



School Name:	Raglan Area School EOY 2023	School Number:	125
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Strategic Aim:	<p>RAGLAN AREA SCHOOL ANALYSIS OF VARIANCE EOY 2023</p> <ol style="list-style-type: none"> 1. Quality and effective teaching, learning and assessment practices are embedded to raise and celebrate outcomes for all learners at Raglan Area School. 2. Māori learners achieve and celebrate success acknowledging their identity, language and culture.
Annual Aim:	<ol style="list-style-type: none"> 1. Tracking and monitoring processes will be consistent and embedded across the school to understand root causes of successes and disappointments, selecting the right mix of change levers to address causes. 2. Build deeper knowledge and effective analysis of achievement information 3. Strengthen systems and processes to effectively track and monitor Year 11-13 student progress and achievement throughout the year 4. Improve the achievement levels in the NZC and TMoA for Writing
Targets	<p>1.Schoolwide</p> <ul style="list-style-type: none"> ● Track and monitor attendance across the school and its impact on student achievement. <p>2.Kura Teina (Yrs 0-6)</p> <ul style="list-style-type: none"> ● Increase the number of Year 0-6 students achieving at or above the standard for Writing. ● Focus on Reo acquisition for Year 0-6 taura in Māori immersion (Te Rōpū Aroha ki te Reo) to improve their capacity in Tuhituhi. <p>3.Kura Tuakana (Yrs 7-13)</p> <ul style="list-style-type: none"> ● Increase the number of Year 7-10 students achieving at or above the standard for Reading.



- In Years 11-13 the Target is for 90% + to gain NCEA 2 and Improve the numbers of students achieving University Entrance outcomes for Yr 13.

Baseline Data:

RAGLAN AREA SCHOOL ANALYSIS OF VARIANCE

How is attendance measured?

- A student who is **regularly attending** misses less than one week of school time across a standard 10-week term. This means they're attending more than 90% of a term¹.
- A student who is **irregularly absent** misses 1-2 weeks of school across a standard 10-week term. This means they're attending 81-90% of a term.
- A student who is **moderately absent** misses 2-3 weeks of school across a standard 10-week term. This means they're attending 71-80% of a term.
- A student who is **chronically absent** misses three weeks or more of school across a standard 10-week term. This means they're attending school 70% or less of a term.

Schoolwide Attendance Data - Schoolwide - YTD Nov 2023

(Target No.1- Track and monitor attendance across the school and its impact on student achievement)

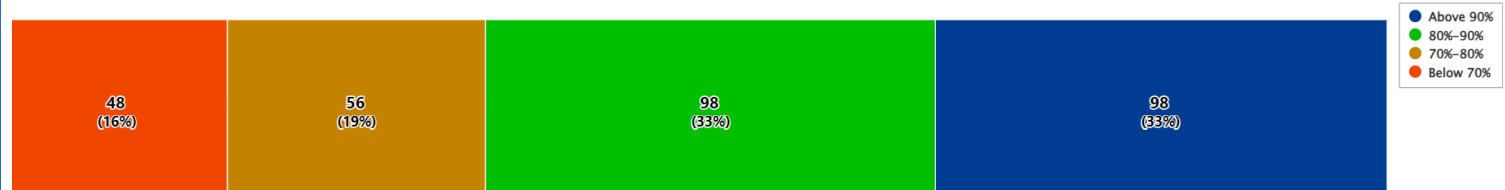




Schoolwide Attendance Data (Comparative) EOY 2022



Kura Tuakana Attendance Data Nov 2023

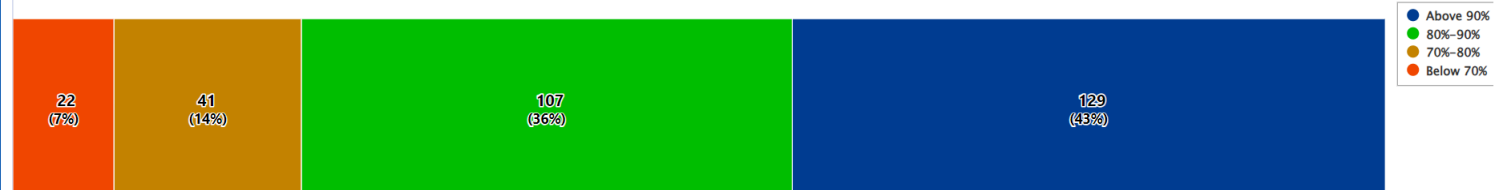


Attendance Data Kura Tuakana EOY 2022 (Comparative)

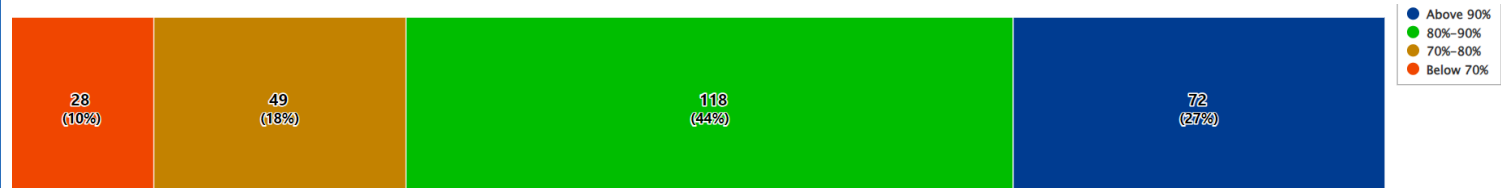




Kura Teina Attendance Data Nov 2023



Kura Teina Attendance 2022 (Comparative data EOY)



What (what does the data tell us?)

- Attendance remains a concern in 2023. According to MOE guidelines, students who regularly attend school are here **90%** of the time (blue zone). We have recorded an improvement in regular attendance as at Nov 2023 with 228 students regularly attending, that is, **38% (blue zone)**. This is an increase of **16%** across the kura since the EOY 2022 data.
- The following factors continue to impact on student attendance across the school: schoolwork related anxiety; parent/student apathy towards school; MOE messages to keep students home if they have flu-like symptoms; some parents choosing part time Bush school for their children; some families taking extended overseas trips during school time etc.
- It has taken a significant period of time for the newly introduced Attendance Officers to be inducted into



their roles with our school and the other 3 schools in the Kahui Ako; this has included getting to know all of the school Attendance staff and to be upskilled with the MOE data systems.

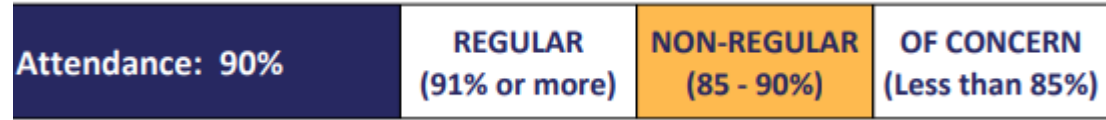
- Teachers and school staff are not finding the time for consistent follow up of non-attending students.
- Teachers in the senior school in particular, are inconsistently completing their daily rolls e.g. a child who is late to school may have been coded as absent - this has not been followed up by staff.

Why (Impacts/Considerations)

- We keep accurate data of those who do attend i.e. all students who were on our student roll remained on our roll even though some were not attending (Bush school and non-funded home school learning) and met the criteria for removal from the roll.
- Some families are still choosing to keep their children at home e.g. non-attendance for 20 days/returned to school before the 21 day mandatory removal from roll timeframes.
- In some instances we are aware of older siblings remaining at home to care for younger siblings while parents are at work.

Where to (next steps):

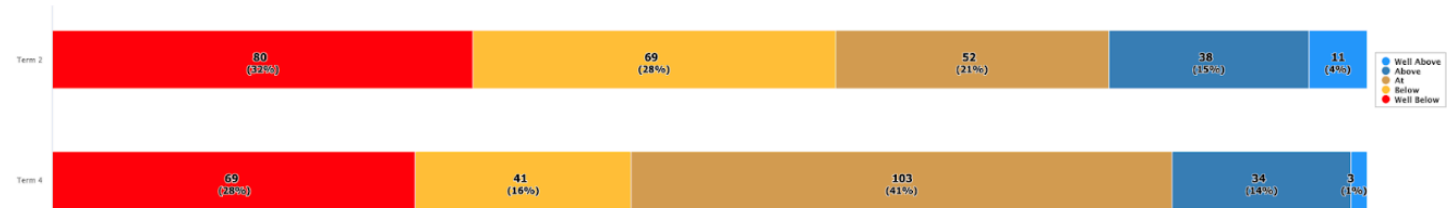
- Senior staff, supported by the two MOE funded Attendance officers, developed an “Attendance At Risk” students register for those who fall within the “critical” range of non-attendance.
- A schoolwide attendance plan approach has been implemented with regular communications being held between the Attendance Officers, school and home.
- The MOE target is **70%** schoolwide regular attendance by 2024. Realistically, Raglan Area School is targeting an increase to a minimum of **50%** by 2024. We have recorded a **16%** improvement this year i.e. **38% regularly attending for 2023**.
- Raising attendance levels will remain as a focused target for staff and the Attendance Officers.
- Connections with our Attendance officers is a strength as they are able to connect meaningfully with the whaanau who are at risk. Staff referrals are made to our Student Secretary who then communicates with the Attendance Officers. The Attendance Officers connect with relevant staff to gain as much information as possible before approaching and/or visiting the whaanau. We now include an Attendance box on our student reports to keep whaanau directly informed about the attendance rates of their tamariki. Attendance will be formally reported four times in the school year.



Kura Teina Student Achievement Data EOY 2023

Writing Term 2 to Term 4 (Target No. 2 Annual plan actions was to increase the number of Year 0-6 students achieving at or above the standard for Writing)

Year 0-6



What (what does the data tell us?)

- EOY 2023 data showed students achieving at or above is 56%.
- Term 4 data comparative to Term 2 data shows an improvement in writing of 16%
- There are less students who are below in writing in Term 2 than Term 4 (28% to 16%)
- There are less students who are well below in writing in Term 2 than Term 4 (32% to 28%)



- Out of 130 girls, 70% (88) are achieving at or above in writing
- Out of 134 boys, 42% (56) are achieving at or above in writing
- Māori males continue to be our most vulnerable group.
- 2024 Priority Learners in writing have been identified, grouped and shared with teachers.

Why (impacts and considerations)

- Whilst PLD has been continued throughout 2023, the teaching of writing has not been consistent
- Currently RAS Kura teina are not using any “standardised” assessments for writing
- Due to low student attendance, many received no teaching of new skills to support learning.

Where to (next steps):

Whilst moderating and monitoring of these students has been targeted towards the priority students a continued and “intentional” approach towards all students is required for 2024.

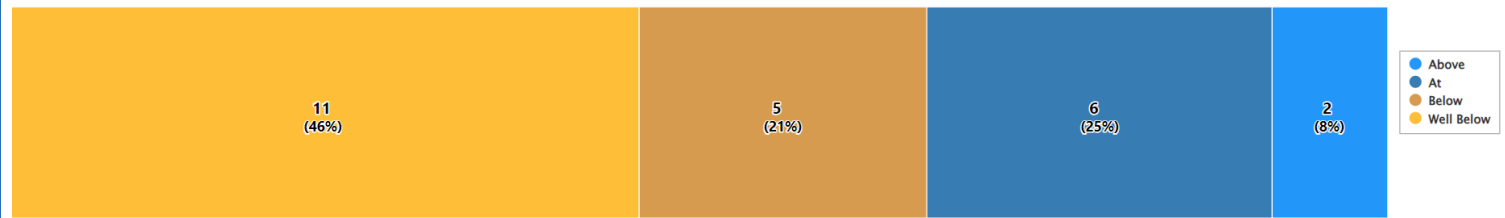
- The appointment of a targeted literacy coach meant that our data improved overall by 16%. This has not been achieved in the last 3 years. For our data to improve even further, a targeted literacy coach is highly recommended.
- Continue to review progress within our writing programmes at the end of each term and to moderate in teams.
- Include an E Asttle writing approach in 2024 to enable more targeted review and monitor progress in writing.

Kura Teina - Te Roopu Aroha Ki te Reo Data - (Annual Target No.4) *Focus on Reo acquisition for Year 0-6 students in Māori immersion (Te Rōpū Aroha ki te Reo) and to improve their capacity in Tuhituhi.*

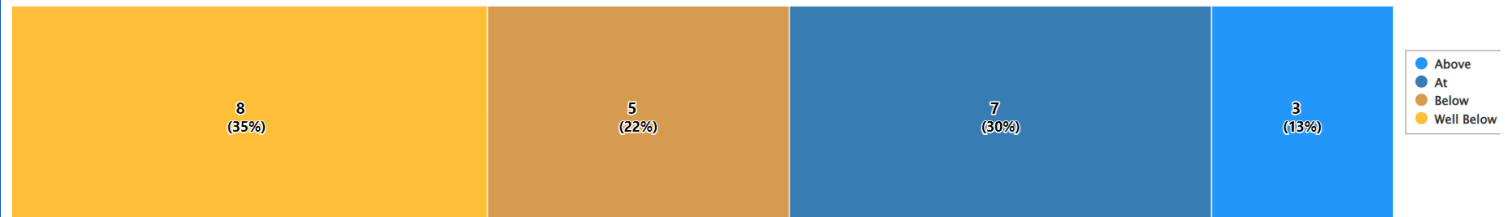
Reo Acquisition Term 2 - Term 4 2023



Korero a Waha Term 2 - 2023 - 100% Bar Chart



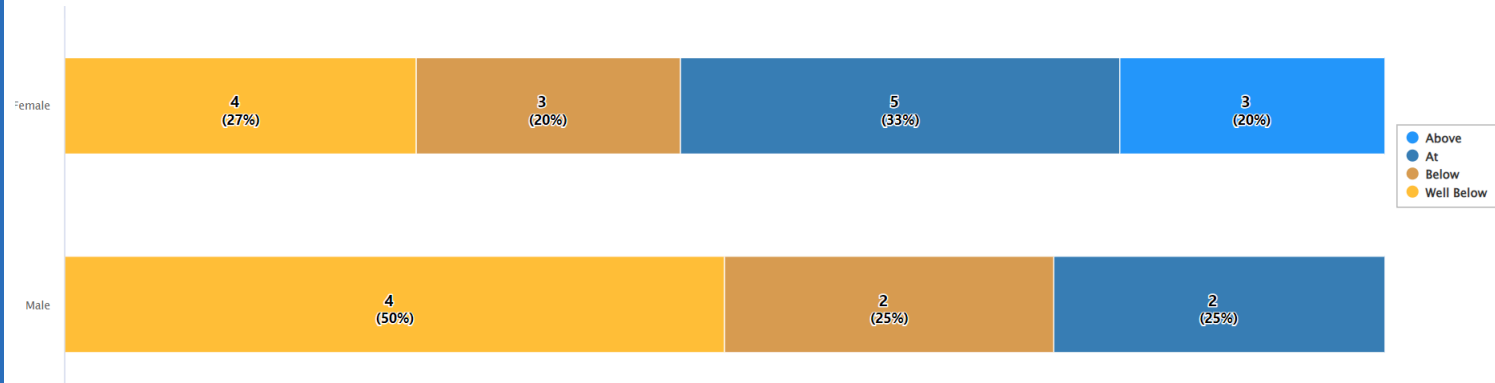
Korero a Waha Term 4 - 2023 - 100% Bar Chart





Korero a Waha Term 4 - 2023 - 100% Bar Chart

Split By: Gender



What (What does the data tell us?)

- EOY 2023, there are 23 taura in Te Roopu Aroha Ki te Reo.
- At the end of Term 2, 33% (8) students were achieving at or above in Korero a waha
- At the end of Term 4, 43% (10) student were achieving at or above in Korero a waha
- At the end of Term 4, 57% (13) are below or well below in Korero a waha compared to 67% at the end of Term 2
- Girls acquisition of reo is slightly more than their male counterparts

Why (Impacts and Considerations)

- It has only been in the last year that we have managed to update our SMS system to include indicators for Te Reo Māori.
- Lack of fluent speakers in this space and schoolwide



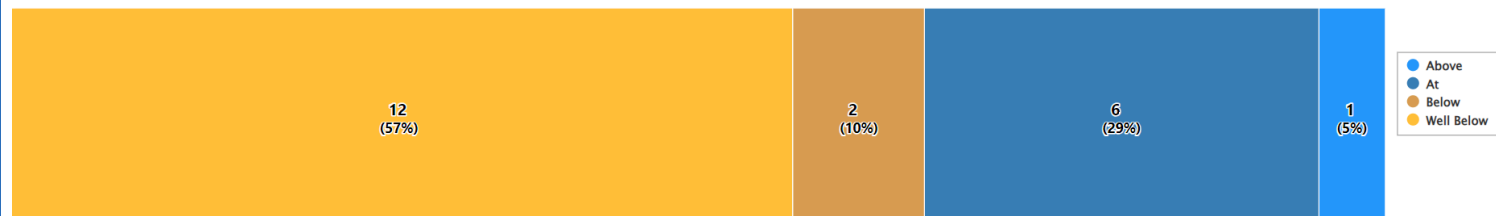
- Tamariki continue to use english as opposed to reo
- One positive outcome of smaller student numbers is the ability of our Kaiako to respond more easily in a second language environment and to support growth 1-1.

Where to (Next steps)

- Access a consistent student management data analysis that uses the Aromatawai indicators
- Ensure transitioning of the new kaiako includes them having time to grow their capacities using current data and indicators on Edge
- Strengthen relationships with the tamariki eg. whakatau/powhiri for all new tamariki, visits with local iwi and Kohanga Reo to support Te Roopu Aroha Ki te Reo, frequent communications via email, texts, phone and use of TRAKTR facebook page for all whanau.
- Both Kaiako are committed to improving their own Reo fluency by participating in programmes such as Te Rekamauroa (MOE funded PLD).
- The Principal, Deputy Principals (2) and schoolwide Te Reo Māori lead teachers (2) are committed to the development of a schoolwide strategic plan for Te Reo and Tikanga Māori.

Tuhituhi (Writing) data EOY 2024

Tuhituhi Term 2 - 2023 - 100% Bar Chart





Tuhituhi Term 4 - 2023 - 100% Bar Chart



What (What the Tuhituhi data is telling us?)

- There have been new enrolments for the roopuu (3) from the data shown in Term 2.
- Term 2 data 2023 reveals that 7/21 (34%) students were achieving at or above in tuhituhi.
- EOY data 2023 has 8/24 students (33%) achieving at or above in Tuhituhi
- EOY data in 2022 showed 5 (25%) were achieving at or above in Tuhituhi
- There is a noticeable change, albeit a small shift of improvement across this cohort.

Why (Impacts and Consideration)

- A Structured Literacy approach is not available in Maori medium at this time.
- While our schoolwide literacy coach supports the Kaiako with strategies she is not a reo speaker.
- Kaiako are still developing their own strategies/resources to support the teaching and learning of tuhituhi

Where to (Next steps):



- There will be 2 new Kaiako in the rumaki unit for 2024; one is an experienced teacher and one will be a beginner teacher. Both are new to working in a bilingual/immersion environment but are local. One is a past student of the school's rumaki classes.
- Commitment to the employment of a designated Kaiawhina, who has high proficiency levels of te reo to support the Kaiako to implement Korereao in the classroom spaces.
- Commitment to the allocation of an experienced Kura Tuakana Kaiako to mentor and support the new beginning teacher.
- Access external PLD providers to support the new kaiako and the Māori medium programmes in Te Roopu Aroha ki te Reo.
- Every second PLD session (one hour) on a Monday is dedicated to supporting Kaiako to grow confidence in reo and tikanga in our kura setting.
- A whanau hui was held on the 23rd November 2023 to gauge whanau voice and to introduce the new kaiako in Te Roopu Aroha ki te reo 2024 - strengthening relationships with iwi and whanau.

Kura Tuakana Achievement Data EOY 2023

NCEA INTERIM RESULTS AS AT 1.12.23

→ NB: This is data based on currently attending students. The outcomes for our final results could be affected by the number of students that actually attended in 2023 and did not complete the academic year.



Reporting Date - 01/12/2023			
	Y11 Percentage	Y12 Percentage	Y13 Percentage
Passed:	41.2%	86.7%	48.1%
80+:	41.2%	26.7%	11.1%
70-79:	27.5%	36.7%	11.1%
60-69:	15.7%	23.3%	25.9%
50-59:	2%	10%	7.4%
40-49:	5.9%	0%	22.2%
30-39:	0%	3.3%	11.1%
20-29:	2%	0%	7.4%
10-19:	2%	0%	0%
1-9:	2%	0%	3.7%
0:	2%	0%	0%
Literacy:	94.1%	100%	100%
Numeracy:	90.2%	100%	100%
UE Literacy:	2%	20%	59.3%

- This data represents the interim results before the external exams have been marked. Final results arrive in March, 2024.
- 80 Credits are needed at Level 1 to gain NCEA 1. Of the 80 credits 10 must be Literacy and 10 must be Numeracy, with the remaining 60 credits coming from any other subject area.
- Confirmation of final outcomes will be added to the report in March once all external exam grades have been ratified by NZQA.

What? (What is the data telling us)

Year 11 Data (51 Students)



- 94% of our students have achieved literacy for Level 1. In numeracy, 90% have achieved Level 1. These are key components to gaining an NCEA qualification.
- 83% of Year 11 students have 60 or more credits currently and are likely to pass Level 1.
- Year 12 Data (30 students)
- 86% of students have gained Level 2 NCEA
- 100% have gained Literacy
- 100% have gained Numeracy
- 20% have gained University Entrance Literacy
- Year 13 Data (27 Students)
- 48.1% of students have gained Level 3 NCEA
- 100% have gained Literacy
- 100% have gained Numeracy
- 59.3% have gain University Entrance Literacy

- Here is our confirmed Data from NZQA



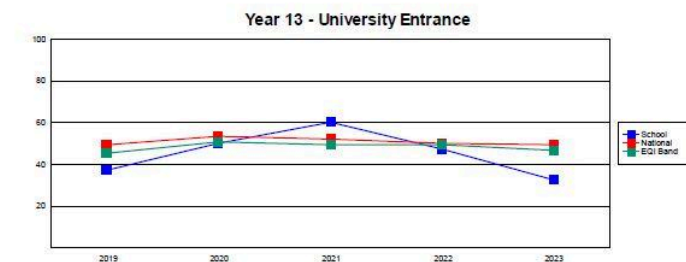
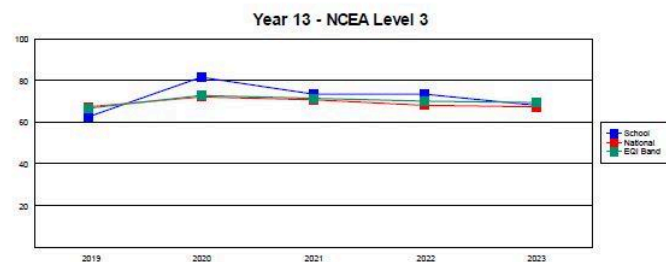
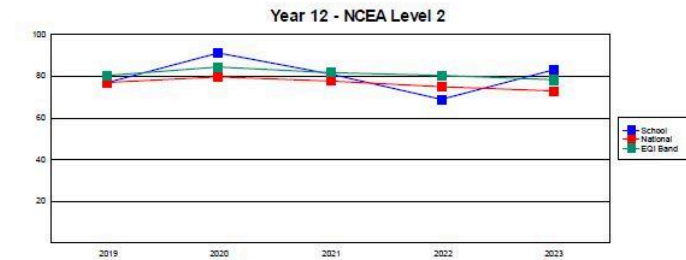
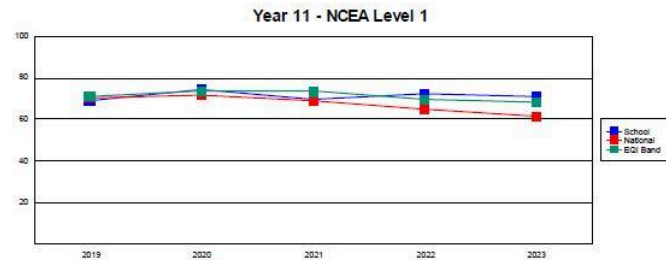
Context:

Achievement in NCEA and UE: Raglan Area School

Generated 10-Mar-2024

PR2 - Enrolment Based Cumulative Overall Results

Academic Year	Raglan Area School				National				Average Socioeconomic Barriers (School Equity Index Band)			
	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE
2019	69.0	77.3	62.9	37.1	70.6	77.5	67.3	49.3	71.2	80.4	66.5	45.6
2020	74.4	91.2	81.3	50.0	71.8	80.1	72.1	53.4	73.7	84.4	72.4	50.8
2021	69.8	81.4	73.3	60.0	69.2	77.9	70.5	51.9	73.4	81.7	71.4	49.4
2022	72.1	69.4	73.5	47.1	64.9	74.9	68.2	50.3	69.6	80.4	70.0	49.2
2023	71.2	83.3	67.7	32.3	61.6	73.2	67.6	49.7	68.1	78.3	69.0	46.6



- 71.2% pass rate for NCEA L1 above national norms
- 83.3% pass rate for NCEA L2 above national norms



- 67.7% pass rate for NCEA L3 above national norms
- Our overall Numeracy and Literacy pass rates were also above national norms

The Why? (barriers and challenges)

- Throughout 2023, we have responded to the teacher 's voice to deliver professional learning that is targeted across the team as well as departmentally i.e. subject, year level and Deans.
- All of our lead teachers have attended a subject or role specific professional learning opportunity to network with subject experts.
- All teachers have had access to external NCEA support, this is essential in a small kura when your team is usually 1-2 people.
- Wananga before exams have allowed students to complete that extra and last minute revision before exams.

Where to next?

- Implement NCEA Changes for Level 1
- Ensure Year 9-10 students are prepared for the co-requisite exams

Year 7-8 EOY Data

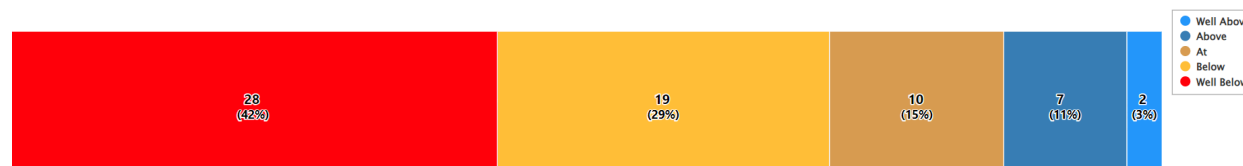
EOY 2023 Data for Reading

Annual Aim: *Increase the number of Year 7-10 students achieving at or above the standard for Reading*



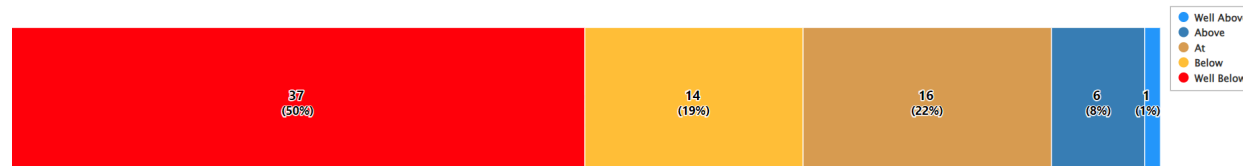
Reading Term 2 - 2023 - 100% Bar Chart

Filtered By: Year 7,Year 8



Reading Term 4 - 2023 - 100% Bar Chart

Filtered By: Year 7,Year 8



What (what the data is telling us in Reading)

- EOY data 2023 shows that 23/74 (31%) students are achieving at or above in Reading. This shows a slight improvement from Term 2 i.e. 19-23 or 29% to 31%
- EOY data shows 51 (69%) students are at below or well below in Reading
- There are more students underachieving than achieving



- A significant portion of this cohort are failing in reading

Why (barriers and challenges)

- Minimal to no tracking of student progress throughout 2023
- No targeted programme implemented to monitor and track progress of students
- There is no comparative data due to Markbooks being used and data being lost at the end of 2022.
- Attendance data for this cohort is low - this could have an impact on data.
- We lost two kaiako in this space in 2023
- Failure to recruit a suitable Year 7-8 teacher despite advertising extensively
- Moving a Year 3-4 teacher into the space who has not previously taught Year 7-8
- A former teacher of RAS was appointed in Term 3 to take the place of another kaiako who left
- Year 7-8 Cohort do not quite fit the Secondary model or the Teina model which has been a challenge to oversee or implement a Curriculum plan
- Challenging to have new kaiako implement Structured literacy and DMIC maths without any PLD

EOY 2023 Data for Writing

Writing Term 2 - 2023 - 100% Bar Chart

Filtered By: Year 7, Year 8





Writing Term 4 - 2023 - 100% Bar Chart

Filtered By: Year 7, Year 8



What? (What the data is telling us for Writing)

- At the EOY 2023, 12/74 students (16%) of this cohort are achieving in writing whilst 62 students (84%) are below or well below
- There is a slight improvement across the board from the end of Term 2 data e.g. 7 students were at compared to 12 students in Term 4.
- There are no students achieving above in writing
- A significant portion of these students are failing in writing (T4 84% of the cohort)
- Little to no intervention or targeted support

Why?

EOY 2023 Data for Maths



Math Term 2 - 2023 - 100% Bar Chart

Filtered By: Year 7, Year 8



What? (What the EOY 2023 Maths data is telling us)

- 26/74 (35%) students are at or above in Maths as at the EOY 2023
- 55 students were and are below or well below for Maths in Terms 2 and 4
- More students are well below in Term 4 than Term 2 (T4 48 students or 65%) (T2 38 students or 58%) = regression
- A significant portion of this cohort are failing in Maths
- Minimal to no tracking of student progress throughout 2023
- An explicit and targeted programme is required for 2024 to monitor and track progress of these students

Why? (Challenges and barriers)

Kura Tuakana Data EOY 2023



Years 9-10

EOY 2023 Data for Maths

Annual Aim: Increase the number of Year 7-10 students achieving at or above the standard for Reading

Kura Tuakana Student Achievement Data EOY 2023

Mathematics Term 4 '22 to Term 4 '23

Y10 students e-asTTle Mathematics curriculum sublevel progression T4 '22 - T4 '23

sublevel progression	-4	-3	-2	-1	0	1	2	3	4
No of students	1			3	3	3	4	4	2
Ethnicity/ Gender	Mao-Fem			Mao-Fem	NonMao-Mal	NonMao-Fem	NonMao-Mal	Mao-Mal	Mao-Mal
				Mao-Fem	NonMao-Fem	Mao-Fem	NonMao-Mal	Mao-Mal	Mao-Mal
				Mao-Fem	Mao-Fem	NonMao-Mal	NonMao-Mal	Mao-Fem	
							NonMao-Fem	NonMao-Fem	

Y9 students e-asTTle Mathematics curriculum sublevel progression T4 '22 - T4 '23

sublevel progression	-4	-3	-2	-1	0	1	2	3	4
No of students	1			4	5	4	7	1	
Ethnicity/ Gender	NonMao-Mal			NonMao-Fem	NonMao-Fem	NonMao-Mal	NonMao-Fem	NonMao-Mal	
				NonMao-Mal	NonMao-Fem	NonMao-Mal	NonMao-Mal		
				Mao-Fem	NonMao-Mal	NonMao-Fem	NonMao-Fem		
				Mao-Mal	Mao-Mal	NonMao-Mal	NonMao-Fem		
					Mao-Mal		NonMao-Fem		
							Mao-Mal		
							Mao-Mal		



What (what does the data tell us?)

- EOY 2023 data showed Y10 students achieving at curriculum level 5P or above is 18%. (Curriculum level 5P is the national norm for e-asTTle results Term 4, Y10 students).
- Term 4 '22 to Term 4 '23 individual data tracking of 20 Y10 students showed that 50% progressed 2 or more curriculum sub-levels in 12 months.
- The majority of the students that progressed 3 or 4 sublevels identified as Maori - male. (2 curriculum sublevels is the expected e-asTTle progression for one year of learning).
- Individual tracking data also showed concerning results of a group of Maori-female students that showed no or a negative progress over the 12 month period.
- EOY 2023 data showed Y9 students achieving at curriculum level 4A or above is 18%. (Curriculum level 4A is the national norm for e-asTTle results Term 4, Y9 students).
- EOY 2023 data also showed Y9 students achieving at or below curriculum level 3B is 45%.
- Term 4 '22 to Term 4 '23 individual data tracking of 22 Y9 students showed that 36% progressed 2 or more curriculum sub-levels in 12 months.
- The majority of the students that progressed 2 or 3 sublevels identified as non-Maori - female. (2 curriculum sublevels is the expected e-asTTle progression for one year of learning).
- Individual tracking data also showed concerning results of a group of Y9 students that showed no or a negative progress over the 12 month period.

Why (impacts and considerations)

- The implementation of our DMIC (Developing Mathematical Inquiry Communities) Pedagogy enabled Y10 students to “talk” Math in mixed ability groups. Understanding, explaining and justifying mathematical concepts with your peers became the norm in our Y10 Maths classrooms. In particular Maori male students displayed increased confidence levels in “knowing how to do Math”, and showed considerable progress compared to their last year’s results.



- Due to staff changes, our Y9 cohort was taught by 5 different teachers this year. These ongoing changes coupled with the fast spread of low able learners (45% of Y9 students operating at curriculum level 3B or below) impacted greatly on offering a consistent learning environment. Our kura tried to offer some stability by engaging a learning assistant to work with a small group of Y9 boys, learning basic numeracy skills.

Where to (next steps):

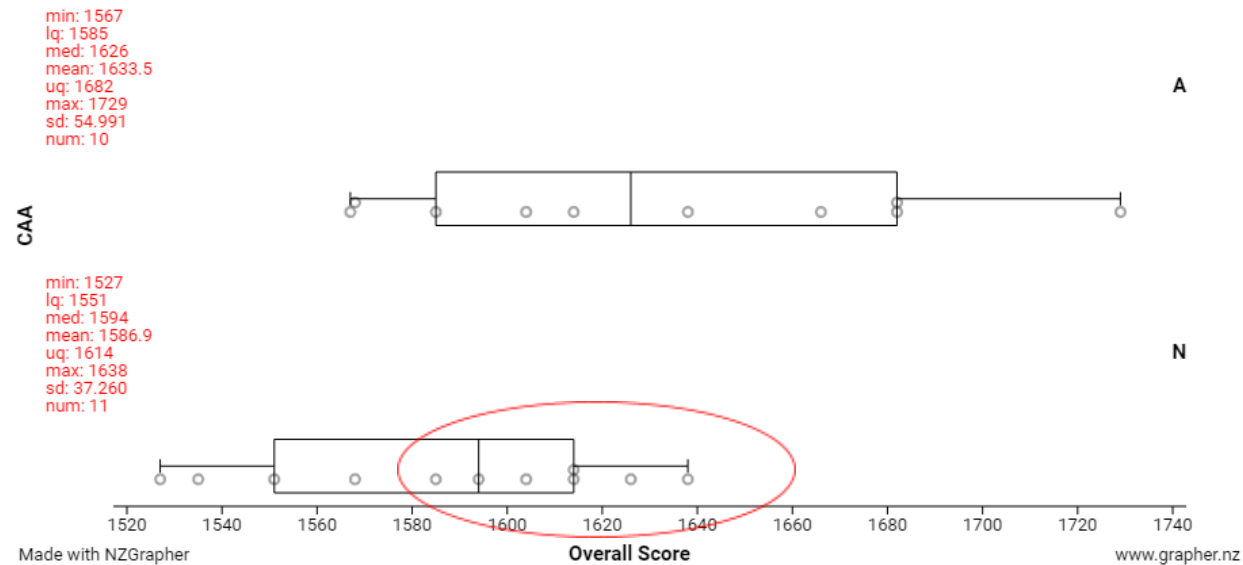
- Even though the funding has been withdrawn for continued DMIC professional development sessions and mentoring, our kura will continue teaching and learning Maths according to the DMIC pedagogy. This includes internal PD to develop and further an understanding of the pedagogy for new and current staff.
- Moving forward, we propose to split our 2024 Y10 class into two groups, one mainstream group learning our Level 5 Maths curriculum, as well as Numeracy focus, and one smaller group focussing initially on engagement and learning “how to learn” through mini projects.

2023 Term 2 CAA results Y9 - 10

Y9/10 CAA Numeracy results in Term 2, 2023 with reference to e-asTTle Maths results
(N=22 students)



CAA Numeracy vs EasTTle results



EasTTle raw score 1585 = 5B (curriculum level)

What (what does the data tell us?)

- **Y9/10 CAA results vs E-asTTle raw score.**

Please note that the graph contains data from 22 students only. Therefore, an additional analysis by gender or ethnicity was not available.

The median e-asTTle score for students that passed the Numeracy CAA is 1626 compared to 1594. However, both of these e-asTTle raw scores correspond to a 5P curriculum level.



Most concerning were the not Achieved CAA results for Y9 or 10 students that were identified to be operating at curriculum level 5P (circled red on the graph).

- **Y10 students' results - 67% pass rate**

Entry requirement: Y10 students that identified as operating at curriculum level 4/5 according to easTTle results or teacher judgement

Entered: 19

Not Achieved: 6

Not Attempted: 1

Achieved: 12

- 67% pass rate for “ready” Y10 students seemed to be similar to the result from other schools. A comparison against our decile would be of interest. Please note that just over half of our Y10 students were identified as being “ready”, ie operating at a curriculum level 4/5

- **Y9 students' results - 17% pass rate**

Entry requirement: Y9 students that identified as operating at curriculum level 4/5 according to easTTle results or teacher judgment

Entered: 7

Not Achieved: 5

Not Attempted: 1

Achieved: 1

Why (impacts and considerations)



- Term 2 CAA numeracy results indicated that even able learners did not pass the assessment. Our focus in Maths therefore was shifted to incorporate more explicit numeracy teaching. Particularly skills (reading a clock, estimating lengths) that perhaps were taken for granted.
- A big part of this new assessment is for students to be able to explain and justify their thinking. While we have already started to implement these strategies through our DMIC pedagogy, it will take some time for students to fully understand and develop these skills.
- We will continue to gauge readiness for the CAA using the e-asTTle assessment, and only enroll students that indicate readiness.

Where to (next steps):

- Continue our professional learning with all departments to incorporate explicit Numeracy teaching across the curriculum.
- Spotlight numeracy learning at all times (even in the Maths classroom).
- Ensure that focus and unpacking is on little skills when teaching bigger concepts.

Kura Tuakana Student Achievement Data EOY 2023

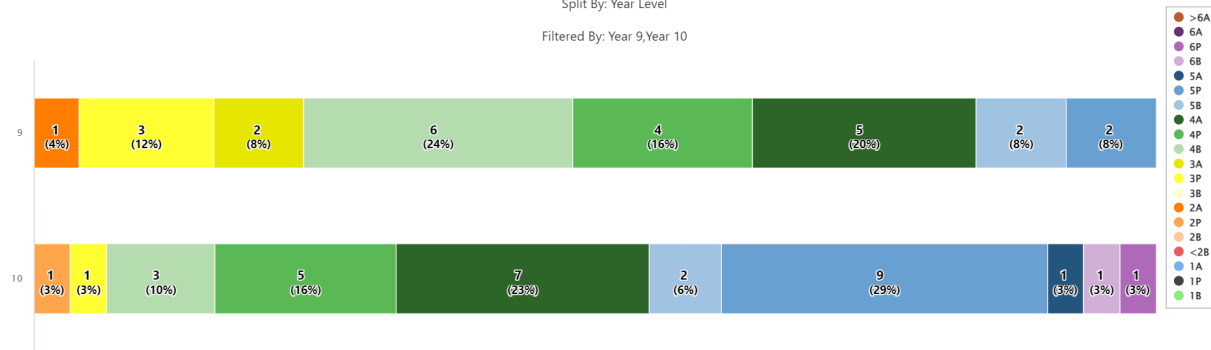
Term 4 2023 Reading Comprehension



e-asTTle Reading Term 4 - 2023 - 100% Bar Chart

Split By: Year Level

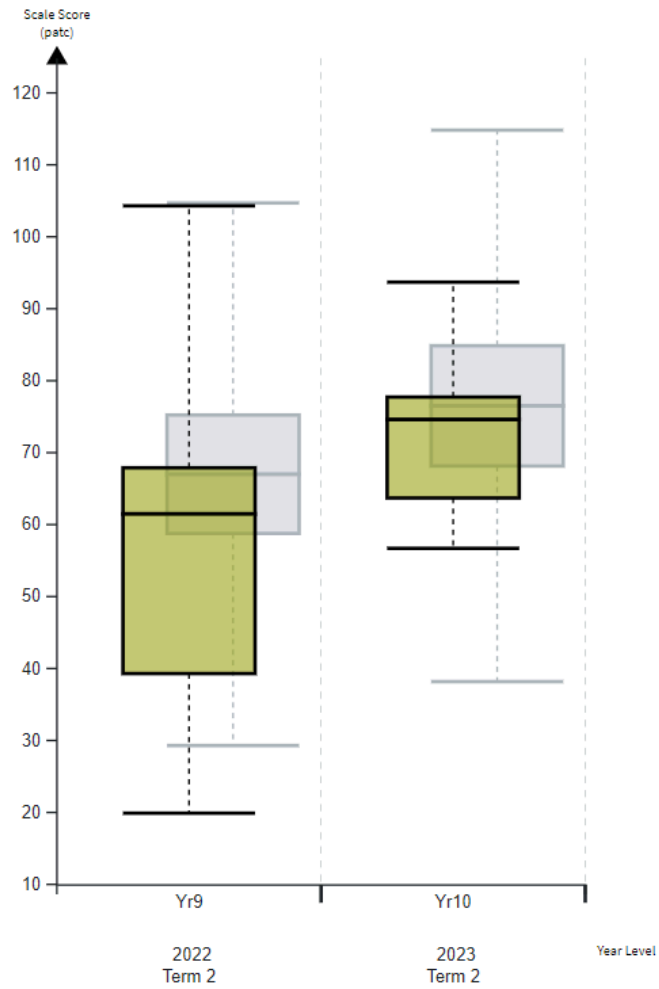
Filtered By: Year 9, Year 10



Term 2 2022 - Term 2 2023 Reading Comprehension PAT results (Y9 - 10) for Maori and all students, and male students breakdown

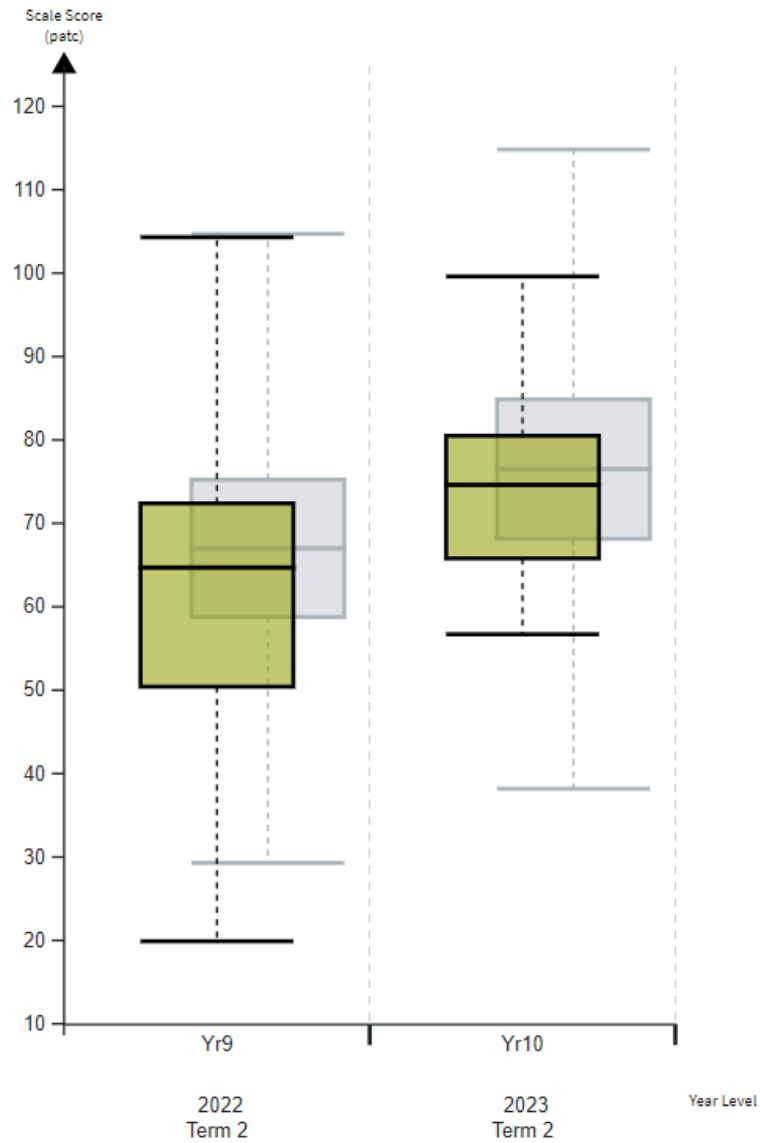


Ethnicity: Māori





Year	Term	Year Level	Students (Completed)	Mean Scale Score	Standard Deviation	Highest Score	Upper Quartile	Median	Lower Quartile	Lowest Score
2022	Term 2	9	18/21	55.7 (67.0)	20.8 (12.2)	104.3 (104.7)	67.9(75.2)	61.5 (67.0)	39.3(58.8)	19.9 (29.3)
2023	Term 2	10	22/22	71.9 (76.5)	10.1 (12.4)	93.7 (114.8)	77.7(84.9)	74.6 (76.5)	63.7(68.1)	56.7 (38.2)



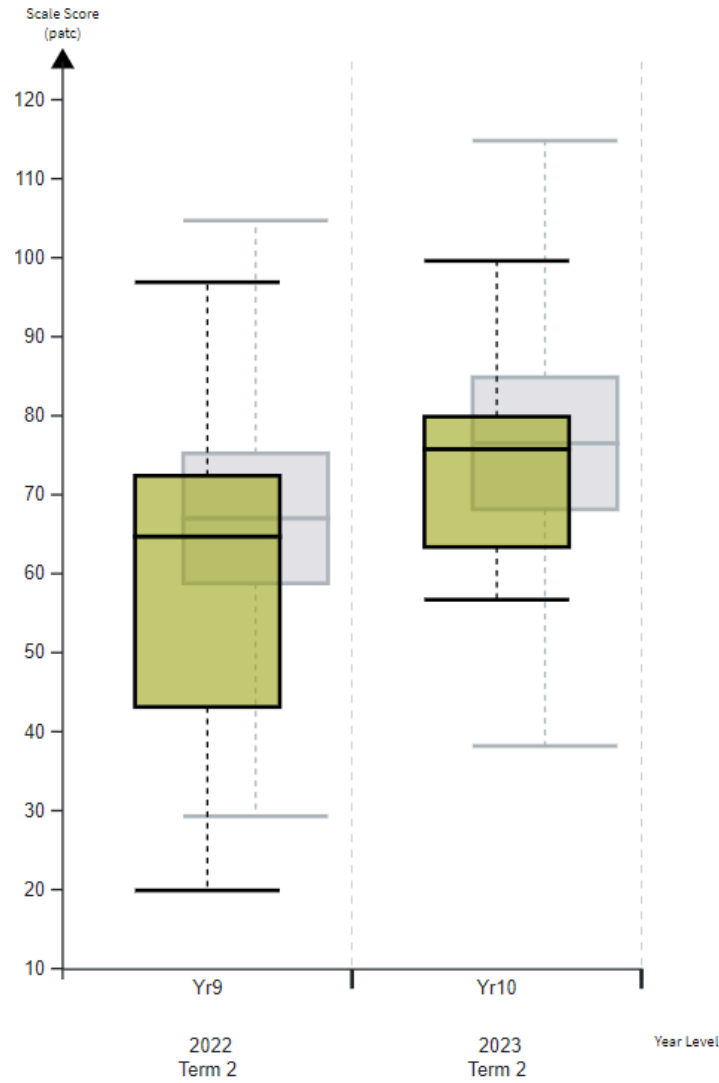


Year	Term	Year Level	Students (Completed)	Mean Scale Score	Standard Deviation	Highest Score	Upper Quartile	Median	Lower Quartile	Lowest Score
2022	Term 2	9	33/38	60.9 (67.0)	19.7 (12.2)	104.3 (104.7)	72.4(75.2)	64.7 (67.0)	50.4(58.8)	19.9 (29.3)
2023	Term 2	10	33/33	74.1 (76.5)	11.2 (12.4)	99.6 (114.8)	80.5(84.9)	74.6 (76.5)	65.8(68.1)	56.7 (38.2)



Applied Filters:

Gender: Male





Year	Term	Year Level	Students (Completed)	Mean Scale Score	Standard Deviation	Highest Score	Upper Quartile	Median	Lower Quartile	Lowest Score
2022	Term 2	9	15/16	58.2 (67.0)	22.7 (12.2)	96.9 (104.7)	72.4(75.2)	64.7 (67.0)	43.1(58.8)	19.9 (29.3)
2023	Term 2	10	14/14	73.5 (76.5)	12.7 (12.4)	99.6 (114.8)	79.9(84.9)	75.8 (76.5)	63.4(68.1)	56.7 (38.2)

What (what does the data tell us?)

- EOY 2023 e-asTTle data showed Y10 students achieving at curriculum level 5B or above is 44%. (Curriculum level 5B is the national norm for e-asTTle results Term 4, Y10 students).
- Term 2 2022 to Term 2 2023 individual data tracking of 33 Y10 students showed that they progressed 13.2 scale scores in PAT Reading Comprehension. The expected progress is 9.5 scale scores. This means that while our cohort of students is slightly below the national norm we made more progress than expected.
- Similar results have been observed for our Maaori learners. In 2022 the gap to the national norm was 11.3 scale scores whereas in 2023 we have closed the gap to 4.6 scale scores.
- For our male learners progress from 2022 to 2023 was 15.3 scale scores compared to the expected 9.5 scale scores.

Why (impacts and considerations)

- The continued implementation of Writers Tool Box (WTB) allowed students to independently engage and succeed at their own pace and level. The use of this at Year 7 and Year 8 will contribute to the continued progress in Year 9 and 10.
- Year 9 and 10 English being timetabled at the same time allowed programmes to target and respond to group/individual needs.
- The Year 9B programme was developed and implemented with RTLB support. This included modifying the English curriculum to include Structured Literacy. The programme was informed by data.



- The 9B English programme was developed around our school values of Manaakitanga and Whanaungatanga so that we were culturally responsive to the needs of the students. By doing this we also practiced our school value of Poutama. This allowed the 9A to accelerate students.
- Programmes were modified to offer an alternative pathway to gain Level 1 Literacy US credits to support their success to gain NCEA qualifications. Of the 10 students who participated in our Literacy US programme, eight of them achieved the credits, of the two who did not, one moved so did not complete the programme and the other did not attend school often enough.

Where to (next steps):

- Collaborative and flexible teaching programmes allow teachers to meet individual student needs. We suggest this continues. It is crucial to timetable Yr 9 and Yr 10 English at the same time in order to develop responsive programmes.
- Continue to fund 'Writer's Tool Box'/'Write that Essay' across the kura.
- Continue with Literacy Lead position and PD of Kura Tukana Subject teachers.
- Continue to use data to inform modified programmes.
- We should continue to consider the cultural responsiveness of English programmes and attempt to provide spaces that support this. Our school values should be evident and practised in all English programmes at Year 9 and 10.
- We suggest that we think carefully about how we prepare students to sit standardised tests to ensure we get best results. We need to do this differently for some students to ensure they are able to achieve their best.
- To ensure that longitudinal progress is available by using robust standardised at the start and at the end of the year.

