

Student Targets - Aratahi Ākonga 2023

We had two Student Targets last year specifically for the purpose of accelerating our Boys in Mathematics and our Māori Students in Writing.



Mathematics (Target 1)

At the end of 2022 we had 65.7% of our Boys at or above the expected level in Mathematics. At the end of 2023 we had 78.6% of our Boys at or above. It is also interesting to note that the 78.6% result mirrors exactly what was seen in the mid-year data of 2023. This was a pleasing result which relates to a few factors - one being that 2023 provided the time for our Maths Programmes to move to become more aligned across the school. Teachers continued to use a range of data to help with these Overall Teacher Judgments in mid-year. By the end of the year however the Maths Goals (the Specific Skills and Knowledge students are to learn at each Year level in Maths) were inputted into our Assessment area on our Student Management System, HERO.

The pleasing thing to see is that the end of year results showed that 78.6% of our boys were at or above expectations when teachers assessed the goals on HERO. This system, depending on what goals the student had met, then pinpoints on a graph the child's level of achievement at that time. Over time this will track their progress in Mathematics, as well as providing an Overall Teacher Judgement based on this, to give teachers confidence in being accurate with these decisions.

In 2024 all Year 2 - 8 students will be using the PRIME resource as the main programme. This means that we have a common scope and sequence of learning as well as the formation of the same 'language' of Maths across the school.

In terms of trends however we went from 81% of boys at or above in 2020, a substantial drop to 70% in 2021 and then a further drop to 65.7 in 2022 - the impact of Covid not to be underestimated in this fall. The move to a return of 78.6% is very pleasing to see and is attributed to those key factors mentioned above. 2024 results will be a telling factor to see what happens next with our direction.

Written Language (Target 3)

At the end of 2022 we had 67% of our Māori Students at or above the expected level in Written Language. At the end of 2023 we had 68% of our Māori at or above. At mid-year 2023 we had 65.3% at or above. This equates to 11 children in this group that are not at expected levels. We

had set the target of raising this to be in line with the whole school results - which was 77.3% so this was not achieved.

Our plan involved the moderation of writing done by a cross-level group of teachers in our Whānau Group. This work was done with the cross level of teachers, however the opportunity for findings around this to be shared was not shared through to the syndicate level. This was partly due to big changes with our assessment and reporting with the use of Goals on HERO. Goals were inputted and used to help make Overall Teacher Judgements for this end of year data. This year Roopu leaders are aware of our 11 students identified from 2023 and will work with teachers to look at what is happening for them in writing. There is an expectation that Teacher Aide time is prioritised for these tamariki.

Teacher/Children Relationships (Target 2)

This Student Target does not relate to an academic area, more so an area of improvement needed which was highlighted in the Student Wellbeing survey from 2022. 41.7% of students felt that teachers were not interested in their culture or family backgrounds. In 2023 this reduced to 25.4%. Last year teachers wove into our Local Curriculum, a whole school unit on Pre-European Māori in our area.

A part of this unit involved the students sharing their 'arrival' stories to Aotearoa, some who could whakapapa back to Maori arrival, some to European arrival on ships, and some who had been in NZ just a few weeks. This did provide opportunities in classes for connections with tamariki and teachers in getting to know each others' 'origin stories'.

Relationships are crucial for learning and so teachers continue to build these relationships with students and a key part of this is the acceptance of culture, and the interest and positive way this is shared in return.

This year we are looking to continue to build on this with our Hauora Wairua Roopu who will plan in specific opportunities for the cultures of our school to be made visible and to ensure such differences are celebrated.

Overall Teacher Judgements

End-of-Year data 2023

SNAPSHOT

Reading



MANGOREI
SCHOOL
City School - Country Heart

Whole School

	Working TOWARDS Curriculum Expectation	Working AT or BEYOND Curriculum Expectation
Mid-Year	22%	78%
Now	18.3%	81.7%

Boys

	Working TOWARDS Curriculum Expectation	Working AT or BEYOND Curriculum Expectation
Mid-Year	17.3%	82.7%
Now	15.1%	84.9%

Girls

	Working TOWARDS Curriculum Expectation	Working AT or BEYOND Curriculum Expectation
Mid-Year	12.1%	87.9%
Now	11.6%	88.4%

Māori

	Working TOWARDS Curriculum Expectation	Working AT or BEYOND Curriculum Expectation
Mid-Year	28.6%	71.4%
Now	18%	82%

At a Glance

- Increase of 9.4 % of our Māori students at or beyond expectation (At mid year 14 Māori were working towards, this is 9 at end of year). Māori results match whole school results.
- Gender and Māori results almost mirror end of 2022 levels

- 5 Days of professional development in Terms 1 and 2 next year with Structured Literacy continue with a focus on teacher practice and moving to self sufficiency

Overall Teacher Judgements

End-of-Year data 2023

SNAPSHOT

Written Language



MANGOREI
SCHOOL
City School - Country Heart

Whole School

	Working TOWARDS Curriculum Expectation	Working AT or BEYOND Curriculum Expectation
Mid-Year	27.7%	72.3%
Now	23.6%	76.4%

Boys

	Working TOWARDS Curriculum Expectation	Working AT or BEYOND Curriculum Expectation
Mid-Year	40.9%	59.1%
Now	34.6%	65.4%

Girls

	Working TOWARDS Curriculum Expectation	Working AT or BEYOND Curriculum Expectation
Mid-Year	13.5%	86.5%
Now	11.6%	88.4%

Māori

	Working TOWARDS Curriculum Expectation	Working AT or BEYOND Curriculum Expectation
Mid-Year	34.7%	65.3%
Now	32%	68%

At a Glance

- 6.2% improvement in Boys At or Beyond expectation however still a third of boys working towards

- Girls results sit 3.3% higher than this time last year, Māori results marginally higher by 1% compared to last year.
- 27.4% Gender gap from mid year now 23% - still work to do (was 19% gap EOY 2022)

Overall Teacher Judgements

End-of-Year data 2023

SNAPSHOT

Mathematics



Whole School

	Working TOWARDS Curriculum Expectation	Working AT or BEYOND Curriculum Expectation
Mid-Year	24.8%	75.2%
Now	22.7%	77.3%

Boys

	Working TOWARDS Curriculum Expectation	Working AT or BEYOND Curriculum Expectation
Mid-Year	21.4%	78.6%
Now	21.4%	78.6%

Girls

	Working TOWARDS Curriculum Expectation	Working AT or BEYOND Curriculum Expectation
Mid-Year	28.4%	71.6%
Now	24%	76%

Māori

	Working TOWARDS Curriculum Expectation	Working AT or BEYOND Curriculum Expectation
Mid-Year	42.9%	57.1%
Now	38%	62%

At a Glance

- Boys results identical - no shift - 36 Boys sit in this group, Girls improved 4.4%, Māori improved 4.9%
- The difference between Whole School and Māori results matching 'At' and 'Beyond' is 8 students

- Prime Maths programme currently Y3-6, being extended to Y2-8 next year. Target students to be identified early.

Arotahi Ākonga 1

Learner Focus - Student Target

History

Results in Writing achievement in 2022 continue to show the trend of a gap in both gender (Boys 17% below girls) and Ethnicity (Māori 11% below NZ European students).

Out of 24 Māori students below curriculum expectation mid year, we saw 9 students progress to meet these expectations.

Specific inquiry into writing has been hindered in the last 3 years with Covid interruption.



Resources

Use of the Literacy Learning Progressions

School Progressions

Development of goals on HERO

Members of Whānau Group on Emma Nohia Course (feedback to team)

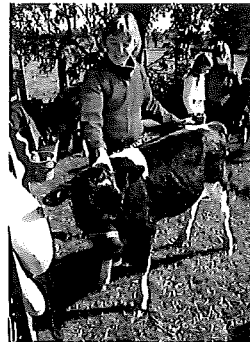
AIM

To improve on the Writing Skills, self-confidence and active involvement of all students in Writing. Our focus is always on all children making significant progress no matter where they are with the aim of all students being at or above their expected curriculum level by the end of the year.

TARGET GROUPS

All Māori students (15) who at the end of 2022 were not achieving at the levels expected of them in Writing for their appropriate Year Level.

All boys below expectation at the end of 2022 (33% of all boys) to have improved outcomes and have reduced this by 13% (80% of boys at or above curriculum level by the end of 2023)



Action Plan T2/3

Identify and make known to staff target group Māori students in their classes

Identify boys below expectation in each syndicate and teachers of each syndicate in the whānau group take responsibility for sharing this with in syndicate

Successes breeds success - how can this help in planning for our boys? (Discuss and share with staff)

Teacher Expectations - what influence does this have on teacher's actions in writing? (Discuss and share with staff)

Work to complete the ICT Whānau Group with the development of goals on HERO using current school progressions as a starter



Action Plan T3/4

Writing Whānau Group to lead a staff meeting on moderation using school progressions and writing goals on HERO

Snapshot checks on our Māori Students Target Group

Complete the setup of Writing Goals on HERO alongside ICT group and support the assessing of these by staff

Arotahi Ākonga 2

Learner Focus - Student Target

History

Other than our biannual unit on our School Tanika which celebrates what makes us similar and different (including culture), we are yet to establish clearer processes for staff in developing better understandings around the cultures of students in their classes. We need to continue to respond to the increasing range of cultural backgrounds present at Mangorei. Understanding the backgrounds of our students and their families is a key component in an effective teaching and learning relationship.



Resources

Data from the Student Wellbeing survey 2022

Current documentation that exists around cultures in schools and how these are recognised

Contact with other schools over how culture is recognised and celebrated

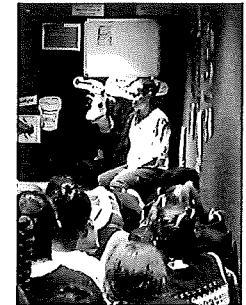
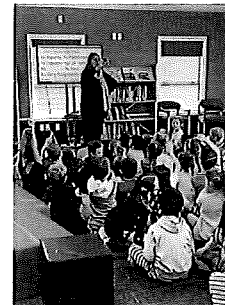
AIM

To improve the connection and provide opportunities between staff and students to value and celebrate the cultural backgrounds in our kura

TARGET GROUP

In 2022 41.7% of all Year 5-8 students disagreed or strongly disagreed with the statement that 'Teachers are interested in my culture or family background'.

Therefore we are looking for significant progress with these results



Action Plan T2/3

Whānau Inquiry into current ways in which teachers are engaging with the cultures of students. Can teachers identify the cultural background of all students in their classes?

Whānau Group reswatch of Unteach Racism with Teakoa Wratipi and discussion around bias/stereotypes that can exist around cultural backgrounds

Inquiry around the significant cultural practices that exist in key cultures (feedback to staff)



Action Plan T3/4

Inclusion of a statement in our Mangorei Curriculum around our pedagogical approach at Mangorei which includes staff proficiency relationship building and cultural competencies

Plan and execute a mini-event where cultures are shared and celebrated at either class level/syndicate level or school-wide

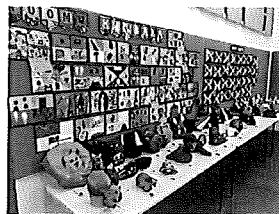
Arotahi Ākonga 3

Learner Focus - Student Target

History

There has been a widening gap between girls and boys achievement levels in Mathematics over the last 2 years (in 2020 81% of boys were at or above, in 2021 70% and last year 65.7%). This is whilst girls achievement has continue to average over 80% over these years.

The most significant changes has been the loss of teacher time due to covid over these time periods, as well as the focus on new learnings for teachers in literacy during this time.



Resources

NZ Curriculum and Draft Mathematics and Statistics Document as part of Curriculum refresh

The PRIME Maths resources and scope and sequence

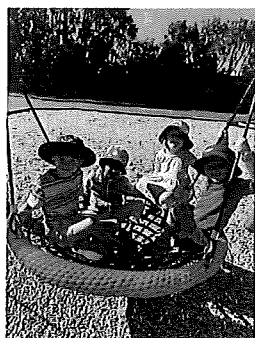
Student Management System (HERO)

AIM

Raise the achievement level of all students below expectation in Mathematics, with a focus of bringing parity in the lifting of boys achievement

TARGET GROUP

Those 34.3% of our boys that are below curriculum expectation in Mathematics across all year levels



Action Plan T2/3

At Leadership Level the identification of our students below expectation in Mathematics

Syndicate Leaders ensuring those below expectation are known clearly by teachers

Use of TA assistance in Maths sessions where applicable

PAT data collated by Principal for target groups in Year 3 up from T1 Testing

Regular conversations on student learning in Mathematics at Leadership and Syndicate level



Action Plan T3/4

Regular conversations on student learning in Mathematics at Leadership and Syndicate level

Guidance from PRIME/JAM/GLOSS in setting goals on HERO

Use of TA assistance in Maths sessions where applicable

PAT data collated by Principal for target groups in Year 3 up from T1 Testing

Te Tiriti o Waitangi



Within our localised curriculum, our daily interactions and our school culture we are committed to honouring and giving effect to the principles and values of Te Tiriti o Waitangi.

Strategies to do so are:

Providing a localised curriculum that focuses on the potential of all learners to thrive without compromising who they are

Recognising and embracing the increasing cultural diversity of our learners and community through inquiry

Strengthening our awareness, knowledge, understanding and use of Te Reo Māori, Tikanga Māori and Mātauranga Māori. (Mātaiao - weaving of the learning strands)

Embedding the whakapapa of Te Mātaiao (Refreshed New Zealand Curriculum)

Our Aotearoa New Zealand Histories is interwoven into all aspects of our school context (past, present and future), culture and learning programmes. Direct links and connections are made to our local whenua (land), pūrākau (local stories) and Tangata Whenua, namely Ngāti Tūparikino who historically lived in the land that our kura now stands on. (Mātaiahika - relationships with and learning from local hāpu)

