

Progress And Achievement of Students – 2024

This data was collected at the end of 2024 and is based on Overall Teacher Judgement (OTJ). A teacher determines an OTJ from multiple sources which will include standardised testing, anecdotal notes, observations, student work and moderation of work samples.

Overall Teacher Judgement Achievement Data December 2024 - All Students

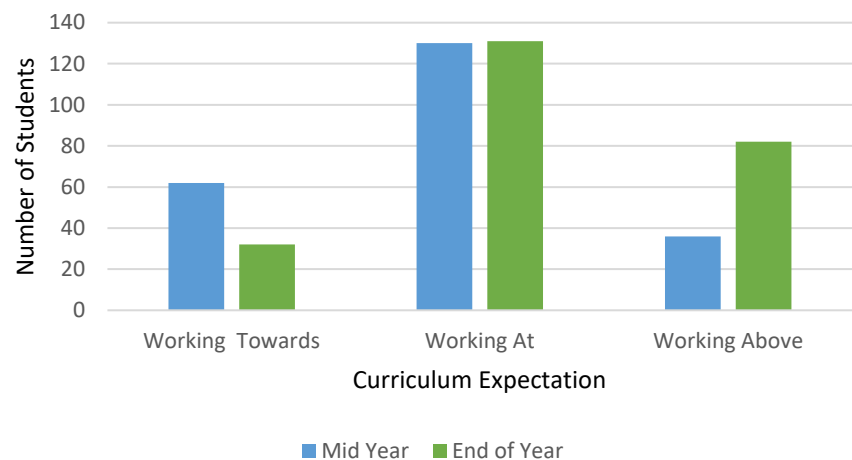
2024	READING			WRITING			MATHEMATICS		
	Working towards curriculum expectation	At curriculum expectation	Above curriculum expectation	Working towards curriculum expectation	At curriculum expectation	Above curriculum expectation	Working towards curriculum expectation	At curriculum expectation	Above curriculum expectation
Yr. 0	8/19	9/19	2/19	9/19	4/19	6/19	0/19	11/19	8/19
Yr. 1	1/30	25/30	4/30	1/30	17/30	12/30	0/30	18/30	12/30
Yr. 2	1/29	12/29	16/29	0/29	22/29	7/29	1/29	17/29	11/29
Yr. 3	1/39	24/39	14/39	3/39	30/39	6/39	0/39	27/39	12/39
Yr. 4	6/38	15/38	17/38	9/38	20/38	9/38	4/38	28/38	6/38
Yr. 5	7/44	21/44	16/44	8/44	34/44	2/44	14/44	24/44	6/44
Yr. 6	8/46	25/46	13/46	15/46	23/46	8/46	17/46	24/46	5/46
	32 - 13%	131 - 53%	82 - 33%	45 - 18%	150 - 61%	50 - 20%	36 - 15%	149 - 61%	60 - 24%
		213 - 87%			200 - 82%			209 - 85%	

At the end of the 2024 school year, we had:

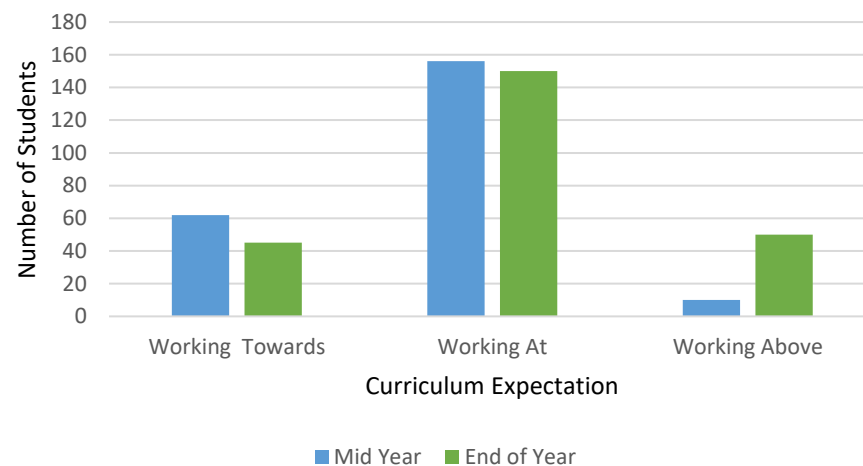
- 87% of our students achieving at or above their curriculum level for Reading. At mid-year we had 73%
- 82% of our students achieving at or above their curriculum level for Writing. At mid-year we had 73%
- 85% of our students achieving at or above their curriculum level for Mathematics. At mid-year we had 73%

The following graphs show the progress over time that the students made in Reading, Writing and Mathematics.
The data was collected at mid-year and end of year 2024.

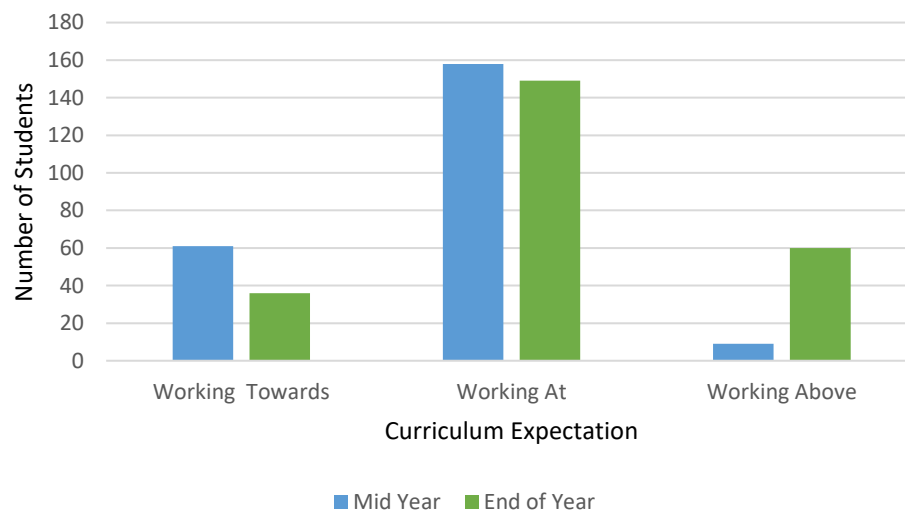
Reading Progress 2024



Writing Progress 2024



Mathematics Progress 2024



Overall Teacher Judgement Achievement Data December 2024 - Māori Students

2024	READING			WRITING			MATHEMATICS		
	Working towards curriculum expectation	At curriculum expectation	Above curriculum expectation	Working towards curriculum expectation	At curriculum expectation	Above curriculum expectation	Working towards curriculum expectation	At curriculum expectation	Above curriculum expectation
Yr. 0	2/4	2/4	0/4	2/4	1/4	1/4	0/4	2/4	2/4
Yr. 1	1/5	3/5	1/5	0/5	5/5	0/5	0/5	4/5	1/5
Yr. 2	1/13	5/13	7/13	0/13	10/13	3/13	1/13	8/13	4/13
Yr. 3	0/6	3/6	3/6	0/6	6/6	0/6	0/6	6/6	0/6
Yr. 4	3/13	6/13	4/13	6/13	5/13	2/13	3/13	9/13	1/13
Yr. 5	4/12	4/12	4/12	5/12	6/12	1/12	6/12	5/12	1/12
Yr. 6	4/10	3/10	3/10	4/10	5/10	1/10	4/10	4/10	2/10
	14 - 22%	26 - 41%	22 - 35%	17 - 27%	38 - 60%	8 - 13%	14 - 22%	38 - 60%	11 - 17%
		48 - 76%			46 - 73%			49 - 78%	

At the end of the 2024 school year, we had:

- 76% of our Māori students achieving at or above their curriculum level for Reading.
- 73% of our Māori students achieving at or above their curriculum level for Writing.
- 78% of our Māori students achieving at or above their curriculum level for Mathematics.

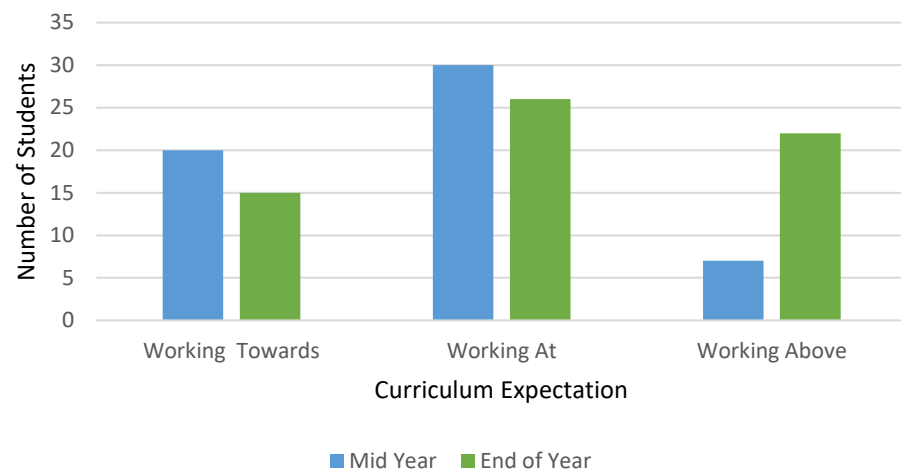
At mid-year we had 65%

At mid-year we had 70%

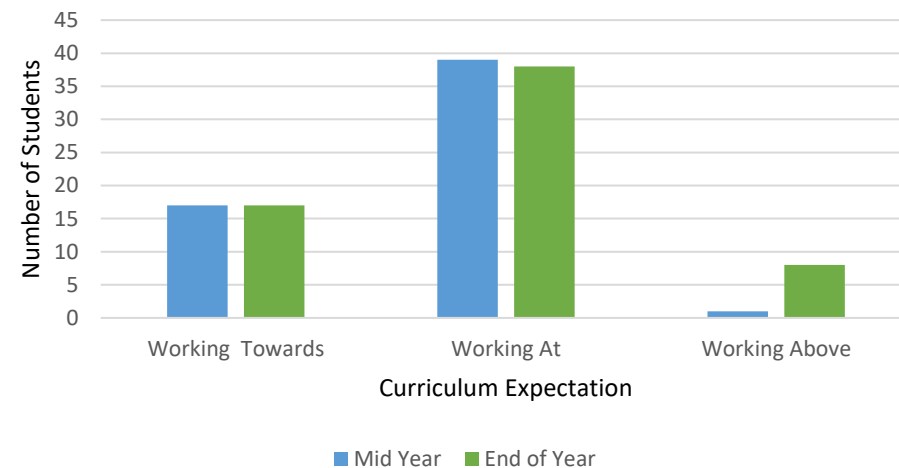
At mid-year we had 70%

The following graphs show the progress over time that our Māori students made in Reading, Writing and Mathematics.
The data was collected at mid-year and end of year 2024

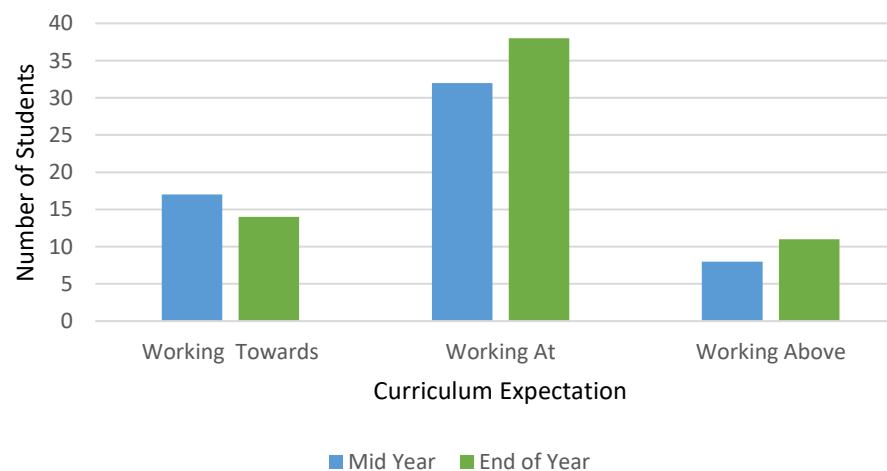
Reading Progress 2024 - Māori Students



Writing Progress 2024 - Māori Students



Mathematics Progress 2024 - Māori Students



Notes:

- As a leadership team we have used this data, and the beginning of 2025 data, to identify priority areas for 2025.
- The mid year data does not include the year 0 students as they had only been at school for a short period of time.
- We have taken into account new students who enrolled with us and students who have left at the start of 2025.
- We continue with our iDeal professional development related to structured literacy. This includes observation, coaching and mentoring by the Literacy Team. The literacy team members have worked with the facilitator over a period of time to upskill and to plan for future direction. We are working towards being able to sustain the programme and continued progress over time.
- This structured literacy professional development is supporting the student progress in spelling, reading, handwriting and written language. We have identified a PLD focus for writing and will work with our iDeal Learning Matters facilitators during 2025 to further upskill staff.
- We will continue to work on professional development in Mathematics, during 2025, to further develop the students' progress and staff capability.
- We have seen gains in progress and achievement of our students.
 - 73% at or above in reading to 87% at year end.
 - 73% at or above in writing to 82% at year end.
 - 73% at or above in mathematics to 85% at year end.
- We have targeted workshops for groups of students who require more support with learning.
- RTLB were utilised to work individuals to further support progress and achievement.
- We continued to offer Reading Recovery and early Literacy Support to our younger students during 2024.
- During 2025 we will utilise the SL staffing, from the MoE, to support the accelerated progress of identified students in reading and writing.
- During 2025 we will work from the revised English and Mathematics and Statistics curriculums.