

HOW WE HAVE DONE AGAINST TARGETS FOR 2021



Aidanfield
Christian School

2 Nash Road, Aidanfield
Christchurch, New
Zealand



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2021 ANALYSIS OF VARIANCE

Mission (Our purpose)

To provide quality education based on a biblical Christian worldview enabling each child to fulfil their God-given destiny.

Vision (Our direction)

Quality education based on a biblical Christian worldview
Biblical - Relational – Transformative



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RISING TO THE CHALLENGE

2021 was another year interrupted by a global pandemic, which caused interruption to the operation of the school.

The school, like the country was in full lockdown in August and moved to Alert Level 2 in early September for the rest of the year. Mandatory vaccination for all staff was introduced in October with effect from November 15.

During lockdown all school based learning occurred via online platforms with all staff and pupils teaching and learning from their homes. Once again, there was little warning of the lockdown, about 6 hours this time.

COVID-19 was influential on the operation of the school in 2021. Our staff are amazing professionals and the results this year are a testament to their work and dedication invested in the learning journey with our parent community who have risen to the challenge of home learning once again. Together we have done well!

This summary analysis of data is fully supported in much greater detail by the individual curriculum area end of year reports to the Board.



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2021 ANALYSIS OF VARIANCE

Strategic Goal 1: Quality Education based on a Biblical Christian world view (Biblical / Transformative: Academically Able)

As a school with pupils from year 1 to 10 our priority is strong foundations in literacy and numeracy. To continue to foster excellent quality education the following areas have been identified as requiring specific focus in 2021 to enhance the overall literacy and numeracy of our pupils.



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READING

Annual Goal:

Quality education means all pupils in years 1 to 10 will have every opportunity to achieve to their expected level (as a minimum) against the National Curriculum by the end of the year in Reading and its associated competencies

Annual Targets to achieve the goal, our annual targets for 2021 were:

1. 90% of students in Years 5, 7, and 9 to be at or above in reading OTJs
2. 75% of students, or higher, to be in the at or above categories for Reading Level at the Observational Survey
3. 85% of Year 3 students to be at or above in STAR test results at the end of the year.



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WRITING

Annual Goal:

Quality education means all pupils in years 1 to 10 will have every opportunity to achieve to their expected level (as a minimum) against the National Curriculum by the end of the year in Writing and its associated competencies

Annual Target: to achieve the goal, our annual targets for 2021 were

1. 80% of all boys to be at or above in writing at the end of 2021
2. 85% of Māori and Pasifika students to be at or above in writing at the end of 2021
3. 60% of students who were below or well below to show positive shift in writing for 2021 (well below to below, below to at). .



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MATHEMATICS

Annual Goal:

Quality education means all pupils in years 1 to 10 will have every opportunity to achieve to their expected level (as a minimum) against the National Curriculum by the end of the year in Mathematics and its associated competencies.

Annual Target to achieve the goal,

1. 85% of 2021 Year 5,7,9 girls to be at or above in OTJ data (halve the number of students below and maintain no 'well below')
2. 85% of Year 9 students in 2021 to be at or above
3. 85% of Maori and Pasifika to be at or above



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ATTENDANCE

High attendance rates for each pupil contributes to quality learning and solid foundational habits

Raise overall school attendance from 88% in 2018 to maintain 94% across all year levels from the end of 2020.

Overall School Attendance 2021 = 95.5 %

STRATEGIC GOAL 2:

**Depth of Christian community across the whole school
community**

(Relational / Transformative: Relationally focused)

To help measure an authentic expression of Christian faith in action the Wellness at School survey has been administered in years leading up to 2021.

As a response to the impact of COVID it was determined that the Wellness Survey would not be completed in 2020 and has been completed in August of 2021.



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STRATEGIC GOAL 3

Deepen understandings of bicultural teaching and learning through a biblical lens (Biblical / Relational: Culturally Competent)

To continue on the path to honouring the Treaty and its expectations:

- Established Year 4 to Mārae for one day experience
- Establishment of Te Reo/Tikanga Teacher from 2020
- Established Te Ao Māori specialist teaching in all classes across the school
- Relationships forming with external agencies and iwi
- Staff PD ongoing



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STRATEGIC GOAL 4

**Enhance opportunities for all age levels to serve the
community**

(Biblical / Relational: Missionally Minded)

To develop a heart of service in pupils of the school

Leadership and service opportunities continue to grow, however, with the redirection of strategic intent and gathering rules in 2020/2021 due to COVID, limited work has been done on developing the annual plan goal.



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ACADEMIC GROWTH

Specific goal results are contained in individual reports for the following areas

- Reading
- Writing
- Mathematics

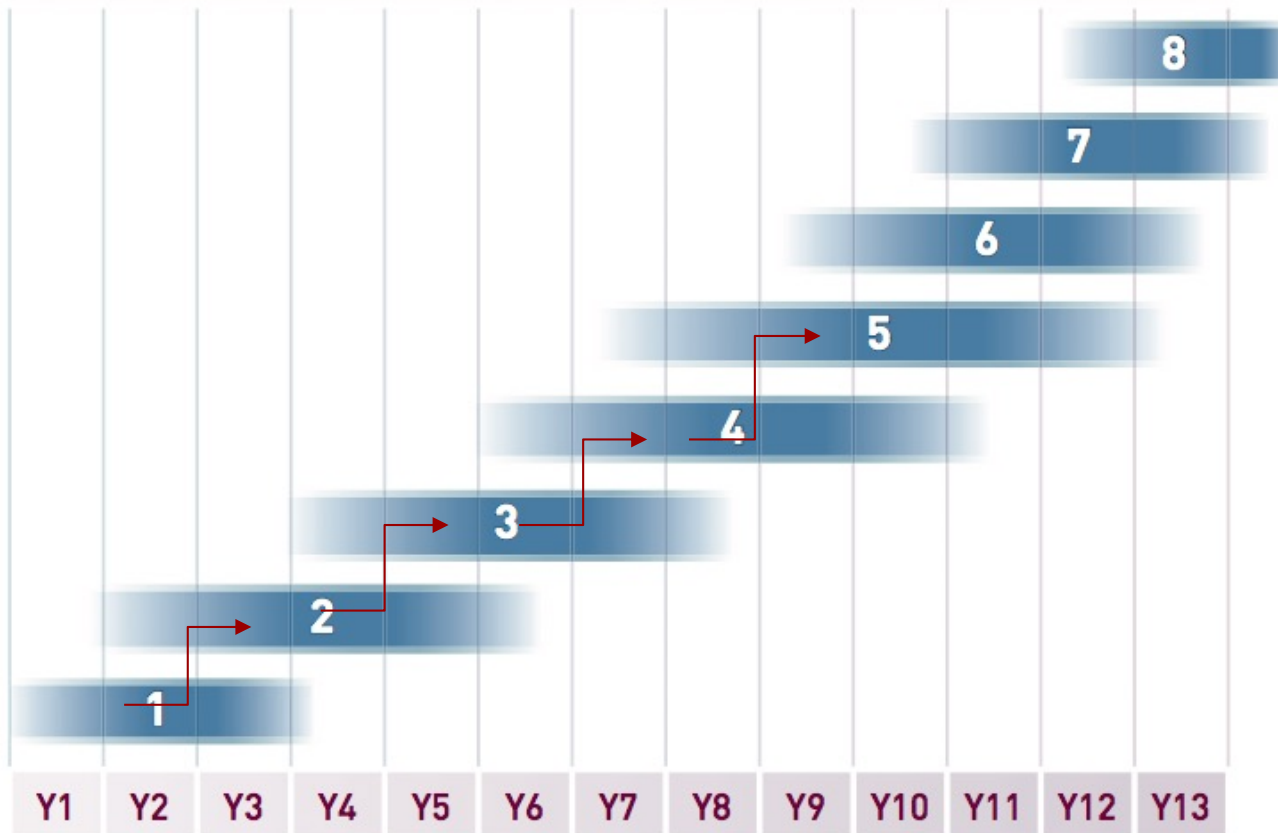
Overall the school has seen very pleasing results across the school despite the lockdown interruption in the early stages of the year.



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YEAR LEVELS WHERE EXPECTATION INCREASES

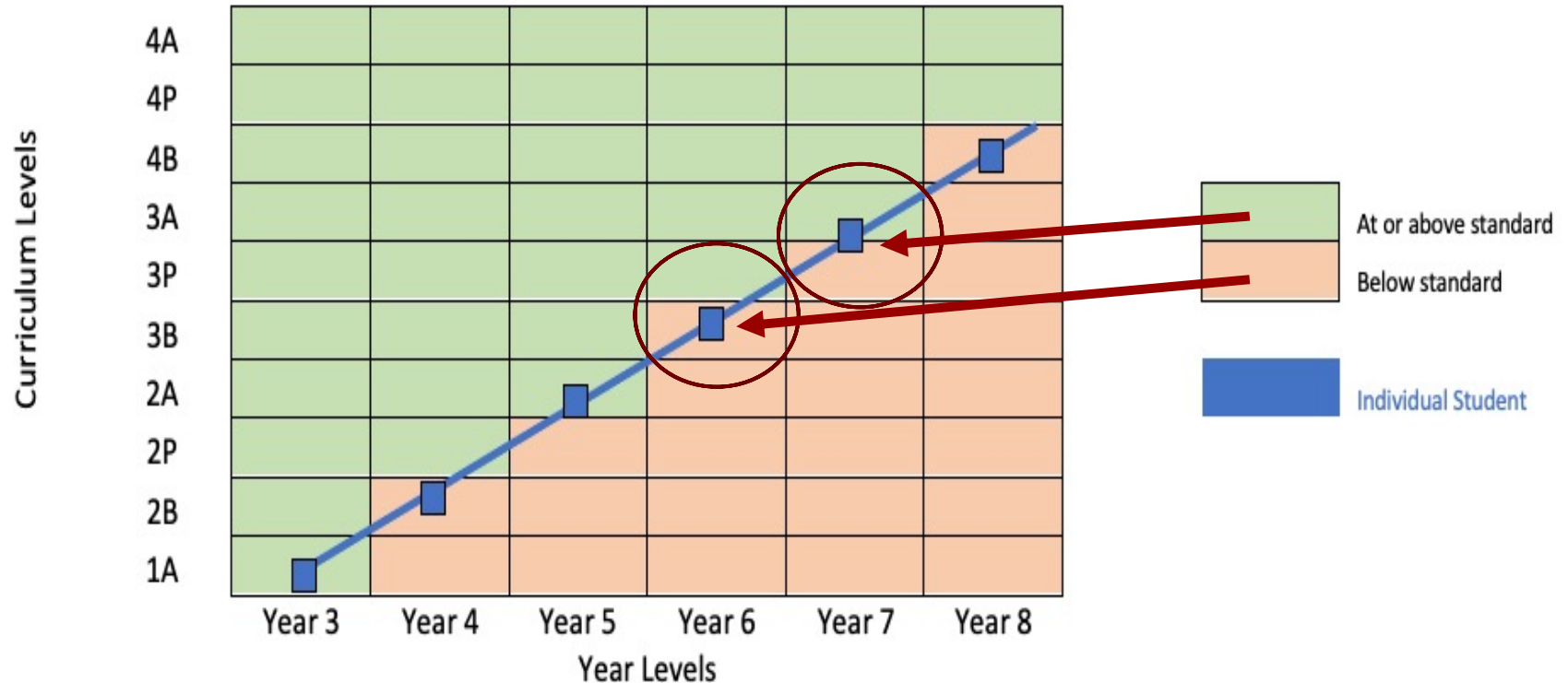
Years and Curriculum Levels





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THE ISSUE OF FLUCTUATIONS



We have noted a trend that has pupils AT in one year and BELOW in another. The following lineal paths and reference to the slide before may explain this apparent fluctuation. We note this issue again in 2021.



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READING

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Annual Target to achieve the goal, our annual targets for 2021 are:

1. 90% of students in Years 5, 7, and 9 to be at or above in reading OTJs
2. 75% of students, or higher, to be in the at or above categories for Reading Level at the Observational Survey
3. 85% of Year 3 students to be at or above in STAR test results at the end of the year.



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OVERALL READING

In 2021 we see an upward trend continue across all levels

Year 1-10 = 87% of all students were “At or Above”

expectations for OTJ Reading.

Year 1 – 8 = 86% Year 9 – 10 = 88%

2020 - 86% of all students (Year 1-10) were “At or Above” expectations for OTJ

Year 1 – 8 = 86% Year 9 – 10 = 88%

2019 - 85% of all students (Year 1-10) were “At or Above” expectations for OTJ

Year 1 – 8 = 87% Year 9 – 10 = 65%

2018 - 70% of all students (year 1-10) were “At or Above” expectations for OTJ

NB, Year 1 pupil data not included. 2018 decision to allow a year to adjust to school before making overall judgement. This will have an impact on the overall results. Year 1 levels are similar to previous years.



2021 OVERALL READING

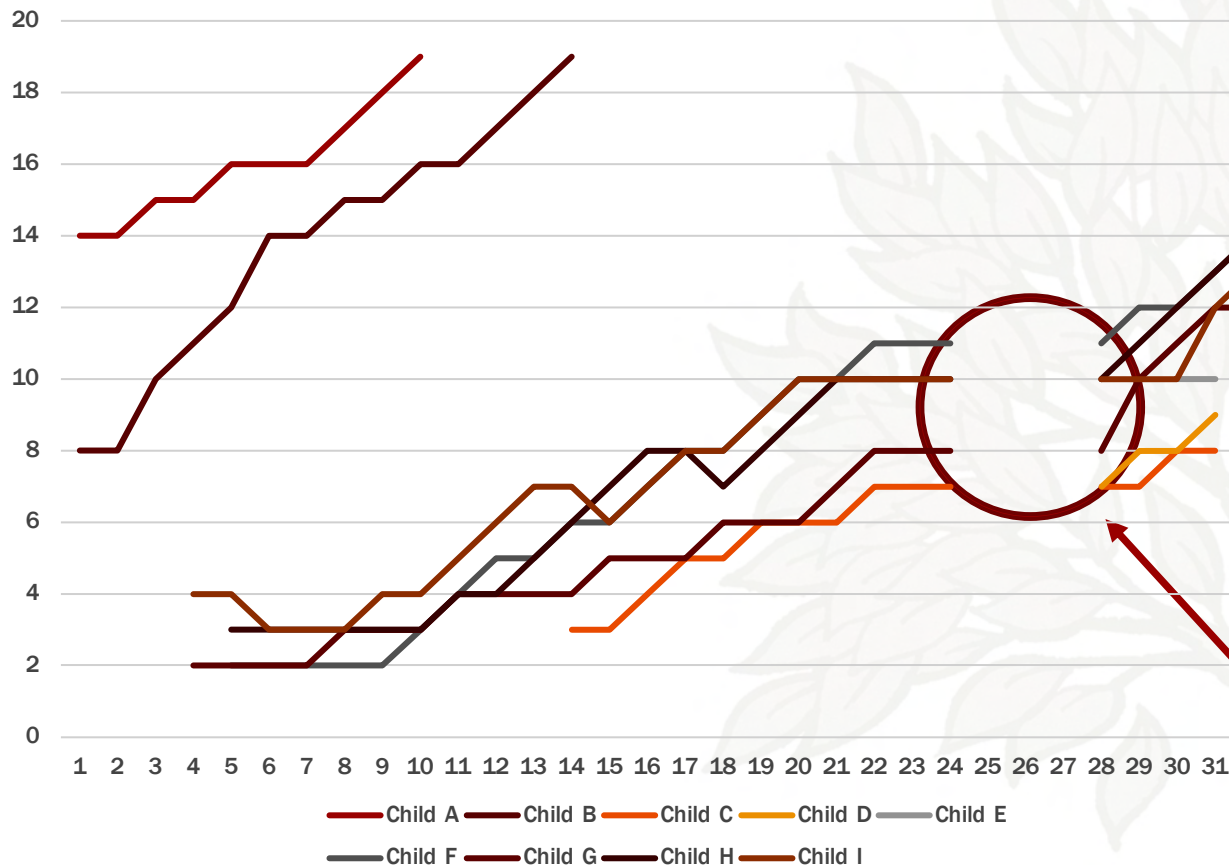
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2021 READING RECOVERY

Reading Recovery 2021



9 children in 2021

Good movement in all children

Two children were carried over from 2020

Two children are likely to be carried over to 2022

COVID interruption Weeks



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MONITORING OVER 3 YEARS

Ongoing Monitoring of Previous Reading Recovery Children					
Child	Term 1 Reading Level	Assessment	Term 3 Reading Level	Expectation	
1	L20	Below	Curriculum L3	At	
2	8.06-9.06 Yrs	At	Curriculum L3	At	
3	8.06-9.06 Yrs	At	Curriculum L3	At	
4*	L21	Well Below	Curriculum L2	Well Below	
5	8.06-9.06 Yrs	At	Curriculum L3	At	
6	L20	Below	L23	Below	
7	L16	Below	L19	Below	
8	L19	At	Curriculum L2	At	
9	L20	At	Curriculum L2	At	
10	L15	At	L20	At	
11	L17	At	L18	Below	
12	L22	Below	Curriculum L2	Below	
13	L19	Below	L20	Below	
* Referred from Reading Recovery.					

11 children have maintained, 1 has increased and 1 has dropped achievement



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TRENDING MALE / FEMALE 2021

Female pupils

2021 = 137/154 (88%) females At or Above curriculum level for their year level

2020 = 123/141 (87%) pupil At or Above curriculum level for their year level

Continuing upward trend from 2019 female pupils 95/136 (69%) At or Above

Male pupils

2021 = 84/173 (84%) males At or Above curriculum level for their year level

2020 = 134/162 (82%) pupil At or Above curriculum level for their year level

Continuing upward trend from 2019 male pupils 109/138 (78%) At or Above curriculum

Well below category

2021 = 9/173 (5%) males and 3/154 (1%) females are in the.

2020 = 10/162 (6%) males and 2/141 (1%) females are in the.

2019 = 11/138 (7%) males and 14/136 (10%) females



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MALE AND FEMALE DIFFERENCE

In 2021 year levels with noticeable difference

Year 4: 22% of boys compared to 5% of girls are achieving **below** expectations for Reading.

Year 8: 26% of boys compared to 6% of girls are achieving **below** expectations for Reading

Year 9: 0% of boys compared to 15% of girls are achieving **below** expectations for Reading.

Year 10: 19% of boys compared to 0% of girls are achieving **below** expectations for Reading

Overall

- In Year 2, 3, 5, 6, 7, little difference between the boys and girls
- In Year 6 -7 the girls are scoring below
- In Years 4, 8 and 10, the girls are doing considerably better





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TRENDING ETHNICITY 2021

Maori pupils = 13/15 pupils achieving At or Above expectation (86%),

2020: 10/12 pupils achieving At or Above curriculum expectation (83%),

2019: 7/9 pupils achieving At or Above curriculum expectation (78%)

Pasifika pupils = 11/13 pupils achieving At or Above expectation (84%),

2020: 11/13 pupils achieving At or Above expectation (84%),

2019: 5 / 7 pupils achieving At or Above curriculum expectation (71%)

Asian pupils = 116/137 pupils achieving At or Above expectation (84%)

2020: 95/114 pupils achieving At or Above curriculum expectation (83%)

NZ Pākehā = 121/135 pupils achieving At or Above expectation (89%)

2020: 118/137 pupils achieving At or Above curriculum expectation (86%)

MONITORING ENGLISH LANGUAGE LEARNERS - READING

ACS Aim:

All English Language Learners will show shift within the ELLPs over a 2 year period. The research suggests that it can take 5-7 years to learn academic language (Ministry of Education, 2008), so this is significant progress in only two years.

Of the 47 identified ELL students (Year 2 and above) at ACS in 2019,

83% (39/47) are **at or above** curriculum level in reading in 2021





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2021 TARGET ONE

90% of students in Years 5, 7, and 9 to be at or above in reading OTJs

Total number and percentage of pupils in Year 5, 2021, who are AT or ABOVE expectation in the end of year OTJ.	Number 29	% 81%
Are 90% or more of pupils in Year 5, 2021 AT or ABOVE	NO	

Total number and percentage of pupils in Year 7, 2021, who are AT or ABOVE expectation in the end of year OTJ.	Number 33	% 91%
Are 90% or more of pupils in Year 7, 2021 AT or ABOVE	YES	

Total number and percentage of pupils in Year 9, 2021, who are AT or ABOVE expectation in the end of year OTJ.	Number 20	% 91%
Are 90% or more of pupils in Year 9, 2021 AT or ABOVE	YES	

The target was achieved in two of three identified cohort.

- Year 4's last year were at 87% At or Above OTJ. This year, as year 5's, they are 81% At or Above.
- Year 7 (2021) showed the greatest shift from 61% to 91% from 2020 to 2021.
- Year 9 showed positive shift from 86% in 2020 to 91% in 2021.

Our current Year 5 cohort are noted as being a group with a suggested target for 2022 as they seem to be a cohort of concern.



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2021 TARGET TWO

Year 1 Focus: 75% of students, or higher, to be in the at or Above categories for Reading Level at the Observational Survey

Total number and percentage of pupils assessed on the Observational Survey, 2021, whose Reading Level is AT expectation.	Number	19%
Total number and percentage of pupils assessed on the Observational Survey, 2021, whose Reading Level is ABOVE expectation.	Number	14%
Are 75% or more of pupils assessed on the Observational Survey, 2021, AT or ABOVE for Reading Level?	NO	

67% of children tested at their 6 Year net are 'Below' in 2021. This is an area that will need addressing and is already a point of discussion between appropriate staff members.

There were 34% of tested students 'Above' and 100% 'At' or 'Above' at their SEA in 2020.



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2021 TARGET THREE

85% of Year 3 students to be at or above in STAR test results at the end of the year.

Total number and percentage of pupils in Year 3, 2021, who are AT or ABOVE expectation in the end of year STAR test.	Number 38	% 93%
Are 85% or more of pupils in Year 3, 2021 AT or ABOVE	YES	
Comment: This goal has been reached, despite a large decline in number of students in the “Above’ category, moving to ‘At’ over the course of testing. While this has been a recent trend for our Year 3 cohort, and overall, our STAR data is positive, it is interesting that the OTJ data suggests stronger results than the STAR test.		



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ANNUAL GOAL – READING

Quality education means all pupils in years 1 to 10 will have every opportunity to achieve to their expected level (as a minimum) against the National Curriculum by the end of the year in Reading and its associated competencies. Although we did not meet our target, there are things to celebrate as we offered every opportunity to succeed!

Of pupils who were below or well below:

- 21 students (54%) moved up at least one sublevel,
- 16 students (41%) made no shift between levels, and
- 2 students (5%) moved down.
- 36% of males (14) and 18% of females (7%) moved up one level.
- In the 'No Shift' group 26% of males (10) and 15% (6) females made no shift.
- One male and one female moved down one level.

Of **significant** note is that four males moved from “Well Below” to ‘At’ which is a shift of **two levels**



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WATCHING YEAR 10

What evidence is there of Year 10 achievement lifting between 2019 and end of year 2021?

It warms the heart to see 100% of students showing improvement in Reading over their last two years at ACS shifting at least two sublevels. This is a significant success and one to be celebrated.

A school focus with 'all teachers being teachers of literacy' has certainly paid off, along with focused input from teaching staff and support staff with a focus on Reading over those years.



Amazing!



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POTENTIAL 2022 FOCUS AREAS

READING

1. Revisit the assessment of Six-year Observational Data in order to stop the increase of below readers. Consider how this assessment fits with the Best Start programme, being implemented more fully next year.
2. Year 8 to Year 9 cohort – reduce the number of students Below and Well Below.
3. 2021 Year 2, 5 and 6. Increase the number of At or Above.
4. Maintain the increased numbers of boys achieving At or Above, and in Year 7, the girls.





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WRITING

Annual Goal:

Quality education means all pupils in years 1 to 10 will have every opportunity to achieve to their expected level (as a minimum) against the National Curriculum by the end of the year in Writing and its associated competencies

Annual Target to achieve the goal, our annual targets for 2021 are:

1. 80% of all boys to be at or above in writing at the end of 2021
2. 85% of Māori and Pasifika students to be at or above in writing at the end of 2021
3. 60% of students who were below or well below to show positive shift in writing for 2021 (well below to below, below to at).



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WRITING

In 2021 we see a overall results stabilising from year to year

Year 1-10 = 80% of all students were “At or Above”
expectations for OTJ Reading.

Year 1 – 8 = 78% Year 9 – 10 = 88%

2020 - 81% of all students (Year 1-10) were “At or Above

2019 - 76% of all students (Year 1-10) were “At or Above”

2018 - 77% of all students (year 1-10) were “At or Above”

NB, Year 1 pupil data not included. 2018 decision to allow a year to adjust to school before making overall judgement. This will have an impact on the overall results. Year 1 levels are similar to previous years.



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WRITING OVERALL

Percentage of students working 'well below' standard

2021 = 4% : 2020 = 3% 2019 = 5%

Percentage of students working 'below standard'

2021 = 16% 2020 = 16%, 2019 = 20%, 2018 = 16%, 2017 = 14%

The percentage of students working 'at standard'

2021 = 59%: 2020 = 65% 2019 = 64% 2018 = 62% 2017 = 54%

The number of students working at 'above standard'

2021 = 21% : 2020 = % 16 2019 = 12% 2018 = 15% 2017 = 25%

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MALE / FEMALE YEARS 1-10

Female pupils 2021 = 89% female pupils At or Above curriculum level

2020 = 125/141 (87%) pupil At or Above curriculum level for their year level

2019 female pupils 101/118 (85%) pupil At or Above

Male pupils 2021 = 75% pupil At or Above curriculum level

2020 = 120/161 (74%) pupil At or Above curriculum level for their year level

2019 = 93/138 (67%) pupil At or Above

Well below category 2021 = 5% males and 3% females

2020 = 8/161 (4%) males and 2/141 (1%) females

2019 = 10/138 (7%) males and 2/118 (1%) females



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ETHNICITY FOR YEARS 1 - 10

Maori pupils 2021 = 12/15 (80%) pupils At or Above

2020 = 10/12 pupils At or Above (83%), proportionally consistent with overall population

2019: 6/9 pupils achieving At or Above (66%)

Pasifika 2021 = 11/13 (85%) pupils At or Above

2020 = 9/14 pupils achieving At or Above (64%),

2019 = 3/7 pupils achieving At or Above (42%)

Asian 2021 = 112/137 (81%), pupils At or Above

2020 = 93/114 pupils achieving At or Above (81%) proportionally consistent with overall population

NZ Pākehā 2021 = 110/135 pupils At or Above (81%),

2020 = 112/136 pupils achieving At or Above (82%) proportionally consistent with overall population



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2021 TARGET ONE

80% of all boys to be at or above in writing at the end of 2021

Total number and percentage of boys at ACS, 2021, who are in year 2 and above who are AT or ABOVE expectation in the end of year OTJ.	Number 129	% 75%
Are 80% or more of all boys at ACS, 2021, in year 2 and above AT or ABOVE?	YES / NO	
<p>Comment</p> <p>While the target has not been met, it is close, only 5% gap.</p> <p>Year 4 cohort is of concern as currently 43% of these boys are below or well below, and in that same cohort, only 26% of them were below/well below in 2020. Year 5s and 6s also show a similar trend, but not to the same extreme.</p> <p>Year 9s went from 11% below in 2020, to 0% in 2021. This is a positive shift.</p>		



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TARGET TWO

85% of Māori and Pasifika students to be at or above in writing at the end of 2021

Total number and percentage of pupils who identify as Māori ACS, 2021, who are in year 2 and above who are AT or ABOVE expectation in the end of year OTJ.	Number 12	% 80%
Are 85% or more of all pupils who identify as Māori ACS, 2021, in year 2 and above AT or ABOVE?	YES / NO	
Comment While we have not met this target, there are now 13% Māori students working above, whereas in 2020, there were none. There are now no students working well below, whereas in 2020 there was 8%. It is worth noting that there has been an increase of 3 students identifying as Māori in 2021.		

Total number and percentage of pupils who identify as Pasifika ACS, 2021, who are in year 2 and above who are AT or ABOVE expectation in the end of year OTJ.	Number 11	% 85%
Are 85% or more of all pupils who identify as Pasifika ACS, 2021, in year 2 and above AT or ABOVE?	YES / NO	
Comment There has been a massive shift in Pasifika students' achievement this year. In 2020, 36% were below or well below and in 2021 there is now only 15%. In 2020, those at/above was 64%, and now this has risen to 85%, thus meeting the target.		



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TARGET THREE

60% of students who were below or well below to show positive shift in writing for 2021 (eg. well below to below, below to at).

40% of students who were BELOW or WELL BELOW in 2020 made upwards shift in 2021.

14% of students who were BELOW in 2020 made negative shift to WELL BELOW in 2021.

46% of students who were BELOW or WELL BELOW in 2020 made no shift in 2021.

There has been a decrease of 2% of students who are BELOW or WELL BELOW from EOY 2020 to EOY 2021.

Within the target group of students who were WELL BELOW or BELOW, the data shows:

Males: no shift in percentage in either of these categories for males from 2020 to 2021.

Females: an increase in students who are WELL BELOW from 1% to 3% and a decrease in BELOW at EOY 2021 from 11% in 2020 to 8% in 2021.



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ANNUAL GOAL - WRITING

Quality education means all pupils in years 1 to 10 will have every opportunity to achieve to their expected level (as a minimum) against the National Curriculum by the end of the year in Writing and its associated competencies

Not all pupils are at expected level – we still have work to do

- Overall 80% of our pupils are At or Above inclusive of the high numbers of multilingual/linguistically diverse students
- Consistency across the school has improved with a high correlation between AsTTle testing and OTJ's
- 40% of the Well Below and Below students have made positive shift



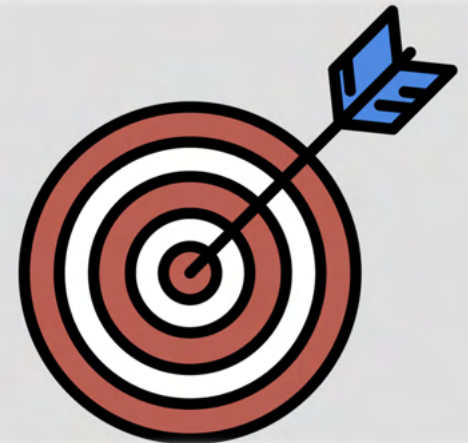


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POTENTIAL 2022 FOCUS AREAS

Suggested Targets:

- Junior School – Observation Survey Dictation and Writing Vocabulary. Looking for a decrease in the number of children in the below category. Suggest 90% At or Above (Two year goal with the introduction of Better start).
- Continue working on the 2021 boys target - 80% of all boys to be at or above in writing at the end of 2022
- Continue working on the 2021 Māori target of 85% at or above and maintain or improve the Pasifika students 85% at or above in writing at the end of 2022





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MATHS

Annual Goal:

Quality education means all pupils in years 1 to 10 will have every opportunity to achieve to their expected level (as a minimum) against the National Curriculum by the end of the year in Mathematics and its associated competencies

Annual Target to achieve the goal:

1. 85% of 2021 Year 5,7,9 girls to be at or above in OTJ data (halve the number of students below and maintain no well below)
2. 85% of Year 9 students in 2021 to be at or above
3. 85% of Maori and Pasifika to be at or above



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MATHEMATICS

In 2021 strong achievement in Mathematics continues

Year 1-10 = 89% of all students were “At or Above”
expectations for OTJ Mathematics.

Year 1 – 8 = 88% Year 9 – 10 = 92%

In 2020, **88%** of all students were “At or Above”

Year 1 to 8, 88% were At or Above Year 9 and 10, 89% At or Above

In 2019, **85%** of all students were “At or Above”

Year 1 to 8, 87% were At or Above Year 9 and 10, 76% At or Above

In 2018, **82%** of all students were “At or Above”

NB, Year 1 pupil data not included. 2018 decision to allow a year to adjust to school before making overall judgement. This will have an impact on the overall results. Year 1 levels are similar to previous years.

Excellent



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OVERALL DATA

		Yr 1 2020	Yr 1 2021	Yr2 2020	Yr 2 2021	Yr 3 2020	Yr 3 2021	Yr 4 2020	Yr 4 2021	Yr 5 2020	Yr 5 2021	Yr 6 2020	Yr 6 2021	Yr 7 2020	Yr 7 2021	Yr 8 2020	Yr 8 2021	Yr 9 2020	Yr 9 2021	Yr10 2020	Yr10 2021	2021 Overall %
Well Below	#	n/a	n/a	0	0	0	0	0	1	2	0	0	2	2	1	0	2	1	0	2	1	7
	%			0%	0%	0%	0%	0%	2%	5%	0%	0%	5%	6%	3%	0%	6%	3%	0%	10%	4%	2%
Below	#	n/a	n/a	0	3	0	2	8	7	5	5	8	3	1	0	5	6	3	0	0	3	29
	%			0%	7%	0%	5%	22%	16%	13%	14%	22%	8%	3%	0%	23%	17%	9%	0%	0%	11%	9%
At	#	n/a	n/a	42	36	27	17	13	31	23	20	26	27	14	19	5	17	15	13	16	9	189
	%			100%	80%	60%	41%	36%	69%	61%	56%	72%	69%	41%	53%	23%	47%	47%	59%	76%	33%	58%
Above	#	n/a	n/a	0	6	18	22	15	6	8	11	2	7	17	16	12	11	13	9	3	14	102
	%			0%	13%	40%	54%	42%	13%	21%	31%	6%	18%	50%	44%	55%	31%	41%	41%	14%	52%	31%
Totals	#	n/a	n/a	42	45	45	41	36	45	38	36	36	39	34	36	22	36	32	22	21	27	327
	%			100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100	100	100	100



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MALE / FEMALE YEARS 1 - 10

Female pupils 2021 = 140/154 (91%) At or Above

2020 = 121/141 (85%) At or Above

2019 = 103/118 (87%) pupil At or Above

Male pupils 2021 = 151/173 (87%) At or Above

2020 = 146/161 (90%) At or Above

2019 116/138 (84%) At or Above

Well below category 2021 = 7/327 (2%)

2021 = 7/173 (4%) males and 1/154 (0%) females.

2020 = 6/161 (3%) males and 1/141 (1%) females.

2019 = 9/138 (6%) males and 2/118 (1%) females



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ETHNICITY FOR YEARS 1 - 10

Maori pupils 2021 = 12/15 (80%), pupils achieving At or Above

2020 = 8/12 pupils At or Above (66%),

2019: 6/9 pupils achieving At or Above (66%)

Pasifika pupils 2021 = 11/13 (84%) pupils achieving At or Above

2020 = 10/14 pupils At or Above (71%),

2019: 3/7 pupils At or Above (42%)

Asian pupils 2021 = 131/137 (96%) pupils achieving At or Above

2020 = 106/114 pupils At or Above (92%)

NZ Pākehā pupils 2021 = 115/135 (85%) pupils achieving At or Above

2020 = 120/136 pupils At or Above (88%)



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MATHEMATICS INTERVENTION 2021

Sub goal in Mathematics – based on identified issue with basic fact knowledge through the Primary School

Aim: to increase achievement levels of ‘struggling’ students in Years 3 to 6 mathematics by raising each by one curriculum level (e.g.. from level one at start of the year to level 2 by end of the year) with a specific focus on basic fact knowledge and recall,,

Resource: 1 Within School Teacher CoL role (2.5 hours/week) was dedicated to this aim.



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BASIC FACTS RESULTS

Overall achievement years 1 to 6 in basic facts knowledge. This captures a shift for all as a result of every teaching programme in maths supplemented with the intervention resources and target group teaching.

	Yr 3		Yr 4		Yr 5		Yr 6		Totals	
	SoY	EoY	SoY	EoY	SoY	EoY	SoY	EoY	SoY	EoY
Below	8 21%	1 3%	15 36%	5 12%	14 39%	7 19%	22 56%	10 26%	59 38%	23 15%
At	21 52%	22 56%	22 54%	10 24%	12 33%	9 25%	15 38%	25 64%	70 45%	66 43%
Above	10 27%	16 41%	4 10%	26 64%	9 25%	20 56%	2 5%	4 10%	25 16%	66 43%
Totals	39	39	41	41	35	36	39	39	154	155



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TARGET GROUP RECEIVING WEEKLY SUPPORT

Start of Year	SoY Curriculum Level	EoY Curriculum Level	Sub level shift
Student A - Year 6	1 Proficient	2 Basic	2
Student B - Year 6	1 Proficient	1 Advanced	1
Student C - Year 6	1 Proficient	2 Basic	2
Student D - Year 5	1 Proficient	2 Basic	2
Student E - Year 5	1 Proficient	1 Advanced	1
Student F - Year 5	1 Proficient	2 Basic	2
Student G - Year 5	1 Proficient	1 Advanced	1
Student H - Year 5	1 Proficient	3 Basic	4
Student I - Year 5	1 Proficient	1 Advanced	1
Student J - Year 5	1 Proficient	1 Advanced	1
Student K - Year 5	1 Advanced	3 Basic	3
Student L - Year 3	1 Proficient	2 Basic	2
Student M - Year 3	1 Proficient	1 Proficient	0



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TARGET ONE

85% of 2021 Year 5,7,9 girls to be at or above in OTJ data (halve the number of students below and maintain no well below)

Total number and percentage of girls in Year 5, 2021, who are At or Above expectation in the end of year OTJ.	Number 16	% 80
Are 85% or more of girls in Year 5, 2021 At or Above	YES / NO	
Comment: we are 5% (1 child) away from meeting the target.		

Total number and percentage of girls in Year 9, 2021, who are At or Above expectation in the end of year OTJ.	Number 13	% 100
Are 90% or more of girls in Year 9, 2021 At or Above	YES / NO	
Comment: We exceeded the target by 10%.		

Total number and percentage of girls in Year 7, 2021, who are At or Above expectation in the end of year OTJ.	Number 20	% 100
Are 85% or more of girls in Year 7, 2021 At or Above	YES / NO	
Comment: We exceeded the target by 15%.		

Our aim was to halve the number of students 'Below' compared to 2020 and maintain no 'Well Below'.

- We have achieved the target to maintain no Well Below students for all Year 5,7,9 girls.
- We have achieved the target to half the number of students Below for Years 7,9 girls.



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TARGET TWO

85% of Year 9 students in
2021 to be at or above



Total number and percentage of pupils in Year 9, 2021, who are at or above expectation in the end of year OTJ.	Number 22	% 100
Are 85% or more of pupils in Year 9, 2021 at or above	YES / NO	
Comment We exceeded the target of 85% of the Year 9 reaching at or above by 15%.		



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TARGET THREE

85% of Māori and Pasifika to be at or above

Total number and percentage of pupils who identify as Māori ACS, 2021, who are in year 2 and above who are at or above expectation in the end of year OTJ.	Number 12	% 80
Are 85% or more of all pupils who identify as Māori ACS, 2021, in year 2 and above at or above?	YES / NO	
Comment: With a small cohort number, it is worth noting that we are short of the target by less than one student (0.75).		

Total number and percentage of pupils who identify as Pasifika ACS, 2021, who are in year 2 and above who are at or above expectation in the end of year OTJ.	Number 11	% 84
Are 85% or more of all pupils who identify as Pasifika ACS, 2021, in year 2 and above at or above?	YES / NO	
Comment: With a small cohort number, it is worth noting that we are short of the target by less than one student (0.13).		



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ANNUAL GOAL: MATHS

Quality education means all pupils in years 1 to 10 will have every opportunity to achieve to their expected level (as a minimum) against the National Curriculum by the end of the year in Mathematics and its associated competencies

We did not achieve the target of having **all** students reach their curriculum level.

Across the school we did see:

15 children move up to their curriculum level.

11 children did not shift (meaning they may have still achieved a year's progress in 2021, but did not make accelerated progress).

3 children who went down (did not achieve a year's progress).



POSSIBLE AREAS OF FOCUS 2022



- Continue the Year 5 and 6 (2022) targeted basic facts programme, and expand it into Years 3 and 4 (2022), to prevent the downward shift of at achievement expected by students in Year 4 (2022 and 2023)
- Make a shift in OTJs of the Year 7 (2022) males to a level more equivalent to the females at the same level. This would be an aim to shift the Year 7 (2022) males to at least 85% at or above.
- Make a positive shift in the OTJs of the seven males who are well below in Years 2-10 - resulting in a move of at least half of the students from well below to below or better – this will require accelerated progress.
- Work towards a reversal in the trend of Māori and Pasifika students falling into the below average category for PATs which is at odds with their OTJ data.

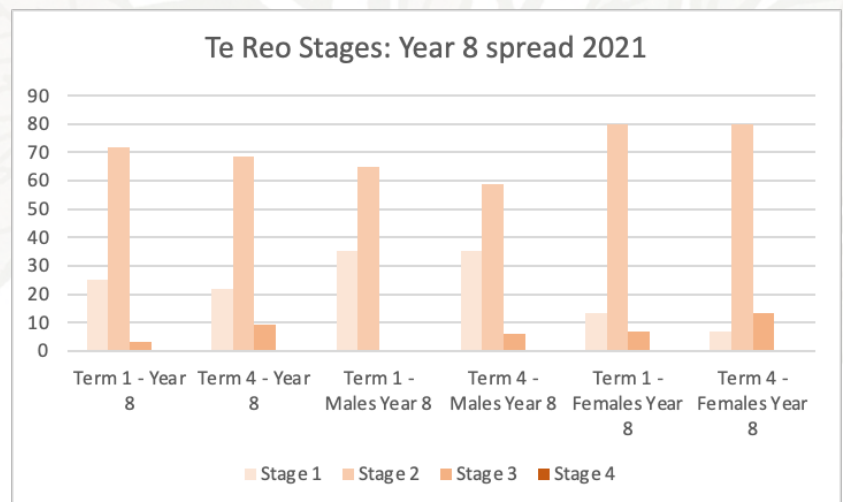
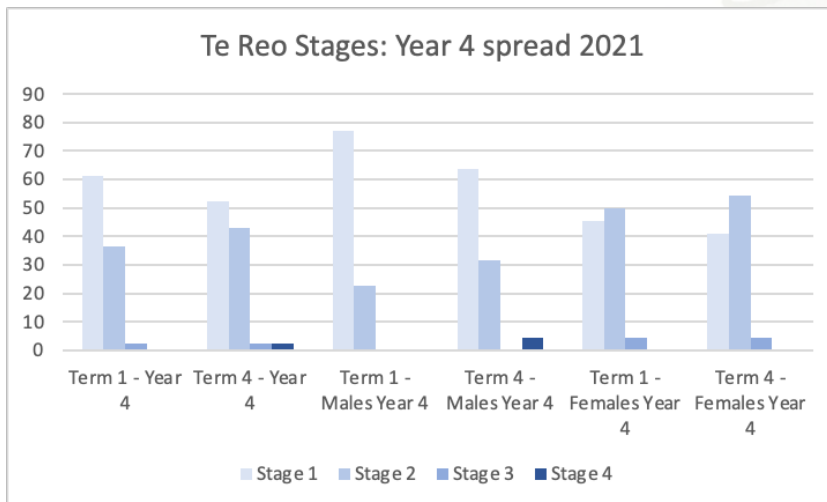


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LOOKING DEEPER – TE REO

In 2021 we administered for the first time the NCER Te Reo Māori assessment at Year 4 and Year 8, at the beginning and end of the year. The data collected, along with teacher judgement will contribute to our understanding, over time, of the achievement in te Reo Māori of our students. Our first year results are recorded below.

Overall we see positive shift from the years teaching as well as increased knowledge for older pupils. This is a good platform to grow from. More detailed data will develop over time.





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LOOKING DEEPER – FOSTERING STRENGTHS

Fostering Strengths 2021

The vision = to cater for the learning needs of students identified as having special abilities

Identification of gifts is a multi-categorical approach

Concentrated in the Primary School, as the Middle School options programme caters well to strengths and interests of our older students.

Looking forward 2022:

- Further alignment of FS Programmes with the school vision
- Make better use of parent identification of giftings (e.g. start of year surveys)
- Look more closely at the STEM (Science, Technology, Engineering, Mathematics)
- Providing for students who show advanced digital skills
- Further develop of the definition of “Giftedness” from a Māori and Pasifika perspective to be more culturally inclusive



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LOOKING DEEPER - FOSTERING STRENGTHS

Opportunities 2021

- | | |
|--|---|
| <ul style="list-style-type: none">● Huritini Community Council -Yr 6 – 8● Choir – Yr 3-9● Mathematics Yr 5-6, Yr 3-4● Otago Problem Solving Mathematics - Yr 6-8● Visual Art - Yr 5-6● Dance – Yr 1-2, Yr 3-4 | <ul style="list-style-type: none">● Drama – Yr 3-4, Yr 5-6● Literacy – Yr 5-6● Touch Rugby – Yr 3-4● Building – Yr 3-6● Prayer – Yr 1-2● French – Yr 3/4● Chess Club - Yr 4-6 |
|--|---|

2021 = **116** pupils throughout the year in Fostering Strengths groups



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LOOKING DEEPER - ELL

English Language Learners 2021

Number of Ministry of Education (MOE) funded learners =

- 26 migrant, 44 NZ born
- 15 Middle School, 55 Primary school

70

Languages spoken at home:

- Mandarin (59%),
- Shona,
- Portuguese,
- Tagalog,
- Korean,
- Tongan,
- Khmer,
- Indonesian,
- Cantonese,
- Japanese,
- Afrikaans





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LOOKING DEEPER - ELL

Assessment data: progress shown within a two year period (2019 to 2021)

Of the 47 identified ELL students (Year 2 and above) in 2019,

83% (39/47) are **at or above** in reading at EOY 2021

79% (37/47) are **at or above** in writing at EOY 2021

The research suggests it can take 5-7 years to learn academic language (Ministry of Education, 2008), so this is significant progress in only two years.

We believe this is due to a combination of strong classroom teaching, specialist language support and partnering with families.





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LOOKING DEEPER - LEARNING SUPPORT

	2020	2021	
ORS funded students, includes 3 periods per week of specialist teaching in a 1:1 situation for each child to adapt the programme in Literacy and Mathematics	5	4	ORS : (Ongoing Resourcing Scheme) funding covering children with significant needs to be supported for anything from 13 to 18 hours of support.
MoE funded – health/speech etc	5	3	
Individual Education Plan (IEP) in place	6	7	IEP: Individual Education Plan, reviewed twice yearly in conjunction with parent, MoE, teachers to set achievable goals which are intended to give the child the best opportunity to extend their learning.
RTLB funded (part year)	2	1	RTLB: Resource Teacher of Learning and Behaviour:
School funded individuals	3	5	Teacher Aide support in classrooms.
Learning Support Profiles and Health Plan	29 11	30 13	Learning Support Profile: largely to support teachers with information that may best work for a child who is struggling within the classroom.
Reading Recovery Monitoring of discontinued children	13	13	



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2021 ANALYSIS OF VARIANCE

Quality education means all pupils in years 1 to 10 will have every opportunity to achieve to their expected level (as a minimum) against the National Curriculum by the end of the year

2021 has seen excellent progress across the school age levels and learning areas with many opportunities to learn and grow.

God's faithfulness and blessing is evident even in the midst of uncertainty.



Excellence

Faithfulness

Integrity

Stewardship