



Papakaio School



Annual Report

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1. Statement of Variance

The BOT set two key achievement goals towards improving overall student achievement for the 2024 year. This is an analysis of the outcomes against these goals.

I would like to acknowledge the hard work of our staff in addressing the learning needs of our target groups and for their work around helping all our children to achieve this year.

Goal 1: EnviroSchools:

Strategic Goal 1: All students are supported to experience success at Papakaio School through engagement with a rich and balanced local expression of the whole NZ Curriculum.

Annual Goal 1: By the end of 2024 Papakaio School will be accredited with a Bronze award from Enviroschools organisation through the documentation and implementation of long term sustainable environmental practices developed and delivered by ākonga of our school. (NELPs 1,2,3,5 and 7)

Baseline Data: We have been a part of the Enviroschools group for a number of years however we have not yet moved our status up. It is also clear that a number of our practices as a school do not support the kaupapa of being an EnviroSchool.

The following information is taken from the annual plan showing the intended outcomes along with actions completed (in green) and still to complete (in orange) and the impact for our students:

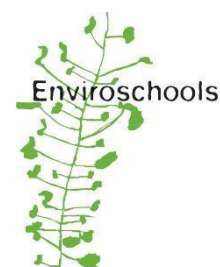
Intended outcomes	Actions required	Indicators of success	Impact and Review
1.1. Creation of a student led committee	<ul style="list-style-type: none">- Assign staff member to oversee committee- Notify students- Create committee- Assign roles within the committee- Nominate leaders from the senior class- SLT to assign budget to initiative	<ul style="list-style-type: none">- committee running and meeting regularly, students are engaged and leading the process- Roles are well established and clear- specific teams are created to deal with areas of need.	<p>Term 1- Nikki Wheeler was given the role of School lead. She quickly engaged the students to create a committee. Student engagement is high within the committee and this ethos is spreading and engaging students within the school.</p> <p>Term 2 Committee is meeting weekly and have been responsible for a number of positive projects around the school, including composting, replanting, recycling initiatives and a waste management trip for the whole school</p>
1.2 Establish "roadmap" for	<ul style="list-style-type: none">- Connect with Enviroschools facilitators	<ul style="list-style-type: none">- Staff meetings are planned and implemented	<p>Term 1- Students have connected with the enviroSchools facilitators and teachers and</p>

success	<ul style="list-style-type: none"> - Connect with local iwi - Connect with school community - Establish a list of values and needs - Establish meaningful goals in line with values and needs - Create a timeline for implementation - Assign roles 	<ul style="list-style-type: none"> - Connections are sought and made with local community/iwi - School "enviro values" are clear and visible - Students and staff can articulate values - Clear timeline for success is established and shared with the community 	students from other schools. Also students have been also integral to the development of the goals for our school moving forward. We are still currently working on a timeline for implementation in conjunction with the students. This engagement is significantly enhancing the ability to reach the whole school and wider community.
1.3 Long term sustainable practices developed and implemented	<ul style="list-style-type: none"> - Investigate areas that we can improve our practises - Assign importance to them based on student voice - Create a scope of work for the committee. - Assign time for reports at assemblies 	<ul style="list-style-type: none"> - Waste Audit completed - Enviro Survey completed by staff and students - Committee is clear on goals for the year - Budget is established - regular weekly goals and reports are evident in assemblies Visits to schools showing "best practise" 	<p>Term 1- Students have been highly engaged in the investigation of practices (waste audit) recycling program, planting schedule and are driving the change from within. Students are reporting back to the community in assemblies.</p> <p>Term 2 waste audit findings meant that the students put a number of initiatives in place for the whole school. Most of these revolved around recycling and to the end of Term 2 we have halved that amount of waste that we are sending to landfill each week, recorded through the amount of bin pick ups that we are requesting</p>
1.4 Create a culture of sustainability within Papakaio School	<ul style="list-style-type: none"> - Promotion of initiatives in communication - Celebration of successes - Visual documentation and representation of benchmarks 	<ul style="list-style-type: none"> - Students, staff and community "walk the talk" of sustainable practices within the School. - Plans are created that encompass multiple years of action and review 	<p>Bokashi bins</p> <p>Recycling program,</p> <p>Rubbish wars</p> <p>Sustainability Units</p> <p>Prep ethos</p> <p>Updates at Monday morning Hui</p>

In Term 4 we had a hui with the EnviroSchools facilitators where we presented to them what we had done this year towards the EnviroSchools kaupapa. We were awarded Bronze status on the strength of the presentation. Below is the annual reflection completed by the TiC.

Enviroschools Annual Reflection Form – 2024

The purpose of the Annual Reflection is to celebrate and share information about your EnviroSchool sustainability journey over the past year, identify your next steps, and discuss how your facilitator can support you and your school. The information we gather will also be used to tell our funders and the wider community about the difference EnviroSchools makes to schools and their communities (We will ask permission from you if we want to share stories / photos that will identify your school or students).



Name of School	Papakaio School
District	Waitaki

Name of Facilitator	Chantal Barnes	
Principal	Damian Brown	Email: principal@papakaio.school.nz
Key Teacher	Nikki Wheeler	Email: nikkiw@papakaio.school.nz
Kaumatua/Māori Liaison		
People contributing to this reflection	Nikki Wheeler	

What have been your Enviroschools / Sustainability highlights for 2024?

How has Enviroschools or your sustainability practices changed or grown this year?

Prompts for discussion: Guiding principles; theme area topics (Me and My Environment, waste, water, living landscapes, energy, and ecological buildings); whole school approach (kaupapa ako, tikanga, wāhi, tangata)

Waste Reduction Initiatives

- **Recycling Program:** We've successfully implemented a comprehensive recycling program, encouraging students and staff to sort waste into appropriate bins. This has significantly reduced our landfill waste.
- **Worm Farming and Bokashi:** To further divert organic waste from landfills, we've introduced worm farming and Bokashi composting. These initiatives have not only reduced waste but also provided valuable compost for our school gardens.
- **Composting Revival:** We've revitalized our composting program, ensuring that food scraps and yard waste are properly composted, creating nutrient-rich soil for our school grounds.
- **Bin Reduction:** To promote waste awareness and encourage responsible consumption, we've limited the number of bins emptied, encouraging students and staff to minimize waste production. Comparing this year's bin emptying to last year, we've seen a noticeable reduction in waste.

Theme Area Focus: Waste

Our primary focus this year has been on **waste reduction**. By implementing recycling, composting, and waste minimisation strategies, we've made significant strides in reducing our environmental footprint.

Whole School Approach

Our sustainability initiatives are integrated into our school's **kaupapa ako** (curriculum) and **tikanga** (cultural practices). We involve all students, staff, and the wider school community in our efforts, fostering a shared sense of responsibility and ownership.

Key Achievements

- **Reduced landfill waste:** Our waste reduction initiatives have significantly reduced the amount of waste sent to landfills.
- **Improved soil health:** Composting has enhanced soil quality on our school grounds, benefiting our gardens and outdoor spaces.

- **Increased environmental awareness:** Students and staff have developed a greater understanding of environmental issues and their role in sustainability.
- **Positive community impact:** Our sustainability efforts have positively influenced our school community and set an example for others to follow.

Data Analysis

To quantify the impact of our waste reduction efforts, we analysed bin usage and rubbish data for 2023 and 2024. Here are the key findings:

- **Bin Usage:**
 - **2023:** 114 bins were emptied, averaging 9.5 bins per month.
 - **2024:** 34 bins were emptied so far, averaging 4.8 bins per month.
 - **Comparison:** There was a significant decrease in bin usage from 2023 to 2024, indicating a reduction in waste production. Nearly half!
- **Rubbish:**
 - **2023:** The total rubbish collected monthly on average for the year was 2280 litres.
 - **2024:** The total rubbish collected monthly on average for the year was 1165 litres.
 - **Comparison:** There was a significant decrease in the amount of rubbish collected in 2024 compared to 2023.

This has led to a HUGE reduction in costs. What was costing \$191 per month on average for rubbish now costs roughly \$97 per month. Benefits all around.

What other areas of sustainability are your students involved with, e.g. supporting community groups, climate change education or action?	Nothing as of yet.
Which of the Guiding Principles do you think are really strong in your school currently? Note examples of this Guiding Principle integrated into the school's activity.	<p>Guiding Principles</p> <p>Our Enviroschools and sustainability efforts are guided by the principles of:</p> <ul style="list-style-type: none"> ● Kaitiakitanga: We strive to be responsible guardians of our environment, ensuring its health and well-being for future generations.

	<ul style="list-style-type: none"> ● Whakapapa: We recognise our interconnectedness with the natural world and understand our responsibility to protect it. ● Manaakitanga: We treat the environment with respect and care, fostering a sense of belonging and stewardship. <p>Sustainable Communities and Learning for Sustainability are two of our most prominent strengths when it comes to our Enviroschools journey.</p> <ul style="list-style-type: none"> ● Sustainable Communities: We have fostered a strong sense of community involvement and collaboration in our sustainability efforts. This has led to increased participation from students, staff, and the wider community in initiatives such as recycling, composting, and energy conservation. ● Learning for Sustainability: Our school has integrated sustainability into the curriculum, providing students with opportunities to learn about environmental issues and develop critical thinking skills. This has empowered students to become active and informed citizens who are committed to protecting the environment. <p>By focusing on these two guiding principles, we have created a school culture that values sustainability and encourages everyone to play a role in protecting our planet.</p>
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How is Enviroschools /Sustainability supported in your school?

Prompts for discussion: Do most staff and students know you are an Enviroschool? Is there reference to Enviroschools / sustainability in the school vision / charter? Does the BOT know the school is an Enviroschool? What release times does the key teacher get for Enviroschools? If the school has an Envirogroup when do they meet?

Enviroschools Implementation and Achievements

Enviroschools Awareness:

- **Staff and Student Knowledge:** Most staff and students were aware of the school's Enviroschools status throughout the year, demonstrating strong engagement and support for the program.
- **School Vision and Charter:** As reaching Bronze was a strategic goal, Enviroschools was a top priority, receiving significant support and monitoring. References to Enviroschools and sustainability were incorporated into the school vision and charter, reinforcing the school's commitment to environmental education and action.

BOT Involvement:

- **BOT Awareness:** The Board of Trustees (BOT) was informed of the school's Enviroschools status, ensuring ongoing support and resources.

Key Teacher Release Time:

- **Flexible Release:** I was able to obtain release days when needed from my Enviroschools budget I could administer as I needed, providing flexibility to effectively manage Enviroschools activities and projects.

Envirogroup Meetings:

- **Regular Meetings:** The Envirogroup met once a week, when possible, demonstrating a strong commitment to driving sustainability initiatives.

Overall, the school's Enviroschools implementation was well-supported and integrated into the school's culture. Key achievements included:

- **Increased awareness:** Staff and students were well-informed about the Enviroschools program.
- **Community involvement:** The school fostered a sense of community involvement and collaboration in sustainability initiatives.
- **Curriculum integration:** Sustainability was integrated into the curriculum, providing students with opportunities to learn about environmental issues.

**What have the challenges being this year?
What challenges do you see for the upcoming year?
How can we support you to address these?**

Prefacing this by saying - I have been extremely lucky to be so well supported this year by my principal and colleagues at Papakaio School who have been behind me 100%.

Challenges Encountered in 2024:

- **Garden Project Delays:** Getting the garden project off the ground can be challenging due to factors such as resource availability, weather conditions, and planning.
- **Envirogroup Activities:** Finding a consistent supply of engaging activities for the Envirogroup can be time-consuming.

Potential Challenges for 2025:

- **Maintaining Momentum:** Sustaining the enthusiasm and involvement of students and staff in Enviroschools activities can be a challenge over time.
- **Resource Allocation:** Securing adequate resources, including funding, materials, and time, can be difficult, especially in a competitive environment.
- **Changing Priorities:** Being aware of what the strategic goals are for 2025 - it may be difficult to achieve silver within a year so I am not sure what the goal could look like for the board.

Next Steps – What support would add the most value for you and your school

Prompts for discussion: e.g. with *Inquiry topics / projects for 2025, staff meetings / syndicate meetings, Bot meeting, connecting with local people, organisations or places, holistic reflection*

What are the next steps for you and the school?

To further strengthen enviroschools, we could consider:

- Regular meetings: make a bigger focus at each staff meeting (15mins) to discuss things that need to be discussed.
- Community engagement: Involving the wider community in our school Enviroschools initiatives.
- Long-term planning: Developing a long-term plan for Enviroschools at Papakaio School.
- Creating a similar system (like Maheno) with a rotation on a Friday to support our work.
- I am attending the BLAKE inspire course over the Term 3 holidays so I hope to find some inspiration from this about how we might action plan for 2025.

<i>How can I, as your Enviroschools facilitator, support and / or be involved in your Enviroschools journey?</i>	Support creation of a long term vision map where we might see our school in 5 years time. But specifically help me to create a work map for 2025 to ensure projects stay front of mind. Maybe just be a sounding board for how things may work.
<i>When will the next steps happen? e.g. set dates for staff / syndicate meetings or reflections, when facilitator can join Envirogroup activities or school events etc</i>	I can't set these yet. We have our 2 dates for Term 4 set and we will look at 2025 closer to the time.

Facilitator comments
<p><i>NB: Please ask the staff member if they are happy for you to share this document with the principal and any other key staff at the school.</i></p> <p>Yes I am.</p>

Goal 2:

Writing:

Strategic Goal 2: All students are supported through effective pedagogy to become successful agentic learners as evidenced by their engagement, progress and achievement.

Annual Goal 2: By the end of 2024 the diagnostic testing will show a positive shift of at least 30% towards the traditional bell curve representation (shown as 53% or less represented in the lowest

range according to the CSI score after one year) NELP - 1,2,3,4,5 and 6

Baseline Data: The CSI Score (Composition Skills Index Score) is a single number between 0 and 10 to represent the student's writing ability. The CSI Score is produced by a mathematical algorithm taking into account all the writing skills measured. Ideally, the data would show a traditional bell curve, with around ten per cent in the top end and ten per cent in the lower end of the score. This test showed **83 per cent of students were in the lowest range of the CSI score and zero per cent of students were in the upper reaches of the score (7 plus).**

Writing Data Analysis

As a school we worked extremely hard, resulting in very satisfying progress in terms of writing progress in 2023. However from the data at the **end of last year** we identified that Writing once again should become a focus for our annual goals in 2024.

The following next steps were identified.

- More targeted support for boys in writing. **Attempted through the WTBox program adoption**
- Investigating the negative decline in girl's writing performance. **Completed and reversed**
- Continue to link reading and writing at every opportunity. **Done through concept studies and topic work**
- Focus on the structure of sentences, paring writing back to basics to rebuild from the smallest parts.

Completed WTBox and through MSL

- Encourage our students to experiment and experience writing across other curriculum areas. **Completed through concept model and integration**
- Engage with quality PLD to support growth of all students in writing. **WTBox adoption and training.**
- Writing should be a focus in our annual plan for 2024

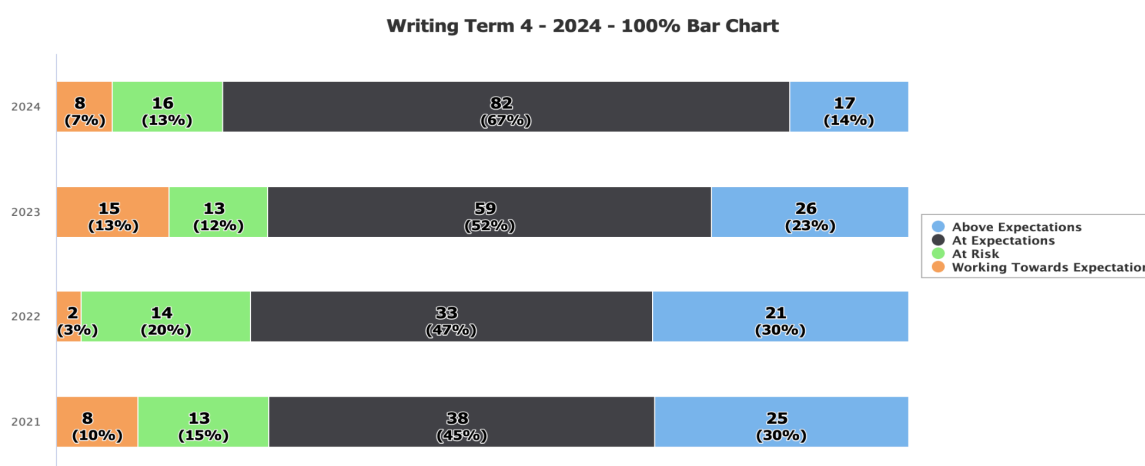
All of these steps were addressed through the implementation of the Writer's Toolbox system. This schoolwide system is not a magic bullet that we expect to have miraculous results in 9 months. Rather this is a 3 year process of planned and implemented professional development for teachers that will be fed through to the students. What can be said for certain is that the training that is being undertaken provides the following benefits:

- all staff are provided with a very clear scope and sequence of intended learning at each level of the school.
- A shared language to be used and understood from Year 0-8 by all teachers and students.
- Consistent, shared resourcing that can be used at all levels of the school to provide clear instruction, remedial/intervention teaching, or extension if that is what is required.
- A highly engaging digital tool that provides instant feedback and support to students, engaging them much more in their learning journey.

From the Mid year report the following next steps were suggested:

- Conduct a detailed analysis to identify specific issues contributing to the decline in Year 2 writing performance. **This was completed and support was provided**
- Implement targeted interventions for Year 2 students, including additional support and resources. **These were planned and implemented**
- Review and enhance strategies within the Writer's Toolbox to better engage boys. **completed**
- Continue and intensify efforts to support Māori students through culturally responsive teaching practices and targeted interventions. **completed**
- Investigate the provision for additional English language support for newcomer Filipino and MELAA students to accelerate their language acquisition and integration. **TA support with a specialist was provided**
- Maintain support for Year 6 students to ensure continued progress. **completed**
- Monitor the consistent progress in Year 6 to Year 8 to identify and address any emerging issues early.
- Continue PLD to ensure teachers are confident and accurate in their assessments and are equipped with effective strategies to support all students. **completed (and locked in for 2025)**
- Continue to provide a quality tracking, identification and monitoring program that allows early and sustained intervention for our priority learners in writing. **Completed (see separate TARGET DATA REPORT)**

Below is the schoolwide data for writing with comparison to previous years from 2021- current:



This data strongly suggests that the implementation of the Writer's Toolbox program is already yielding extremely positive results.

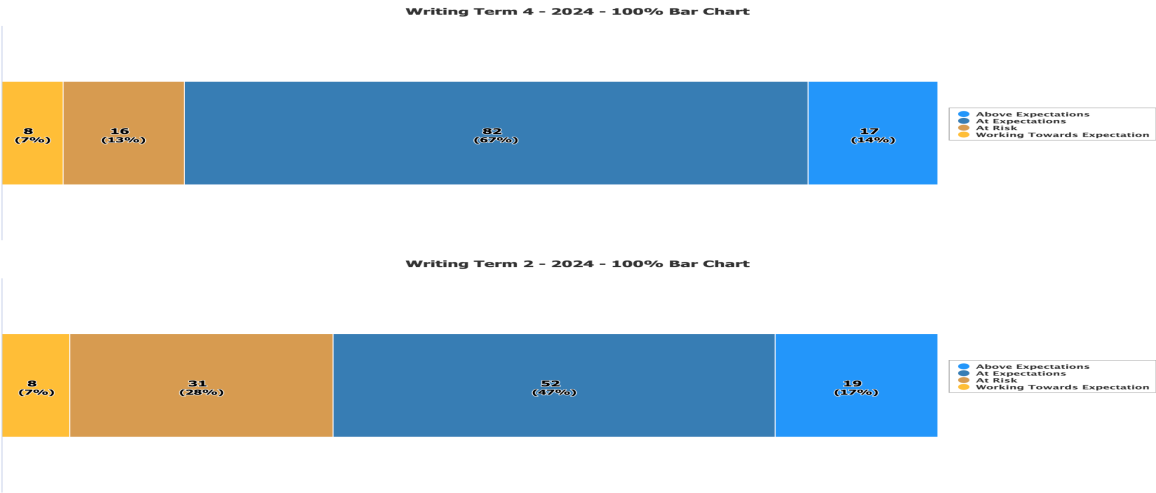
- **A Shift in the Definition of "Above Expectations":** Similar to the previous year, we observe a decrease in the percentage of students achieving "above expectations." This trend likely stems from the ongoing professional development initiatives that have deepened our understanding of high-quality writing. As a result, teachers are more accurately assessing student work and setting a higher bar for excellence.
- **Improved Performance in the "Working Towards" Category:** A notable positive trend is the significant reduction in the percentage of students categorized as "working towards." This year's figure of 7% represents a

substantial improvement compared to the previous year. This success has to be attributed to the implementation of The Writer’s Toolbox, targeted interventions and effective teaching strategies that have helped struggling students make significant progress.

- **Consistency in the "at Risk" Category:** The percentage of students in the "at risk" category has remained relatively stable over the past four years. However this year it represents a positive movement in all categories, due to the reduction in the numbers of the “working towards students”. While this is encouraging, it's important to continue monitoring these students closely to ensure they receive the support they need to progress.
- **Year-to-Year Fluctuations:** It's worth noting that there are some year-to-year fluctuations in the distribution of students across the different achievement categories. These variations can be influenced by factors such as changes in student demographics, teaching staff, or curriculum implementation, which have all been evident in the last 5 years, and the last 2 particularly
- **Student attitude to Writing:** One thing that cannot be seen by the graph, but is reflected in the results is the massive shift in the students and staff confidence around writing. This information is analysed separately in the comparison report provided but what it shows is a significant upswing in the way students and staff feel about the writing teaching and learning process in general. This correlates directly to an extremely positive result this year in writing.

It should be remembered that our goal this year was to increase writer confidence among everyone at school, with the hope that in the coming years this platform would allow us to build success. To be seeing success so early in the process is hugely satisfying. Tracking student achievement over a longer period will provide insights into the sustainability of our improvement. But for now we can say that the time, effort and resourcing that we have put into this area is already beginning to bear fruit, and thus is a source of pride for us all.

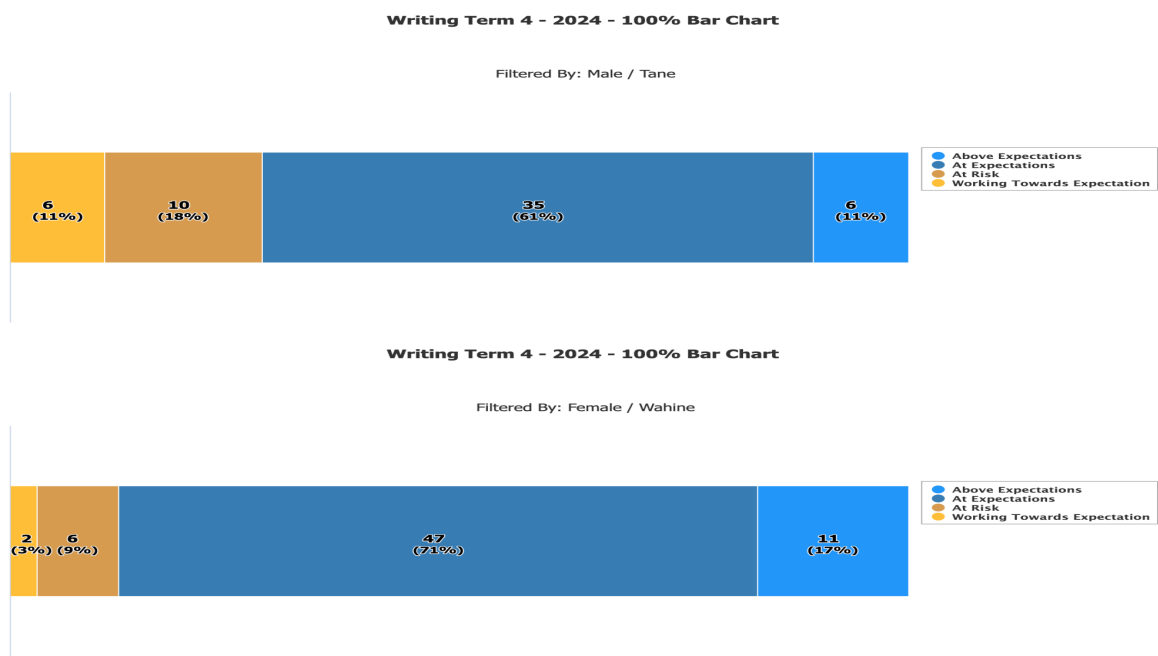
The Comparison with mid year data is equally pleasing:



- **Significant Improvement in "At Expectations":** The most striking difference between Term 4 and Term 2 is the substantial increase in the percentage of students achieving "At Expectations." This jump from 47% in Term 2 to 67% in Term 4 indicates a significant improvement in overall writing performance.

- **Decrease in "At Risk" Students:** There has been a notable decrease in the proportion of students categorized as "At Risk." This positive shift from 28% in Term 2 to 13% in Term 4 suggests that not only has the writer's toolbox been effective, but also targeted interventions and support have been equally powerful in helping students make significant progress.
- **Slight Decrease in "Above Expectations":** It is worth reiterating that there has been a slight decrease in the percentage of students achieving "Above Expectations" from 17% in Term 2 to 14% in Term 4. Again, this is likely due to the increased rigor in assessment standards due to increased teacher knowledge. As teachers have a clearer understanding of what constitutes "Above Expectations," they are more likely to apply these standards consistently.
- **Stability in "Working Towards Expectations":** The percentage of students in the "Working Towards Expectations" category has remained relatively stable between the two terms. This is positive in that we haven't seen any "backsliding" of students over the year. However it also suggests that those at the lower end of the assessment scale are still not yet fully benefiting from the Writer's Toolbox intervention. This is perhaps not surprising as this group almost completely comprises ESOL learners who have not been in the country for a whole year.

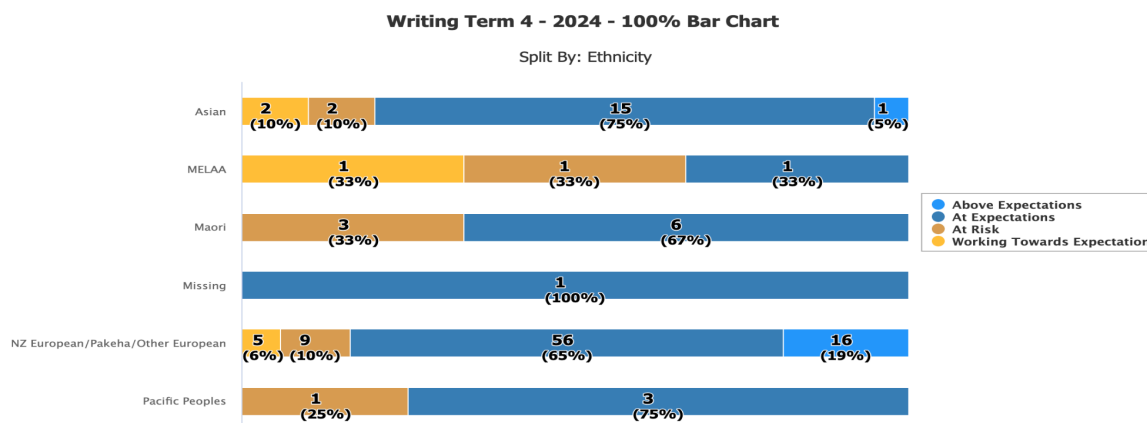
When split down gender lines the data is represented as follows:



- **Gap in gender achievement:** This is still evident, with 88% of girls achieving at or above expectations compared to 72% of boys.
- **Significant improvement for boys:** Despite the disparity however, this is still a huge leap for our boys, who at this time last year were performing significantly worse in writing.
- **Improvement on Mid Year:** At mid year we had 43% of our boys below expectations. This has been reduced to 28%. Although this is still higher than I would like, it is a positive shift of 15% which should be celebrated.

- **Writer's Toolbox:** This program promised to improve outcomes for boys. At mid year I commented that the improvement was not yet evident. However it would appear that our boys are starting to improve now that the program is becoming more embedded.
- **Improvements since last year:** Girls have improved from 10% to 3% in the working towards stage and boys from 21% to 11%

Split across ethnicity the data shows that following:



Asian Students:

- 20% of Asian (overwhelmingly Filipino) students are achieving below curriculum expectations, likely due to recent immigration and language barriers.
- However, 80% of Filipino students who have been at the school for two years or more are achieving at or above expectations.

MELAA Students:

- 67% of MELAA students are achieving below curriculum expectations, primarily due to language barriers.
- Targeted support and language acquisition programs will continue to be crucial for these students to catch up.

Māori Students:

- While the number of Māori students is relatively small, 33% are not meeting expectations. This is a significant improvement from mid year when over half our Māori students were failing in writing.
- The implementation of the Writer's Toolbox program can once again be seen as a promising step to addressing this issue and improving writing outcomes for Māori students.

NZ European/Pakeha Students:

- 84% of NZ European/Pakeha students are achieving at or above expectations.
- The 13% positive shift from mid year is encouraging.

Pacifica Students:

- 75% of Pacific Peoples students are achieving at or above expectations. Again these percentages are in response to only 4 students in total.

Splitting across year levels shows some very interesting results:

Writing Term 4 - 2024 - Student Counts

Split By: Year Level

Search:

↑↓	Working Towards Expectati	At Risk ↑↓	At Expectations ↑↓	Above Expectations ↑↓
0	0	0	7	1
1	0	0	12	5
2	0	2	17	2
3	0	2	10	4
4	1	4	10	1
5	0	3	4	1
6	7	2	5	0
7	0	1	11	0
8	0	2	6	3

Year 1 and 2:

- This is an area of the school that experienced large growth this year, particularly with new immigrant families from the Philippines.
- With a number of targeted interventions including the introduction of a Teacher Aide with specialist skills in and training in ESOL learning, we were able to make some gains with these students. This is commendable as they were in many cases learning to speak English, before learning to write effectively. History will tell us that our Filipino students who remain at school generally make accelerated progress as they move through the year levels, which is promising.

Year 3 and 4:

- We can see a small increase in the number of students in the "At Risk" category in Year 3 and 4.
- Targeted interventions and support are in place and are helping these students catch up.

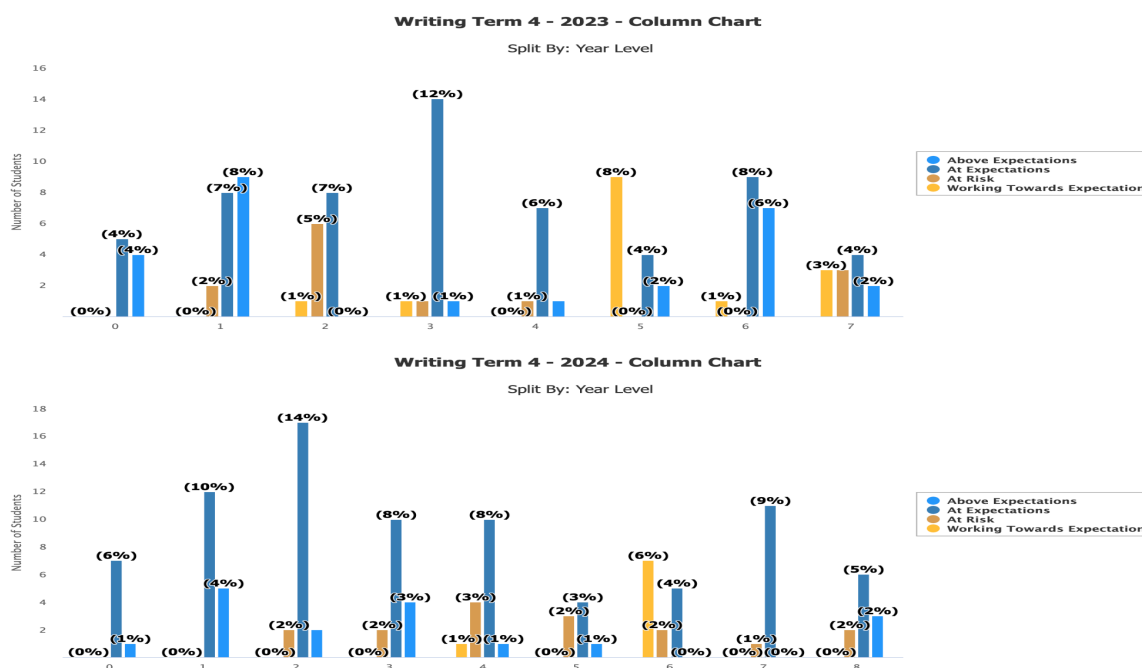
Year 5 and 6:

- The most concerning data evident in this table is the declining number of students achieving at or above expectations" in Year 5 and especially in Year 6. Of the 8 students in the whole school who sit in the well below category, 7 of them are in Year 6. This cohort have long been an area for concern and it was hoped that the implementation of the Writer's Toolbox initiative would begin to address this issue, however it appears to remain consistent. This is the sole area from the mid-year next steps that we have failed to improve upon.
- The individual students that sat in the well below category at Year 5 remain there in Year 6 and have been joined by another student who was new to the school this year.

Year 7 and 8:

- A significant number of students in Year 7 and 8 are achieving at or above expectations.
- This suggests that the school's writing program is effectively preparing students for secondary school.

Whole school by year level in comparison to the same time last year looks as follows:



Key trends from this data include the following:

- **Overall Improvement in Higher Year Levels:** There is a general trend of improvement in writing achievement as students progress through the year levels. This is particularly evident in the higher year levels (6, 7, and 8) where the proportion of students achieving at or above expectations increases significantly from 2023 to 2024.
- **Fluctuation in Junior School:** The early years (0, 1, and 2) show more fluctuations in achievement levels. This could be due to factors such as variations in student cohorts, changes in teaching approaches, or the challenges of early literacy development.
- **Consistency in "Working Towards" Category:** The proportion of students in the "Working Towards" category remains relatively stable across year levels and between 2023 and 2024. This suggests that despite the consistent support and intervention that is being provided to students who need additional assistance, we are still struggling to move our most struggling learners.
- **Slight Decrease in "At Risk" Category:** There is a slight decrease in the proportion of students in the "At Risk" category in 2024 compared to 2023. This could be attributed to effective interventions and support strategies for targeted learners. It also appears that those students who are just below have been much easier to shift in a positive direction than those who are further behind from early in their schooling.

Summary:

As a school we should be extremely proud of the gains that we have seen in writing this year. We have seen a significant, positive shift in achievement schoolwide, including notable improvements for boys and Māori students. Both of which have been flagged as areas for improvement in previous reports over a number of years. As a by-product of the programs introduced to support these priority learners (boys and Māori) we have also seen improvement in achievement for our female students.

There has been a reduction in the number of learners represented in the above and well below expectation categories. This can be explained by the higher level of understanding of teachers around what constitutes “above” along with the success of the targeted interventions that we have put in place for our struggling writers. While we have experienced success as a whole school, there remains a concern around the Year 5 and specifically Year 6 cohorts. They contain a disproportionate number of our most struggling learners in writing, and have done for the majority of their school careers to this point.

Perhaps the most pleasing things to note from writing this year, which has been mentioned but cannot be seen in this data, are the intangible gains that we have made as a school this year. The students and staff surveys that were completed at the start of year and again at the end, clearly show a massive increase in teacher confidence, student engagement, and agency. These are all extremely promising indicators of future success in writing and are undoubtedly down to the implementation of the plans that came out of last year's report.

The declining performance in writing achievement (particularly for boys and Māori students) has been an issue for our school, as it has been nationwide, for some time now. It is very pleasing to see that through our actions along with the dedication of our teachers and students, that for this year at least, we have reversed the decline that has been evident for a number of years.

To prove that this is not an anomaly, we must continue on this path and cement the progress through the continuation of the actions that we implemented this year, and maintain the progress that we have made in 2024.

Next Steps:

- Continue to fund the Writer's Toolbox program for all staff.
- Deep dive into the possible reasons as to why our most struggling learners continue to find success so hard to come by in writing.
- Continue to support our Tangata whenua learners by using culturally sustaining practices that allow them to succeed as Māori.

By addressing these areas, the school can continue to improve writing outcomes for all students and bridge the achievement gap.

2. Student Data Report

PAPAKAIO SCHOOL

BoT End of Year Report on Achievement - December 2024

For the data in this report teachers have made OTJs or Overall Teacher Judgements on the best fit for each student based on testing and anecdotal data through observation and day to day work from students. We make judgments on whether children are **Working Towards Expectations** (1 year or more behind expectations at Yr 3 or above), **At risk** (just below), **Working At/Within Expectations** which means working within their expected curriculum level or **Above Expectations** (more than 6 months ahead of expectations).

The following report comments on the achievement and progress this year in the areas of Writing, Reading and Numeracy (Maths)

For each learning area the following data will be analysed:

- Comparison graphs to show the year on year data at mid year from 2021 to 2024.
- Graphs to compare gender and ethnicity.
- Tables to show the results according to year level.
- Comparison graphs of specific year levels as they transition through the school.
- Where appropriate there may be comment in relation to the end of year data from 2023.

Writing Data Analysis

As a school we worked extremely hard, resulting in very satisfying progress in terms of writing progress in 2023. However from the data at the **end of last year** we identified that Writing once again should become a focus for our annual goals in 2024.

The following next steps were identified.

- More targeted support for boys in writing. **Attempted through the WTBox program adoption**
- Investigating the negative decline in girl's writing performance. **Completed and reversed**
- Continue to link reading and writing at every opportunity. **Done through concept studies and topic work**

- Focus on the structure of sentences, paring writing back to basics to rebuild from the smallest parts. **Completed WTBBox and through MSL**
- Encourage our students to experiment and experience writing across other curriculum areas. **Completed through concept model and integration**
- Engage with quality PLD to support growth of all students in writing. **WTBBox adoption and training.**
- Writing should be a focus in our annual plan for 2024

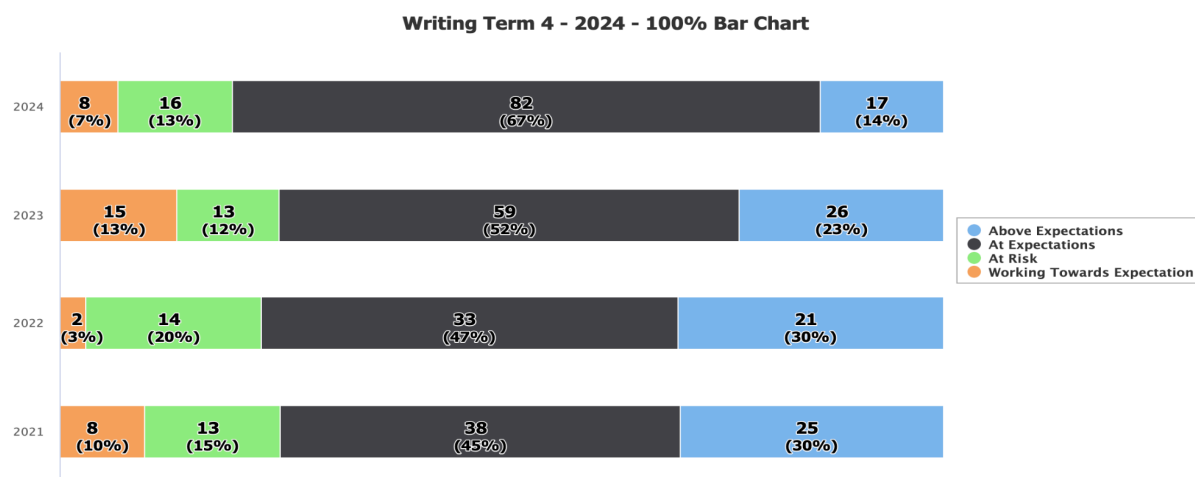
All of these steps were addressed through the implementation of the Writer's Toolbox system. This schoolwide system is not a magic bullet that we expect to have miraculous results in 9 months. Rather this is a 3 year process of planned and implemented professional development for teachers that will be fed through to the students. What can be said for certain is that the training that is being undertaken provides the following benefits:

- all staff are provided with a very clear scope and sequence of intended learning at each level of the school.
- A shared language to be used and understood from Year 0-8 by all teachers and students.
- Consistent, shared resourcing that can be used at all levels of the school to provide clear instruction, remedial/intervention teaching, or extension if that is what is required.
- A highly engaging digital tool that provides instant feedback and support to students, engaging them much more in their learning journey.

From the Mid year report the following next steps were suggested:

- Conduct a detailed analysis to identify specific issues contributing to the decline in Year 2 writing performance. **This was completed and support was provided**
- Implement targeted interventions for Year 2 students, including additional support and resources. **These were planned and implemented**
- Review and enhance strategies within the Writer's Toolbox to better engage boys. **completed**
- Continue and intensify efforts to support Māori students through culturally responsive teaching practices and targeted interventions. **completed**
- Investigate the provision for additional English language support for newcomer Filipino and MELAA students to accelerate their language acquisition and integration. **TA support with a specialist was provided**
- Maintain support for Year 6 students to ensure continued progress. **completed**
- Monitor the consistent progress in Year 6 to Year 8 to identify and address any emerging issues early.
- Continue PLD to ensure teachers are confident and accurate in their assessments and are equipped with effective strategies to support all students. **completed (and locked in for 2025)**
- Continue to provide a quality tracking, identification and monitoring program that allows early and sustained intervention for our priority learners in writing. **Completed (see separate TARGET DATA REPORT)**

Below is the schoolwide data for writing with comparison to previous years from 2021- current:



This data strongly suggests that the implementation of the Writer's Toolbox program is already yielding extremely positive results.

- A Shift in the Definition of "Above Expectations":** Similar to the previous year, we observe a decrease in the percentage of students achieving "above expectations." This trend likely stems from the ongoing professional development initiatives that have deepened our understanding of high-quality writing. As a result, teachers are more accurately assessing student work and setting a higher bar for excellence.
- Improved Performance in the "Working Towards" Category:** A notable positive trend is the significant reduction in the percentage of students categorized as "working towards." This year's figure of 7% represents a substantial improvement compared to the previous year. This success has to be attributed to the implementation of The Writer's Toolbox, targeted interventions and effective teaching strategies that have helped struggling students make significant progress.
- Consistency in the "at Risk" Category:** The percentage of students in the "at risk" category has remained relatively stable over the past four years. However this year it represents a positive movement in all categories, due to the reduction in the numbers of the "working towards students". While this is encouraging, it's important to continue monitoring these students closely to ensure they receive the support they need to progress.
- Year-to-Year Fluctuations:** It's worth noting that there are some year-to-year fluctuations in the distribution of students across the different achievement categories. These variations can be influenced by factors such as changes in student demographics, teaching staff, or curriculum implementation, which have all been evident in the last 5 years, and the last 2 particularly
- Student attitude to Writing:** One thing that cannot be seen by the graph, but is reflected in the results is the massive shift in the students and staff confidence around writing. This information is analysed separately in the comparison report provided but what it shows is a significant upswing in the way students and staff feel about the writing teaching and learning process in general. This correlates directly to an extremely positive result this year in writing.

It should be remembered that our goal this year was to increase writer confidence among everyone at school, with the hope that in the coming years this platform would allow us to build success. To be seeing success so early in the process is hugely satisfying. Tracking student achievement over a longer period will provide insights

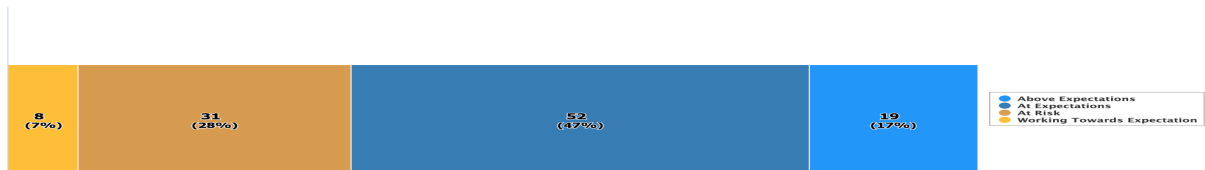
into the sustainability of our improvement. But for now we can say that the time, effort and resourcing that we have put into this area is already beginning to bear fruit, and thus is a source of pride for us all.

The Comparison with mid year data is equally pleasing:

Writing Term 4 - 2024 - 100% Bar Chart



Writing Term 2 - 2024 - 100% Bar Chart



- **Significant Improvement in "At Expectations":** The most striking difference between Term 4 and Term 2 is the substantial increase in the percentage of students achieving "At Expectations." This jump from 47% in Term 2 to 67% in Term 4 indicates a significant improvement in overall writing performance.
- **Decrease in "At Risk" Students:** There has been a notable decrease in the proportion of students categorized as "At Risk." This positive shift from 28% in Term 2 to 13% in Term 4 suggests that not only has the writer's toolbox been effective, but also targeted interventions and support have been equally powerful in helping students make significant progress.
- **Slight Decrease in "Above Expectations":** It is worth reiterating that there has been a slight decrease in the percentage of students achieving "Above Expectations" from 17% in Term 2 to 14% in Term 4. Again, this is likely due to the increased rigor in assessment standards due to increased teacher knowledge. As teachers have a clearer understanding of what constitutes "Above Expectations," they are more likely to apply these standards consistently.
- **Stability in "Working Towards Expectations":** The percentage of students in the "Working Towards Expectations" category has remained relatively stable between the two terms. This is positive in that we haven't seen any "backsliding" of students over the year. However it also suggests that those at the lower end of the assessment scale are still not yet fully benefiting from the Writer's Toolbox intervention. This is perhaps not surprising as this group almost completely comprises ESoL learners who have not been in the country for a whole year.

When split down gender lines the data is represented as follows:

Writing Term 4 - 2024 - 100% Bar Chart

Filtered By: Male / Tane



Writing Term 4 - 2024 - 100% Bar Chart

Filtered By: Female / Wahine

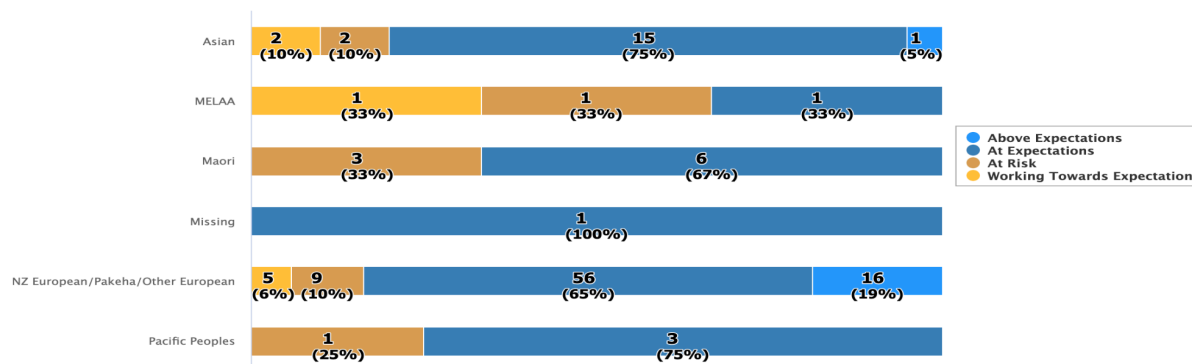


- **Gap in gender achievement:** This is still evident, with 88% of girls achieving at or above expectations compared to 72% of boys.
- **Significant improvement for boys:** Despite the disparity however, this is still a huge leap for our boys, who at this time last year were performing significantly worse in writing.
- **Improvement on Mid Year:** At mid year we had 43% of our boys below expectations. This has been reduced to 28%. Although this is still higher than I would like, it is a positive shift of 15% which should be celebrated.
- **Writer's Toolbox:** This program promised to improve outcomes for boys. At mid year I commented that the improvement was not yet evident. However it would appear that our boys are starting to improve now that the program is becoming more embedded.
- **Improvements since last year:** Girls have improved from 10% to 3% in the working towards stage and boys from 21% to 11%

Split across ethnicity the data shows that following:

Writing Term 4 - 2024 - 100% Bar Chart

Split By: Ethnicity



Asian Students:

- 20% of Asian (overwhelmingly Filipino) students are achieving below curriculum expectations, likely due to recent immigration and language barriers.
- However, 80% of Filipino students who have been at the school for two years or more are achieving at or above expectations.

MELAA Students:

- 67% of MELAA students are achieving below curriculum expectations, primarily due to language barriers.
- Targeted support and language acquisition programs will continue to be crucial for these students to catch up.

Māori Students:

- While the number of Māori students is relatively small, 33% are not meeting expectations. This is a significant improvement from mid year when over half our Māori students were failing in writing.
- The implementation of the Writer's Toolbox program can once again be seen as a promising step to addressing this issue and improving writing outcomes for Māori students.

NZ European/Pakeha Students:

- 84% of NZ European/Pakeha students are achieving at or above expectations.
- The 13% positive shift from mid year is encouraging.

Pacifica Students:

- 75% of Pacific Peoples students are achieving at or above expectations. Again these percentages are in response to only 4 students in total.

Splitting across year levels shows some very interesting results:

Writing Term 4 - 2024 - Student Counts

Split By: Year Level

Search:

↑↓	Working Towards Expectati	At Risk	↑↓	At Expectations	↑↓	Above Expectations	↑↓
0	0	0		7		1	
1	0	0		12		5	
2	0	2		17		2	
3	0	2		10		4	
4	1	4		10		1	
5	0	3		4		1	
6	7	2		5		0	
7	0	1		11		0	
8	0	2		6		3	

Year 1 and 2:

- This is an area of the school that experienced large growth this year, particularly with new immigrant families from the Philippines.
- With a number of targeted interventions including the introduction of a Teacher Aide with specialist skills in and training in ESoL learning, we were able to make some gains with these students. This is commendable as they were in many cases learning to speak English, before learning to write effectively. History will tell us that our Filipino students who remain at school generally make accelerated progress as they move through the year levels, which is promising.

Year 3 and 4:

- We can see a small increase in the number of students in the "At Risk" category in Year 3 and 4.
- Targeted interventions and support are in place and are helping these students catch up.

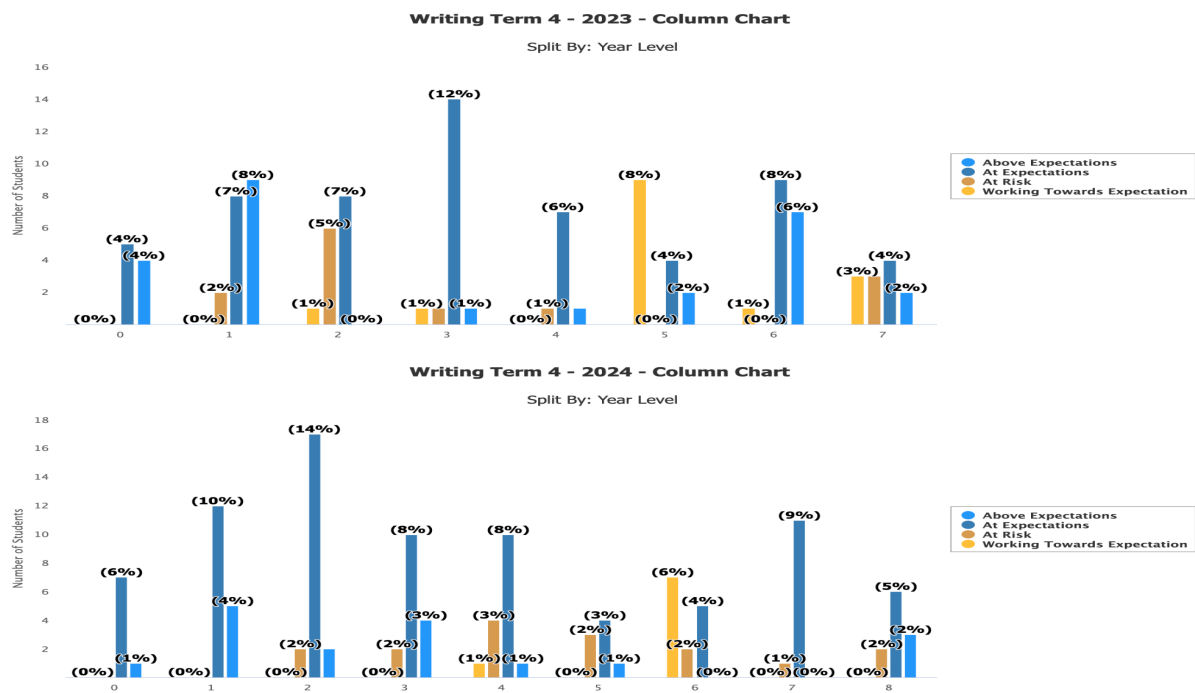
Year 5 and 6:

- The most concerning data evident in this table is the declining number of students achieving at or above expectations" in Year 5 and especially in Year 6. Of the 8 students in the whole school who sit in the well below category, 7 of them are in Year 6. This cohort have long been an area for concern and it was hoped that the implementation of the Writer's Toolbox initiative would begin to address this issue, however it appears to remain consistent. This is the sole area from the mid-year next steps that we have failed to improve upon.
- The individual students that sat in the well below category at Year 5 remain there in Year 6 and have been joined by another student who was new to the school this year.

Year 7 and 8:

- A significant number of students in Year 7 and 8 are achieving at or above expectations.
- This suggests that the school's writing program is effectively preparing students for secondary school.

Whole school by year level in comparison to the same time last year looks as follows:



Key trends from this data include the following:

- Overall Improvement in Higher Year Levels:** There is a general trend of improvement in writing achievement as students progress through the year levels. This is particularly evident in the higher year levels (6, 7, and 8) where the proportion of students achieving at or above expectations increases significantly from 2023 to 2024.
- Fluctuation in Junior School:**The early years (0, 1, and 2) show more fluctuations in achievement levels. This could be due to factors such as variations in student cohorts, changes in teaching approaches, or the challenges of early literacy development.
- Consistency in "Working Towards" Category:** The proportion of students in the "Working Towards" category remains relatively stable across year levels and between 2023 and 2024. This suggests that despite the consistent support and intervention that is being provided to students who need additional assistance, we are still struggling to move our most struggling learners.
- Slight Decrease in "At Risk" Category:** There is a slight decrease in the proportion of students in the "At Risk" category in 2024 compared to 2023. This could be attributed to effective interventions and support strategies for targeted learners. It also appears that those students who are just below have been much easier to shift in a positive direction than those who are further behind from early in their schooling.

Summary:

As a school we should be extremely proud of the gains that we have seen in writing this year. We have seen a significant, positive shift in achievement schoolwide, including notable improvements for boys and Māori students. Both of which have been flagged as areas for improvement in previous reports over a number of years. As a by-product of the programs introduced to support these priority learners (boys and Māori) we have also seen improvement in achievement for our female students.

There has been a reduction in the number of learners represented in the above and well below expectation categories. This can be explained by the higher level of understanding of teachers around what constitutes “above” along with the success of the targeted interventions that we have put in place for our struggling writers. While we have experienced success as a whole school, there remains a concern around the Year 5 and specifically Year 6 cohorts. They contain a disproportionate number of our most struggling learners in writing, and have done for the majority of their school careers to this point.

Perhaps the most pleasing things to note from writing this year, which has been mentioned but cannot be seen in this data, are the intangible gains that we have made as a school this year. The students and staff surveys that were completed at the start of year and again at the end, clearly show a massive increase in teacher confidence, student engagement, and agency. These are all extremely promising indicators of future success in writing and are undoubtedly down to the implementation of the plans that came out of last year's report.

The declining performance in writing achievement (particularly for boys and Māori students) has been an issue for our school, as it has been nationwide, for some time now. It is very pleasing to see that through our actions along with the dedication of our teachers and students, that for this year at least, we have reversed the decline that has been evident for a number of years.

To prove that this is not an anomaly, we must continue on this path and cement the progress through the continuation of the actions that we implemented this year, and maintain the progress that we have made in 2024.

Next Steps:

- Continue to fund the Writer's Toolbox program for all staff.
- Deep dive into the possible reasons as to why our most struggling learners continue to find success so hard to come by in writing.
- Continue to support our Tangata whenua learners by using culturally sustaining practices that allow them to succeed as Māori.

By addressing these areas, the school can continue to improve writing outcomes for all students and bridge the achievement gap.

Reading Data Analysis

Following the data analysis of reading at the end of last year the following next steps were recommended:

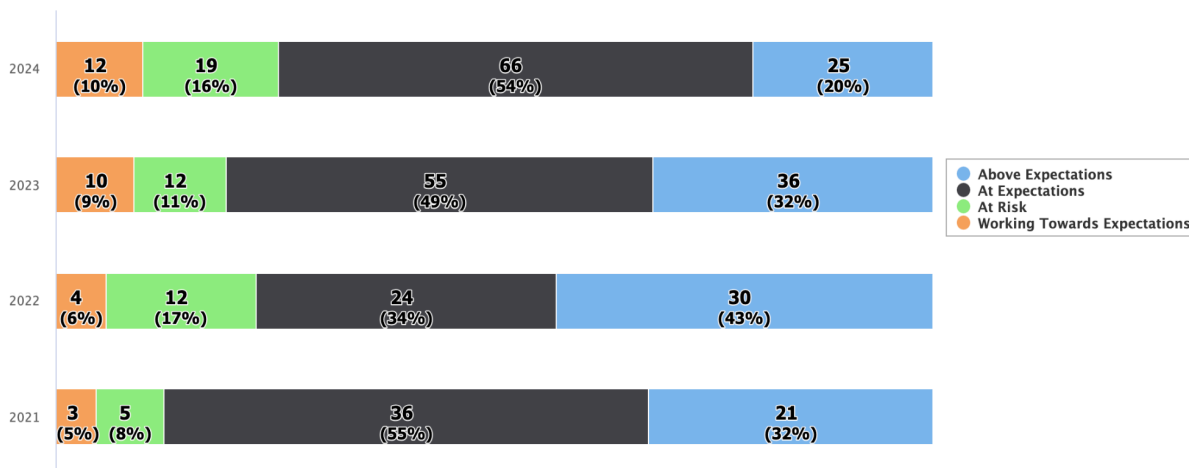
- Complete the whole staff training in the MSLE approach.

- All staff are now trained in the MSLE approach to reading
- Continue to track and monitor the progress of targeted learners, particularly those in the Year 4 and Year 6 cohorts for 2024.
- Tracking and monitoring was seen as a strength in the recent ERO review.
- Strategic placement and training of Learning Assistants to support teachers with students in cohorts that have historically and consistently struggled in reading.
- Each class has a dedicated teacher aide
- Show closer links to the reading and writing curriculum to ensure the progress in both areas.
- This is done in the senior rooms through the use of Writer's Toolbox tasks on the digital tool and in the junior school through an integrated learning approach in MSL teaching
- Continue to dedicate time in staff meetings to professional discussions around our struggling learners in Literacy, particularly boys, and the actions that we are taking to address these issues.
- This is a regular (minuted) part of every Monday morning staff meeting.

Below is the comparison graph with the previous three years:

Reading Term 4 - 2023 - 100% Bar Chart

Split By: Year Level



Key observations from this data include:

Overall downward trend: Frustratingly, despite the training and resourcing that has gone into the MSL training to support learning in reading over the last 12 months, we are still not seeing a slow down in the slide.

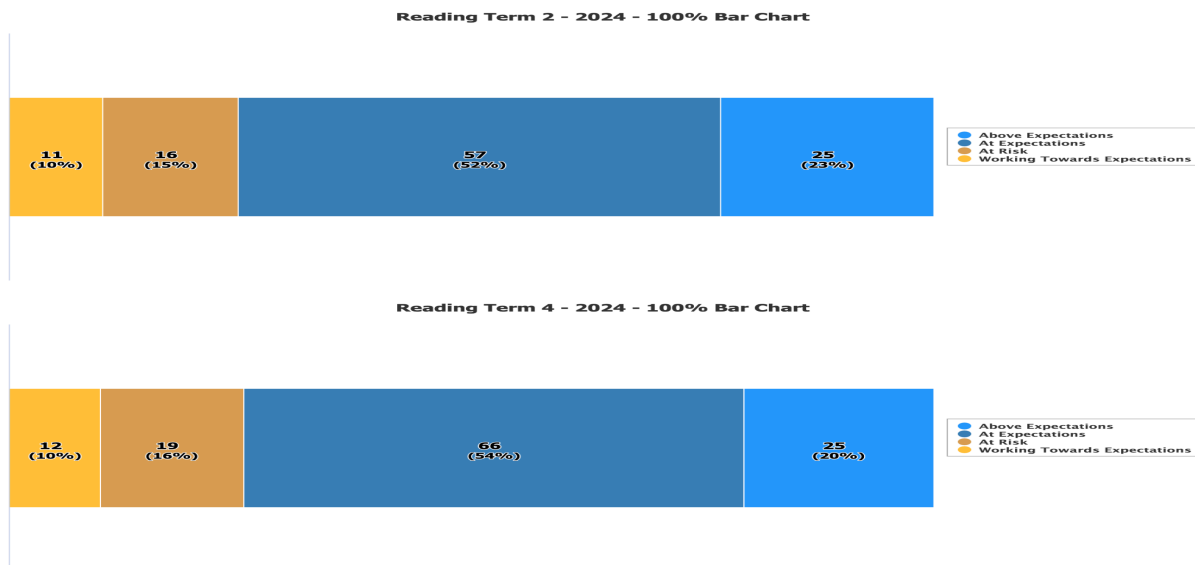
- 20% of our students are achieving beyond expectations in reading. This is a significant drop of 12% from this time last year and
- 26% of our students are achieving below or well below expectations. This is a concerning increase of 6% from last year

- As the student roll has increased we have not managed to sustain the achievement levels.

Deeper analysis: When looking at this data in more depth at an individual basis the following points are evident:

- **Students achieving well below (Towards expectations)- 12 students**
 - 5 are new students
 - 5 have shown no progress from last year
 - 2 have slipped back from “at risk” this year
 - 2 have also moved up into the “at risk” category this year (indicating some success)
 - All students working in this category are identified and working on IEPs
- **Students achieving just below (At Risk)- 19 students**
 - 6 are new students
 - 2 have shown no progress from last year
 - 8 have slipped back from the “at expectation” category this year
 - 2 have moved up into the at “expectations” category this year
- **Target students**
 - All students who are at risk are identified and are on our Targeted Learners register

Compared to mid year the data looks as follows:

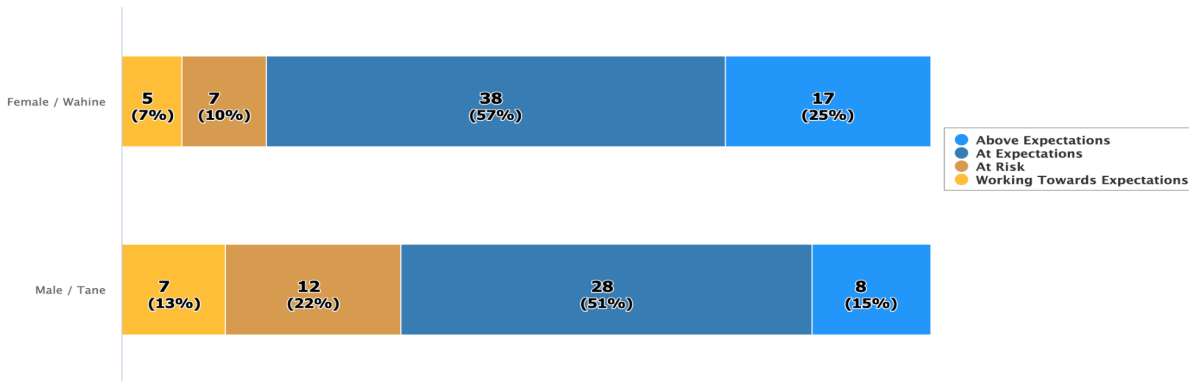


This data shows us that as a school we have slipped back very slightly since the mid- year data point.

When analysed across gender the data looks as follows:

Reading Term 4 - 2024 - 100% Bar Chart

Split By: Gender



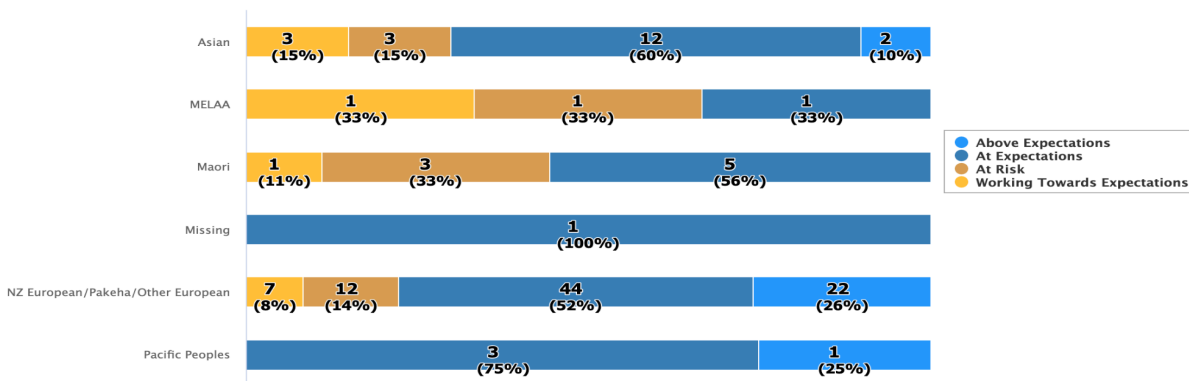
Key points from the data include:

- Girls significantly outperform boys in reading.
- 82% (55 students) of girls are achieving at or above expectations
- 66% (36 students) of boys are at or above
- 17% (12 students) of girls are achieving below expectations
- 34% (19 students) of boys are below or well below expectations.

When broken down by ethnicity the data looks as follows:

Reading Term 4 - 2024 - 100% Bar Chart

Split By: Ethnicity



Key points from this data include:

- **NZ European/Pakeha:** This group demonstrates the highest overall achievement, with a significant proportion of students achieving at or above expectations (78%).
- **Māori students:** This group shows a lower proportion of students achieving at expectations (54%) with 46% of Māori readers in the at risk and working towards" categories. However these numbers are reasonably small in comparison to other ethnic groups such as Pakeha and Filipino

- **Pacifica students:** 100% of our Pacifica students are achieving at or above expectations (4 students)
- **Filipino students:** These groups have a mixed performance, with 70% of students achieving at or above expectations, while others are in the lower categories.

When split across year levels we can see a clearer picture of where we will need to place more focussed efforts over the next year.

Reading Term 4 - 2024 - Student Counts

Split By: Year Level

Search:

↑↓	Working Towards Expectations	At Risk	↑↓	At Expectations	↑↓	Above Expectations	↑↓
0	0	0		6		2	
1	0	0		13		3	
2	3	9		6		3	
3	0	2		8		6	
4	2	4		9		1	
5	1	2		4		1	
6	6	1		7		0	
7	0	1		9		2	
8	0	0		4		7	

Key observations from this data set include:

- **Year 2 cohort:** There is a disproportionate number of students in Year 2 who are struggling in Reading. While students who are considered “at risk” may be just marginally below the required standard, it is also possible that they may be just above being considered well below and without analysing individual student data this is impossible to determine.

- What we can say is that of the 19 students at risk school wide almost 50% of them (19/19) are in the Year 2 cohort.

- Of the 9 students in Year 2 considered at risk 2 are ESoL students 6 are boys

- This is an increase of 2 students at risk in Year 2 since July, when there were 7.

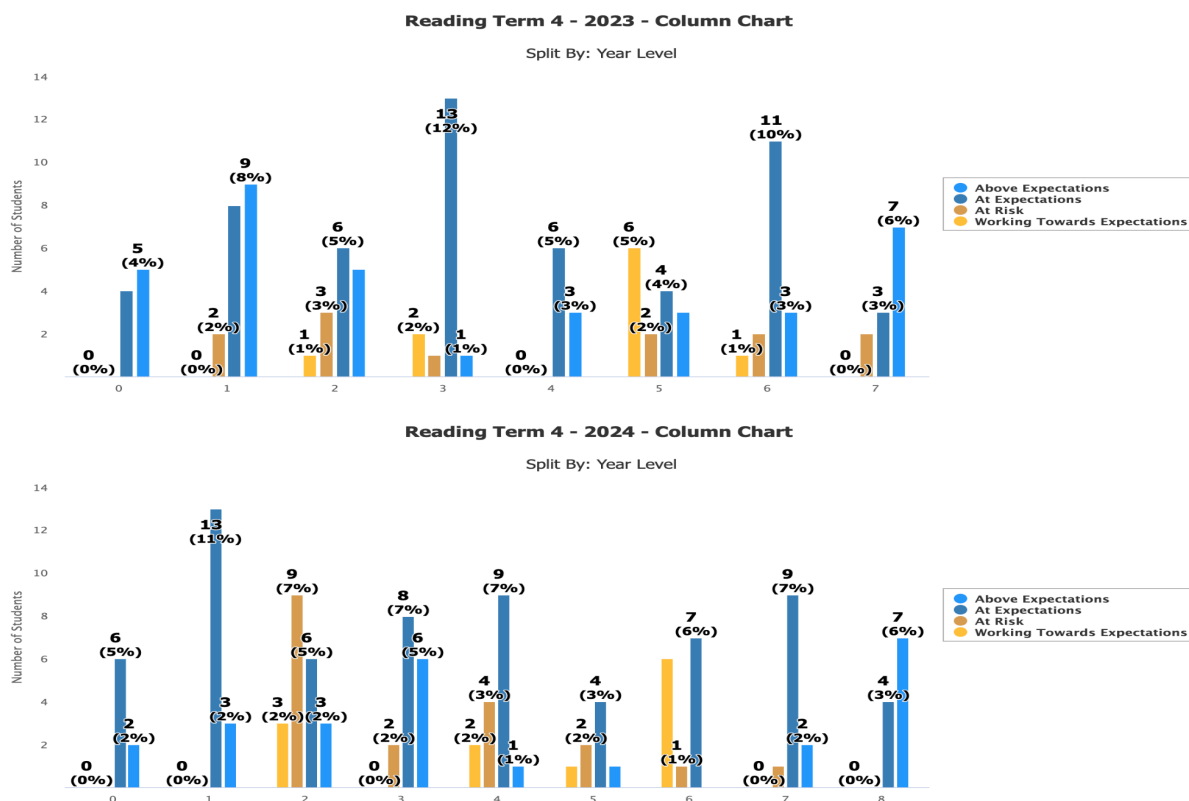
There is also 2 more students in the working towards category at Year 2 then there was at the mid year data point

- This is a clear slide that needs to be urgently investigated and addressed.

- **Year 3 cohort:** has improved on mid year data with a positive shift in all categories of those students achieving at or above expectations. 2 of these students have moved from well below to at risk and another 2 from at risk to at expectation since the mid year data point
- **Year 4 cohort:** has seen a positive shift since mid year with 2 students have moved up from below expectations to at risk since the mid year data point, 1 moving up to at expectation and 1 moving to beyond expectation
- **Year 5 cohort:** has seen a slight negative shift (1 student slipping from at risk into the working towards and another 1 from at to at risk)

- **Year 6 cohort:** has seen negative shifts in all categories and has the highest number of students achieving in the lowest category (6 students, double any other year level)
- **Year 7/8 cohort:** have remained relatively stable since the mid year data point with one student in Year 7 moving up from working towards in at risk and the rest of the students staying at or above expectations
- **ESoL/gender connections:** Of the 31 students who are below or well below expectations in Reading 8 are ESoL students and 19 are boys. 6/31 are Filipino boys new to the country in the last 12 months. 2 are Filipino girls new to the country in the last 8 months.

A look at the whole school in comparison to the same time last year looks as follows:



Key Observations from the data include:

- This year we have seen positive shifts of students moving from Years 2 to 3 and from Year 7 to 8
- We have seen noticeable negative shifts from Years 1 to 2, and Years 5 to 6. These cohorts will need to be carefully tracked and monitored next year to ensure they receive the best possible support.
- There has been a slight negative shift from Year 4 to 5
- Years 3 to 4 and Years 6-7 have remained stable.

Summary:

At first glance, given the overall slide in progress and achievement in Reading this year can leave one with an initial feeling of disappointment and no small level of frustration. It would appear that despite the intense training

in the most respected (and expensive) Structured Literacy approach, we are yet to address the issues in Reading this year.

There are no excuses, but there may be some reasons for the apparent lack of success, despite our best efforts. Not least of which is the transient nature of our school population.

This year we had 26 students that moved out of the area and on to other schools, and yet we finished the year with a roll that was 4 students higher than when we started in February. That equates to a turnover of 56 students or 44% of our roll that we experienced through this year. When looking at those numbers there can be some justification for the programs that we put in place not quite having the time to be embedded and yield the desired success. A large proportion of the students that have arrived this year have done so with a degree of literacy needs; some have been through ESoL learners and other due to the transient nature of the dairy community. Programs such as MSL take time to embed. They require long periods of repetition that are only possible through sustained attendance at school. It can also be seen that in the majority of cases, poor attendance and low achievement go hand in hand. This is also apparent here at Papakaio.

On the plus side, we have excellent tracking and monitoring systems (as noted by ERO), and we are able to identify the students that require extra support and provide them with programs to accelerate their learning. I believe that we have the teachers and the training to make a positive difference for our students in the long term, as long as we stay the course and are able to retain our students population at a stable level. This however is something that is largely beyond our control.

Next steps:

Given what has been seen in the data I believe it is necessary to continue on the course of action that was set in mid year. Our next steps should include but not be limited to:

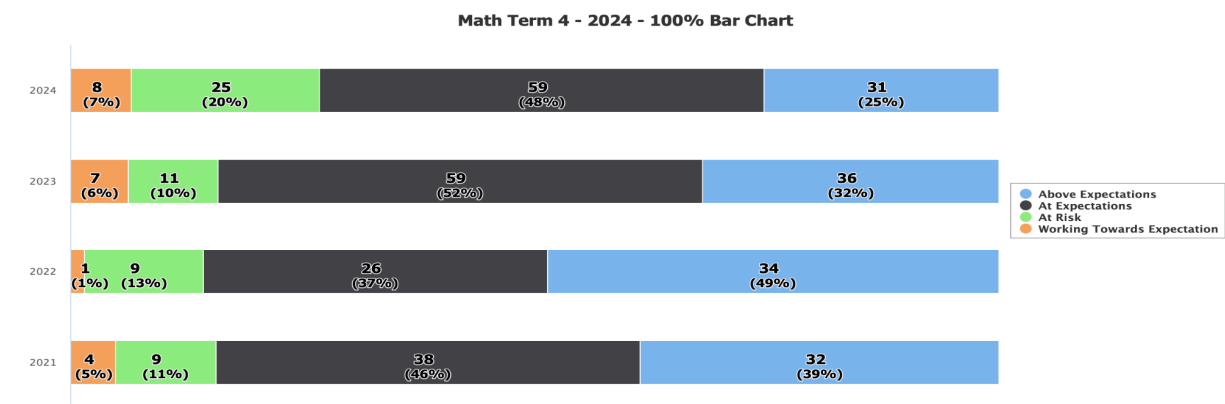
- Investigate the specific needs of the Year 3 and Year 7 cohort next year.
- Implement targeted interventions to support these students, especially those who have been with the school since the beginning.
- Enhance support for ESOL students, particularly those who are new and struggling with English proficiency.
- Provide additional language support and integrate language learning with reading activities.
- Continue to leverage the strength in tracking and monitoring progress, with specific focus and support for Years 3, 5, 6 and 7.
- Ensure that Learning Assistants are effectively supporting teachers and students, particularly in historically and currently struggling cohorts (Year 3 and 7).
- Investigate engaging reading resources tailored to boys' interests to boost their reading performance.
- Investigate engaging reading resources tailored to engage Māori to boost their reading engagement and performance.
- Maintain and enhance the integration of reading and writing curricula.
- Use successful strategies from senior rooms in junior rooms and vice versa.
- Continue dedicating time in staff meetings for professional discussions about struggling learners.
- Encourage collaborative problem-solving and sharing of best practices among staff.

Maths Data Analysis

Maths is traditionally an area of strength at Papakaio School. Last year the end of year data showed that 83% of our students were achieving at or above the expected curriculum levels in maths. Added to that only 9% (12 students) were well below expectations (working towards), well above the national average. As a result, the next steps in maths were very much “business as usual”. The read as follows:

- Consider the maths data in conjunction with the findings from other core curriculum areas to gain a holistic understanding of student performance and identify common trends or areas of improvement that can be addressed collectively, particularly in the Year 5 cohort.
- **Reading comprehension showed strong links to maths success**
- Investigate the PRIME Mathematics program to see the benefits and potential pitfalls of implementing a new school wide program.
- **This has been done and we will implement PR1ME from next year. This is in line with the mandate from the Government to implement a “Structured Math” approach nationwide. This has expedited the investigations into PR1ME Mathematics along with other possible approaches, however it can be noted that this step was on our radar before the requirements were put in place.**

The first data set that you will see is the year on year comparison of Math data from 2021-this year:



From this graph we can see the following:

- **Significant decrease in achievement:** Over time it is abundantly clear that our (historically) biggest strength as a school, has now become our greatest area for development.
- Although our “numbers” in the at and beyond expectations are consistent and have remained so over time, as our school roll has grown, we have not managed to sustain the growth and achievement as percentage of the school population.

- Now over 25% of our students are achieving below expectations. In 2021 this was only 16%. Although in 2021 the total number of students was significantly less.
- While it is true that the majority of students that have joined our school in the last 2-3 years have been immigrant families who have arrived post covid, this is not a satisfactory explanation, given the upturn in achievement data for both Reading and Writing.
- More clarity around where the finer details of this concerning data will become clear with more dissection.

Below is a comparison of the mid year data:

Math Term 4 - 2024 - 100% Bar Chart



Math Term 2 - 2024 - 100% Bar Chart



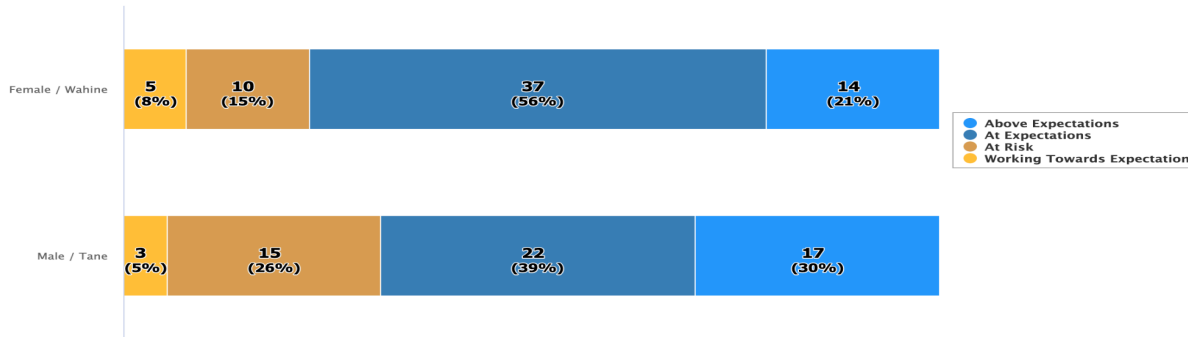
Here we can see:

- We are looking at a data set of 15 more students at this time of year than we were in July. This is an almost 10% increase in roll over the last 2 terms.
- It would appear that despite this we have managed to stem the negative slide of the schoolwide data in Math, which was considerably concerning at the mid year point.
- We still have 25% of our students achieving beyond expectations and almost half (48%) at expectations.
- Both results are comparable with the mid-year data.

Split across genders the data shows the following:

Math Term 4 - 2024 - 100% Bar Chart

Split By: Gender



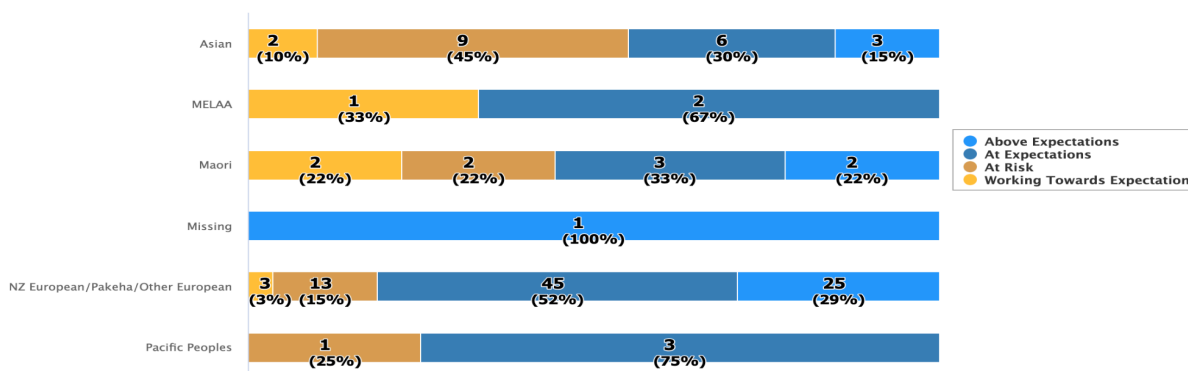
From the chart the following observations are clear:

- Girls significantly outperform boys in mathematics.
- 78% of girls are achieving at or above expectations, compared to 69% of boys.
- 25% of girls are achieving below expectations, while 32% of boys are below or well below expectations.
- Both of these statistics are below the traditional expectations that schools should have at least 80% of students achieving the expected curriculum standard or above in any given subject area. And also below where we have traditionally sat.
- Boys' performance in mathematics is notably lower than expected, with almost $\frac{1}{3}$ of boys below curriculum expectations. This is especially concerning considering the historical trend of boys outperforming girls in this subject.
- This suggests a need for further investigation into factors affecting boys' engagement and achievement in mathematics.

When split across ethnicity the data looks as follows:

Math Term 4 - 2024 - 100% Bar Chart

Split By: Ethnicity



Key observations from this data set include:

- **Filipino-** Our Filipino students appear to struggle in Math with 55% (11/20) of the students in this cohort achieving below expectations. This may be explained through the language barrier with new immigrants, causing difficulty in understanding the verbal nature of the Numeracy project delivery.
- **NZ European/Pakeha:** This group demonstrates the highest overall achievement, with a significant proportion of students achieving at or above expectations (71%).
- **Māori:** Almost half of our Māori students are struggling in Math, suggesting that if a student is Māori and a boy then Math is highly likely to be a challenge for them.
- **Pacifica:** Our small Pacifica population shows confidence and success in Math.

When split across year levels we can see a clearer picture of where we will need to place more focussed efforts over the next year.

Math Term 4 - 2024 - Student Counts

Split By: Year Level

Search:

↑↓	Working Towards Expectati	At Risk ↑↓	At Expectations ↑↓	Above Expectations ↑↓
0	0	0	7	1
1	0	0	13	4
2	1	14	4	2
3	0	0	8	8
4	2	4	8	2
5	1	0	6	1
6	1	4	5	4
7	2	2	4	4
8	1	1	4	5

Key observations from this data set include:

- **Year 2 cohort:** There is a disproportionate number of students in Year 2 who are struggling in Math. As with Reading, while students who are considered “at risk” may be just marginally below the required standard, it is also possible that they may be just above being considered well below and without analysing individual student data this is impossible to determine.
- What we can say is that of the 25 students at risk school wide almost 60% of them (14/25) are in the Year 2 cohort.
- Of the 14 students in Year 2 considered at risk 5 are ESoL students 11 are boys
- This is an increase of 5 students at risk in Year 2 since July, when there were 9.
- This is a clear slide that needs to be urgently addressed.

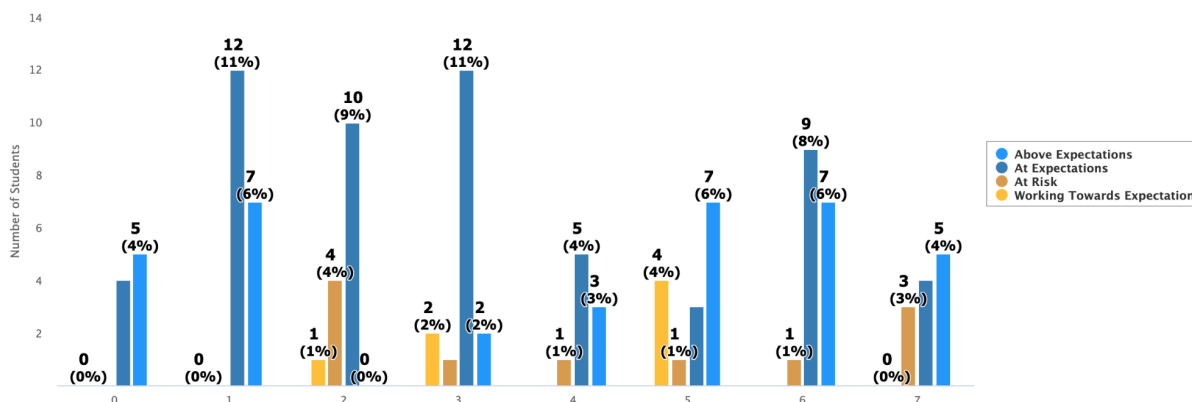
- **Year 3 cohort:** is performing very strongly in Math with 100% of those students achieving at or above expectations. 5 of these students have moved from at risk to at expectation since the mid year data point
- **Year 4 cohort:** 3 students have slipped from at expectations to at risk since the mid year data point
- **Year 6 cohort:** 3 students have slipped from at expectations to at risk since the mid year data point
- **Year 7 cohort:** 2 students have slipped from at risk to below expectations since the mid year data point.

ESoL/gender connections: Of the 33 students who are below or well below expectations in Math 13 are ESoL students and 20 are boys. 9/33 are Filipino boys new to the country in the last 12 months. 2 are Filipino girls new to the country in the last 8 months.

Whole school by year level in comparison to the same time last year looks as follows:

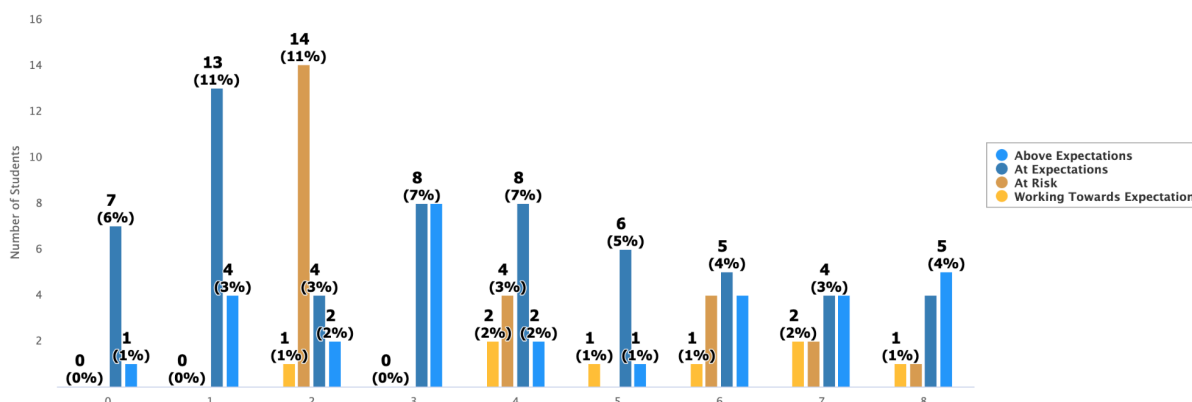
Math Term 4 - 2023 - Column Chart

Split By: Year Level



Math Term 4 - 2024 - Column Chart

Split By: Year Level



Key findings from this data include:

- **Progress from Year 2 to Year 3:** There is clear evidence here that the last years Year 2 cohort have made significant progress in Year 3
- **General decline schoolwide:** From that point there is an evident general “flattening out” of the graphs showing a very slight decline which steadies as students reach the end of Year 8.

Summary:

On the strength of this data we can no longer claim that Math is an area of strength for our school. Although some schools would be delighted with 73% achievement, this is the “worst” Math data that I have analysed in my term at Papakaio. It is very timely that even before this analysis began we had resolved as a staff to change our Math program, as we have done over the last 2 years with Reading and Writing.

Although $\frac{1}{3}$ of our struggling Math learners are Filipino students who are recent arrivals to NZ, that still means that over 65% of our students struggling in Math are New Zealand born. There are 5 NZ born students who have joined us this year that are represented in the below and well below categories. They will hopefully show accelerated progress as they continue their journey at our school. This has been evident in the past.

However that still leaves half of the students represented in the below or well below categories as students that are native english speakers who have been at Papakaio School for 2 or more years.

It is good that many of these students are in the Year 2 cohort so with early intervention we may be able to close the gaps in their learning quickly. This will only come if we change our delivery. And this will be the focus for next year.

Next steps:

- Initiate the PRIME Mathematics program schoolwide, along with sufficient resourcing and PLD
- Focus on the early years by implementing targeted interventions for Year 3 students, especially for boys, Māori and Filipino students.
- Address the needs of high-needs ESoL students to ensure they receive appropriate support.
- Investigate and develop strategies to increase boys' engagement and performance in maths (and overall).
- Explore potential causes for boys' underperformance and address any identified issues.
- Provide tailored support and resources for Pasifika students to help improve their maths outcomes.
- Continue to regularly monitor student progress and adjust teaching strategies as needed.
- Link the Staff Professional growth cycles to pedagogical change in Math to support the new learning for all.
- Make Math improvement an annual goal focus to provide funding and support for initiatives and training to realise the best outcomes possible for our students.

General Summary:

The implementation of the Writers toolbox has been a significant and extremely pleasing success to this point. There has been notably impressive improvement in overall writing performance, especially for boys and Māori students, along with an increase in teacher confidence and student engagement. This should be celebrated in the light that Writing has been an area for development for some time. However in Reading there has been a concerning decline in achievement, particularly in the "At Risk" and "Working Towards" categories. This is repeated in Mathematics. However, I believe that with time to embed the

current MSL training and the implementation of PR1ME Mathematics we can address the discrepancies that we currently see in our data, as we have done for Writing.

This combined with our identification, intervention, tracking and monitoring strategies will support success in our learners moving forward.

The disparity in gender disparity continues to be evident, with girls outperforming boys quite significantly in all areas of the curriculum. This is something that needs to be continually evaluated. We have seen some success in closing the gender gaps in writing.

Disparity is also apparent along ethnic lines with Māori and Filipino students over represented in the at risk and working towards categories in all areas. However again WTBox has helped close that gap for Māori in Writing.

As a leadership team we must continue to investigate how to achieve true equity in our program delivery to enable success for all.

Damian Brown

Principal December 2024

3. Giving effect to Te Tiriti o Waitangi

Statement: At Papakaio School, we continue to make connections from our past, while preparing in our present and for our future selves. “Mātai ki te rangi, homai te kauhau wānanga ki uta, ka whiti he ora”. Look beyond the horizon, and draw near the bodies of knowledge that will take us into the future. (Te Mātaiaho 2023).

At Papakaio School we acknowledge and give effect to Te Tiriti o Waitangi. We actively seek to engage and promote the principles- partnership, protection and participation of Te Tiriti O Waitangi. We review our cultural responsiveness annually with staff, students and whānau.

In addition, we specifically consult with whānau Māori annually to ascertain goals and aspirations for ākonga Māori and use these consultations to guide the development of our annual plans and goals.

We work to ensure that our planning, policies and local curriculum incorporate a Māori world view by reflecting local tikanga, mātauranga Māori and te ao Māori. We recognise Kāti Hateatea, who are mana whenua o te rohe nei, we consult with local Rūnaka at Mōeraki on all decisions and we ensure that Māori are succeeding as Māori. Te Tiriti and its principles (as articulated by the Courts and the Waitangi Tribunal) set out obligations for the Crown and Māori, that guide how tangata Tiriti and tangata whenua can live together with mutual respect. The key principles include rangatiratanga, partnership, participation, active protection, equity, and opportunity. They provide for the active protection of taonga, including te reo Māori, tikanga Māori, and mātauranga Māori, and enable fair and equitable educational processes and outcomes for Māori and for all ākonga.

As part of our teacher’s professional growth cycle the expectation of documented continuous, upskilling of tikanga and te reo is a compulsory component of the process.

4. Compliance with Employment Policy

All School Policies can be found on the Schooldocs website:

<https://papakaio.schooldocs.co.nz/>

Employment Policy

The Papakaio School board recognises the importance of an effective staff team and will make every endeavour to employ quality staff. The board strongly promotes high levels of staff performance, using educational resources effectively, and recognising the needs of students.

The board of Papakaio School complies with the principle of being a **good employer**, as required by the Education and Training Act 2020 (s 597). We implement this Employment Policy and associated policies to comply with being a good employer and we report on our compliance in our annual report.

Papakaio School supports the fair and proper treatment of staff members in all aspects of their employment, and builds employment relationships that are based on **good faith**. We comply with employment legislation and regulations, and all relevant employment agreements.

The board takes all steps, so far as is reasonably practicable, to meet its primary duty of care obligations to ensure good and safe working conditions for all staff. See **Primary Duty of Care**.

To support our responsibilities as a good employer, we:

- aim to provide equal employment opportunities for all staff members – see **Equal Employment Opportunities**
- employ appropriately qualified staff members through a fair appointment process – see **Appointment Policy**
- ensure that the school is appropriately staffed and that we give effect to the conditions of all relevant employment agreements – see **School Staffing**
- ensure that all staff members maintain proper standards of integrity, conduct, and concern for the public interest, and the wellbeing of students attending our school – see **Staff Conduct**
- have a fair and consistent performance management process – see **Performance Management**
- provide opportunities for professional development to meet identified needs – see **Professional Development**

- **have set processes for ending employment that comply with employment agreements and the requirements of the Employment Relations Act 2000 – see [Ending Employment](#).**

The board makes our employment policies available to staff.

5. Statement of KiwiSport Funding.

Kiwisport Funding Statement- Papakaio School

This year to December 2025 Kiwisport funding has been used in the following ways:

- **Sailing Instruction**
- **Swimming Instruction**
- **Bus transport to sporting events**
- **Purchase of PE equipment**
- **Purchase of bikes for the bike track.**