

## Analysis of Variance of 2022 Student Achievement Data - SUMMARY

The end of year analysis of variance of 2022 student achievement data for Karāpiro School is inclusive of all students and should be read with the following points in mind:

- Covid-19 has impacted the teaching and learning of our students over the last 3 years and we are now seeing the impact of lockdown in 2020 and the 9.5 weeks of 2021 on-site schooling lost in 2021. While the overall end of year data set demonstrates lower achievement levels than we would like to see, there is steady progress made by students as evidenced by their individual school reports to families.
- Covid-19 and other illnesses have impacted student attendance this year. A truancy officer has been engaged by the school to support families to get their children to school regularly. Admission and withdrawals have also been affected by families moving for better employment prospects (including two families who have left then returned to us). The closure of the Karāpiro Hydro dam access road has also impacted our families. We sought and received funding from Mercury Energy to assist families with the additional fuel costs caused by the closure.
- Our data set is very small - there is a need for caution against the over-analysis of small data sets. The need for student privacy is paramount. The finer details of student data sits with the teachers and is documented in *Accelerated Learning Plans* and *Whanāu Engagement Plans*, where student progress is tracked and monitored against target goals.
- This summary is designed to be read alongside the SENCO Report (2022 end of year) which details progress of students with identified needs.
- Data includes New Entrant students who have received less than one year of instruction.
- Data includes students with special learning needs receiving learning support programmes (ICS and RT:LB).
- Data includes students with special learning needs receiving behaviour support programmes (MoE Behaviour Service).
- Data includes students who receive ESOL, hearing support and health needs.



## STRATEGIC GOAL: Improved Student Learning Outcomes in Literacy - READING

### ANNUAL GOAL:

To improve the achievement of children in reading across the school and in specific at-risk target groups.

### ANNUAL TARGETS:

Increase school achievement and reduce race/gender disparity.

- The (9) identified target students will make accelerated progress in Reading, bringing their learning achievement level to that consistent with, or beyond, their peers and the NZ curriculum expectations.

### Target students – Progress Reading 2022 #4

Accelerated progress – 9 identified target students

\*\*\*Students making accelerated progress to reach AT or Above by EOY

Target students	Feb actual	June actual	Dec target	Dec Actual	Notes: Dec Updated notes in red
Student A Male	L1 Below	L1 Below	L5 Below	-	RT:LB / O/L & learning support / SLT / attendance Reclassified to Year 2
Student B Male	L9 WB	L15 Below	L17 At	-	Enrolled 2022 / SLT speech assessment Withdrawn to ***
Student C Female	L7 WB	L8 Below	L12 At	L 11 Below	Enrolled 2022 Counselling referral. Vision. HHN.
Student D Male	L12 Below	L14 Below	L16 At	L 17 At	Family circumstances
Student E Female	L13 Below	L14 Below	L16 At	L 16 At	ESOL / language support
Student F Female	L13 Below	L14 Below	L16 At	-	Attendance / language support Withdrawn to ***
Student G Male	L17 Below	L17 Below	L20 At	L 21 At	Language support / working SLT
Student H Female	L19 Below	L20 At	L22 At	L 26 ABOVE	Pastoral care / health
Student I Female	L21 At	L22 At	L25 Above	L 27 ABOVE	Attendance / family circumstances

**BASELINE DATA:** 41% of students are achieving at or above their expected curriculum level at mid-year 2022.

### KEY IMPROVEMENT STRATEGIES

- Emphasis on connecting with parents to generate love for literacy (reading and writing) *National Library Service info for families, library upgrade*
- Accelerated learning plans developed for priority learners *Ongoing tracking and monitoring for all priority learners*
- Reading booster groups continue as per classroom requirements (learning support) *Learning support focus Rainbow Reading, Reading Eggs, Talk to Learn*
- Explore extension reading for students who are above in reading (STEAM) *STEAM includes additional reading support and extension in class, NLS resource*
- Speech Language Therapist screening and classroom support programme for students at-risk *See SENCO Mid-Year report, learning support plans*
- SLT screening of new students on entry

**MONITORING STUDENT ACHIEVEMENT** 5 /6 target students & 67% of the whole school are achieving at or above expectation at the end of 2022.

### Whole School Data

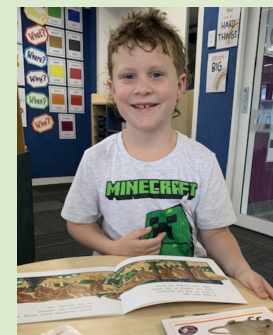
- 3 students have been removed from the original cohort of 9 students. 5 out of 6 target students have moved to At or Above in 2022
- 67% (21 students) are At or Above expected curriculum level at end of year [start of year 35% & mid-year 41% & 67% end of year]
- 39% (14 students) are At / 28% (10 students) are Above / 19% (7 students) are Below / 14% (5 students) are Well Below
- 1 target student has made accelerated progress since February

### Equity & Excellence

- Māori achievement 50% (6 students) At or Above. NZ Euro achievement 75% (12 students) Māori student achievement is comparable with non-Māori.
- Male 63% (12 students) At or Above. Female 70% (12 students) At or Above Male and female readers are reading at comparable levels in 2022.

### Internal Evaluation

- In 2022 our target student cohort comprised all Year 3 and 4 students in order to monitor achievement across the transition between the two classrooms. While overall student achievement is low compared with previous years, students have made significant progress in 2022 (from 35% at/above at start of year to 67% at end of year). In 2023 we have decided to shift our focus to monitoring all Māori students as target students across the year levels and both classes. We will continue using the Whānau Engagement Plan and will highlight the phonics and school reading programme to families and whānau.



# 2022 IMPROVEMENT PLAN FOR KARĀPIRO SCHOOL

# END OF YEAR UPDATE

## MONITORING STUDENT ACHIEVEMENT – WHOLE SCHOOL DATA INCLUDING YEAR LEVEL, GENDER & ETHNICITY - READING END OF YEAR

	L0	L1	L2	L3	L4	L5	L6	L7	L8	L9	L10	L11	L12	L13	L14	L15 6.5yrs	L16 7yrs	L17 7yrs	L18 7.5yrs	L19 7.5yrs	L20 8yrs	L21 8yrs	L22 8.5yrs	L23 8.5yrs	L24 9yrs	L25 9- 9.5yrs	L26 9.5- 10yrs	L27 10- 10.5yrs	L28 10.5- 11yrs	L29 11- 11.5yrs	L30 11.5- 12yrs	12- 13yrs	13- 14yrs	14- 15yrs	15+yrs	Total Well Below	Total Below	Total At	Total Above	Total Pupils
Y0	67% (2)	33% (1)																																	0%	0%	100% (3)	0%	8% (3)	
Y1		33% (1)	33% (1)	33% (1)																															0%	100% (3)	0%	0%	8% (3)	
Y2				17% (1)	17% (1)	33% (2)		17% (1)	17% (1)																										0%	67% (4)	33% (2)	0%	17% (6)	
Y3										20% (1)	20% (1)						20% (1)	20% (1)	20% (1)																40% (2)	0%	60% (3)	0%	14% (5)	
Y4														25% (1)							25% (1)						25% (1)	25% (1)								25% (1)	0%	25% (1)	50% (2)	11% (4)
Y5																		13% (1)					13% (1)	13% (1)			13% (1)				13% (1)	38% (3)			13% (1)	0%	38% (3)	50% (4)	22% (8)	
Y6																		14% (1)								14% (1)		14% (1)		43% (3)			14% (1)		14% (1)	0%	29% (2)	57% (4)	19% (7)	
Total pupils	6 % (2)	6 % (2)	3 % (1)	6 % (2)	3 % (1)	6 % (2)		3 % (1)	3 % (1)		3 % (1)	3 % (1)		3 % (1)			3 % (1)	8 % (3)	3 % (1)			3 % (1)		3 % (1)	3 % (1)		8 % (3)	3 % (1)	3 % (1)		11 % (4)	8 % (3)		3 % (1)		14% (5)	19% (7)	39% (14)	28% (10)	(36)

All students Years 1 - 6		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All	Male	3	15.8%	4	21.1%	8	42.1%	4	21.1%	19
	Female	2	11.8%	3	17.6%	6	35.3%	6	35.3%	17
	Total	5	13.9%	7	19.4%	14	38.9%	10	27.8%	36
Maori	Male	1	25.0%	2	50.0%	1	25.0%	0	0%	4
	Female	1	12.5%	2	25.0%	1	12.5%	4	50.0%	8
	Total	2	16.7%	4	33.3%	2	16.7%	4	33.3%	12
Pasifika	Male	1	33.3%	1	33.3%	1	33.3%	0	0%	3
	Female	0	0%	0	0%	1	100.0%	0	0%	1
	Total	1	25.0%	1	25.0%	2	50.0%	0	0%	4
Asian	Male	0	0%	0	0%	0	0%	1	100.0%	1
	Female	0	0%	0	0%	0	0%	0	0%	0
	Total	0	0%	0	0%	0	0%	1	100.0%	1
MELAA	Male	0	0%	0	0%	1	100.0%	0	0%	1
	Female	0	0%	0	0%	1	100.0%	0	0%	1
	Total	0	0%	0	0%	2	100.0%	0	0%	2
Other	Male	0	0%	0	0%	0	0%	1	100.0%	1
	Female	0	0%	0	0%	0	0%	0	0%	0
	Total	0	0%	0	0%	0	0%	1	100.0%	1
NZ/European	Male	1	11.1%	1	11.1%	5	55.6%	2	22.2%	9
	Female	1	14.3%	1	14.3%	3	42.9%	2	28.6%	7
	Total	2	12.5%	2	12.5%	8	50.0%	4	25.0%	16

## STRATEGIC GOAL: Improved Student Learning Outcomes in Literacy - WRITING

### ANNUAL GOAL:

To improve the achievement of children in writing across the school and in specific at-risk target groups

### ANNUAL TARGETS:

Increase school achievement and reduce race/gender disparity.

1. The (9) identified target students will make accelerated progress in Writing, bringing their learning achievement level to that consistent with, or beyond, their peers and the NZ curriculum expectations.

Target students – Progress Writing 2022 #97

END OF YEAR 2022

Accelerated progress – 9 identified target students

\*\*\*Students making accelerated progress to reach AT or above by EOY

Target students	Feb actual	June actual	Dec target	Dec Actual	Notes: Dec Updated notes in red
Student A Male	E WB	E WB	1 B Below		RT:LB / O/L & learning support / SLT / attendance <b>Reclassified to Year 2</b>
Student B Male	1e Below	1P Below	1A At		Enrolled 2022 / SLT speech assessment <b>Withdrawn to ***</b>
Student C Female	1 e-a Below	1P Below	1A At	1 P Below	Enrolled 2022 <b>Counselling referral. Vision. HHN.</b>
Student D Male	1 a At	1 A At	2B At	1 A At	Pastoral care / family circumstances
Student E Female	1 p At	1A At	2B At	1 A At	ESOL / language support
Student F Female	1 a At	1A At	2B At		Attendance / language support <b>Withdrawn to ***</b>
Student G Male	1 a Below	1A Below	2P At	2 B At	Language support / working SLT
Student H Female	2 b Below	2B Below	2 P At	2 A ABOVE	
Student I Female	2 b Below	2A Above	2A Above	3 B ABOVE	Attendance

**BASELINE DATA: 42% of students are achieving at or above their expected curriculum level at mid-year 2022.**

### KEY IMPROVEMENT STRATEGIES

- Emphasis on connecting with parents to generate love for literacy (reading and writing) *Sharing progressions with whānau at LSC's*
- Accelerated learning plans developed for priority learners. *Ongoing tracking and monitoring for all priority learners*
- Writing booster groups continue as per classroom requirements (learning support) *Learning support*
- Curriculum integration through Science and Inquiry learning *STEAM programme includes additional literacy focus*
- Speech Language Therapist screening and classroom support programme for students at-risk *See SENCO mid-year report, learning support plans*
- SLT screening of new students on entry

**MONITORING STUDENT ACHIEVEMENT 5 /6 target students & 66% of the whole school are achieving at or above expectation at the end of 2022.**

### Whole School Data

- 3 students have been removed from the original cohort of 9 students.
- 66% (24 students) are At or Above expected curriculum level at mid-year. 5 out of 6 target students have moved to At or Above in 2022.
- 47% (17 students) are At / 19% (7 students) are Above / 22% (8 students) are Below / 11% 4 students) are Well Below [start of year 36% & mid-year 54% & 66% end of year]
- 1 target student has made accelerated progress since February

### Equity & Excellence

- Māori achievement 83% (10 students) At or Above. NZ Euro achievement 56% (9 students) **We have closed the gap between Māori and NZ Euro students and Māori are achieving at a higher rate than NZ Euro.**
- Male 58% (11 students) At or Above. Female 76% (13 students) At or Above.

### Internal Evaluation

- In 2022 our target student cohort comprised all Year 3 and 4 students in order to monitor achievement across the transition between the two classrooms. While overall student achievement is low compared with previous years, students have made significant progress in 2022 (from 33% at/above at start of year to 66% at end of year). In 2023 we have decided to shift our focus to monitoring all Māori students as target students across the year levels and both classes. We will continue using the Whānau Engagement Plan and will highlight the phonics and school reading programme to families and whānau. Boys' writing will remain a focus area for literacy.





# 2022 IMPROVEMENT PLAN FOR KARĀPIRO SCHOOL

# END OF YEAR UPDATE

## MONITORING STUDENT ACHIEVEMENT – WHOLE SCHOOL DATA INCLUDING YEAR LEVEL, GENDER & ETHNICITY - WRITING END OF YEAR

	Emergent	1B	1P	1A	2B	2P	2A	3B	3P	3A	4B	4P	4A	5B	5P	Total Well Below	Total Below	Total At	Total Above	Total Pupils
Y0	33% (1)	67% (2)														0%	33% (1)	67% (2)	0%	8% (3)
Y1		67% (2)		33% (1)												0%	0%	67% (2)	33% (1)	8% (3)
Y2		17% (1)	83% (5)													0%	17% (1)	83% (5)	0%	17% (6)
Y3		20% (1)	20% (1)	60% (3)												0%	40% (2)	60% (3)	0%	14% (5)
Y4			25% (1)		25% (1)		25% (1)	25% (1)								0%	25% (1)	25% (1)	50% (2)	11% (4)
Y5		13% (1)			25% (2)		13% (1)	13% (1)		13% (1)	25% (2)					13% (1)	25% (2)	25% (2)	38% (3)	22% (8)
Y6				14% (1)	29% (2)		14% (1)	14% (1)		14% (1)	14% (1)					43% (3)	14% (1)	29% (2)	14% (1)	19% (7)
Total pupils	3 % (1)	19 % (7)	19 % (7)	14 % (5)	14 % (5)		8 % (3)	8 % (3)		6 % (2)	8 % (3)					11% (4)	22% (8)	47% (17)	19% (7)	(36)

All students Years 1 - 6		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All	Male	4	21.1%	4	21.1%	9	47.4%	2	10.5%	19
	Female	0	0%	4	23.5%	8	47.1%	5	29.4%	17
	Total	4	11.1%	8	22.2%	17	47.2%	7	19.4%	36
Maori	Male	1	25.0%	0	0%	3	75.0%	0	0%	4
	Female	0	0%	1	12.5%	3	37.5%	4	50.0%	8
	Total	1	8.3%	1	8.3%	6	50.0%	4	33.3%	12
Pasifika	Male	0	0%	2	66.7%	1	33.3%	0	0%	3
	Female	0	0%	0	0%	1	100.0%	0	0%	1
	Total	0	0%	2	50.0%	2	50.0%	0	0%	4
Asian	Male	1	100.0%	0	0%	0	0%	0	0%	1
	Female	0	0%	0	0%	0	0%	0	0%	0
	Total	1	100.0%	0	0%	0	0%	0	0%	1
MELAA	Male	0	0%	0	0%	1	100.0%	0	0%	1
	Female	0	0%	0	0%	1	100.0%	0	0%	1
	Total	0	0%	0	0%	2	100.0%	0	0%	2
Other	Male	0	0%	0	0%	0	0%	1	100.0%	1
	Female	0	0%	0	0%	0	0%	0	0%	0
	Total	0	0%	0	0%	0	0%	1	100.0%	1
NZ/European	Male	2	22.2%	2	22.2%	4	44.4%	1	11.1%	9
	Female	0	0%	3	42.9%	3	42.9%	1	14.3%	7
	Total	2	12.5%	5	31.3%	7	43.8%	2	12.5%	16

## STRATEGIC GOAL: Improved Student Learning Outcomes in Literacy - MATHS

### ANNUAL GOAL:

To improve the achievement of children in maths across the school and in specific at-risk target groups.

### ANNUAL TARGETS:

Increase school achievement and reduce race/gender disparity.  
1. The (9) identified target students will make accelerated progress in Mathematics, bringing their learning achievement level to that consistent with, or beyond, their peers and the NZ curriculum expectations.

### Target students – Progress Mathematics 2022 #113

#### Accelerated progress - 9 identified target students

#### \*\*\*Students making accelerated progress to reach AT or above by EOY

Target students	Feb actual	June actual	Dec target	Dec Actual	Notes: Dec Updated notes in red
Student A Male	1e Below	1E Below	1A Below		RT:LB / O/L & learning support / SLT / attendance Reclassified to Year 2
Student B Male	1 e Below	1E Below	2E At		Enrolled 2022 / SLT speech assessment Withdrawn to ***
Student C Female	1 e Below	1E Below	2E At	1 E Below	Enrolled 2022 Counselling referral. Vision. HHN.
Student D Male	1 e Below	1A At	2E At	1 Below	Pastoral care / family circumstances
Student E Female	1 e Below	1A At	2E At	1 A Below	ESOL / language support
Student F Female	1 E Below	1ABelow	2A At		Attendance / language support Withdrawn to ***
Student G Male	1A Stg4 B	2E Below	2A At	2 A At	Language support / working SLT
Student H Female	1A Stg 4 B	2E Below	2A At	2 E At	Maths Booster Group [disposition] Stage 4
Student I Female	1A Stg4 B	2E Below	2A At	2 E At	Attendance Maths Booster Group [disposition]

**BASELINE DATA:** 34% of students are achieving at or above their expected curriculum level at mid-year 2022.

### KEY IMPROVEMENT STRATEGIES

- Connect with parents to generate passion for success in maths through sharing pathways for learning mathematics *Learning progression and goals focus on SLC's. Maths teaching and learning has been identified as a focus area for our move into real-time reporting to families using Seesaw*
- 2021 Mathematics curriculum planning informed by CAap Plan, Maths Implementation *2022 Plan Updated*
- Contextual mathematics focus through planning and teaching *Integrated focus includes contextual focus: Inquiry (place-based learning) , Science & Digitech*
- Additional Support: *Booster maths groups (dispositions focus), Learning Support (in class), regular staff meeting monitor targets*

**MONITORING STUDENT ACHIEVEMENT** 3 /6 target students & 58% of the whole school are achieving at or above expectation at the end of 2022.

### Whole School Data

- 3 students have been removed from the original cohort of 9 students.
- 58% (21 students) are At or Above expected curriculum level at mid-year. 3 out of 6 target students have moved from Below to At in 2022.
- 50% (18 students) are At / 8% (3 students) are Above / 28% (10 students) are Below / 14% 5 students are Well Below [start of year 38% & mid-year 38% & 58% end of year]

### Equity & Excellence

- Māori achievement 83% (10 students) At or Above. NZ Euro achievement 44% (7 students) **We have closed the gap between Māori and NZ Euro students and Māori are achieving at a higher rate than NZ Euro.**
- Male 52% (11 students) At or Above. Female 64% (21 students) At or Above **Male and female achievement is comparable in 2022.**

### Internal Evaluation

- School and class timetables will adjust to focus on prime time learning for mathematics in 2023. Mathematics CAap plan to be reviewed for 2023.
- Learning support focus on mathematical student dispositions - small targeted learning groups based on latest assessments and focusing on PAT x1 data set (tracked). Booster groups to be timetabled. Game based programme to support student engagement.



# 2022 IMPROVEMENT PLAN FOR KARĀPIRO SCHOOL

# END OF YEAR UPDATE

## MONITORING STUDENT ACHIEVEMENT – WHOLE SCHOOL DATA INCLUDING YEAR LEVEL, GENDER & ETHNICITY - MATHS END OF YEAR

	1e	1a	2e	2a	3e	3a	4e	4a	Total Well Below	Total Below	Total At	Total Above	Total Pupils
Y0	100% (3)								0%	0%	100% (3)	0%	8% (3)
Y1	100% (3)								0%	0%	100% (3)	0%	8% (3)
Y2	100% (6)								0%	0%	100% (6)	0%	17% (6)
Y3	40% (2)	60% (3)							0%	100% (5)	0%	0%	14% (5)
Y4	25% (1)		50% (2)	25% (1)					25% (1)	0%	75% (3)	0%	11% (4)
Y5		38% (3)	25% (2)		13% (1)	25% (2)			38% (3)	25% (2)	13% (1)	25% (2)	22% (8)
Y6			14% (1)	43% (3)	29% (2)		14% (1)		14% (1)	43% (3)	29% (2)	14% (1)	19% (7)
Total pupils	42 % (15)	17 % (6)	14 % (5)	11 % (4)	8 % (3)	6 % (2)	3 % (1)		14% (5)	28% (10)	50% (18)	8% (3)	(36)

All students Years 1 - 6		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All	Male	2	10.5%	7	36.8%	9	47.4%	1	5.3%	19
	Female	3	17.6%	3	17.6%	9	52.9%	2	11.8%	17
	Total	5	13.9%	10	27.8%	18	50.0%	3	8.3%	36
Maori	Male	1	25.0%	0	0%	3	75.0%	0	0%	4
	Female	1	12.5%	0	0%	6	75.0%	1	12.5%	8
	Total	2	16.7%	0	0%	9	75.0%	1	8.3%	12
Pasifika	Male	0	0%	1	33.3%	2	66.7%	0	0%	3
	Female	0	0%	0	0%	1	100.0%	0	0%	1
	Total	0	0%	1	25.0%	3	75.0%	0	0%	4
Asian	Male	0	0%	1	100.0%	0	0%	0	0%	1
	Female	0	0%	0	0%	0	0%	0	0%	0
	Total	0	0%	1	100.0%	0	0%	0	0%	1
MELAA	Male	0	0%	1	100.0%	0	0%	0	0%	1
	Female	1	100.0%	0	0%	0	0%	0	0%	1
	Total	1	50.0%	1	50.0%	0	0%	0	0%	2
Other	Male	0	0%	0	0%	0	0%	1	100.0%	1
	Female	0	0%	0	0%	0	0%	0	0%	0
	Total	0	0%	0	0%	0	0%	1	100.0%	1
NZ/European	Male	1	11.1%	4	44.4%	4	44.4%	0	0%	9
	Female	1	14.3%	3	42.9%	2	28.6%	1	14.3%	7
	Total	2	12.5%	7	43.8%	6	37.5%	1	6.3%	16