



ACHIEVEMENT AND INTERVENTION REPORT END OF YEAR 2024

END OF YEAR 2024 ACHIEVEMENT REPORT

GOALS

- *85% of all tamariki meet expectations in foundation skills of literacy and mathematics.*
- *There is parity for Māori and Pasifika Students*

End of Year data 2022/2023/2024 Overall School Data (NON COHORT DATA)

Denotes at or above the school goal

	at/ Above 2022 %	at/ Above 2023 %	at/ Above 2024 %
Reading	85%	82%	87%
Writing	75%	78%	85%
Mathematics	84%	83%	86%

Parity

	Reading		Writing		Mathematics	
	Below	At/ Above	Below	At/ Above	Below	At/ Above
Māori 2023	30% (22)	70% (52)	33% (25)	67% (49)	19% (14)	81% (60)
Māori 2024	18% (14)	82% (63)	22% (17)	78% (60)	22% (17)	78% (60)
Pacifica 2023	30% (9)	70% (14)	40% (8)	60% (12)	40% (8)	60% (12)
Pacifica 2024	50% (6)	50% (6)	50% (6)	50% (6)	58% (8)	42% (4)

School target met in each curriculum area

Priority students did not achieve parity

Analysis of the 2024 parity data for Reading, Writing, and Mathematics, with comparisons to previous years:

Overall Trends

1. Schoolwide Achievement:
 - Achievement levels for all students are improving across subjects:
 - Reading: Increased from 85% (2022) to 87% (2024).
 - Writing: Improved significantly from 75% (2022) to 85% (2024).
 - Mathematics: Rose from 84% (2022) to 86% (2024).
2. Equity Concerns Between Groups:
 - While Māori students show positive trends, Pacific students experienced significant declines in performance across all subjects, indicating disparities in achievement.

Māori Student Trends

1. Positive Growth in Reading:
 - Māori students achieving *At and Above* increased from 70% (2023) to 82% (2024).
 - The proportion of Māori students *Below* decreased from 30% to 18%, a notable improvement.
2. Writing Improvement:
 - Māori students achieving *At and Above* rose from 67% (2023) to 78% (2024), with *Below* reducing from 33% to 22%.
3. Stable Mathematics Results:
 - Achievement levels stayed consistent at 78% *At and Above*, with no significant change in the percentage *Below* (19% in 2023 to 22% in 2024).

Pacific Student Trends

1. Significant Declines Across All Subjects:
 - Reading: The percentage *At and Above* dropped drastically from 70% (2023) to 50% (2024), while those *Below* increased from 30% to 50%.
 - Writing: A similar trend, with *At and Above* falling from 60% (2023) to 50% (2024), and *Below* rising from 40% to 50%.
 - Mathematics: The largest decline, with *At and Above* dropping from 60% (2023) to 42% (2024) and *Below* increasing from 40% to 58%.
2. Widening Disparities:
 - The gap between Māori and Pacific students is growing, especially in Reading and Mathematics, where Pacific students now significantly underperform compared to Māori peers.

Key Patterns

1. Improvements in Māori Achievement:
 - Across all three subjects, Māori students show steady progress, especially in Reading and Writing.
 - This suggests effective targeted interventions or teaching strategies supporting Māori learners.
2. Declining Outcomes for Pacific Students:
 - Pacific students have experienced substantial drops in performance in all areas, with *Below* percentages nearly doubling in some cases (e.g., Reading and Mathematics).
 - These declines indicate potential barriers or challenges specific to Pacific learners, which require urgent attention.
3. Reading as the Strongest Area:
 - Both Māori and Pacific students historically perform better in Reading compared to Writing and Mathematics. However, Pacific students' recent decline in Reading now positions it on par with their Writing performance.

Cohort Data- Reading, Writing and Maths 2024

The data within this report serves as a valuable tool to assess and celebrate the progress of our tamariki. By delving into the intricacies of reading, writing, and maths data, we gain insight into the effectiveness of our teaching strategies, identify areas for improvement, and highlight the successes that contribute to the academic excellence of Somerfield Te Kura Wairepo.

Our commitment to fostering a supportive and enriching learning environment is evident in the achievements outlined in this report. As we navigate the new NZ curriculum, this data will guide our efforts to enhance the educational experience for every student. It is a testament to our school community's collaborative spirit and shared vision.

The first table shows the reading, writing and maths whole school achievement at Somerfield Te Kura Wairepo for 2024 including year levels, and ethnicity of the whole school to date.

The cohort data compares the same group of children as they move from one year to the next.

READING 2024

Well Below	Below	At	Above	At and Above
2.5%	10.7%	71.7%	15.1%	87%

Year-to-Year Comparison Data

	2019	2020	2021	2022	2023	2024
At and Above	76%	83%	80%	85%	82%	87%
Below and Well below	24%	17%	20%	15%	18%	13%

Breakdown Data 2024

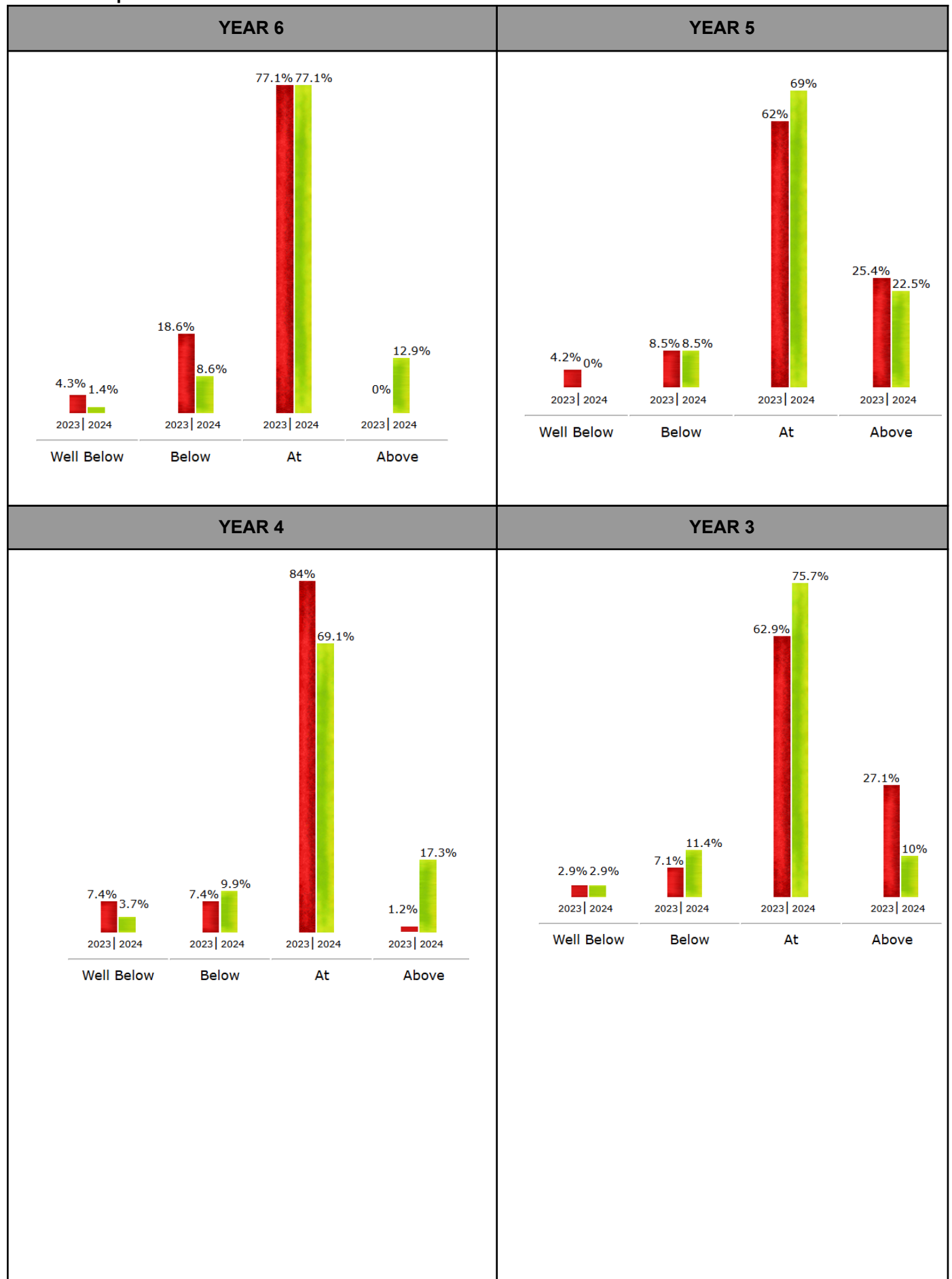
	Well Below	Below	At	Above	At and Above
Y0	0	9% (4)	89% (40)	2% (1)	91%
Y1	1% (1)	15% (13)	73% (64)	11% (10)	84%
Y2	3% (2)	11% (7)	58% (38)	28% (18)	86%
Y3	5% (4)	12% (9)	74% (57)	9% (7)	83%
Y4	5% (4)	10% (9)	69% (60)	16% (14)	85%
Y5	0	8% (6)	70% (53)	22% (17)	92%
Y6	3% (2)	9% (7)	74% (57)	14% (11)	89%
Total	2.5% (13)	10.7% (55)	71.7% 369	15.1% 78	87%

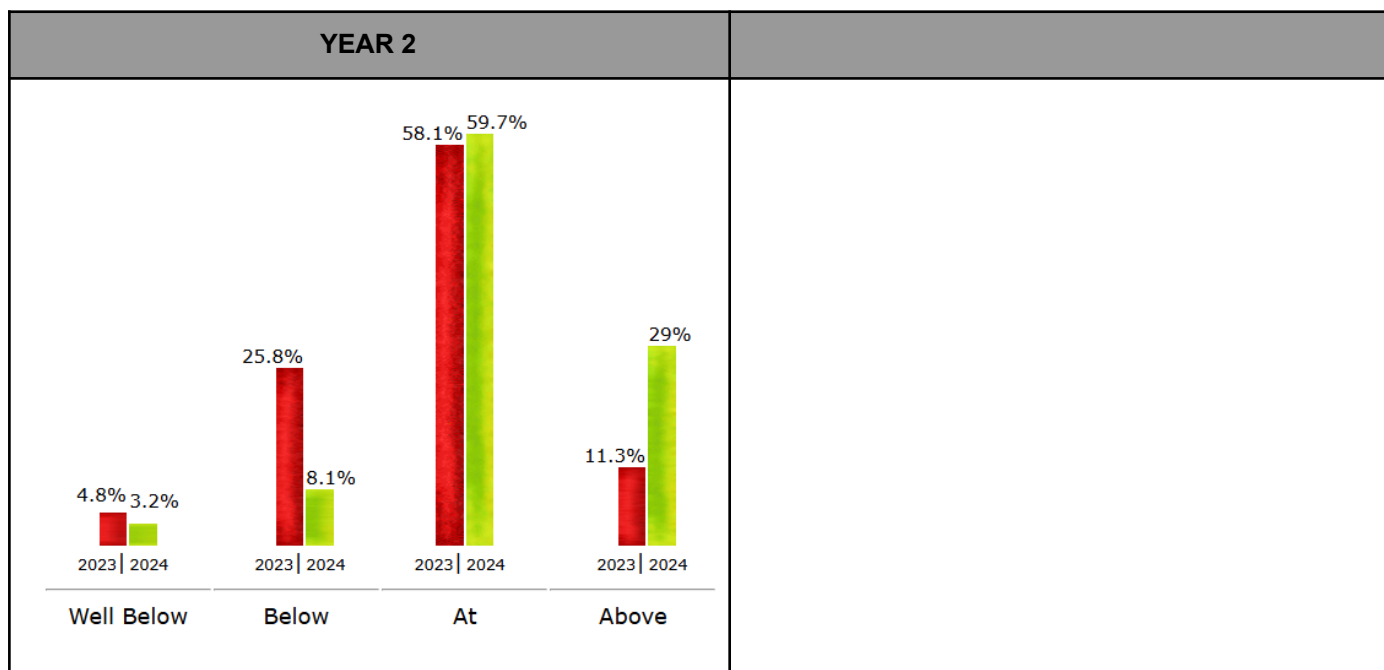
Priority Learners

	Well Below	Below	At	Above	At and Above
Māori	5% (4)	13% (10)	73% (56)	9% (7)	82%
Pasifika		50% (60)	50% (6)		50%

	Well Below Below	At Above
Māori	18% (14)	82% (63)
Pasifika	50% (6)	50% (6)

Cohort Comparison- End of Year 2023-2024





Analysis

- The percentage of students achieving *At and Above* has steadily increased over the years, rising from 76% in 2019 to 87% in 2024, showing consistent progress.
- The percentage of students in the *Below and Well Below* categories has decreased from 24% in 2019 to 13% in 2024, reflecting improved outcomes for lower-performing students.
- High Proportion of Students Meeting Expectations:
- In 2024, 87% of students are achieving at or above the expected level in reading, with 15.1% Above and 71.7% At. This is a strong overall performance

Strengths

- All but two Year levels achieved the school goals and the other two levels were 1 or 2 % points within the goals.
- Fewer students in the well below to at and above.
- Improvement in Reading results for Māori
- Structured literacy now seems to be impacting achievement
- The “ task is the learning ” is providing a strong framework to support student achievement because it is linked closely to the achievement objects and focuses on comprehension, critical thinking and word analysis across all levels, particularly Y3 -6.
- Our teachers have expertise in explicit teaching
- Professional development and ongoing support from AP have helped focus teachers on the specific learning needed.

Areas for focus

- Continue to embed “the task is the learning” and the differentiation of tasks
- Māori and Pasifika students who are below and well below become the teacher's target students

WRITING 2024

Well Below	Below	At	Above	At and Above
1.6%	14.4%	79.8%	4.3%	85%

Year to Year Comparison data

	2019	2020	2021	2022	2023	2024
At and Above	73%	79%	68%	75%	78%	85%
Below and Well below	27%	21%	32%	25%	22%	15%

Year level breakdown

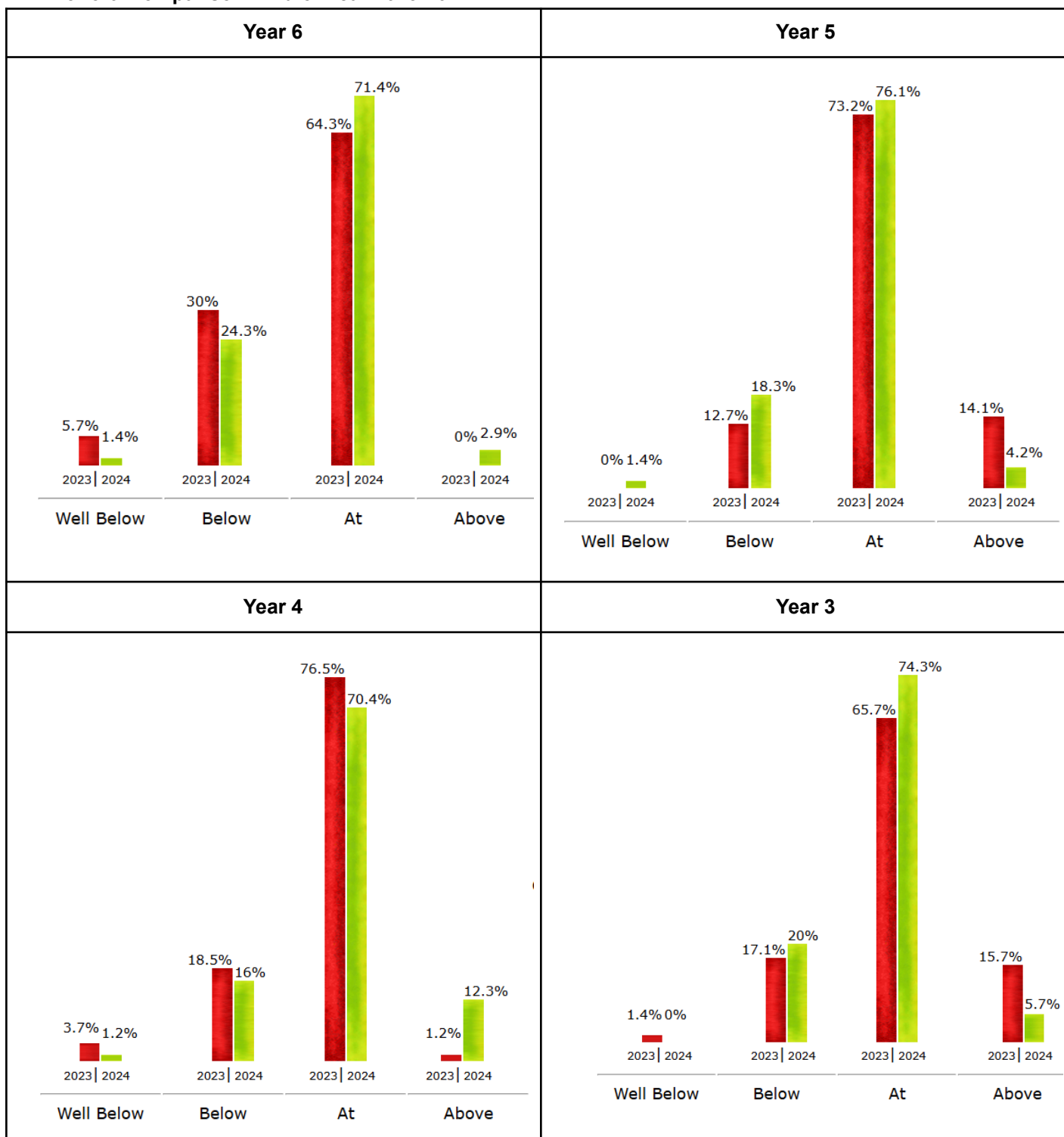
	Well Below	Below	At	Above	At and Above
Y0			100% (45)		100%
Y1		8% (7)	92% (81)		92%
Y2	3% (2)	6% (4)	88% (57)	3% (2)	91%
Y3	1% (1)	21% (16)	73% (56)	5% (4)	78%
Y4	2% (2)	16% (14)	70% (61)	11% (10)	81%
Y5	1% (1)	18% (14)	75% (57)	5% (4)	80%
Y6	3% (2)	25% (19)	70% (54)	3% (2)	73%
Total Pupils	1.6% (8)	14.4% (74)	79.8% (411)	4.3% (22)	84%

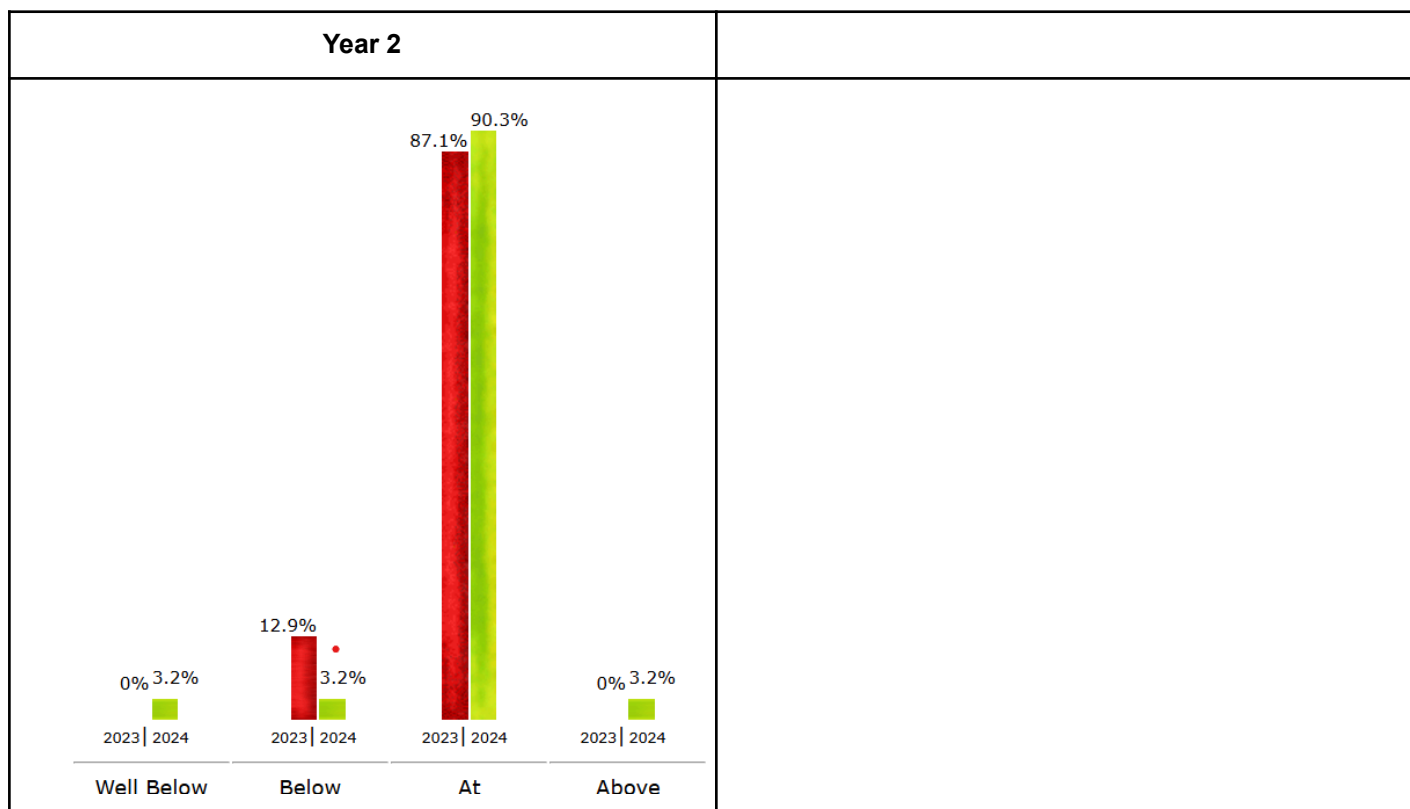
Priority Learner

	Well Below	Below	At	Above	At and Above
Māori	3% (2)	20% (15)	75% (58)	3% (2)	78%
Pasifika		50% (6)	50% (6)		50%

	Well Below Below	At Above	Total
Māori	22% (17)	78% (60)	77
Pasifika	50% (6)	50% (6)	12

Cohort Comparison- End of Year 2023-2024





Analysis

Overall Trends

- Improvement in At and Above: The most striking trend is the significant increase in the percentage of students writing "At and Above" expectations from 2023 to 2024. This is a positive indicator of overall writing improvement.
- Decrease in Below and Well Below: Conversely, there is a notable decrease in the percentage of students writing "Below" and "Well Below" expectations. This suggests a reduction in lower-level writing performance.
- Fluctuations in At and Above: The percentage of students writing "At and Above" has fluctuated over the years. While it increased in 2024, it was lower in previous years.
- The percentage of students writing "Below" and "Well Below" has decreased
- YO and Y1: These year levels show a consistent trend of high performance, with most students writing "At and Above."
- Y2 to Y6: In these year levels, there is a noticeable improvement in writing performance from 2023 to 2024, especially in the "At and Above" category.

Strengths

- There has been a relentless focus on writing throughout the school. We have followed a programme by Helen Walls, who helped develop the new curriculum.
- Year 4's have made significant progress. This is our biggest cohort and the one with the most complex needs. They have had extra support because of this.
- The Code is well embedded into class programmes and handwriting. Teachers are aware of the importance of handwriting to cognitive functioning.
- Improvement in writing data for Māori due to the Māori intervention group taught by AP. This was a trial group combining Helen Walls strategies and Relation-Based Learning (RBL), which has had an impact.

Areas for focus-

- Year 3 and above will have new expectations in the new curriculum, and this will impact next year's results as teachers come to terms with these.
- Māori and Pasifika students who are below and well below become the teacher's target students

MATHEMATICS

Year level breakdown

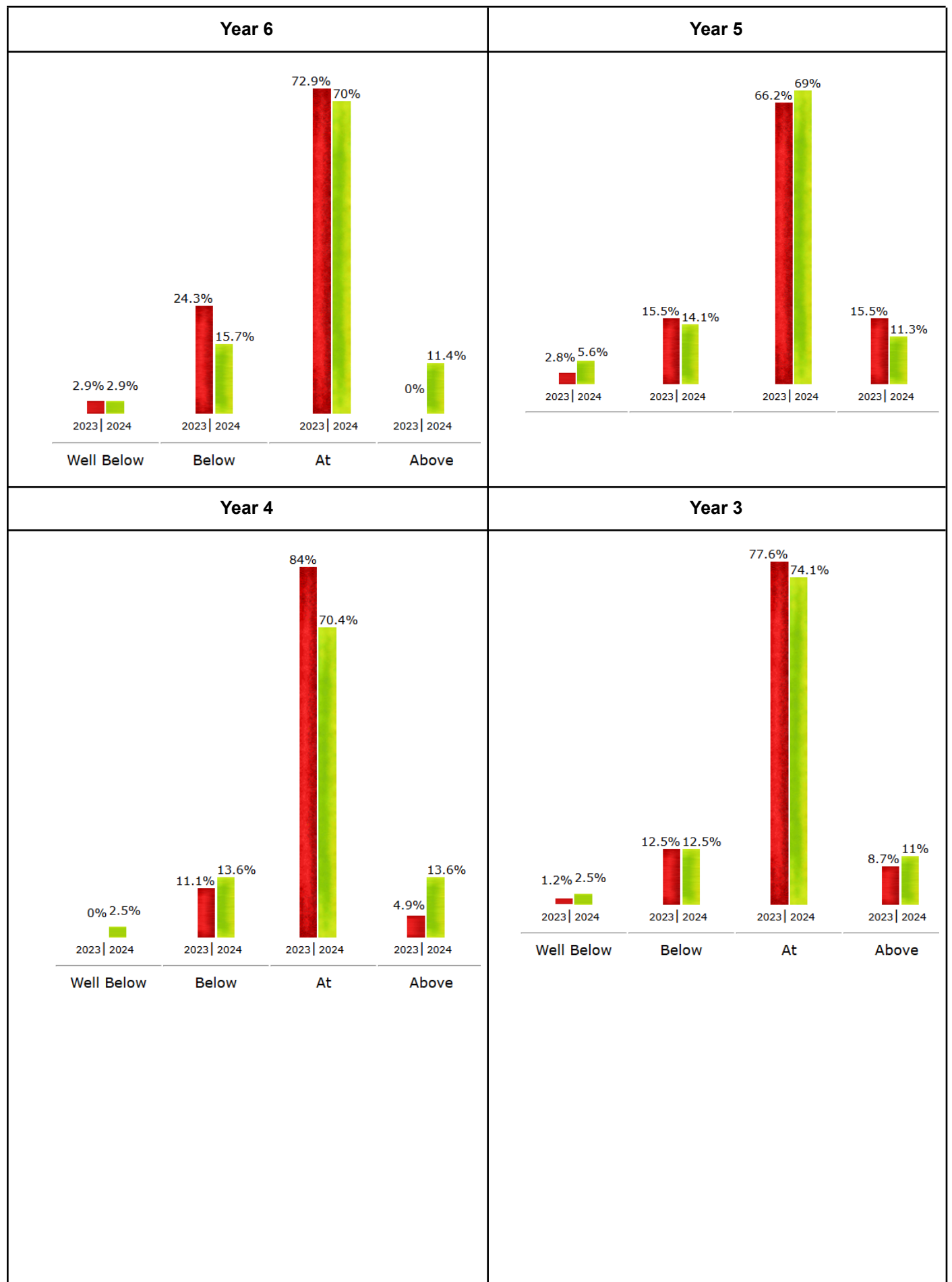
	Well Below	Below	At	Above	At and Above
Y0			100% (45)		100%
Y1		6% (5)	89% (78)	6% (5)	95%
Y2	3% (2)	11% (7)	78% (51)	8% (5)	86%
Y3	1% (1)	14% (11)	74% (57)	10% (8)	84%
Y4	3% (3)	13% (11)	71% (62)	13% (11)	84%
Y5	5% (4)	14% (11)	70% (53)	11% (8)	81%
Y6	3% (2)	18% (14)	65% (50_)	14% (11)	79%
Total	2% (12)	11% (59)	77% (396)	9% (48)	86%

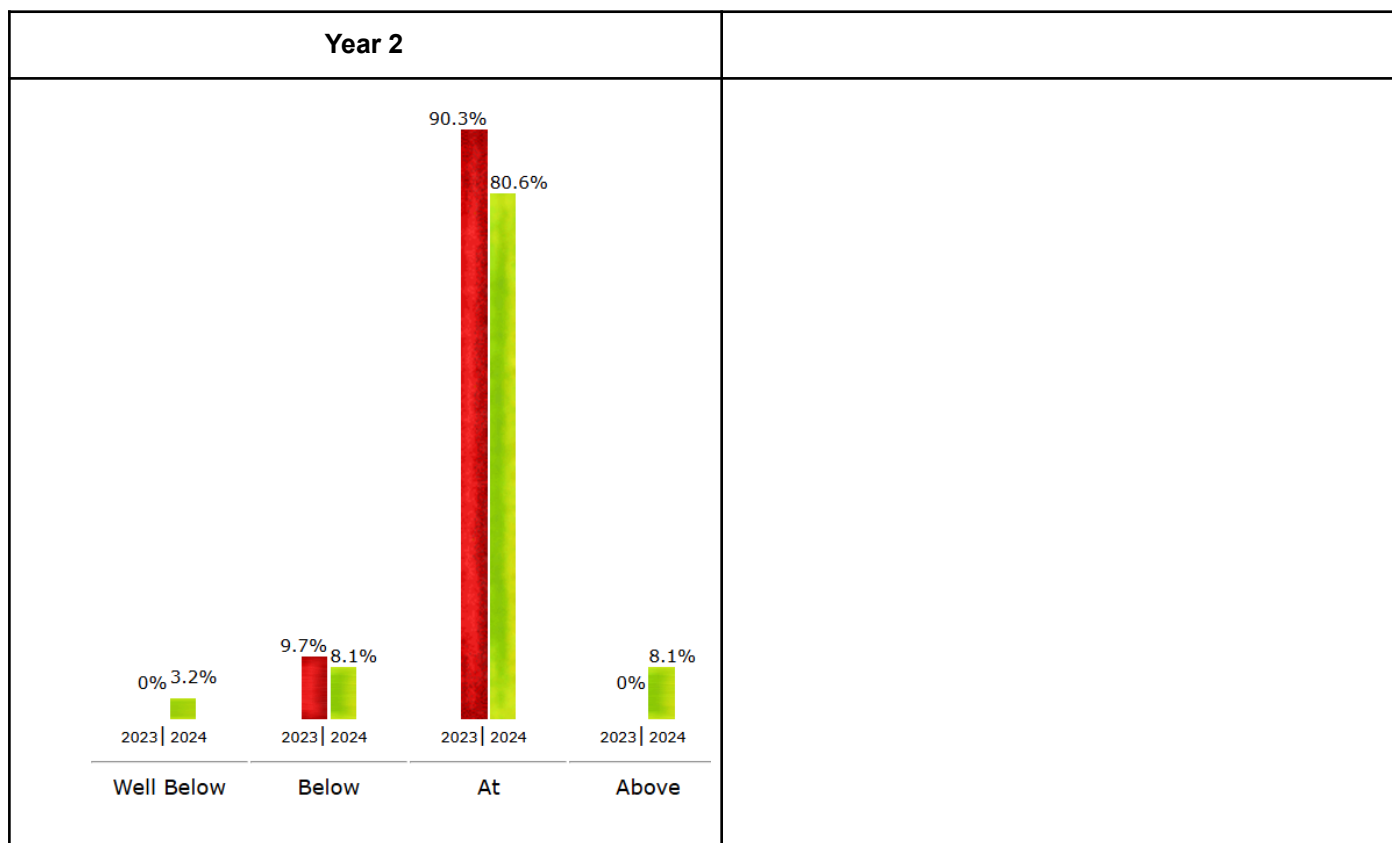
Priority Learners

	Well Below	Below	At	Above	At and Above
Māori	5% (4)	17% (13)	75% (58)	3% (2)	78%
Pasifika	14 (2)	43%(5)	43% (5)	0	43%

	Well Below	Below	At	Above	Total
Māori	22% (17)		78% (60)		(77)
Pasifika	58% (7)		42% (5)		(12)

Cohort Comparison- End of Year 2023-2024





Overall Trends

1. High Overall Achievement:

- 86% of students across all year levels are performing "At and Above," which is a strong indicator of success.
- Only 2% (12 students) are "Well Below," showing that very few students are significantly struggling.
- By Year 2, the percentage is 86%
- Both Year 3 and Year 4 have 84% of students "At and Above," with a small but notable percentage (1–3%) "Well Below."
- The "Below" category increases (14% in Year 3 and 13% in Year 4), signaling that more students are at risk of falling behind in these years.
- Years 5 and 6 show the lowest percentages of students "At and Above" (81% and 79%, respectively).
- The "Well Below" category increases slightly (5% in Year 5, 3% in Year 6), along with a rise in "Below" (14% and 18%), indicating the need for targeted intervention in senior years.

Strengths

- Years 0,1,2 are all achieving at or above school goals and Years 3,4,5 in the '80s.
- Years 4 and 6 have made considerable shifts. These classes have looped.
- Consistency of practice across the school due to participation in the Learner First Mathematics with Kahukura
- Five intervention groups using Numicon have been implemented in Years 2,4, and 5

Areas for focus

- Numicon intervention to continue to focus on Māori/ Pasifika but attendance for this group is significant.
- Māori and Pasifika students who are below and well below become the teacher's target students
- Continue to differentiate and use material

ATTENDANCE

Student attendance targets for regular attendance, moderate absence and chronic absence.			
Measure Ministry targets	2024 Target	2026 Target	Today
Percentage of akōnga attending school regularly (attending more than 90%, an average of 9 days a fortnight)	70 % 4∇	75 % 9∇	66%
Percentage of akōnga who are moderately absent (attending more than 70% up to 80%, missing two to three days a fortnight)	6 % 1∇	4 % 1Δ	5%
Percentage of akōnga who are chronically absent (attending 70% or less, missing three or more days a fortnight)	5 % 2∇	3 % 0∇	3%
∇ is the % BELOW the target Δ is the % ABOVE the target (For this year so far)			

Year to date	Wed 31st Jan 2024 TO Mon 25th Nov 2024							
	Regularly attending		Irregular absence		Moderately absent		Chronically absent	
	Number	%	Number	%	Number	%	Number	%
All	368	71	119	23	25	5	6	1
Female	171	66	67	26	17	7	3	1
Male	197	76	52	20	8	3	3	1
Pākehā	268	77	70	20	6	2	2	1
Māori	40	52	24	31	10	13	3	4
Other	57	67	19	22	8	9	1	1
Pacific	3	30	6	60	1	10		

Note:

Māori and Pacific attendance is below that of the Pākehā cohort and the 70% target government. See below

Pākehā - 77% **target met**

Māori - 52% **target not met**

Pacific - 30% (3 students) **target not met**

This year we have had increased service from the Attendance Service, particularly for the chronically absent.

In 2025 we are looking to embark on a programme to tackle those students who are not chronic but are in the 78-82% regular attendance band.

NEXT STEPS FOR 2025

- In general, we need to monitor that the Code is carried out consistently
- Ensure that teachers are confidently teaching the new expectations in the Literacy and Mathematics curriculum
- Ensure tasks are linked to Achievement Objectives and are differentiated (the task is the learning) to meet the diverse needs of students in the class and that AI is used as a tool along with SOLO to do this.
- Continue to explore strategies to tackle moderate and irregular attendance ie these students become target students where teachers meet parents and children each term to set goals and monitor progress

Mathematics

- Teachers to become aware of new expectations and implement and assess these.
- Target student strategies for those students who are achieving below and have attendance concerns.

- Use of numicon as an intervention for those below expectations in Years 1-4
- Implement assessment tools as part of Learner First PLD

Reading

- Teachers to become aware of new expectations, and implement and assess these.
- Target student strategies for those students who are achieving below and have attendance concerns.
- Continue training staff in structured literacy

Writing

- Teachers to become aware of new expectations, and implement and assess these.
- Target student strategies for those students who are achieving below and have attendance concerns.

Priority Learners including Māori and Pasifika

All students achieving below and well below will continue to be monitored through data meetings and DP/AP oversight to provide resourcing if available. Support will be provided to students either through support for the teacher in the development of plans, programmes and or a group intervention provided. Target student strategies for those students who are achieving below and have attendance concerns.

Kellie Englefield and Nicky Horne met mid year to analyse achievement data, particularly focused on our priority students. Decisions were made to include them in learning interventions in Terms 3 and 4.

- 15 NZM students received **one** learning intervention in Terms 3 and 4 - either literacy or numeracy focused
- 2 NZM students received **two** learning interventions - literacy and numeracy
- 8 NZP students received **one** learning intervention in Terms 3 and 4 - either literacy or numeracy focused
- 2 NZP students received **two** learning interventions - literacy and numeracy

General

Relationship Based Learning matrix which focuses on consistent teacher practices across the school including feedback and feedforward. Feedback and feedforward are identified by Bishop(2021) and Hattie(2009) as the main determiners of student achievement so this will be a major focus.

SUMMARY

As we conclude the academic year 2024, it is encouraging to note that our school has made significant strides in the foundational skills of literacy and mathematics.

Overall, 85% of our tamariki are meeting expectations in these areas, reflecting a commitment to academic excellence. However, while the school-wide data shows improvement, it is essential to address the disparities in achievement among our Māori and Pasifika students.

Our staff are to be congratulated for ensuring consistent systems known to improve outcomes are implemented across the school. These take time to embed. These include The Code, differentiating learning tasks to meet the needs of diverse learners and Relation Based Learning (RBL) Strategies such as high expectations and feedback strategies.

Other RBL Strategies that are highly evident to ensure greater student engagement are classes having a more orderly culture. After several years of significant behaviour needs impacting teacher time and other student learning it is noticeable how focused teachers are on learning without the constant distractions of highly disrupted behaviour. Teachers are more confident and consistently implement the school behaviour matrix. Student's voice clearly articulates that the orderly environment helps their learning.

Teachers will need to ensure they understand and implement the new expectations at different levels of the school in literacy and Mathematics. Bishop identifies, “knowing what learners need to learn” as one of the important pedagogies that determine student outcomes.

Attendance continues to significantly impact some students' learning. We are working closely with the Attendance Service to ensure children attend school and access the curriculum. Re-introducing “target students” where teachers and whānau meet each term to set and review goals may help the students where poor attendance is impacting their learning.

It is also of note that over the years many new students who enrol are below or well below, this has increased as the dynamics in the community have changed.

Currently, a high number of Māori students are supported with learning interventions. Selection into these interventions is predicated on whether they attend regularly.

Neurodiverse students in our classes have continued to grow. There is greater teacher awareness after professional development and the use of strategies to support these learners. It is complex work for us and our supporting professionals.

The introduction of the Equity Index and the increased funding allocation was supposed to be a positive step, intended to address long-standing inequities across schools. Yet, as it stands, the Equity Index algorithm does not adequately capture the realities of all school contexts and ours is one, and as a result, critical funding gaps persist. This is particularly noticeable for us at Somerfield te Kura Wairepo. We have a high equity number but an increasing number of neurodiversity students who do not attract funding in many cases. Other discrepancies such as extra funding for Kahui Ako, Learning Support coordinators for some, but not all schools and Special Needs allocation are creating a cycle of inequity that is challenging to break and for schools such as ours to navigate. Our pastoral systems certainly have some impact but the lack of resources for learning programmes continues to frustrate us.

Our pastoral, no-barriers approach, continues to help tamariki engage in their learning. This approach includes providing uniforms, there has been a marked increase in supplying whānau with second-hand uniforms. We also supply stationery when needed. Food security is a greater need for some of our whānau this year so we supply breakfast and lunches when needed and are now supported by the charity, Full Bellies. The milo club at the beginning of the day ensures children start the day in class more regulated. Mentors, funded by the Board continue to provide support for tamariki and whānau.

Our Deputy and Assistant Principal work together with staff to monitor individual students and provide support for staff across the school with programmes for individuals, and groups and to ensure quality teaching practices.

Our staff are to be congratulated for their work this year introducing a number of new strategies to improve learning outcomes. As always they focussed on the prize, which is learning.

The majority of tamariki Somerfield Te Kura Wairepo continue to flourish and thrive.

Kellie Englefield
Denise Torrey
Nicky Horne

END OF YEAR 2024 INTERVENTION REPORT

IN SCHOOL INTERVENTIONS Terms 3 and 4 (interventions funded by the school)

In 2024 we have funded a larger number of learning interventions to support our learners than in 2023 as students' behaviour has been more settled across the school.

While we do receive some funding from RTLB, MOE and Oranga Tamariki we need to add our funding due to the complexity of students' learning, communication challenges and behaviour. This supports teachers and all students within the class and across our school.

The funding from RTLB and MOE often comes in the form of teacher release. This is used to provide professional development for teachers and to plan how best to meet the needs of these complex students.

Year 2 Learning Interventions

1. **Literacy group** - focus on handwriting and The Code. Overall improvement in confidence, correct formation of letters and recall of 'Heart Words'. Students used visuals and materials to aid understanding.
 - 4 students
 - 1 student supported by Resource Teacher: Learning and Behaviour
 - 1 student supported by Speech Language Therapist
 - Ethnicities - 2 NZE, 1 NZM, 1 Pasifika
2. **Numicon group** - focus on addition and subtraction with equipment to 10, recognising patterns to 5 - improved understanding of concept knowledge. Attendance affected the progress of this group.
 - 4 students
 - 1 student supported by Speech Language Therapist
 - Ethnicities - 2 NZE, 1 NZM, 1 Pasifika

Year 3 and 4 Learning Intervention - Terms 3 and 4

1. **Writing group - taught by Kellie Englefield Assistant Principal**
Focus on Helen Walls writing and RBL including: writing and editing two sentences, letter formation.
 - 4 students - all NZM Year 3, 1 Pasifika
 - 4 students - 3 NZM, Year 4
 - 1 students has In Class Support funding (MOE - year)
 - 1 ESOL student
2. **Individualised learning programmes - literacy**
 - 3 students
 - Ethnicities 1 NZE, 1 NZM, 1 Pasifika

Year 4 Learning Intervention - Terms 3 and 4

1. **Numicon groups**
Focus on Number from NZ Mathematics Curriculum. Improvement noted across all groups. Differentiated tasks using Numicon and materials ('hands on' maths equipment)
 - 11 students - 3 groups at different levels
 - 1 student supported by Ministry of Education psychologist
 - 1 student has In Class Support funding (MOE - year)
 - Ethnicities - 6 NZE, 4 NZM, 1 Pasifika
2. **Reading** - Structured Literacy focus
 - 1 student supported by Resource Teacher: Literacy (NZE)
 - Other students benefitted by this intervention

Year 5 Learning Interventions

1. **Writing group** - focus on handwriting, and The Code. Improved letter formation and ability to accurately record two sentences at a time. Improved attitude and focus. Lack of attendance affected two students in particular.
 - 4 students
 - 1 student has In Class Support funding (MOE - year)
 - Ethnicities - 1 NZE, 1 NZM, 2 Pasifika
2. **Numicon group** - 2 groups.
Focus on Number from NZ Mathematics Curriculum. Improvement noted across all groups. Differentiated tasks using Numicon and materials ('hands on' maths equipment)
 - 9 students
 - 1 student supported by Speech Language Therapist
 - Ethnicities - 3 NZE, 2 NZM, 3 Pasifika, 1 Middle East

Year 6 Learning Interventions

1. **Writing group** - focus on handwriting, and The Code. Improved letter formation and ability to accurately record two sentences at a time. Improved attitude and focus. Lack of attendance affected two students in particular.
 - 3 students
 - Ethnicities - 2 NZE, 1 NZM

English as an Additional Language (EAL)

- Students who meet the MOE criteria for ESOL support are taught by one of our TA's. Students are often in groups to maximise the resource. Younger students are withdrawn from classes, the TA supports older students in class.
 - We currently have 29 students who qualify for ESOL support.

SUMMARY - Priority students

Kellie Englefield and Nicky Horne met mid year to analyse achievement data, particularly focused on our priority students. Decisions were made to include them in learning interventions in Terms 3 and 4.

- 15 NZM students received **one** learning intervention in Terms 3 and 4 - either literacy or numeracy focused
- 2 NZM students received **two** learning interventions - literacy and numeracy
- 8 Pasifika students received **one** learning intervention in Terms 3 and 4 - either literacy or numeracy focused
- 2 Pasifika students received **two** learning interventions - literacy and numeracy

WELLBEING 2024

Pastoral Support

Teachers complete a document identifying students in their class who may need support. These students come to the teachers' attention for various reasons, eg, whānau concerns, food/clothing, behaviour, and emotional difficulties. Students are identified by teachers using a tiered system that prioritises those who need to be discussed at the Pastoral Meeting. Rōpū Leaders meet with the SENCo twice a term to discuss and make decisions about students that teachers have identified may need external support.

Attendance is also discussed at this meeting.

In conjunction with teachers, the SENCo is responsible for coordinating external referrals which may include: Methodist Mission, Mana Ake, Attendance Services, and Child and Family Services.

We continue to prioritise the highest needs and let our whanau know that our Methodist Mission interventions will, on average, last one term. Occasionally, students are supported longer than this when the need is greater, this is agreed on by the SENCo and kaimahi (Staff member).

Methodist Mission:

The school contracts one Student Mentor and one Social Worker to support our tamariki and their whanau. The Social Worker works for a full day per week and, the student mentor for half a day per week.

Students are referred by the SENCo who ensures whānau know in most cases this will be for 10 weeks only. At times the individualised service may extend beyond this guideline by mutual agreement between the worker and SENCo.

23 students have benefitted from this service in 2024.

- 7 students NZM

Mana Ake:

6 individual students have been referred for 1-1 mentoring.

3 parents have accessed a one-off phone call with a kaimahi - 'drop in' system. They have been given support and guidance for the challenges they are facing with their children.

12 students attended a four-week transition programme to Christchurch South Karamata Intermediate involving weekly sessions at the Intermediate.

Parenting Workshops - two parenting workshops were run in 2025.

1. Calm and Connected: Nurturing Emotional Regulation in Children - facilitated by three Mana Ake kaimahi
2. Supporting tamariki to manage worries - run as a workshop facilitated by Liz Riley (Team Leader Mana Ake) and Nicky Horne (Deputy Principal)

Pastoral Care

This year our Rōpū Leaders have met twice a term to discuss how best to support students and whanau with appropriate interventions. From that meeting, we have referred students/whānau to external agencies for support. We organise Pastoral Care following a Tier system as outlined below.

The number of active cases in our Pastoral Care Register are:

	Tier 3 Highest need Individual support	Tier 2 Group support	Tier 1 Universal support
Kōtahi	3	5	15
Mōkihi	3	2	10
Kōpapa	6	14	16
Tētē	1	16	11
Total	13	37	52

In Summary:

The students who have the highest need (Tier 3) are supported by a number of external agencies including: Oranga Tamariki, Ministry of Education - Behaviour, Communication, Resource Teacher: Learning and Behaviour, Child and Family Services, Mentoring Support.

Externally Funded Interventions

1. Ministry of Education

Twelve students have received support from the Ministry of Education - one student receives both services.

Speech and Language <ul style="list-style-type: none">• Individual - 9• Ethnicities - 5 NZE, 3 NZM, 1 Pasifika
Behaviour <ul style="list-style-type: none">• Individual - 2

<ul style="list-style-type: none"> Ethnicities - 1 NZE, 1 NZM
Ongoing Resourcing Scheme <ul style="list-style-type: none"> Individual - 1 Ethnicity - NZM
In Class Support - This initiative supports students with significant learning needs by funding a Teacher Aide to support these students in class for 4 hours a week for 4 terms. 3 students have received this support throughout the year in literacy and numeracy and have made pleasing gains in all areas. <ul style="list-style-type: none"> Individual - 3 Ethnicities - 2 NZE, 1 NZM

2. Resource Teachers Learning and Behaviour

Behaviour
<ul style="list-style-type: none"> Individual - 4 Ethnicities - 2 NZE, 1 NZM, 1 African
Learning
<ul style="list-style-type: none"> Individual - 2 Ethnicities - 2 NZM
Systems - Circle Time PLD

3. Resource Teacher: Literacy

- 2 students and teachers
- 1 student Year 2 NZE; 1 student Year 4 NZE

4. EAL - English as an Additional Language

Our EALL roll has grown slightly during 2024. In August, 27 students qualified for EAL support.

It's clear our individual and group sessions are helping our students. Many who start with us needing extra support eventually catch up and don't need funding anymore.

NE-Year 3 students are often withdrawn from classes to maximise the resources. Older students are supported within the class literacy programme where practicable.

5. Oranga Tamariki

Oranga Tamariki funded four students to support their learning and behaviour. This funding is used to support students' relationships with others and their focus. Our teacher aides work alongside them in the classroom.

MOE Funding 2024

Income

MOE - ICS - \$11,700

MOE - BEH - \$3,900

MOE - BEH Teacher Release - \$0

MOE - Teacher Release (RTLb) - \$652.16

MOE - ESOL - \$19,500

MOE - ORS - \$9,603.96

MOE - Other - \$36,137.16

- LLI - \$6005

- IRF - \$1200
- Oranga Tamariki - \$28,532.16
- RTLB - \$400

2024 - Total: \$81,493.28

2023 - Total: \$78,930

2022 - Total: \$131,519.93

2021 - Total: \$100,900

Ops Grant Funding - Equity - Support for Inclusion

2024 - Total: \$52,138.68

2023 - Total: \$46,786.80

2022 - Total: \$50,706.03

2021 - Total: \$49,558.25

Other funding from pay equity

2024 TOTAL Income: \$72,290.92 (estimate)

2023 TOTAL Income: \$181,122.45

2022 TOTAL Income: \$182,225.96

2021 TOTAL Income 2021: \$150,463.25

Expenses

Learning Support - \$85,061.56 (estimate)

Social Worker - \$27,000

Special Needs Expenses - \$819.98

2024 TOTAL Expenses : \$212,881.54 Deficit 2024: (\$6,958.66)

2023 TOTAL Expenses : \$244,593 Deficit 2023: \$63,470.55

2022 TOTAL Expenses : \$238,133 Deficit: \$55,907.04

2021 TOTAL Expenses : \$181,787 Deficit: \$31,323.75

In Summary:

Our Learning Support team has implemented a higher number of learning interventions across identified Year groups. These interventions are implemented in conjunction with the teacher who oversees the Teacher Aide.

Attendance of our Māori and Pasifika learners affected their progress across interventions compared to other students.

We have a process in place that follows up on individual student attendance including teacher contact with whānau and leadership follow-up with whānau.

We continue to apply and request funding to support our students who meet the criteria for funding and support. This is necessary and time-consuming. When we support our vulnerable students, all students benefit across the school.

The hope is to continue learning interventions in 2025, focusing on students who are currently 'below' expected levels in literacy and numeracy where possible.

Nicky Horne
DP/SENCO