



**EpsomNormal**  
primary school

Kia ngātahi ai te tu  
E pakari ai te tuarā

*Together we are strong*

New Zealand Curriculum  
Achievement Data  
Report to the Board of Trustees

December 2024

(Data for Foreign Fee-Paying Students has been redacted from this document)

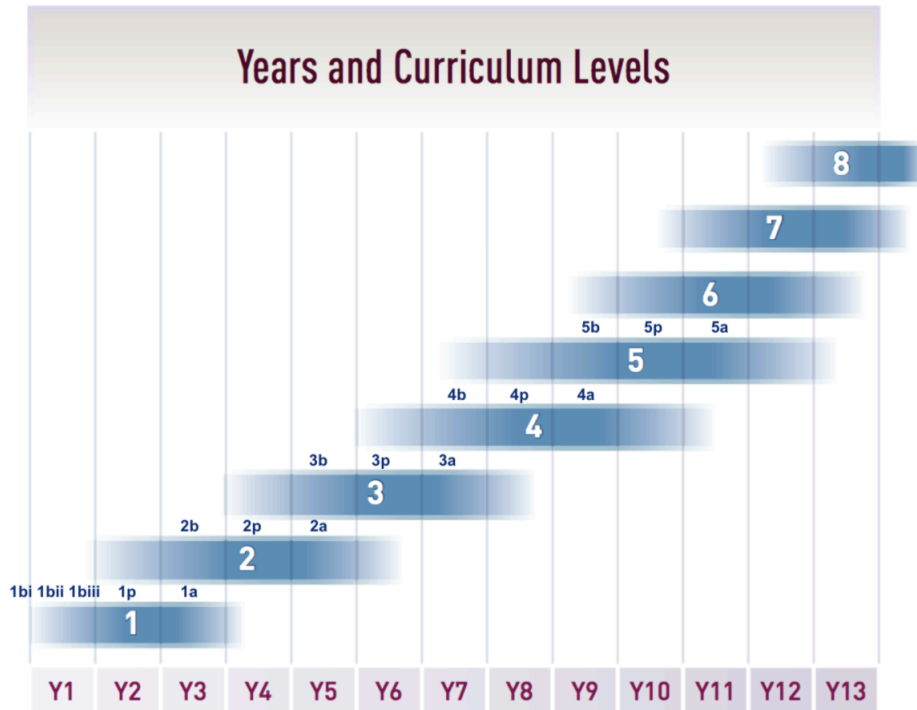
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## SUPPORTING EVIDENCE

- [Reading, Writing & Mathematics Y1-6 End of Year NZC Level Graphs](#)
- [Reading Y3-6 End of Year Asttle Graphs](#)
- [Writing Y2-6 End of Year Asttle Graphs](#)
- [Mathematics Y3-6 End of Year Asttle Graphs](#)

## NZ Curriculum Levels



b = beginning  
p = proficient  
a = advanced

Adapted from the New Zealand Curriculum Document

## Better Start Literacy Approach (BSLA) Phases



### The four phases



#### Kākano

Phase 1

Whakatō Kākano  
Planting the seed



#### Tupu

Phase 2

Kua Tupu  
The seedling appears



#### Māhuri

Phase 3

Te Piko o te Māhuri  
The sapling forms



#### Rākau

Phase 4

Te Puāwaitanga o te Rākau  
The blossoming tree

# Whole School Achievement Data Summary December 2024

## Reading

**At/Above - 88%**

**Māori - 82%**

**Pasifika - 92%**

## Writing

**At/Above - 86%**

**Māori - 81%**

**Pasifika - 81%**

## Maths

**At/Above - 93%**

**Māori - 80%**

**Pasifika - 85%**

# **Year 1 - 6 Reading**

# OTJ Reading Results Year 1

## Cohort Size 81: Female 44, Male 37

### Māori 1, Pasifika 13

#### **New Zealand Curriculum Level Target:**

100% (88) of students in Year 1 will be working at or above Level 1Bi

30% (26) of students in Year 1 will be at 1Bi (Kākano)

34% (30) of students in Year 1 will be at 1Bii (Tupu)

36% (32) of students in Year 1 will be at or above 1Biii (Māhuri)

100% (81) of students in Year 1 are at or above Level 1Bi (Early Kākano)

9% (7) of students are at 1Bi (Early Kākano)

19% (15) of students are at 1Bii (Middle Kākano)

33% (27) of students in Year 1 are at 1Biii (Late Kākano/Tupu)

39% (32) of students in Year 1 are working at or above Level 1P/1A/2B (Rakau Orange Level 15 - Gold Level 22)

#### **Exceeding Target:**

18% (13) of students in Year 1 will be working at or above Level 1P/1A (Rākau)

39% (32) of students in Year 1 are working at or above Level 1P/1A/2B (Rakau Orange Level 15 - Gold Level 22)

#### **Māori:**

100% (1) of Māori students in Year 1 are at or above Level 1Biii

#### **Pasifika:**

100% (13) of Pasifika students in Year 1 are at or above Level 1B

15% (2) of Pasifika students in Year 1 are at Level 1Bi

39% (5) of Pasifika students in Year 1 are at Level 1 Bii

23% (3) of Pasifika students in Year 1 are at Level 1 lii

23% (3) of Pasifika students in Year 1 are at Level 1P

#### **Gender:**

100% (44) of female students in Year 1 are at or above Level 1B

7% (3) of female students in Year 1 are at Level 1Bi

16% (7) of female students in Year 1 are at Level 1Bii

39% (27) of female students in Year 1 are at Level 1Biii

32% (26) of female students in Year 1 are at Level 1P

2% (1) of female students in Year 1 are at Level 1A

5% (2) of female students in Year 1 are at Level 2B

100% (37) of male students in Year 1 are at or above Level 1B

11% (4) of male students in Year 1 are at Level 1Bi

22% (8) of male students in Year 1 are at Level 1Bii

27% (10) of male students in Year 1 are at Level 1Biii

32% (12) of male students in Year 1 are at Level 1P

3% (1) of male students in Year 1 are at Level 1A

5% (2) of male students in Year 1 are at Level 2B

**0 ELLs students and 0 Neurodiverse students in Year 1 are funded as noted in the data analysis**

**OTJ Reading Results Year 2**  
**Cohort Size 96: Female 48, Male 48**  
**Māori 2, Pasifika 2**

**New Zealand Curriculum Level Target:**

85% (82) of students in Year 2 will be working at or above Level 1P/1A

80% (77) of students in Year 2 are at or above Level 1P/1A

20% (19) of students in Year 2 are working towards Level 1P/1A

**Exceeding target:**

30% (29) of students in Year 2 will be working at or above Level 2B/2P

27% (26) of students in Year 2 are at or above Level 2B/2P

**Maori:**

100% (2) of Maori students in Year 2 are at or above Level 1P/1A

**Pasifika:**

100% (2) of Pasifika students in Year 2 are at or above Level 1P/1A

**Gender:**

88% (42) of female students in Year 2 are at or above Level 1P/1A

12% (6) of female students in Year 2 are working towards Level 1P/1A

75% (36) of male students in Year 2 are at or above Level 1P/1A

25% (12) of male students in Year 2 are working towards Level 1P/1A

**Specific Target Analysis:**

*13% (12) students in Year 2 will make accelerated progress towards achieving at or above NZC level 1P/1A*

Of the 12 students, all 12 are at or above Level 1P/1A. Several students have moved 2 sublevels and 4 students are working at Level 1A.

**21 ELLs students In Y2 are funded as noted in the data analysis and we have 2 Neurodiverse students**

**OTJ Reading Results Year 3**  
**Cohort Size 118: Female 64, Male 54**  
**Māori 2, Pasifika 4**

**New Zealand Curriculum Level Target:**

80% (94) of students in Year 3 will be working at or above Level 1A/2B

82% (97) of students in Year 3 are at or above Level 1A/2B

18% (21) of students in Year 3 are working towards Level 1A/2B

**Exceeding Target:**

25% (30) of students in Year 3 will be working at or above Level 2P/2A

44% (52) of students in Year 3 are at or above Level 2P

**Māori:**

50% (1) of Māori student in Year 3 is at or above Level 1A/2B

50% (1) of Māori students in Year 3 is working towards Level 1A/2B

**Pasifika:**

100% (4) of Pasifika students in Year 3 are at or above Level 1A/2B

**Gender:**

80% (51) of female students in Year 3 are at or above Level 1A/2B

20% (13) of female students in Year 3 are working towards Level 1A/2B

85% (46) of male students in Year 3 are at or above Level 1A/2B

15% (8) of male students in Year 3 are working towards Level 1A/2B

**Specific Target:**

10% (12) students in Year 3 will make accelerated progress towards achieving at or above NZC level 1A/2B

Of the 12 students, all 12 are at or above Level 1A/2B. 9 of these students have moved 2 sublevels since the beginning of the year to be at 2B, while 1 has moved 3 sublevels to be at 2P.

**61 ELLs students and 3 Neurodiverse students in Year 3 are funded as noted in the data analysis**



**OTJ Reading Results Year 4**  
**Cohort Size 91: Female 44, Male 47**  
**Māori 3, Pasifika 9**

**New Zealand Curriculum Level Target:**

85% (77) of students in Year 4 will be working at or above Level 2P/2A

85% (77) of students in Year 4 are at or above Level 2P/2A

15% (14) of students in Year 4 are working towards Level 2P/2A

**Exceeding Target:**

30% (27) of students in Year 4 will be working at or above Level 3B/3P

39% (35) of students in Year 4 are at or above Level 3B/3P

**Māori:**

100% (3) of Māori students in Year 4 are at or above Level 2P/2A

**Pasifika:**

89% (8) of Pasifika students in Year 4 are at or above Level 2P/2A

11% (1) of Pasifika students in Year 4 is working towards Level 2P/2A

**Gender:**

86% (38) of female students in Year 4 are at or above Level 2P/2A

14% (6) of female students in Year 4 are working towards Level 2P/2A

83% (39) of male students in Year 4 are at or above Level 2P/2A

17% (8) of male students in Year 4 are working towards Level 2P/2A

**Specific Target:**

13% (12) of students in Year 4 will make accelerated progress towards achieving at or above the NZC level 2P/2A

Of the 12 students in the target group all 12 of the students in the target group are now at or above Level 2P/2A. 3 of these students have shifted two sublevels and are now working at Level 2A.

**58 ELLs students and 2 Neurodiverse students in Year 4 are funded as noted in the data analysis**

**OTJ Reading Results Year 5**  
**Cohort Size 115: Female 57, Male 58**  
**Māori 4, Pasifika 11**

**New Zealand Curriculum Level Target:**

85% (98) of students in Year 5 will be working at or above Level 2A/3B

90% (104) of students in Year 5 are at or above Level 2A/3B

10% (11) of students in Year 5 are working towards Level 2A/3B

**Exceeding Target:**

30% (34) of students in Year 5 will be working at or above Level 3P

57% (65) of students in Year 5 are at or above Level 3P

**Māori:**

75% (3) of Māori students in Year 5 are at or above Level 2A/3B

25% (1) of Māori students in Year 5 is working towards Level 2A/3B

**Pasifika:**

82% (9) of Pasifika students in Year 5 are at or above Level 2A/3B

18% (2) of Pasifika students in Year 5 are working towards Level 2A/3B

**Gender:**

88% (50) of female students in Year 5 are at or above Level 2A/3B

12% (7) of female students in Year 5 are working towards Level 2A/3B

93% (54) of male students in Year 5 are at or above Level 2A/3B

7% (4) of male student in Year 5 is working towards Level 2A/3B

**Specific Target:**

10% (12) of students in Year 5 will make accelerated progress so they are working at or above Level 2A/3B

Of the 12 students in this specific target group, 10 students are now at or above Level 2A/3B.

3 students have shifted 2 or more sublevels and are working at Level 2P.

**18 ELLs students and 2 Neurodiverse students in Year 5 are funded as noted in the data analysis**

**OTJ Reading Results Year 6**  
**Cohort Size 109: Female 47, Male 62**  
**Māori 1, Pasifika 9**

**New Zealand Curriculum Level Target:**

85% (93) of students in Year 6 will be working at or above Level 3P/3A

92% (100) of students in Year 6 are at or above Level 3P/3A

8% (9) of students in Year 6 are working towards Level 3P/3A

**Exceeding Target:**

40% (44) of students in Year 6 will be working at or above Level 4B/4P

52% (57) of students in Year 6 are at or above Level 4B/4P

**Māori:**

100% (1) of Māori students in Year 6 at or above Level 3P/3A

**Pasifika:**

89% (8) of Pasifika students in Year 6 are at or above Level 3P/3A

11% (1) of Pasifika students in Year 6 is working towards Level 3P/3A

**Gender:**

96% (45) of female students in Year 6 are at or above Level 3P/3A

4% (2) of female students in Year 6 are working towards Level 3P/3A

89% (55) of male students in Year 6 are at or above Level 3P/3A

11% (7) of male students in Year 6 are working towards Level 3P/3A

**15 ELLs students and 2 Neurodiverse students in Year 6 are funded as noted in the data analysis**

## **READING Y1-6 DISCUSSION**

*From the data...*

### ***Analysis of Variance***

Most ākongā (students) in Years 1-6 have reached the school's New Zealand Curriculum (NZC) targets with at least 89% of ākongā reading at or above the NZC level for their year level. Our Pasifika ākongā have performed particularly well with 92% having achieved at or above the NZC level for their year level. Our Māori ākongā continue to perform well also with 85% of our Māori cohort having achieved at or above the NZC level for their year level.

This year, specific target groups were set for Years 2, 3, 4, and 5 and all these groups have achieved a success rate of 100% with all ākongā having achieved at or above the NZC level for their year level. Some ākongā in these target groups are now working above their year level: 1 Y3 tamariki (child) who is at Level 2P, 3 Y4 ākongā who are working at Level 2A, and 3 Y5 ākongā who are working at Level 3P.

There are high numbers of ESOL ākongā in Y1-4 (**ELLs**), and a cohort of **247** (English Language Learners) funded ākongā across the school.

### ***2023 Recommendations from Student Achievement Analysis implemented in 2024***

We have continued to implement the BSLA programme in the Y1 and 2 cohorts this year. Three Y1 kaiako (teachers) completed the microcredential through Canterbury University, as well as Justine Singh who was the facilitator. This explicit reading instruction approach focuses on teaching ākongā to read words by following a progression from simple to more complex phonics, the practice of matching sounds with individual letters or group of letters, as opposed to ākongā using a wide range of information to read, including illustrations and the context of the story e.g., tamariki might look at the first letter of a word and think about what might fit in the sentence. Decodable books are used which are designed to help tamariki practise a particular letter to sound pattern.

During our Reading evaluation, observations of reading programmes across the school revealed many instances of learner voice and student agency. Planning and teaching showed evidence of tamariki having input into some of the texts that were being chosen for them in group reading sessions, as well as texts that linked to personal interests or texts that linked to the term's 'I Am' focus. Akonga agency has also been evident in most Y3-6 classrooms, with tamariki being empowered to think of, and complete their own critical and creative responses to reading alongside their Guided Silent Reading focus on vocabulary development, inference and evaluation skills etc. We have relevant reading resources to cater for the needs of our ESOL learners, as well as literacy interventions within our classrooms and as cohorts to assist our target learners. These resources also play a critical role in assisting our learners with the learning of sight words, blends, and sentence structure, along with matching games, puzzles and puppets for role-plays.

Kaiako have had the opportunity to discuss their own reading programmes at length while also observing others. PCT workshops focusing on growing the pedagogical knowledge of kaiako in reading have been prioritised in 2024 and will remain a critical focus for our new kaiako in 2025.

Some of this year's Impact Research Projects have given us more insight into kaiako reflections on classroom practice, and an insight into the deeper and meaningful use of the Reading Progressions Framework. An Impact Research Project presented by Justine Singh and Sophie Peung, focused on celebrating and maintaining a positive reading culture in our classrooms to meet the needs of our bilingual and multilingual learners.

The local curriculum has been used to guide interventions and develop interest in reading for reluctant or struggling readers. Parental partnership and community involvement has been a focus, especially when assisting our ESOL learners.

## **RECOMMENDATIONS FOR 2025**

### **Reading programmes will be enhanced by:**

#### ***Specific Targets for 2025:***

- 10 students in Year 2 will make accelerated progress towards achieving at or above NZC level 1P/1A
- 10 students in Year 3 will make accelerated progress towards achieving at or above NZC level 1A/2B
- 10 students in Year 4 will make accelerated progress towards achieving at or above the NZC level 2P/2A
- 10 students in Year 5 will make accelerated progress towards achieving at or above the NZC level 2A/3B
- 10 students in Year 6 will make accelerated progress towards achieving at or above the NZC level 3P/3A

#### ***Other Recommendations:***

- To source additional resources in Y1-2 to support the BSLA programme and Structured Literacy approach
- To upskill new kaiako in the Y1-3 cohorts in the BSLA programme and continue to implement this approach in the Y1 and 2 cohorts.
- To run workshops introducing the Structured Literacy approach to kaiako in Y3-6 to enable them to work with ākonga struggling to learn to read, ākonga with high needs etc.
- To prioritise and facilitate reading workshops to upskill PCTs and new kaiako in teaching and assessing reading, and understanding the ESOL ākonga assessment progressions (ELLP-English Language Learning Progressions)
- To continue to use PROBE comprehension questions as a guideline as well as ***PAT reading assessment for Years 4-6 from 2024*** for developing vocabulary, sentence structure, and comprehension skills
- To continue to incorporate the online reading programmes 'Reading Eggs' into our home learning/distance learning programmes for *all* year groups, along with other online platforms such as virtual classroom libraries
- To continue adding to and diversifying the novel sets for Y4-6 readers
- To work on creating a Reading Progressions document that outlines what needs to be covered at each year level and ties in with our existing reading programmes at ENPS

# **Year 1 - 6 Writing**

**OTJ Writing Results Year 1**  
**Cohort Size 81: Female 44, Male 37**  
**Māori 1, Pasifika 13**

**New Zealand Curriculum Level Target:**

100% (88) of students in Year 1 will be working at or above Level 1Bi  
25% (22) of students in Year 1 will be at 1Bi  
56% (50) of students in Year 1 will be at 1Bii  
19% (16) of students in Year 1 will be at or above 1Biii

100% (81) of students in Year 1 are working at or above Level 1Bi  
51% (41) of students in Year 1 are at 1Bi  
29% (24) of students in Year 1 are at 1Bii  
16% (13) of students in Year 1 are at 1Biii  
4% (3) of students in Year 1 are at or above Level 1P/1A

**Exceeding Target:**

6% (14) of students in Year 1 will be working at or above Level 1P/1A

4% (3) of students in Year 1 are at or above Level 1P/1A

**Māori:**

100% (1) of Māori students in Year 1 are at or above Level 1Bi

**Pasifika:**

100% (13) of Pasifika students in Year 1 are at or above Level 1Bi  
69% (9) of Pasifika students in Year 1 are at Level 1Bi  
23% (3) of Pasifika students in Year 1 are at Level 1Bii  
4% (1) of Pasifika students in Year 1 are at Level 1Biii

**Gender:**

100% (44) of female students in Year 1 are at or above Level 1Bi  
43% (19) of female students in Year 1 are at Level 1Bi  
36% (16) of female students in Year 1 are at Level 1Bii  
16% (7) of female students in Year 1 are at Level 1Biii  
4% (2) of female students in Year 1 are at Level 1P

100%(37) of male students in Year 1 are at or above Level 1Bi  
60% (23) of male students in Year 1 are at Level 1Bi  
21% (8) of male students in Year 1 are at Level 1Bii  
16% (6) of male students in Year 1 are at Level 1Biii  
3% (1) of male students in Year 1 are at Level 1P

**0 ELLs students and 0 Neurodiverse students in Year 1 are funded as noted in the data analysis**

**OTJ Writing Results Year 2**  
**Cohort Size 96: Female 48, Male 48**  
**Māori 2, Pasifika 2**

**New Zealand Curriculum Level Target:**

80% (77) of students in Year 2 will be working at or above Level 1P/1A

80% (77) of students in Year 2 are at or above Level 1P/1A

20% (19) of students in Year 2 are working towards Level 1P/1A

**Exceeding target:**

16% (15) of students in Year 2 will be working at or above Level 2B/2P

15% (14) of students in Year 2 are at or above Level 2B/2P

**Maori:**

100% (2) of Māori students in Year 2 is at or above Level 1P/1A

**Pasifika:**

100% (2) of Pasifika students in Year 2 are at or above Level 1P/1A

**Gender:**

90% (43) of female students in Year 2 are at or above Level 1P/1A

10% (5) of female students in Year 2 are working towards Level 1P/1A

71% (34) of male students in Year 2 are at or above Level 1P/1A

29% (14) of male students in Year 2 are working towards Level 1P/1A

**Specific Target Analysis:**

10% (10) students in Year 2 will make accelerated progress towards achieving at or above NZC level 1P/1A

Of the 10 students in the target group, all 10 students are now at or above Level 1P/1A. 8 students have moved 2 or more sublevels. 4 are working at Level 1A and 1 student is working at 2B.

**21 ELLs students In Y2 are funded as noted in the data analysis and we have 2 Neurodiverse students**



**OTJ Writing Results Year 3**  
**Cohort Size 118: Female 64 , Male 54**  
**Māori 2 , Pasifika 4**

**New Zealand Curriculum Level Target:**

80% (94) of students in Year 3 will be working at or above Level 1A/2B

87% (103) of students in Year 3 are at or above Level 1A/2B

13% (15) of students in Year 3 are working towards Level 1A/2B

**Exceeding Target:**

25% (30) of students in Year 3 will be working at or above Level 2P/2A

53% (63) of students in Year 3 are working at or above Level 2P/2A

**Māori:**

50% (1) of Māori students in Year 3 are working at or above Level 1A/2B

50% (1) of Māori students in Year 3 are working towards Level 1A/2B

**Pasifika:**

100% (4) of Pasifika students in Year 3 are at or above Level 1A/2B

**Gender:**

89% (57) of female students in Year 3 are at or above Level 1A/2B

11% (7) of female students in Year 3 are working towards Level 1A/2B

85% (46) of male students in Year 3 are at or above Level 1A/2B

15% (8) of male students in Year 3 are working towards Level 1A/2B

**Specific Target:**

10% (12) students in Year 3 will make accelerated progress towards achieving at or above the NZC level 1A/2B

Of the 12 students in the target group, all students are now at or above Level 1A/2B. 6 students have moved 2 sublevels and are working at Level 2B. 6 students have moved 3 sublevels and are working at Level 2P.

**61 ELLs students and 3 Neurodiverse students in Year 3 are funded as noted in the data analysis**

**OTJ Writing Results Year 4**  
**Cohort Size 91: Female 44, Male 47**  
**Māori 3, Pasifika 9**

**New Zealand Curriculum Level Target:**

80% (73) of students in Year 4 will be working at or above Level 2P/2A

85% (77) of students in Year 4 are at or above Level 2P/2A

15% (14) of students in Year 4 are working towards Level 2P/2A

**Exceeding Target:**

30% (27) of students in Year 4 will be working at or above Level 3B/3P

47% (43) of students in Year 4 are at or above Level 3B/3P

**Māori:**

100% (3) of Māori students in Year 4 are at or above Level 2P/2A

**Pasifika:**

78% (7) of Pasifika students in Year 4 are at or above Level 2P/2A

22% (2) of Pasifika students in Year 4 are working towards Level 2P/2A

**Gender:**

86% (38) of female students in Year 4 are at or above Level 2P/2A

14% (6) of female students in Year 4 are working towards Level 2P/2A

83% (39) of male students in Year 4 are at or above Level 2P/2A

17% (8) of male students in Year 4 are working towards Level 2P/2A

**Specific Target:**

10% (11) of students in Year 4 will make accelerated progress towards achieving at or above the NZC level 2P/2A

Of the 11 students in the target group all 11 of the students in the target group are now at or above Level 2P/2A. 2 students have shifted 2 or more sublevels and are now working at Level 2A. 2 students have shifted 3 sublevels and are working at Level 3B.

**58 ELLs students and 2 Neurodiverse students in Year 4 are funded as noted in the data analysis**

**OTJ Writing Results Year 5**  
**Cohort Size 115: Female 57, Male 58**  
**Māori 4, Pasifika 11**

**New Zealand Curriculum Level Target:**

80% (92) of students in Year 5 will be working at or above Level 2A/3B

81% (93) of students in Year 5 are at or above Level 2A/3B

19% (22) of students in Year 5 are working towards Level 2A/3B

**Exceeding Target:**

30% (35) of students in Year 5 will be working at or above Level 3P/3A

51% (59) of students in Year 5 are at or above Level 3P/3A

**Māori:**

50% (2) of Māori students in Year 5 are at or above Level 2A/3B

50% (2) of Māori students in Year 5 are working towards Level 2A/3B

**Pasifika:**

64% (7) of Pasifika students in Year 5 are at or above Level 2A/3B

36% (4) of Pasifika students in Year 5 are working towards Level 2A/3B

**Gender:**

84% (48) of female students in Year 5 are at or above Level 2A/3B

16% (9) of female students in Year 5 are working towards Level 2A/3B

78% (45) of male students in Year 5 are at or above Level 2A/3B

22% (13) of male students in Year 5 are working towards Level 2A/3B

**Specific Target:**

10% (12) of students in Year 5 will make accelerated progress so they are working at or above Level 2A/3B

Of the 12 students in the target group, 7 students are now at or above Level 2A/3B. The other 5 students have moved one to two sub-levels and are working towards Level 2A/3B.

**18 ELLs students and 2 Neurodiverse students in Year 5 are funded as noted in the data analysis**

**OTJ Writing Results Year 6**  
**Cohort Size 109: Female 47, Male 62**  
**Māori 1, Pasifika 9**

**New Zealand Curriculum Level Target:**

80% (87) of students in Year 6 will be working at or above Level 3P/3A

88% (96) of students in Year 6 are at or above Level 3P/3A

12% (13) of students in Year 6 are working towards Level 3P/3A

**Exceeding Target:**

35% (38) of students in Year 6 will be working at or above Level 4B/4P

55% (60) of students in Year 6 are at or above Level 4B/4P

**Māori:**

100% (1) of Māori students in Year 6 are at or above Level 3P/3A

**Pasifika:**

56% (5) of Pasifika students in Year 6 are at or above Level 3P/3A

44% (4) of Pasifika students in Year 6 are working towards Level 3P/3A

**Gender:**

94% (44) of female students in Year 6 are at or above Level 3P/3A

7% (3) of female students in Year 6 are working towards Level 3P/3A

82% (51) of male students in Year 6 are at or above Level 3P/3A

16% (10) of male students in Year 6 are working towards Level 3P/3A

**Specific Target**

9% (10) of students in Year 6 will make accelerated progress towards achieving at or above Level 3P/3A

Of the 10 students in the target group, all 10 students are now at or above Level 3P/3A. 3 students have moved 1 sublevel and are at 3P. 2 students have moved to 2 sublevels and are at Level 3A. 3 students have moved 3 sublevels and are at Level 4B. 2 students has moved 4 sublevels and are at Level 4P.

**15 ELLs students and 2 Neurodiverse students in Year 6 are funded as noted in the data analysis**

## WRITING Y1-6

### DISCUSSION

#### *From the data...*

#### ***Analysis of Variance***

Most ākonga (students) in Years 1- 6 have performed well in writing and have reached the school's New Zealand Curriculum (NZC) targets, with 87% of students writing at or above the NZC level for their year level. 77% of our Māori ākonga have achieved at or above the NZC level for their year level and 79% of our Pasifika ākonga have achieved at or above the NZC level for their year level.

This year, specific target groups were set for Years 2, 3, 4, 5 and 6 and all these groups have achieved a success rate of 100% with all ākonga having achieved at or above the NZC level for their year level. Some ākonga in these target groups are now working above their year level: 1 Year 2 tamaiti (child) who is working at Level 2B, 6 Y3 ākonga who are working at Level 2P, 2 Y4 ākonga who are working at Level 3B, and 5 Y6 ākonga who are working at Level 4B/4P.

#### ***2023 Recommendations from Student Achievement Analysis implemented in 2024***

Gail Colby, the Literacy Leader, facilitated a writing workshop for PCTs and new staff to induct these kaiako (teachers) into the ENPS writing model, while supporting them to develop their writing practice and grow as writers. Gail Colby also observed their writing programmes and provided explicit feedback to grow their writing practice.

This year, we have continued to have 3 writing samples in Terms 1, 2 and 4 as we have found this gives us a fuller picture of ākonga progress over the course of the year. The focus on Terms 1 and 2 was on recount writing and the Term 4 sample was on exposition writing. Exposition writing is a favourite with the students who really enjoy being able to take a stance on various topics and back this up with sound reasons. A moderation workshop was held for Y2-6 kaiako in February which was helpful for our new staff members as well as supporting kaiako to strive for consistency in the marking process. Similarly, moderation sessions were run in Terms 2 and 4 in sectors, with 'blind' marking samples and resources provided by Gail Colby. These moderation workshops play a vital role in supporting kaiako to make consistent and accurate judgements about ākonga e-asTTle writing samples. Kaiako taura (student teachers) also attended these interactive workshops, working alongside their kaiako tuarua (Associate Teachers).

Kaiako have continued to promote the use of digital tools in publishing children's writing. Canva has continued to be a popular publishing tool in classrooms, and ākonga and kaiako alike have become adept at using this. Book Creator is another tool which has been used very successfully.

An Impact Research Project undertaken by Christian Nickless, entitled 'Past, Present, & Future – Part 2': (Enhancing positive attitudes to writing that inspires creativity & develops visual language skills), focused on the use of digital tools to foster positive attitudes towards writing. In his case studies featuring reluctant boy writers, Christian found that these ākonga became more engaged with their writing when using digital tools such as cricut, canva etc. to publish their work and took more ownership of the publishing process..

Another Research Impact Project entitled 'Using Digital Skills to enhance student Hauora', was undertaken by Josie O'Donoghue and Nicky MacDonald with a focus on exploring how digital tools

can both enhance ākonga hauora and create positive behaviours in class, to align with our graduate profile and ākonga being responsible global citizens.

Our annual trip to the Auckland Writers' Festival in May proved to be a highlight once again. This was attended by a group of interested Y5 & 6 writers who thoroughly enjoyed the presentations by various authors. Jason Gunn was particularly popular with the audience and a selection of his books was purchased for the school library, notably copies of: 'Jason Mason and the Flightless Bird Fiasco', along with 'Jason Mason and the Worlds' Most Powerful Itching Powder'. These books written by Jason and his brother Andrew, are aimed at students of 8+ and are full of swashbuckling action and humour!

In October, the SLT worked closely with Kirsten Hensman, a PLD Facilitator in Literacy, to compile a list of Writing Progressions for each year level in child speak adapted from the Ministry of Education Curriculum Refresh document, to tie in with our own writing programme at ENPS. Staff also had input into this document at a staff meeting to make any extra additions to the document. Ensuring that the content in the Writing Progressions for each year level is covered, will be a focus for kaiako in 2025.

## **RECOMMENDATIONS FOR 2025**

**Writing programmes will be enhanced by:**

### ***Specific Targets for 2025:***

- 10 students in Year 2 will make accelerated progress towards achieving at or above NZC level 1P/1A
- 10 students in Year 3 will make accelerated progress towards achieving at or above the NZC level 1A/2B
- 10 students in Year 4 will make accelerated progress towards achieving at or above the NZC level 2B/2P
- 10 students in Year 5 will make accelerated progress towards achieving at or above the NZC level 2A/3B
- 10 students in Year 6 will make accelerated progress towards achieving at or above the NZC level 3P/3A

### ***Other Recommendations:***

- To run a staff workshop during the Teacher Only Days to energise kaiako to see themselves as writers.
- Gail Colby to provide professional development in writing for PCTs and new staff through a series of workshops

- DPs and kaiako to workshop with small groups of targeted/priority students with a particular focus on targeted teaching to address the specific needs of these ākonga. There will continue to be a focus on Māori and Pasifika learners.
- Kaiako will refer to the content for their year group in the Writing Progressions document, and ensure coverage of this in the form of deliberate acts of teaching through whole-class Recrafting to Need lessons, small group workshops based on ākonga needs etc.
- To provide further opportunities for ākonga to share their writing with the wider ENPS community - through a digital platform (the school website, Facebook page, and virtual books to email home).
- To provide opportunities for ākonga to grow their writing outside of school by going on excursions to events such as The Writer's Festival and to further encourage ākonga to enter nationwide competitions and publications, such as Toi Toi, IWA, and the Barfoot and Thompson writing competition.
- To integrate writing into all curriculum areas so that it is threaded throughout all our programmes e.g., report writing during 'I am a Physicist', script writing during 'I am a Star' in Term 4 when we are preparing for production etc.

# **Year 1 - 6 Maths**



**OTJ Maths Results Year 1**  
**Cohort Size 81: Female 44, Male 37**  
**Māori 1, Pasifika 13**

**New Zealand Curriculum Level Target:**

- 100% (88) of students in Year 1 will be working at or above Level 1Bi
- 15% (13) of students in Year 1 will be at 1Bi (Stage 0)
- 55% (48) of students in Year 1 will be at 1Bii (Stage 1)
- 30% (27) of students in Year 1 will be at or above 1Biii (Stage 2)

- 100% (81) of students in Year 1 are working at or above Level 1Bi
- 9% (7) of students in Year 1 are at 1Bi (Stage 0)
- 18% (15) of students in Year 1 are at 1Bii (Stage 1)
- 33% (27) of students in Year 1 are at or above 1Biii (Stage 2)
- 35% (28) of students in Year 1 are working at or above Level 1P/1A (Stage 3-4)
- 5% (4) of students in Year 1 are working at or above Level 2B (stage E5)

**Exceeding target:**

- 48% (25) of students in Year 1 will be working at or above Level 1P/1A (Stage 3-4)

- 35% (28) of students in Year 1 are working at or above Level 1P/1A (Stage 3-4)
- 5% (4) of students in Year 1 are working at or above Level 2B (stage E5)

**Māori:**

- 100% (1) of Māori students in Year 1 are at or above Level 1Bii

**Pasifika:**

- 100% (13) of Pasifika students in Year 1 are at or above Level 1Bi (Stage 0)
- 15% (2) of Pasifika students in Year 1 are at or above Level 1Bi (Stage 0)
- 38% (5) of students in Year 1 will be working at or above Level 1Bii (Stage 1)
- 23% (3) of students in Year 1 will be working at or above Level 1Biii (Stage 2)

**Gender:**

- 100% (50) of female students in Year 1 are at or above Level 1Bi (Stage 0)
- 2% (1) of female students in Year 1 are at 1Bi (Stage 0)
- 8% (4) of female students in Year 1 are at 1Bii (Stage 1)
- 32% (16) of female students in Year 1 are at 1Biii (Stage 2)
- 32% (16) of female students in Year 1 are at 1P (Stage 3)
- 19% (9) of female students in Year 1 are at 1A (Stage 4)
- 8% (4) of female students in Year 1 are at 2B (Early Stage 5)

- 100% (53) of male students in Year 1 are at or above Level 1Bi (Stage 0)
- 0% (0) of male students in Year 1 are at 1Bi (Stage 0)
- 11.3% (6) of male students in Year 1 are at 1Bii (Stage 1)
- 25% (13) of male students in Year 1 are at 1Biii (Stage 2)
- 36% (19) of male students in Year 1 are at 1P (Stage 3)
- 23% (12) of male students in Year 1 are at 1A (Stage 4)
- 4% (2) of male students in Year 1 are at 2B (Stage Early 5)
- 2% (1) of male students in Year 1 are at 2P (Stage 5)

**0 ELLs students and 0 Neurodiverse students in Year 1 are funded as noted in the data analysis**

**OTJ Maths Results Year 2**  
**Cohort Size 96: Female 48, Male 48**  
**Māori 2, Pasifika 2**

**New Zealand Curriculum Level Target:**

90% (86) of students in Year 2 will be working at or above Level 1P/1A

96% (92) of students in Year 2 are at or above Level 1P/1A

4% (4) of students in Year 2 are working towards Level 1P/1A

**Exceeding Target:**

40% (38) of students in Year 2 will be working at or above Level 2B/2P

49% (47) of students in Year 2 are at or above Level 2B/2P

**Māori:**

100% (1) of Māori students in Year 2 are at or above Level 1P/1A

**Pasifika:**

100% (1) of Pasifika students in Year 2 are at or above Level 1P/1A

**Gender:**

100% (48) of female students in Year 2 are at or above Level 1P/1A

92% (44) of male students in Year 2 are at or above Level 1P/1A

8% (4) of male students in Year 2 are working towards Level 1P/1A

**Specific Target Analysis:**

10% (10) of students in Year 2 will make accelerated progress towards achieving at or above Level 1P/1A

Of the 10 students, all 10 are at or above Level 1P/1A and have all moved at least 2 or more sublevels. 4 students have moved 2 or more sublevels and are working at 2B. 3 students has moved are working at 2B and 1 student at 2P.

**21 ELLs students In Y2 are funded as noted in the data analysis and we have 2 Neurodiverse students**

**OTJ Maths Results Year 3**  
**Cohort Size 118: Female 64 , Male 54**  
**Māori 2 , Pasifika 4**

**New Zealand Curriculum Level Target:**

90% (106) of students in Year 3 will be working at or above Level 1A/2B

97% (114) of students in Year 3 are at or above Level 1A/2B

3% (4) of students in Year 3 are working towards Level 1A/2B

**Exceeding Target:**

40% (47) of students in Year 3 will be working at or above Level 2P/2A

69% (81) of students in Year 3 are at or above Level 2P

**Māori:**

50% (1) of Māori students in Year 3 is at or above Level 1A/2B

50% (1) Māori student in Year 3 is currently at Level 1P, working towards Level 1A/2B

**Pasifika:**

100% (4) of Pasifika students in Year 3 are at or above Level 1A/2B

**Gender:**

95% (61) of female students in Year 3 are at or above Level 1A/2B

5% (3) of female students in Year 3 are working towards Level 1A/2B

98% (53) of male students in Year 3 are at or above Level 1A/2B

2% (1) of male students in Year 3 is working towards Level 1A/2B

**Specific Target:**

10% (12) students in Year 3 will make accelerated progress towards achieving at or above NZC level 1A/2B.

Of the 12 students in the target group, all students are now at or above Level 1A/2B. 10 students moved 1 or more sublevels and are working at Level 1A/2B. 2 have moved 3 or more sublevels and are working at Level 2P and higher.

**61 ELLs students and 3 Neurodiverse students in Year 3 are funded as noted in the data analysis**

**OTJ Maths Results Year 4**  
**Cohort Size 91: Female 44, Male 47**  
**Māori 3, Pasifika 9**

**New Zealand Curriculum Level Target:**

85% (77) of students in Year 4 will be working at or above Level 2P/2A

86% (78) of students in Year 4 are at or above Level 2P/2A

14% (13) of students in Year 4 are working towards Level 2P/2A

**Exceeding Target:**

40% (36) of students in Year 4 will be working at or above Level 3B/3P

63% (57) of students in Year 4 are at or above Level 3B/3P

**Māori:**

67% (2) of Māori students in Year 4 are at or above Level 2P/2A

**Pasifika:**

78% (7) of Pasifika students in Year 4 are at or above Level 2P/2A

22% (2) of Pasifika students in Year 4 are working towards Level 2P/2A

**Gender:**

89% (39) of female students in Year 4 are at or above Level 2P/2A

11% (5) of female students in Year 4 are working towards Level 2P/2A

83% (39) of male students in Year 4 are at or above Level 2P/2A

17% (8) of male students in Year 4 are working towards Level 2P/2A

**Specific Target:**

10% (9) students in Year 4 will make accelerated progress towards achieving at or above the NZC level 2P/2A

Of the 9 students in the target group, all students are now at or above Level 2P/2A. 7 students moved 1 or more sublevels and are working at Level 2P/2A. 2 have moved 3 or more sublevels and are working at Level 2A and higher.

**58 ELLs students and 2 Neurodiverse students in Year 4 are funded as noted in the data analysis**

**OTJ Maths Results Year 5**  
**Cohort Size 115: Female 57, Male 58**  
**Māori 4, Pasifika 11**

**New Zealand Curriculum Level Target:**

80% (92) of students in Year 5 will be working at or above Level 2A/3B

92% (106) of students in Year 5 are at or above Level 2A/3B

8% (9) of students in Year 5 are working towards Level 2A/3B

**Exceeding Target:**

30% (35) of students in Year 5 will be working at or above Level 3P

70% (80) of students in Year 5 are at or above Level 3P

**Māori:**

75% (3) of Māori students in Year 5 are at or above Level 2A/3B

25% (1) of Māori students in Year 5 are working towards at or above Level 2A/3B

**Pasifika:**

73% (8) of Pasifika students in Year 5 are at or above Level 2A/3B

27% (3) of Pasifika student in Year 5 is working towards Level 2A/3B

**Gender:**

93% (53) of female students in Year 5 are at or above Level 2A/3B

7% (4) of female students in Year 5 are working towards Level 2A/3B

91% (53) of male students in Year 5 are at or above Level 2A/3B

9% (5) of male students in Year 5 are working towards Level 2A/3B

**Specific Target:**

**Specific Target:**

10% (8) students in Year 5 will make accelerated progress towards achieving at or above the NZC 2A/3B

Out of the 8 students 75% (6) have made accelerated progress towards 2A/3B with students making 2 sub level shifts while 2 students are working towards Level 2A

**18 ELLs students and 2 Neurodiverse students in Year 5 are funded as noted in the data analysis**

**OTJ Maths Results Year 6**  
**Cohort Size 109: Female 47, Male 62**  
**Māori 1, Pasifika 9**

**New Zealand Curriculum Level Target:**

*90% (98) of students in Year 6 will be working at or above Level 3P/3A*

90% (98) of students in Year 6 are at or above Level 3P/3A

10% (11) of students in Year 6 are working towards Level 3P/3A

**Exceeding Target:**

*35% (38) of students in Year 6 will be working at or above Level 4B/4P*

57% (62) of students in Year 6 are at or above Level 4B/4P

**Māori:**

100% (1) of Māori students in Year 6 are at or above Level 3P/3A

**Pasifika:**

67% (6) of Pasifika students in Year 6 are at or above Level 3P/3A

33% (3) of Pasifika students in Year 6 are working towards Level 3P/3A

**Gender:**

87% (41) of female students in Year 6 are at or above Level 3P/3A

13% (6) of female students in Year 6 are working towards Level 3P/3A

92% (57) of male students in Year 6 are at or above Level 3P/3A

8% (5) of male students in Year 6 are working towards Level 3P/3A

**Specific Target**

5% (5) of students in Year 6 will make accelerated progress towards achieving at or above Level 3P/3A

Of the 5 students in the target group, all 5 students are now at or above Level 3P/3A. 4 students have moved to 2 sublevels and are at Level 3A. 1 student have moved 3 sublevels and are at Level 4B.

**15 ELLs students and 2 Neurodiverse students in Year 6 are funded as noted in the data analysis**

## **MATHEMATICS Y1-Y6**

### ***Discussion from the school-wide data, observation and feedback ...***

#### ***Analysis of Variance***

Mathematics has been successfully implemented as a core curriculum subject throughout the school. We would like to express our gratitude to the ENPS whānau (parents and guardians) and kaiako (teachers) for their continuous support of our ākonga (students) throughout the year. Ka mau te wehi! Fantastic!

Our ākonga have demonstrated strengths in understanding and applying a variety of numeracy strategies. They are adept at using different materials to solve mathematical problems. As their confidence grows, so does their ability to tackle problems using a combination of mental strategies.

Our ENPS Mathematics leader, Lei Shi, spearheaded school-wide mathematics events and programmes with support from Dillon Rungan. The ENPS Maths team also participated in various professional development workshops organised by Cognition to enhance our school's mathematics curriculum. This included becoming familiar with the new Ministry of Education Curriculum Refresh document. We have continued to emphasise to our students that mathematics is present in everyday life and, most importantly, how they can apply mathematical thinking to real-life situations.

Throughout the school, ākonga are excelling in mathematics, with the majority of those in Years 1-6 meeting the New Zealand Curriculum (NZC) targets. A total of 93% of ākonga across the school have achieved at or above the NZC level for their respective year levels in mathematics.

Our Māori ākonga at the school have made encouraging progress, with 85% achieving at or above the New Zealand Curriculum (NZC) level for their respective year levels. Similarly, our Pasifika ākonga have also made significant progress, with 85% reaching at or above the NZC level for their year levels.

All the cohorts across the school have exceeded the school's New Zealand Curriculum (NZC) targets, with 56% of ākonga achieving above the NZC level in mathematics for their year level. Our Year 2, 3, and 5 ākonga have performed particularly well, with 96%, 95%, and 92%, respectively, exceeding the NZC target for their year levels. In Year 6, 57% (64 ākonga) are achieving at or above Level 4 of the NZC, and 10 ākonga are reaching Level 5. This is a noteworthy achievement that we are all proud of.

Our specific target ākonga have excelled, with 100% (44 students) from Years 2, 3, 4, 5, and 6 in the target groups performing at or above the New Zealand Curriculum (NZC) level for their year. Additionally, 55% of these target ākonga have made accelerated progress, achieving above the NZC level in mathematics for their year level. We would like to thank all our staff for planning and delivering differentiated, authentic learning experiences that have accelerated the learning of all our students.

#### **Whāia te iti kahurangi ki te tūohu koe me he maunga teitei**

*Seek the treasure you value most dearly: if you bow your head, let it be to a lofty mountain*  
This whakataukī is about aiming high or for what is truly valuable, but its real message is to be persistent and to not let obstacles stop you from reaching your goal.

#### ***2023 Recommendations from Student Achievement Analysis implemented in 2024***

This year, we have implemented three digital maths learning tools for the school across different year levels, and these are as follows:

- Year 1 & 2: Matific
- Year 3 & 4: Mathletics
- Year 5 & 6: Education Perfect

The above digital programs have been used as independent tasks in class and as part of our home learning programmes.

With assistance and support from Cognition, PCTs and new kaiako, workshops and whole staff discussions were carried out, aiming to build up kaiako's ability to generate low-floor, high-ceiling rich and strand-integrated tasks and their understanding of the learning progression. Kaiako from different year levels also co-taught with a consultant from Cognition to consolidate their practice. In addition, Lei Shi & Dillon Rungan also attended four maths cluster meetings to bring the refreshed maths curriculum to share with the school staff.

The Maths Week events were well planned and delivered by the tamariki and kaiako and well supported by whānau. Teachers could apply what they learnt to their mathematics games to the whole school and whānau to enjoy.

Mathematics is integrated into many other learning areas across the school, such as Topic (an integrated learning programme), and the acceleration group actively participated in this year's Otago Problem Solving challenges.

## **RECOMMENDATIONS FOR 2025**

### **Mathematics programmes will be enhanced by:**

#### ***Specific Targets for 2025:***

- 10 students in Year 2 will make accelerated progress towards achieving at or above NZC level 1P/1A.
- 10 students in Year 3 will make accelerated progress towards achieving at or above NZC level 1A/2B.
- 10 students in Year 4 will make accelerated progress towards achieving at or above NZC Level 2P/2A.
- 10 students in Year 5 will make accelerated progress towards achieving at or above NZC Level 2A/3B.
- 10 students in Year 6 will make accelerated progress towards achieving at or above NZC Level 3P/3A.

#### ***Other Recommendations:***

- Kaiako will implement and update their maths goals.
- Kaiako will continue to support and extend our accelerant mathematicians using national assessments such as Otago Problem Solving, which caters for above Stage 8 (Y7-8)
- Whole staff PLD sessions will be needed to unpack the refreshed curriculum in Mathematics and the utilisation of the supporting MOE-funded resources (Maths No Problem).
- The school's maths programme will need to integrate strands and numeracy lessons more effectively, reflecting the 'understand, know and do' approach of the refreshed Maths Curriculum
- Digital learning tools for mathematics will be explored to assist and extend ākonga learning at school and home
- The school can further capitalise on the Maths Week achievements to present maths innovatively (game-based approach) and use these opportunities to connect learning with whānau



# PROGRESS TRACKING COHORTS

## Reading (Years 1-6) NZC Level OTJs

Progress	2021	2022	2023	2024
Year 6	97%	98%	92%	91%
Year 5	94%	92%	91%	91%
Year 4	95%	94%	87%	84%
Year 3	90%	92%	93%	81%
Year 2	80%	93%	73%	81%
Year 1	100%	100%	100%	100%

## Writing (Years 1-6) NZC Level OTJs

Progress	2021	2022	2023	2024
Year 6	87%	93%	88%	88%
Year 5	94%	89%	88%	81%
Year 4	90%	93%	82%	84%
Year 3	85%	89%	92%	86%
Year 2	80%	97%	73%	81%
Year 1	100%	100%	100%	100%

## Mathematics (Years 1-6) NZC Level OTJs

Progress	2021	2022	2023	2024
Year 6	90%	95%	94%	90%
Year 5	92%	93%	92%	92%
Year 4	95%	94%	86%	86%
Year 3	94%	96%	96%	95%
Year 2	87%	97%	94%	96%
Year 1	100%	100%	100%	100%