

Kaitao Intermediate



Annual Planning and Reporting 2024

Analysis of variance - Core curriculum.

	More than one year below expectation	One year Below expectation	At expectation	Above expectation
Reading	81 (32%)	65 (26%)	57 (22%)	45 (18%)
Writing	114 (47%)	60 (24%)	46 (19%)	21 (8%)
Maths	84 (34%)	67 (27%)	63 (25%)	35 (14%)
Goals	All students in this band will make a minimum of 1 OTJ sublevel shift over the year.	All students within this band will make a minimum of 2 OTJ sublevel shifts over the year.	All students in this band will make a minimum of 1 OTJ sublevel shift over the year.	All students in this band will make a minimum of 1 OTJ sublevel shift over the year.
Outcome - Reading	48/69 (69%)	18/58 (31%)	37/46 (80%)	24/41 (58%)
Outcome - Writing	78/105 (74%)	17/44 (38%)	34/45 (75%)	9/22 (40%)
Outcome - Maths	47/65 (72%)	8/61 (13%)	36/52 (69%)	14/33 (42%)

Evaluation of student progress and achievement:

Based on the provided data for the core curriculum areas—reading, writing, and maths—the achievement levels of students against the set progress goals reveal varying degrees of success and challenges. The data underscores a notable dispersion in performance across the three disciplines, with a significant proportion of students performing below expectations in each area. Specifically, for reading, 32% of students were more than one year below expectation, with a similar trend observed in writing (47%) and maths (34%). This distribution indicates that a substantial number of students are struggling to meet the curriculum standards.

The goals were ambitious, aiming for all students to make a minimum of one or two Overall Teacher Judgments (OTJ) sublevel shifts over the year. However, the outcomes suggest that these objectives were only partially met. In reading, 69% of students who were more than one year below expectation managed to make the desired progress, contrasting sharply with the 31% in the one year below expectation band. The highest success rate was observed among students at expectation, where 80% achieved the targeted OTJ sublevel shift.

Writing presented the greatest challenge, with the lowest percentage of students (8%) achieving above expectation, and 47% more than one year below expectation. The outcomes here also reflect a mixed success rate, with a commendable 74% of students more than one year below expectation making the necessary progress, yet only 40% of those above expectation meeting their targeted shifts.

Maths outcomes were somewhat more encouraging, with a 72% success rate for students more than one year below expectation and a 69% success rate for those at expectation. However, the success rate drops significantly for students one year below expectation (13%) and those above expectation (42%).

The transient nature of the student population and low attendance rates are critical factors that likely impacted the ability to consistently gather data for every child and subsequently, the overall achievement against set goals. These factors contribute to the variability in data and highlight the challenges in maintaining consistent educational progress across all student bands. The progress data, while showing pockets of significant progress, underscores the need for targeted interventions and support mechanisms, especially for students significantly below expectation and those struggling to make expected progress levels due to external factors such as attendance and transience.

Actions in 2023 - core curriculum

Writing	Reading	Maths	Hauora
<p>Achievements:</p> <ul style="list-style-type: none"> Professional development in e-Asttle moderation and differentiated learning was initiated, enhancing teachers' ability to tailor writing instruction. The Differentiated Learning Programme for Literacy and Writing SkillsGrab! Tutoring was implemented, supported by Loss of Learning funding. Hero Reporting was introduced, facilitating more detailed tracking and reporting of student progress in writing. <p>Further Actions:</p> <ul style="list-style-type: none"> Curriculum refresh and additional professional development sessions, including Education Perfect site introduction and in-house literacy PD, are planned to deepen pedagogical knowledge. Ongoing development of curriculum team leaders' capabilities is essential to support the literacy programme effectively. There's a need to revisit and embed the concept of 'teaching at Level 4' with a backed-up research approach. 	<p>Achievements:</p> <ul style="list-style-type: none"> Introduction of differentiated learning and the Differentiated Learning Programme for Literacy. Extension of literacy support through the Bricks Programme, Writing SkillsGrab! Tutoring, and the initiation of ESoL classes. <p>Further Actions:</p> <ul style="list-style-type: none"> Continued focus on curriculum team leaders' development to enhance literacy design and implementation. Plans to extend professional development to include curriculum refresh and further exploration of 'teaching at Level 4' pedagogical understanding. Incorporation of additional resources and platforms like Education Perfect to enrich literacy instruction. 	<p>Achievements:</p> <ul style="list-style-type: none"> Initiation of Hero Reporting to track and report on student progress. Professional development sessions and introductions to educational platforms such as Education Perfect and Code Avengers. <p>Further Actions:</p> <ul style="list-style-type: none"> In-house Maths PD sessions aimed at exploring 'low floor high ceiling' strategies to accommodate diverse learner needs. Development of Maths SkillsGrab! Tutoring, funded by Loss of Learning, to support students. Emphasis on curriculum team leaders' development to enhance mathematics instruction, with a focus on revisiting the 'teaching at Level 4' concept. 	<p>Achievements:</p> <ul style="list-style-type: none"> Despite budget and time constraints leading to the discontinuation of Kohiko Mai, the PC4L rollout has seen substantial progress with the implementation of click-card displays and the nomination system for values recognition. The Mana Potential reset and integration of values into assemblies have contributed to a positive school culture, with students actively participating in the creation and presentation of value videos. <p>Further Actions:</p> <ul style="list-style-type: none"> The next steps involve a more focused teaching of values through the use of Mana Potential and the re-establishment of the student group with a new cohort. There's a plan to merge PC4L, Mana Potential, Restorative Practices (RP), and Trauma-Informed Practice to create a cohesive approach to student wellbeing and behaviour management.

Giving effect to Te tiriti o Waitangi 2023

In 2023, the implementation of the Principles of Te Tiriti Ō Waitangi at Kaitao Intermediate was characterised by a holistic approach, encompassing the dimensions of partnership, protection, and participation to enhance the cultural identity and well-being of Ngāti Whakaue students and their engagement with the curriculum.

Partnership	Protection	Participation
<ul style="list-style-type: none"> • We initiated reo Māori lessons across all classes with experts Richard and Tamati, while assessing and enhancing teachers' reo proficiency through personalised professional learning development (PLD). • The curriculum was enriched with Ngāti Whakaue history, traditions, and language, including the development of a programme teaching local mōteatea and the use of a Tūrangawaewae unit to foster a sense of belonging and identity. • Feedback surveys for whānau contributed to the curriculum's local relevance, and Tuku Iho displays and termly whānau hui reinforced community collaboration. • Funding from NWEET and Ngāti Whakaue supported various learning programmes and activities, promoting engagement and excellence in education. 	<ul style="list-style-type: none"> • Cultural heritage was safeguarded through the explicit teaching of pūrakau (stories) specific to Te Arawa and Ngāti Whakaue, such as Hinemoa and Tūtānekai, and through the frontloading of Noho Marae experiences. • The FISA framework and targeted support from the Te Ohu team emphasised Māori achievement and provided comprehensive support for the students' physical, emotional, and mental well-being. • This framework facilitated an inclusive environment that respects and celebrates Ngāti Whakaue's unique cultural values, fostering a nurturing and protective school climate. 	<ul style="list-style-type: none"> • Active involvement was encouraged through initiatives like the development of an Enviro team and cleanup activities, promoting environmental stewardship among students. • Leadership skills were fostered, with Head students being selected from Ngāti Whakaue, showcasing strong community representation within the student leadership body. • The school's engagement with the maramataka (Māori lunar calendar) influenced learning and behaviour patterns, illustrating a deep integration of Ngāti Whakaue cultural practices in everyday school life. • Plans for the whole school to enrol in Te Ahu o Te Reo Māori for 2024 were made, demonstrating a commitment to continuous cultural and linguistic growth.

Through these comprehensive efforts, the school has made significant strides in embedding the Principles of Te Tiriti Ō Waitangi, nurturing a culturally rich, inclusive, and supportive learning environment for Ngāti Whakaue students and the wider school community.

Enhancing educational outcomes for Māori - Schoolwide

Based on eAsTTle Norms

	Time 1 Māori	Time 1 Non-Māori	Disparity	Goal	Time 2 Māori	Time 2 Non-Māori	Disparity
Writing	12.4%	17.5%	5.1%	3.1%	20.4%	58%	37.6%
Reading	28.5%	41.4%	12.9%	6.4%	35.4%	47.5%	12.1%
Maths	15.1%	30.5%	15.4%	5.4%	16.9%	28%	11.1%

Outcome and next steps:

In our evaluation, although we aimed to reduce the disparity between Māori and non-Māori students, we have not yet achieved our goals in this area. However, the data does show accelerated progress for both Māori and non-Māori students across writing, reading, and maths. Specifically, Māori students have made significant strides, improving their performance in writing from 12.4% to 20.4%, in reading from 28.5% to 35.4%, and in maths from 15.1% to 16.9%. Non-Māori students also demonstrated progress, with a notable leap in writing from 17.5% to 58%.

Despite this progress, the disparity between the two groups has not decreased to our target levels. Initially, we sought to narrow the gap to a 3.1% disparity in writing, a 6.4% disparity in reading, and a 5.4% disparity in maths. However, the outcomes showed disparities of 37.6% in writing, 12.1% in reading, and 11.1% in maths. The disparity in reading did see a minor reduction, but an unexpected surge in non-Māori student writing performance significantly widened the gap in that area.

This reflection leads us to reconsider our approach to setting goals. While our aspiration to reduce the disparity of outcomes between Māori and non-Māori students remains, we recognise the need for a shift in our goal-setting strategy. Moving forward, we will focus on setting goals based on progress rather than on achieving specific benchmarks. This approach has shown a positive impact on Māori students in our school, indicating that progress-based goals may offer a more motivating and supportive environment for all students. By prioritising incremental progress, we aim to foster a context that is conducive to reducing disparities over time, continuing our commitment to this aspirational goal.

Enhancing educational outcomes for Māori - Rumaki

	Level 2	Early Level 3	Level 3
Tuhituhi	12 students in Rumaki are working within Early Level 2 and Level 2 in writing.	11 students in Rumaki are working within Early Level 3 in tuhituhi	1 student in Rumaki is working within Level 3 in tuhituhi
Pānui	15 students in Rumaki are working within Early Level 2 and Level 2 in pānui.	3 students in Rumaki are working within Early Level 3 in pānui.	6 students in Rumaki are working within Level 3 in pānui.
Pāngarau	13 students in Rumaki are working within Early Level 2 and Level 2 in pāngarau.	10 students in Rumaki are working within Early Level 3 in pāngarau.	1 student in Rumaki is working within Level 3 in pāngarau.
Progress goals	All students in this band will make a minimum of 1 OTJ sublevel shift over the year.	All students within this band will make a minimum of 2 OTJ sublevel shifts over the year.	All students in this band will make a minimum of 1 OTJ sublevel shift over the year.
Outcomes Tuhituhi	<i>4 students within the combined Early Level 2 and Level 2 band met the progression goal of at least 1 OTJ sublevel shift in Tuhituhi, reflecting progress in writing skills development and expression.</i>	<i>5 students in Early Level 3 achieved or possibly exceeded the progression goal, with some making 2 OTJ sublevel shifts in Tuhituhi. This indicates strong advancement in writing abilities, from structuring to articulating complex ideas.</i>	<i>0 students at Level 3 met the progression goal in Tuhituhi, suggesting a need for further emphasis on higher-level writing skills and techniques to facilitate growth from this starting point.</i>
Outcomes Pānui	<i>4 students within the combined Early Level 2 and Level 2 band met the progression goal of at least 1 OTJ sublevel shift in Pānui. This reflects effective reading strategies that cater to foundational reading skills.</i>	<i>0 students in the Early Level 3 band achieved the goal of 2 OTJ sublevel shifts in Pānui. This indicates a need for targeted interventions to support more significant progress within this group.</i>	<i>0 students at Level 3 met the progression goal in Pānui, suggesting that personalized strategies may be required to encourage further advancement at this level.</i>
Outcomes Pāngarau	<i>5 students in the combined Early Level 2 and Level 2 band achieved the progression goal of at least 1 OTJ sublevel shift in Pangarau, indicating successful engagement with mathematical concepts and skills at these levels.</i>	<i>5 students in Early Level 3 met the goal of making significant progress, with some achieving the required 2 OTJ sublevel shifts in Pangarau. This success points to effective teaching methods that enhance mathematical understanding and application.</i>	<i>2 students at Level 3 met the progression goal in Pangarau, showcasing continued growth in mathematical proficiency and critical thinking.</i>

2024 Goals

	Core curriculum	Te Tiriti o Waitangi	Māori achievement
Goal	In all core curriculum areas, students not identified on the Learning Support register will make a minimum of 1 Sublevel shift based on OTJs	All classroom teachers will complete Te Ahu o Te Reo Māori PLD and integrate their learning into their classroom programmes	Māori students across the school will make equal or greater progress than non-Māori in all core curriculum areas
Actions	Regular meetings within teams to discuss student progress	Enrolment in Te Ahu o Te Reo Māori for all teachers	Māori student prioritisation in FISA selection
	Monitoring and moderation of OTJs based on standard assessments including eAsttle, Probe, Gloss, Burt, and Running records as appropriate	SLT monitoring of engagement and attendance at Te Ahu o Te Reo Māori	Independent analysis of Māori student learning needs
		Exit Survey for teachers assessing level of confidence before and after PLD	Targeted PLD to Rumaki and support of Kaiarahi i te reo in designing curriculum content to meet the needs of Ngāti Whakaue akonga
		Observation and feedback will be given to teachers based on use of reo in regular classroom setting	