

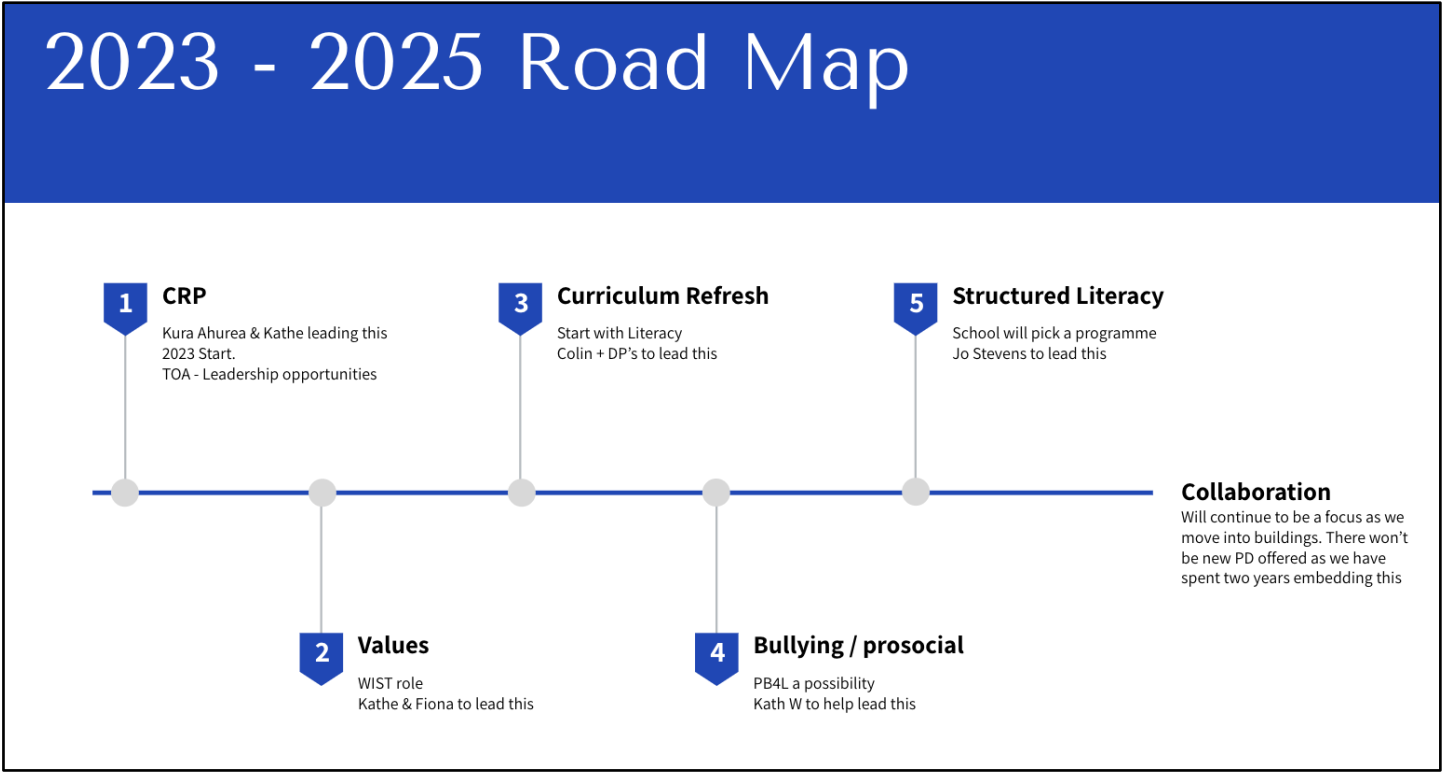
School Goal 1: Every Child’s Achievement Grows (Learning)
Whāinga 1 - Ka Tipu Ake te Paetae o ia Ākonga, ia Ākonga (Te Akoranga)

Annual Aim: NZC level data at the end of the year shows the maintenance of high standards of progress and achievement in reading, writing and mathematics; 90% of children at or above the expected NZC level.

This report displays the mid-year progress of all students in 2023. It demonstrates that we continue to maintain high levels of achievement, with 90% of all children achieving or achieving above the expected level in reading and 95% achieving or achieving above the expected level in mathematics. Writing is slightly below the target, with 87% of our students achieving or exceeding the standard.

Teachers used a wide range of assessment tools to ensure their judgements are reliable and consistent. These included teacher-student conferences, classroom observations, activities and work within books, and standardised assessments. PaCT (Progress and Consistency Tool) was used for children who teachers were unsure about. It will be used in all curriculum areas, for all children at the end of the year.

The leadership team took on board feedback from staff at the end of last year in relation to the number of initiatives being undertaken. The roadmap below has been implemented and used to address the school charter goals, in particular, that “every child’s achievement grows”. Progress has been made in all areas and we continue to use this when planning for 2024 and beyond.



All teams are engaging in structured literacy at some level. We are working closely with RTLB to develop teacher capability. Our two co-leads have continued to investigate and will present the options to the team leader group towards the end of Term 3. A programme will be chosen and a plan developed for school-wide professional development and implementation in 2024.

The school had a teacher-only day earlier in the year that focussed on the refreshed curriculum. This day was designed by [Colin Lambie](#), one of our within-school leaders. Teachers spent time unpacking the vision and looking at the draft curriculum. Teachers also had the opportunity to feedback to the Ministry. The school is waiting for further information and the finalised curriculums. A further teacher-only day has been planned for the end of November. We have not received any information about how the new curriculum will support PaCT. A Kahui Ako Teacher only day was held last term with a focus on writing moderation and the key literacy skills required to be successful in secondary school.

The school is aware of the upcoming building works and will be continuing to look at ways to minimise the disruption to teaching and learning. Collaborative practice is becoming the standard, with most teachers engaging in the approach in some manner.

2023 Mid Year Whole School Data

Curriculum Area	Yet to Meet	Meeting	Exceeding
Reading	10%	72%	18%
Writing	13%	82%	5%
Maths	5%	79%	16%

Recently the National Monitoring Study of Student Achievement (NMSSA) released their findings about mathematics in New Zealand. They said, " *While most Year 4 students (82%) were meeting curriculum expectations, less than 50% of students were doing so at Year 8 (42%)*". Karori Normal School, by comparison, does not see the same drop in achievement from Year 4 to Year 8. Currently at Karori Normal, 87% of students in Year 4 and 91% of Year 8 students meet or exceed the curriculum expectations. We believe that we do not experience the same decline due to robust systems that check if children are falling below the standard, through formal structures (mid & end year) but also ongoing and informal within teams. At-risk students are discussed, minuted and shared with team leaders and the SLT. Interventions can then be put in place. Planning (and other notes) are shared with Kaiāwhina (TA's) to ensure they can have professional autonomy and contribute to the teaching and learning programmes. High-quality teachers and programmes also continue to ensure knowledge is embedded.

Karori Normal School has had a large number of students enrol with little or no English. Our ESOL lead teacher, Ali Kotkin, reported at the end of last year Karori Normal School had approximately 50 ESOL students. As of mid-July, the school has close to 80 ESOL students. This jump of over 50% presents a significant challenge to the ESOL team and to classroom teachers. This has been reflected in the school data.