs
- We will continue the home-school partnerships, including a series of **Reading Together** workshops; the **Summer Reading** programme; and the more detailed reporting to parents of both school-entry assessment information and the results of the Six Year Observational survey.
- Bernice (Learning Support teacher), Cathie (ESOL teacher) will continue to induct new support staff at the start of and during 2024, so they can facilitate the Early Words programme and Rainbow Reading initiative.
- Bernice, Cathie and Anna will induct new teaching staff at the start of 2024 and throughout the year in the literacy practices we adopt across the school but particularly in the junior school.
- Bernice with teacher aide support will continue in 2024 the Quick60 literacy initiative working with students from the junior school.
- Allocation of teacher aides will be considered carefully in 2024 to support students.
- Cathie will work alongside classroom teachers to support the progress of English language learners who we are to be closely monitored during 2024.
- Teachers will continue to meet with Cathie, on a planned basis, to discuss the progress of English language learners who we are being closely monitored during 2024.
- Teachers will meet with Bernice and/or Sue and with their syndicate team leader (either Anna or Ray) a planned basis to discuss the progress of our students identified with learning support needs who we are being closely monitored in 2024.
- Staff will continue to meet to moderate samples of students' writing at syndicate and staff meetings. This will provide opportunities for staff to have common understandings about students' achievements as writers across the school.

Sue

4 January 2024