

Mid Year Achievement Data 2024

Children's achievement levels are formed through learning conversations, observations of their learning and regular standardised testing. Teachers use these tools to make an Overall Teacher Judgement (OTJ). No single source of information can accurately summarise a student's achievement or progress. A range of approaches are necessary in order to compile a comprehensive picture of the areas of progress and areas requiring attention.

When we view data we look at where children are currently sitting and also overall progress from year to year. As a school we have worked incredibly hard with professional development to ensure we are delivering a quality education. We use this data to drive our professional development, learning support and resourcing.

In the tables below you will see we break our data into 4 groups:

- **Supported Learners:** these are our students with complex learning needs. These children have in class support with our learning assistants.
- **Target Learners:** these children work intensively with their teacher every day in focused learning groups to boost achievement.
- **Working Within:** these are our students who are working within the expected curriculum level.
- **Working Above:** these are our students working above their expected curriculum level.

The teachers of our Junior Learning Centre, Room 3 and 4 have completed their training in the Better Start Literacy Approach. Room 5 and 6 teachers have started their training. This training will include the rest of the school next year. This is the structured literacy that has been mandated by our current government. We are already seeing promising results from this programme. We are waiting to hear what the plan is with structured maths.

An important aspect of raising our student achievement is our Reset Room. We have raised our expectations around a settled learning environment. Teachers send students to the Reset Room to complete work if they are disrupting the learning in their classroom. Alternatively, some students are able to self remove to bring their work to the Reset Room. This is helping students to begin the process of self management. During this time, our Deputy Principal is able to support the student with their learning. This has proven to be a very successful approach as it allows the individual student to complete their learning and the classroom teacher and class can get on with their teaching and learning.

St Mary's staff have worked extremely hard over the past few years to continue to expand our capability, knowledge and confidence around Tikanga Māori, Mātauranga Māori and Te Reo Māori. We as a staff and board continue to evaluate and build on our culturally responsive practice. We are incredibly proud of our Māori learners and their achievement data.

We have identified several areas that we will be focusing our attention on through continued professional development, learning support, ESOL (English for speakers of other languages), resourcing and moderation of work to ensure we are being consistent with our overall teacher judgements.

With our focus on structured literacy we are already beginning to see progress in our writing data. We are closely monitoring student achievement in this learning area.

I am so proud of the hard work of both staff and students.

We will keep our foot on the accelerator.

Mā te Atua e manaaki

Jacqui Luxton

Tumuaki / Principal

Te Kura O Hato Mere / St Mary's School

Mathematics				
	Supported Learners	Target Learners	Working Within	Working Above
All Learners	1%	10%	85%	4%
NZ European Learners	2%	7%	89%	2%
Māori Learners	-	11%	81%	8%
Asian Learners	-	15%	80%	5%
Pacific Learners	-	Data not included to protect student identities due to small sample size	89%	-

Writing				
	Supported Learners	Target Learners	Working Within	Working Above
All Learners	3%	22%	72%	3%
NZ European Learners	3%	20%	75%	2%
Māori Learners	2%	26%	68%	4%
Asian Learners	3%	26%	66%	5%
Pacific Learners	Data not included to protect student identities due to small sample size	Data not included to protect student identities due to small sample size	67%	Data not included to protect student identities due to small sample size

Reading				
	Supported Learners	Target Learners	Working Within	Working Above
All Learners	2%	13%	81%	4%
NZ European Learners	2%	13%	82%	3%
Māori Learners	-	11%	83%	6%
Asian Learners	5%	18%	74%	3%
Pacific Learners	-	Data not included to protect student identities due to small sample size	78%	11%