



Where tamariki grow to be A.W.E.S.O.M.E.

## END OF YEAR REPORT

December 2023

### Reading Target: (Board)

That at least 85% of our students are achieving at or above expected curriculum levels, with 30% of those students achieving above the expected reading level for their year level.

### Reading Annual Objective:

To increase the percentage of students who are achieving at or above their expected curriculum area in Reading.

### Reading Target Group:

To accelerate the progress of those students at Year 2 (2 x students), Year 3 (2 x students), Year 4 (2 x students) and Year 6 (1 x student) who are not achieving at their expected curriculum level.

	Well below Curriculum level		End of Year		Below Curriculum level		End of Year		At Curriculum level		End of Year		Above Curriculum level		End of Year		Total	
	%	#			%	#	%	#	%	#	%	#	%	#	%	#		#
Year 0/1							63%	5	83%	5	25%	2	17%	1	12%	1	6	8
Year 2					40%	2	20%	1	20%	1	40%	2	40%	2	40%	2	5	5
Year 3					50%	2					75%	3	50%	2	25%	1	4	4
Year 4	13%	1			13%	1	60%	3	74%	4					40%	2	6	5
Year 5					-	-	11%	1	100%	9	56%	5			33%	3	9	9
Year 6	12%	1			-	-	17%	1	88%	7	34%	2			50%	3	8	6
Total	6%	2			13%	5	29%	11	68%	26	38%	14	13%	5	32%	12	38	37

## COMMENTARY - READING

As previously noted to the Board, the starting point for all Year One students is AT. Term 4 data is a true reflection of their current academic level.

If their data was removed from the table the overall totals would look like this:

Total	9%	2			15%	5	20%	6	65%	21	42%	12	12%	4	38%	11	32	29
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which is 80% of tamariki achieving at or above expected curriculum, with most making steady progress.

There is a very positive attitude towards Reading across the school, with lots of exciting things happening like tuakana teina buddy reading daily, decoding and encoding using Sounds Alive and structured literacy, together with a greater confidence in using strategies to decode unfamiliar words. The main focus for 2024, particularly in the YO-3 room, is increasing comprehension (a deeper understanding of what they are reading).

One of the barriers to increasing Reading progress and achievement is the widely variable connection between home and school values placed on reading. Our parents know they need to read to and with their children on a daily basis, however, this often not happening in a number of homes. We continue to do our utmost to ensure that children love reading and read outside of school hours, however, parents still need to take an active interest in, and discuss with their children, what they are reading.

Tamariki who have taken a significant amount of time off school during the year, through illness or for travel, have either shown little to no increase, or actually decreased in assessed achievement levels.

Our two ORS funded students have not been included in the whole school data. The progress of these students will be monitored through their Individual Education Plan



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### Writing Target (Board)

That at least 75% of our students are achieving at or above expected curriculum levels, with 30% of those students achieving above the expected writing level for their year level.

### Writing Annual Objective:

To increase the percentage of students who are achieving at or above their expected curriculum area in Writing.

### Writing Target Group:

To accelerate the progress of those students in Year 2 (4 x students), Year 3 (2 x students), Year 4 (4 x students), Year 5 (5 x students) and Year 6 (3 x students) who are not achieving at their expected curriculum level.

	Well below Curriculum level		End of Year		Below Curriculum level		End of Year		At Curriculum level		End of Year		Above Curriculum level		End of Year		Total #	End of Year
	%	#			%	#	%	#	%	#	%	#	%	#				
Year 0/1							25%	2	100%	6	62%	5			13%	1	6	8
Year 2					80%	4	20%	1			20%	1	20%	1	60%	3	5	5
Year 3					50%	2			25%	1	50%	2	25%	1	50%	2	4	4
Year 4	17%	1			50%	3	60%	3			20%	1	33%	2	20%	1	6	5
Year 5					55%	5	55%	5	33%	3	33%	3	12%	1	12%	1	9	9
Year 6					37%	3	25%	2	25%	2			35%	3	50%	4	8	6
Total	3%	1			44%	17	38%	13	31%	12	32%	12	22%	8	32%	12	38	37

## COMMENTARY - WRITING

As previously noted to the Board, the starting point for all Year One students is AT. Term 4 data is a true reflection of their current academic level.

If their data was removed from the table the overall totals would look like this:

Total	3%	1			53%	17	38%	11	19%	6	24%	7	25%	8	38%	11	32	29
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which is 62% of tamariki achieving at or above the expected curriculum level.

The progress in writing across the school has been evident with the most pleasing aspect being that there has been a huge positive shift in attitude towards the writing process across the school.

Professional development undertaken this year by the teaching staff in the use of the "Progress and Consistency Tool - Writing" has led to a more consistent, sharpened focus on the features of writing and the signposts tamariki must meet throughout the course of their education. One of the areas that we are seeing progress in, since the introduction of "Sounds Alive" in Term 3 across the school, is an improvement in student encoding of words and better spelling results. A more detailed introduction to, and implementation of, Sounds Alive, in 2024 should benefit our learners.

The target/priority who appear to have made little or no progress, actually have made progress. They have widened their knowledge of the writing genre, learned more about the mechanics of writing and have increased confidence in their writing, taking more risks which leads to greater learning.

The key foci for 2024 in writing will be spelling, sentence structure and correct punctuation usage.,

Extension groups have an hour a week with the Principal to extend their writing skills and/or consolidate new skills they have learned.

Tamariki who have taken a significant amount of time off school during the year, through illness or for travel, have either shown little to no increase, or actually decreased in assessed achievement levels.

Our two ORS funded students have not been included in the whole school data. The progress of these students will be monitored through their Individual Education Plan



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December 2023

### Mathematics Target (Board)

That at least 90% of our students are achieving at or above expected curriculum levels, with 30% of those students achieving above the expected math level for their year level.

### Mathematics Annual Objective:

To increase the percentage of students who are achieving at or above their expected curriculum area in mathematics.

### Mathematics Target Group:

To accelerate the progress of those students at Year 2 (4 x students), Year 3 (2 x students), Year 4 (1 x student) and Year 6 (1 x student) who are not achieving at their expected curriculum level.

	Well below Curriculum level		End of Year		Below Curriculum level		End of Year		At Curriculum level		End of Year		Above Curriculum level		End of Year		Total #	End of Year
	%	#			%	#	%	#	%	#	%	#	%	#				
Year 0/1							50%	4	100%	6	38%	3			12%	1	6	8
Year 2					80%	4	20%	1			40%	2	20%	1	40%	2	5	5
Year 3					50%	2	25%	1	50%	2	75%	3					4	4
Year 4	17%	1					40%	2	66%	4	40%	2	17%	1	20%	1	6	5
Year 5							22%	2	78%	7	55%	5	22%	2	22%	2	9	9
Year 6					12%	1	17%	1	76%	6	66%	4	12%	1	17%	1	8	6
Total	3%	1			18%	7	30%	11	65%	25	51%	19	14%	5	19%	7	38	37

## COMMENTARY - MATHEMATICS

As previously noted to the Board, the starting point for all Year One students is AT. Term 4 data is a true reflection of their current academic level.

If their data was removed from the table the overall totals would look like this:

Total	3%	1			53%	17	24%	7	19%	6	55%	16	25%	8	21%	6	32	29
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which is 76% of tamariki achieving at or above the expected curriculum level.

The Duvauchelle School Maths Programme has been commented very favorably on by the Ministry of Education, the University of Canterbury and other visitors to our school. The programme offers a wide range of numeracy components across the learning area.

Pr1me continues to be of value to our students, in conjunction with other numeracy tools, including daily Basic Facts, Maths Whizz, teaching small groups, and all strand areas.



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**2023 Priority Learners**

	Year	Reading			Writing			Maths		
Child A	Year 2	5.01	5.05	6y 6m	1B	1B	1A	Stage 1	Stage 3	Stage 4
Child B*	Year 2	5	5	5	1B	1B	1P	Stage 1	Stage 2	Stage 3
Child C	Year 3	5.07	6.06	7y 1m	1A	2B	2B	Stage 1	Stage 4	Stage E5
Child D	Year 4	5y 6m	5y 6m	-	1B	1B	-	E4	E4	-
Child E*	Year 6	8y 6m	8y 6m	9y-10y	2B	2B	2B	E5	E5	E5

Other **Reading** Target Students

	Year	Reading		
Child F	Year 3	7.03	8.0	8y 6m
Child G	Year 4	8y 6m	8y 6m	8y 6m - 9y 6m

Other **Maths** Target Students

	Year	Maths		
Child H	Year 2	Stage 4	E5	E5
Child I	Year 2	Stage 4	E5	E5
Child F	Year 3	Stage 4	E5	E5

Other **Writing** Target Students

	Year	Writing		
Child J	Year 2	1A	2B	2A
Child I	Year 2	1P	2B	2P
Child K	Year 3	1A	2P	2P
Child L	Year 4	2B	2B	2P
Child M	Year 4	2P	2P	2P
Child G	Year 4	2P	2P	2P
Child N	Year 5	2P	2P	2P
Child O	Year 5	2P	2P	2P
Child P	Year 5	2P	2P	2P
Child Q	Year 5	2P	2P	2P
Child R	Year 5	2P	2P	2P
Child S	Year 6	2P	2P	-
Child T	Year 6	2B	2B	2B