

Student Achievement Data - Analysis of Variance SUMMARY

**Karāpiro School – End of Year Student Achievement Data Report**

This report includes data for all students and should be interpreted with the following considerations:

- **Small Data Set:** Our student population is small, so caution should be taken to avoid over-interpreting trends. Our cohort also changed throughout the year with new students enrolling, these students have been included in this data.
- **Privacy Considerations:** Student privacy is a top priority. Detailed individual progress information is maintained by classroom teachers and documented in Teaching and Learning Plans, IEPS and assessment monitoring resources. These tools are used to track and monitor student progress toward specific learning goals.

The data presented includes all student groups, such as:

- New Entrant students with less than one year of schooling
- Students with support through learning support (ICS and RTLB)
- Students accessing behavioural support via Ministry Behavioural Experts
- Students receiving ESOL and vision and/or communication support
- Students who are part of the ORS
- Students on our Identified Needs Register
- Students who have only recently enrolled

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.

Reading % At or Above

	Target	End 2023	Mid 2024	End 2024	Mid 2025	End 2025
All	>70%	70% (22/29)	32% (8/25)	50% (16/32)	64% (23/36)	83% (30/36)
Boys				57% (8/14)	76% (13/17)	84% (16/19)
Girls				44% (8/18)	53% (10/19)	82% (14/17)
Māori				25% (2/8)	50% (4/8)	67% (4/6)
Non-Māori				79% (19/24)	75% (21/28)	87% (26/30)

BASELINE DATA: MID Year Data = 64% of students at or above the end of year expectation in Reading.

KEY IMPROVEMENT STRATEGIES

- School wide focus on explicit, targeted and daily teaching of reading skills and behaviours
- In-depth formative and summative assessment of students to ensure that teaching is driven by data
- School wide focus on developing a love for reading - Library upgrade, resource investment, technology use.
- Referrals to external agencies to support children who need additional support - RTLB, ICS
- Small class and group sizes to ensure targeted teaching

MONITORING STUDENT ACHIEVEMENT

Whole School Data

- **83% of students are At or Above** expected curriculum level at end of year

Equity & Excellence

- Māori achievement 67% At or Above
- Non Māori achievement 87% (19 students) At or Above
- Male 84% (8 students) At or Above
- Female 82% (8 students) At or Above

Analysis of Variance

- We have exceeded our internal target of 80% by 3%
- We have reduced our ethnicity disparity by 34%
- We have reduced our gender disparity by 11%

Internal Evaluation

- A considerable shift in achievement is shown, increase of 19% from mid year to end of year and increase of 33% from end of year 2024
- Focus on explicit targeted instruction in reading daily
- A school wide initiative on building a love for reading with improvements made to our library, resources and teaching strategies has been reflected in our data
- Continued PD around structured literacy tools and resources has allowed a more focused approach to reading improvement

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.

Mathematics % At or Above

	Target	End 2023	Mid 2024	End 2024	Mid 2025	End 2025
All	>76%	76% (23/28)	62% (15/24)	71% (23/32)	75% (27/36)	86% (31/36)
Boys				93% (13/14)	76% (13/17)	89% (17/19)
Girls				56% (10/18)	74% (14/19)	82% (14/17)
Māori				50% (4/8)	50% (4/8)	67% (4/6)
Non-Māori				79% (19/24)	82% (23/28)	90% (27/30)

BASELINE DATA: Mid-year 75% of students are at or above end of year expectation in maths.

KEY IMPROVEMENT STRATEGIES

- Focus on building teacher capacity within Structured Mathematics and the New Mathematics Curriculum
- Providing daily, structured, and targeted mathematics instruction
- Improving assessment practises to ensure that instruction aligns with individual student needs
- Providing teacher aide support in class during math sessions to offer timely support to independent learners
- Focus on a cyclical curriculum exposing children to content in a variety of ways to support understanding
- Small class and group sizes to ensure targeted teaching

MONITORING STUDENT ACHIEVEMENT

Whole School Data

- **86% are At or Above** expected curriculum level

Excellence & Equity

- Māori achievement 67% At or Above
- Non Māori achievement 90% At or Above
- Male 89% At or Above
- Female 82% At or Above

Analysis of Variance

- We have exceeded our internal target of 80% by 6%
- We have reduced our ethnicity disparity by 9%
- We have reduced our gender disparity by 30%

Internal Evaluation

- We have exceeded our internal goal of 80% at or above by 6%
- Teachers have created personalised programmes to meet the needs of the range of year groups within their classes
- Supported by the Math No Problem and Numicon resources
- Regular formative assessment is ensuring that teaching is targeted

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.

Writing % At or Above

	Target	End 2023	Mid 2024	End 2024	Mid 2025	End 2025
All	>75%	75% (21/29)	59% (17/29)	53% (17/32)	67% (24/36)	86% (31/36)
Boys				50% (7/14)	76% (13/17)	89% (17/19)
Girls				55% (10/18)	58% (11/19)	82% (14/17)
Māori				25% (2/8)	36% (3/8)	83% (5/6)
Non-Māori				63% (15/24)	75% (21/28)	87% (26/30)

BASELINE DATA: Mid-year 67% of students are at or above end of year expectation in writing.

KEY IMPROVEMENT STRATEGIES

- Structured Literacy PLD for Staff - building capacity
- Daily explicit teaching of spelling/phonics
- Focus on deeper features during instructional teaching building better self efficacy within our learners
- Daily focus on writing - 'time on task' to build fluency and automaticity with foundational writing skills
- Small class and group sizes to ensure targeted teaching

MONITORING STUDENT ACHIEVEMENT

Whole School Data

- **86% are At or Above** expected curriculum level at end of year

Equity & Excellence

- Māori achievement 83% At or Above
- Non - Māori achievement 87% At or Above
- Male 89% At or Above
- Female 82% At or Above

Analysis of Variance

- We have exceeded our internal target of 80% by 6%
- We have reduced our ethnicity disparity by 34%
- We our gender disparity remains relatively unchanged in 5%-7% however has now swung to show more boys at or above than girls

Internal Evaluation

- We have exceeded our internal goal of 80% At or Above for writing
- Daily targeted instruction has seen a vast improvement in foundational skills
- External support for children with additional needs allowed teachers to better target their specific needs
- Teacher Aide support in our Junior class improved the ability for children to focus on writing with support for longer each day.