

Kelburn Normal School

Ngā Tatarakihi o
Ahumairangi

Annual Report
Statement of Variance
2023



Kelburn Normal School ~ Ngā Tātarakihi o Ahumairangi

Strategic Pillars 2022 - 2024

Pūkengatanga

We pursue excellence

Quality education where Kelburn children learn creatively and achieve excellence

Manaakitanga

We care, nurture, and protect

An engaging school with a culture of care for all children and teachers at Kelburn


Whānaungatanga

We are interdependent in our belonging to our community

Relationships that connect, include and inform our Kelburn community



The Structure of Kelburn Normal School 2023

<p>The New Zealand Curriculum Vision: <i>Confident, connected, actively involved, lifelong learners</i></p>	
<p>Kelburn Normal School Vision: <i>"Kelburn Normal School students learn creatively and strive for excellence, preparing for lifelong learning."</i> <i>"Kia auaha te ako ngā ākonga me te whai i te iti kahurangi mō te akoranga tūroa"</i></p>	

Key Values	Key Competencies	Key Principles	Key Practices	Maori dimensions and cultural diversity	Special Character
<p>Pūkengatanga To pursue excellence</p> <p>Manaakitanga To care for others</p> <p>Whānaungatanga To be part of our community</p>	<p>Multiple literacies (cognitive)</p> <p>Interaction (social)</p> <p>Self-efficacy (psychological)</p>	<p>High expectations</p> <p>Inclusion</p> <p>Coherence</p> <p>Learning to Learn</p> <p>Cultural Diversity</p> <p>Future Focussed</p> <p>Community Engagement</p> <p>Treaty of Waitangi</p>	<p>Dialogue</p> <p>Multiple literacies</p> <p>Inquiry learning</p> <p>Overviews</p> <p>Learning environment - groupings and spaces</p> <p>Science capabilities</p> <p>Practice-based research</p>	<p>Kelburn Normal School adopts a culturally - responsive and inclusive pedagogy, follows the principles of Te Maturanga, the values of the Teacher's Code, and the guidance of Ka Hikitia - Managing for Success: The Māori Education Strategy.</p>	<p>Kelburn Normal School is a 'Normal School'. It is one of 29 in NZ. This means that it works closely with Victoria University and contributes to policy development and programmes of teacher training across the country, and assists and hosts trainee teachers to experience teaching practices at KNS. It also requires the school's curriculum to be innovative and research-based.</p>

Kelburn Normal School Strategic Plan 2022 – 2024
Ngā Tātarakihi o Ahumairangi ~ Mahere Rautaki 2022–2024

Pillar	Te Hiranga Poutama Achieving Excellence (To grow)	Oranga Tonutanga Our Health and Wellbeing (To wrap around)	He Kura Herenga Tāngata Our School Partnerships (To bind)
Valve	Pūkengatanga We pursue excellence	Manaakitanga We care, nurture, protect	Whānaungatanga We are interdependent in our belonging to our community
Strategic Goal	Quality education where Kelburn children learn creatively and achieve excellence	An engaging school with a culture of care for all children and teachers at Kelburn	Relationships that connect, include and inform our Kelburn community
Focus 1	<p>Te ao Māori, Culturally-responsive pedagogy, Culture and Identity In recognising the the Principles of Te Tiriti o Waitangi, and learning through te ao Māori, kaiako and tamariki embrace the bicultural nature of New Zealand society. Tamariki understands who makes up Aotearoa New Zealand, including its increasing multiculturalism, giving visibility, strength and identity to the multicultural and diverse community that makes up our kura.</p>		
Focus 2	<p>Pūkengatanga, Excellence, Equity Children enjoy success across the curriculum with 90% or more achieving at or above the expected level in reading, writing, science and mathematics.</p>	<p>Manaakitanga, Wellbeing, Agency, Voice Children and staff thrive as individuals in a safe and positive culture.</p>	<p>Whānaungatanga, Inclusiveness School, whānau and community partnerships strengthen through interaction, invitation and effective communication.</p>
Focus 3	<p>Life-long learning/ Creative Learning Pathways Children are curious, active, and creative learners who develop the key competencies and learning dispositions over time.</p>	<p>Ako, Learning environments Relationships between staff and children, through a collaborative learning environment, are positive, effective, and inclusive.</p>	<p>Whānaungatanga, Participation, Citizenship Kelburn connects with our local resources, our natural environment, with iwi and mana whenua, and with the city and its cultural institutions to enrich learning opportunities that promote a culture of responsibility for our community, our environment and our global future.</p>

Annual Report - Statement of Variance - Executive Summary 2023

Achieving our vision

Our vision for Kelburn Normal School is for a school 'where students learn creatively and strive for excellence, preparing for lifelong learning - Kia auaha te ako a ngā ākonga me te whai i te kahurangi mō te akoranga tūroa.'

Through the work of the staff, Board, and PTA we continue to experience a positive place to be and consistently experience highlights that enable us to understand how we are achieving our vision. While the impact of Covid still affects us, impacts us in a recovering sense we had an uninterrupted year which enabled us to strengthen our connections and capacity as a team - staff and students.

Some features and highlights include:-

- The incredible work of the staff to provide a strong, consistent, well-researched teaching and learning and care programme to the tamariki.
- The Kahui Ako further strengthened our connections with Wellington College, Wellington Girls, Brooklyn, Karori Normal, Wadestown, Karori West, Makara and Northland School. Our annual interviews with Y10 students at College showed Kelburn had prepared them well for high school.
- The completion of the grounds development and landscaping project and replacing the hall roof.
- Crucial to our positive school culture was the Kelburn ethos of manaakitanga which provides a collective strength to our community and promotes independence and individual responsibility.
- Expanding our culturally responsive pedagogy using Matua Jason and Jeremy as experts to give kaiako and tamariki with kapa haka, te reo Māori and tikanga Māori. Henare continued with senior kapa haka. Also the continued engagement with iwi through Kura Ahurea and the Kahui Ako
- Katharina, Rachel, Anna, Nicole, Jeremy, Kamala, and Tristan continued their work with ensembles to sustain the high-quality music programme at Kelburn.
- Our performing arts programme saw all, we still shared Kapa haka, Tupu, Whanake, Whānui, Māia drama, musical assemblies and band concerts. We held our end-of-year Musical Refreshment concert which was a wonderful celebration..
- Enabling EOTC opportunities, including a number of city of Wellington experiences, and the Y3-4 overnight at the Zoo, Y5-6 Makahika camp and Y7-8 overnight visit to Pūkaha at Mt Bruce.
- Community, staff and student surveys were positive about the school, with students feeling safe at school, but at times finding relationships with their peers challenging.

Putting Manaakitanga into action

2023 saw the continued to be a challenging year for Kelburn Normal School, and for Aotearoa New Zealand as a country. Staff looked closely at our ways of working to have a harmonious feel to the way we work together. We began PB4L to reframe the way we connect with and manage our students inside and outside the learning spaces. Our Year 8 group shone this year as school leaders

Engagement wise the tamariki were remarkable in 2023. Within the school we were careful in the support of tamariki wellbeing, and their connection to the learning. Using previous experience, our staff and school emphasis on manaakitanga swung into action and with notable whānau support we all worked together to create success from this ongoing challenge.

Celebrating our academic results

In 2023, our tamariki continued to return excellent student achievement results in reading, writing, maths and science. Maths achievement continued to hold its improvement using the problem-solving approach.

For our youngest students, BSLA has provided a real impact and a lift for children's access to literacy and learning. For our oldest students, in year 8, 50% of students achieved in the "well above" category in all 4 disciplines, which is double the national average. The work of all the staff is to be congratulated.

Additionally, in 2023, the school continued to work on sustaining its support for students with learning difficulties, expanding its online support toolbox and strengthening its understanding of neurodiverse learners, making improvements for children to grow their dispositions as learners. Our learning support team consisted of Katharina, Rachel, Jess and Ella, led by Danielle.

Celebrating our learning culture

Our powerful learning culture continued to develop as we further developed our Creative Agency Framework- work influenced by further delving into Claxton's learning power, the 4 types of agency - resilience, resourcefulness, reflectiveness and reciprocity. Our drama Kaupapa saw our eldest students return to perform at the Gryphon Theatre. The school research question for Teacher Inquiry continued to focus on agency and engagement. Staff have been heavily engaged in enhancing student wellbeing strategies as students move forward from the impact of the Covid pandemic and build and experience resilience in context. Students present with increased anxiety as they cope with change and worry of the dialogue in the media, including the concerns of climate change..

Our strategic goals

These goals, focusing on school improvement, are working really well to drive school growth and positive change. For the children, they are easy hooks to share and include the tamariki in all activities in the process of engagement and improvement.

This report recognises the evidence of working with and meeting these 3 goals of:

1. Pūkengatanga - Achieving excellence
2. Manaakitanga - Wellbeing
3. Whānaungatanga - Partnerships.

Andrew Bird

Tumuaki, Ngā Tātarakihi o Ahumairangi
Principal, Kelburn Normal School

Strategic Action Plan – 2022 – 2024 – Variance, actions and progress for 2023

Strategic Pillar 1 – <i>Te Hiranga Poutama – 'Taking steps to achieving excellence'</i>		
Quality education where Kelburn children learn creatively and achieve excellence		
Strategic Goal	Actions (What are we doing)	What we did.
<p>Principles of Te Tiriti o Waitangi,</p> <p>Te ao Māori / Culturally-responsive pedagogy / Culture and Identity</p> <p>Children learn inclusively, in ways coherent with the Principles of Te Tiriti o Waitangi, the bicultural nature of New Zealand society, and its increasing multiculturalism.</p>	<ol style="list-style-type: none"> 1. Our learning spaces, assemblies, mihi whakatau, events, staffroom, and meetings are rich with te reo and tikanga. 2. Teachers continually develop their skills and knowledge to improve their capacity to successfully work with children in this area. 3. Teachers and support staff incorporate Te Reo and waiata in daily usage. Using EP programme in Y5-8 to strengthen te reo Māori for kaiako and tamariki. 4. In 2023 the Aotearoa NZ histories curriculum widens the access to te ao Maori through a bi cultural and multicultural analysis of how Aotearoa is today. Promote opportunities for te reo Māori by using Kapa Haka experts and our talent (Jeremy/Henare/Jason). 5. Progress staff understanding of Culturally Responsive Practices for Curriculum through CORE and Kahui Ako. Ensure Maori perspectives are consistently examined in each unit of inquiry. 6. Source resources for learning that examine NZ histories. (e.g. school journal, CORE) 	<ul style="list-style-type: none"> • Kura Ahurea saw 4 staff (leadership/kaiako) engaging with Ti Ata Awa on understanding the pukaha of Te Whanganui-a-Tara. This will be shared with tamariki in 2024. • Jason and Jeremy continue to providing and strengthen te reo and tikanga maori teaching, including waiata, whakatauki, history and te ao Maori. Te reo and tikanga are now embedded within class routines; karakia is in place at all levels. • Two kapa haka rōpū were supported by Henare/Emma and Jeremy/Emily, and each ara has kapa haka lessons for a term once a year • EP language app is in place across Y5-8 classrooms for tamariki to work on te reo skills. Staff have access to this for their own personal te reo development. • The SchoolKit resource is now in place to support Aotearoa Histories curriculum. Each term, each team touched on or studied an Aotearoa Histories topic, with Whānui and Whanake using these contexts in their drama, shared with the community. • Maori themed stories in school journals has been a feature of the Whānui reading programme, providing a springboard for further discussion. BSLA has te reo Maori component within texts. • Kapa haka worked hard to perform at the Kahui Ako festival held again this year, with the 10 schools in action from primary to secondary. • Dialogic pedagogy in Māia (Y7-8) reflects the ako learning relationship implicitly - consistent, ongoing and in context. Te ao maori reflection all the time.
<p>Pūkengatanga / Excellence/ Equity</p> <p>Children enjoy success across the curriculum with 90% or more achieving at</p>	<ol style="list-style-type: none"> 1. A wide range of learning experiences are available to students and this is communicated to whānau who are aware of what tamariki are learning at school, including learning opportunities outside the classroom. 2. Our teachers and learning support team continue to develop their toolbox for working with neurodiverse learners and adapting pedagogy and the curriculum to best suit their 	<ul style="list-style-type: none"> • BSLA structured literacy programme in year 1 is leading to a noticeable increase in early literacy skills. The Board continued investment in resourcing this programme with material, content and PD. • Strong routines for learning - the school was stable despite the post-Covid landscape. Teachers were steady in curriculum delivery. Learning plans were implemented despite Covid interruptions.

<p>or above the expected level in reading, writing, science and mathematics.</p>	<p>learning needs.</p> <ol style="list-style-type: none"> 3. Individual Education Plans are developed and revisited on a regular basis, and students achieving below or beyond cohort expectations experience support/extension through class and group as appropriate. 4. Use teacher strengths to provide expertise with the learning environment, as well as engage Class descriptions record relevant student achievement information and regular assessment and examples contribute to a learning picture 5. Students underachieving identified and support/strategy in place and ethnic/gender differences analysed for equitable outcomes 6. experts - music teachers, kaiako and whānau. 7. Promote additional opportunities such as ensembles, music lessons, chess and code club, sporting, cultural and leadership opportunities. 	<ul style="list-style-type: none"> • Smaller class sizes for 2023 helped personalise instruction, and more time for each learner. • Our LAs (Rachel and Katharina) provide learning support using Numicon target maths programmes, Steps, Lexia, Buzz, Early Words Reading, and Phonics Plus etc in support of each student's IEPs. • High proportions of students are part of ensemble groups promoting engagement with the school programmes - junior/senior kapa haka; Tui, Piccolo, Lyrica choir, Orchestra, Xylo Beats, Xylofun, rock bands, eco club, chess club, private music lessons. • Whānau frequently have the opportunity to be at school to support learning as experts sharing their culture, expertise, as classroom help and for our Y7-8 career education programme. • Dialogic pedagogy differentiates learning by design and high ceiling activities offer opportunities for talented children to excel through a range of activities such as UDL, project-based, teacher-led, individual/small group/larger group configurations. • We take great advantage of our 'close to city' location through the use of local community resources such as the cable car, Waterfront, National Library, Botanic Gardens,
<p>Life-long learning/ Creative Learning Pathways Our curriculum enables children to be curious, active and creative learners and develop the key competencies and learning dispositions over time.</p>	<ol style="list-style-type: none"> 1. Teachers plan confidently and work collaboratively ensuring a rich curriculum is delivered and their strengths are available to the children, and local experts can be used to enhance the learning and the opportunities at KNS. 2. Monitor students so we understand learning needs, and create next learning steps. By collating and analysing data, we use this data to implement changes to programmes. 3. Build a set of examples and artefacts for quality work, and progressions in curriculum areas, so clear procedures are in place to identify and involve appropriate students in learning experiences. 4. Groupings of students are provided to the extent that school resources allow and these resources are planned and managed effectively. 5. Ara have arranged a wide scope of learning opportunities each term from the Kelburn Curriculum, reflecting the NZ curriculum, and share this with whānau. 6. Supporting progressions in drama, science, writing, Aotearoa histories, 	<ul style="list-style-type: none"> • Curriculum and long-term plans developed on the basis of child strengths, interests and needs of the learner. Regular and timely assessments identify and plan for the next learning steps - formally and through observations. Mahi NgaTahi and Discovery Time and Innov8 provide Y1-4 children with opportunities to explore, play and initiate learning opportunities, closely aligning to our creative agency framework. • Staff have strengthened their confidence with the learning progressions in each curriculum and use these to inform planning for individual and group teaching. Moderation of assessment information guides professional conversations to monitor student progress. Assessment practices are constantly evolving (e.g. BSLA and structured literacy process) • Groupings are flexible and not based on ability, gender, or age, although at times, this may be an option to get more personalised or interest-related instruction. Collecting regular reflections and student voice on learning tasks for student agency- mostly through reflection letters or class conversations has been powerful in understanding student agency. • Spaces are used flexibly and can support teacher strength and the creativity of the programme. No one owns space and the corner rooms are used extensively as a creative space and for variety. It also means we can do whole ara work (hui, messages) through small group tuition (such as Learning Support). • Themed units have been successful in weaving all the curriculum areas together, allowing tamariki voice and to approach learning in

multiple ways, reflecting Universal Design for Learning).

Strategic Pillar 2 ~ Oranga Tonutanga – 'Wrap around support for all'

An engaging school with a culture of care for all children and teachers at Kelburn.

Strategic Goal	Actions (What are we doing)	What we did.
<p>Manaakitanga, Wellbeing, Agency, Voice Children and staff thrive as individuals in a safe and positive culture that nurtures their strengths and their needs, and their support for each other and engage fully with the varieties of learning.</p>	<ol style="list-style-type: none"> Hauora programmes, such as HEART, our values, and our manaakitanga concept run through the learning spaces at all times. Positive Behaviour for learning (PB4L) begins to refine our practice, strategies and documentation. Using Sue Roffey's work on Wellbeing to guide our structural planning of learning programmes to address the growth of the whole child. Using our collective strength we promote inclusivity for all our tamariki and understand the diversity of our students. We achieve more together, not on our own. Our Hauora well-being work and regular mentoring supports tamariki at school. Kaiako work with whānau to put tamariki hauora, and engagement as a priority. 	<ul style="list-style-type: none"> We are using the concept of hui extensively for wellbeing, our spaces allow this, enabling celebration of dialogue as required. This promotes inclusiveness across each ara, building student efficacy, social problem-solving, acknowledging individual tamariki, but working together for the good of the team. A culture of manaakitanga has developed amongst the learners, meaning that issues are frequently addressed by the community of learners, without direct intervention from teaching staff. An initiative in 2023 in Māia was the introduction of pastoral care meetings for 1-1 personalised kōrero between kaiako and tamariki. Navigating the Journey schoolwide continues to have a powerful influence within Kelburn for positive relationships and for also understanding body change and puberty. The Whānau connection with this programme is positive. Playground buddies continued their positive impact through training and then applying the skills of mediation and modelling manaakitanga. We have increased ways of 1-1 pastoral discussions in teacher release or using the space to enable this to happen - building wellbeing strength - not just for learning but also relationships as well. Engagement as Kahui Ako interviewing Year 10 school leavers' reflection on their time at Kelburn showed the positive role we play in student development. The Kahui Ako acts as a meta-framework, not directly impacting classroom practice, but informing teaching practice.
<p>Ako, Learning environments Relationships between staff and children, through a collaborative</p>	<ol style="list-style-type: none"> Our culture of learning at KNS celebrates what each child brings to the learning space. Teachers configure learning groups and use spaces flexibly and effectively for children to enable them to grow, be innovative and resourceful. Our school question for 2023 - How do we set up a successful Home Learning Team culture? Think about what problems you 	<ul style="list-style-type: none"> This year we changed our school break times to two 40 minute breaks at 11am and 1pm. This had a very positive change to behaviour patterns. It also included whakawhanaungatanga time where each HLT ate together. Treaties and agreements in HLT encouraged children to manage themselves and look after school resources and equipment. We have respectful children. Teachers looked for opportunities to use small mixed ability groups to utilise

<p>learning environment are effective, positive, and inclusive, and display the values and the mana of the school to the community.</p>	<p>might encounter and how you problem-solve these.</p> <ol style="list-style-type: none"> 4. Using Seesaw (Y1-4) and Google Classroom (Y5-8) to generate qualitative assessment data that builds a learning profile of students. 5. Staff and tamariki care for our spaces and grounds so that they can be fully enjoyed, and represent the values and the mana of the school to the community. 	<p>tuakana teina, and class discussions for children to learn from the expertise and ideas of others. Flexible groupings ensure learners can work in a range of settings.</p> <ul style="list-style-type: none"> • Seesaw provides a platform for children’s work to be celebrated at home and school. Google Classroom was the platform to interface learning between home and school at Y5-8 level. • Staff completed fortnightly forum comments on the school and team question identifying student and home learning team progress across the year. This research was a collegial process with staff able to see individual posts and understand pedagogy applied to improve learning experiences. • Drama remains a real strength at Kelburn. Each ara, over a the course of a term, writes and produces a play onto the stage, building relationships between children and their teacher, and enabling children to express themselves and their mana.
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Strategic Pillar 3 ~ He Kura Herenga Tāngata – 'Uniting our community in partnership'

Relationships that inform, include, and connect our Kelburn community.

Strategic Aim (Goal)	Actions (What are we doing)	What we did.
<p>Whānaungatanga, Inclusiveness KNS, whānau and community build effective partnerships through interaction, invitation and effective communication</p>	<ol style="list-style-type: none"> 1. Enable whānau to be able to access information about the child’s progress in learning, and the school’s progress. 2. Teachers and staff are communicative and open to informing and promoting whānau discussion around children’s learning, including using Apps and Tools to share student work with whānau. 3. Ensure processes for communication for whānau for children with different learning needs, for new families, for new immigrant families and for whom English is a second language. 4. Our parents and whānau group have many strengths and can add strength to our learning landscape to enhance our whanaungatanga. 5. Blended learning, using digital devices and multiple literacies, increases tamariki and kaiako access to resources and opportunities and enables sharing with whānau. 6. Messages reinforced to the school community to extend the 	<ul style="list-style-type: none"> • Weekly school newsletter - Bird’s Eye View, termly and frequent Ara newsletter and connections to whānau outlining curriculum plans; website and facebook kept up to date of school happenings. During Navigating the Journey, Whānui and Māia moved to fortnightly updates to help facilitate messaging for the content they were working on. • Seesaw, Google Classroom enabled teachers and whānau to see children’s class work - more frequently downstairs but upstairs was accessible by choice. • Moving March supported whānau to explore other ways of transport to school • Two whānau evenings - in literacy and maths, as well as new entrant chit chat and Navigating the Journey consultation; The Kahui Ako held two combined whānau evenings with Joseph Dreisson and on IT/Phone safety.. • Termly ELL whānau afternoon teas connecting families together • Learning support communications to whānau; Individual Education Plans as required; frequent meetings with whānau of children with learning and

	<p>reach of our sustainability message - eg walking to school, waste minimisation</p>	<p>behavioural needs - engagement high and taking a collaborative approach to support tamariki.</p> <ul style="list-style-type: none"> ● Frequent opportunities for whānau engagement for student achievement feedback - 2 x 3 way learning conferences and goal setting, 2 x written progress updates; 2 x celebration of learning.
<p>Connections, Participation, Citizenship Kelburn connects with our local resources, our natural environment, with iwi and mana whenua, and with the city and its cultural institutions to enrich learning opportunities that promote a culture of responsibility for our community, our environment and our future.</p>	<ol style="list-style-type: none"> 1. We use the city, and the many experts within our proximity to Wellington as a resource to support and enhance our learning. 2. The Kahui Ako (10 connected schools) create relationships to expand each school's capability, in particular graduate profiles and gathering data around creative agency. 3. Embed culture of sustainability through learning opportunities, and continue to reinforce all recycling practices. 4. Contexts for learning have relevance to the child, and reflect what is close to them, while expanding their horizons and knowledge about communities in local and global context. 5. Problem solving and collaborative ideas are encouraged to improve local and global conditions for communities. 6. Using critical literacy in the digital space to understand digital citizenship and its community. 7. Using Apps and Tools (Google Classroom/ Adobe Spark/Podcasting) to enable students to become more resourceful and reflective as learners. 	<ul style="list-style-type: none"> ● We are using Apps extensively to connect students outside of school, to local and global communities - including Apps recommended by learners. An example being Māia tamariki continuing to present work via podcasting. ● The Board has led a Gully restoration project with a playground upgrade set for 2024. ● Danielle and Jason has led our sustainability - differentiated recycling program with different bins and such. Eco, sustainability and climate change is frequently part of the HLT hui and learning through dialogic pedagogy. ● A connection has been strengthened with Te Atiawa through Kura Ahurea cultural programme in 2023. This is a highlight for our kura development. ● Students experienced <ul style="list-style-type: none"> ○ Spaceplace; attended exhibitions in the local community; walking to the Botanic Gardens; the Royal NZ Ballet; NZ author workshops; Doc Edge film festival; Kahu Ako kapa haka festival; Gryphon theatre; City gallery to learn printing and Maori cultural designs ○ Parents invited in to share their expertise in a variety of opportunities

Kelburn Normal School – Annual Student Achievement Targets 2023

Pūkengatanga / Excellence/ Equity ~ Children enjoy success across the curriculum with 90% or more achieving at or above the expected level in reading, writing, science and mathematics.

<p>Reading 2023</p>	<p>Writing 2023</p>
<p>Key themes:-</p> <ul style="list-style-type: none"> ● Ensure equitable outcomes between students. ● Minimise any gap in achievement in reading between boys and girls across the school from years 4-8. ● Reduce the number of children achieving below the expected level of achievement <p>2023 target Using NZCER PAT reading test in term 1 and AsTTle reading in term 1 and term 4, achieve equitable outcomes for learners throughout the school achieving 'at or above' the expected NZ curriculum level as we look for an aspirational target of</p> <ul style="list-style-type: none"> ● 90% of all students 'above' the expected level at PAT stanine 5 and specific year group cohort AsTTle curriculum level ● 45% of all students well above the expected level in Reading at stanine 7 and specific year group cohort AsTTle curriculum level, <p>Cross check priority learners progress, at all levels, with various literacy tests and be able to report accelerated levels of progress.</p>	<p>Key theme:-</p> <ul style="list-style-type: none"> ● Ensure equitable outcomes between students. ● Reduce the number of children achieving below the expected level of achievement. <p>2023 Target Using our writing moderation processes from NZ Literacy progression exemplars - in 2023 we target to continue to increase the number of students throughout the school achieving at the 'above' the expected' NZ curriculum level as we look to ensure there is no achievement gap in writing between girls and boys.</p> <p>Report on accelerated progress of the children not at the expected level from 2022 by reporting term 2 and term 4 2023 achievement results in writing that show progress with more children working at the at/above expected level.</p>
<p>Maths 2023</p>	<p>Science 2023</p>
<p>Key theme:-</p> <ul style="list-style-type: none"> ● Increase the number of students achieving above the expected Maths curriculum level from Year 4-8 to improve stanine mean score for cohort. ● Reduce the number of children achieving below the expected level of achievement <p>2023 Maths target Using NZCER PAT Maths test in term 1 and AsTTle number in term 1 and term 4, show growth in the number of students throughout the school achieving 'at or above' the expected NZ curriculum level as we look for an aspirational target of -</p> <ul style="list-style-type: none"> ● 90% of all students 'above' the expected level at stanine 5 and specific year group cohort AsTTle curriculum level ● 45% of all students well above the expected level in Maths at stanine 7 and specific year group cohort AsTTle curriculum level, and therefore showing a high aptitude for maths. 	<p>Key theme:-</p> <ul style="list-style-type: none"> ● Ensure equitable outcomes between students. ● Show student achievement in Science by reporting science capability using moderated curriculum level achievement in 2023 <p>2023 Science target We need to know that our students show an understanding of the science capabilities.</p> <p>Using OTJ from progress updates we will gather student achievement information in science that informs the community about levels of science achievement that are relative to student achievement results in Maths, Writing and Reading.</p>

Kelburn Normal School – Variance, actions and progress in student achievement for 2023

Reading 2023

Key Goals:-

- Ensure equitable outcomes between students.
- Minimise any gap in achievement in reading between boys and girls across the school from years 4-8.
- Reduce the number of children achieving below the expected level of achievement

2023 target

Using NZCER PAT Reading test (norm referenced test) in term 1

- 90% of Y4-8 students 'at and above' the expected level in Reading at stanine 5
- 45% of Y4-8 students well above the expected level in Reading at stanine 7

Information from 2022

There are a few key things to note from previous years :-

1. There are a few children who struggle to read but overall reading achievement is very high.
2. Boys are achieving well, but not quite as high as the girls.
3. The ongoing goal is to have good reading capability established going into the Year 3-4 (Whanake team) and then to keep children achieving in reading at Year 7-8 (Māia team - particularly older boys).

2023 Results against 2023 Target.

Target 1 - Reading Comprehension - 90% of children at or above stanine 5

- A strong cohort performance and this has been achieved in 4 of the 5 levels and (very nearly 5/5) - but not for our year 4s at 85% (which is still very, very good for Y4).

Target 2 - Reading Comprehension - 45% of children at or above stanine 7

- The school average is 51% and so this has been achieved at all levels - Y4,5,6,7,8 levels and whilst the target set at 45% is ambitious, student achievement at the top end is very high. The national average of this group is 24%.

Notes:

- As a whole school cohort we have scored 91% at or above stanine 5. So...Around 9 /10 children at or above stanine 5. This is a strong overall cohort performance.
- Girls' mean score is 6.8 compared to boys at 6.4. Interestingly girls significantly sit higher than boys in Y4,5,6 - yet in Year 8 boys just pip the girls.
- Year 4 has done very well to nearly meet the target which does not always happen for their first up PAT, but note the boys are well below the girls and have scored similar to the year before (note the lift in Y5 boys results.). Generally Y4s have the lowest mean score than the other cohorts, for many of the children the test is a challenging experience for their levels of maturity, concentration and focus.
- For Y6 - their high mean score is carried by the girls, with most of the boys working more in the average area - stanine 5-6
- The year 8s mean score has dropped a little - it is not that they are doing poorly - but when you look at the graph it shows that they have not got the 'top' scores of previous years and are bunched heavily in the mid range. Libya has already identified a reading pathway to improvement plan and notes the decline in recreational reading due to the proliferation of devices in their spare time. Some of our children seem to stop reading recreationally at 11 years old.
- Gender groups to monitor include Y4 and Y6 boys.

- Who makes up the 15 of the children who are under stanine 5? Six of whom are new to the school in the last 18 months. There are 9 boys and 4 girls - but 7 of the 15 children are at stanine 4 and very close to the target.
- We do have a number of ELL at Kelburn and this can be recognised in the difference between mean maths and reading scores for our Asian student cohort - 7.2 for maths but 6.3 for reading.
- For the last 3 years we have had all Y5-8 groups above 6.3 (some higher) so overall mean stanine scores in reading reflect that for most of our children are doing very well in reading.
- Having the overall school mean score sitting at 6.6 (range 6.2 - 6.8) shows high levels of achievement. Of note, reflecting back to 2017, only one year group had a mean average at or above 6.5.

Continued Actions for 2024:

Strengthening BSLA (structured literacy in Tupu) - all staff are trained now and we are in our 3rd year of delivery

Teacher target setting and interventions for each child.

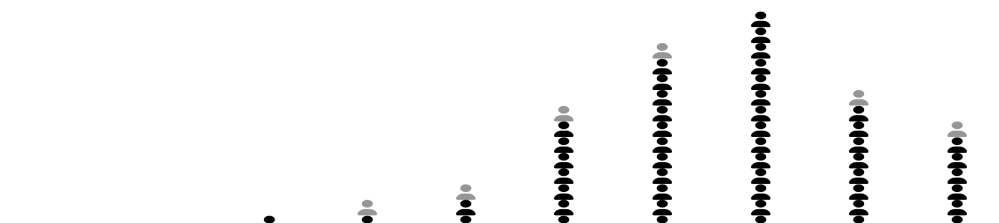
Learning support - Rachel and Katharina learning support (literacy levels); guided reading; goal and target setting; home school partnerships

2023 Stanine Graph for Reading

This is a representation of reading capability through stanine achievement with stanine 1-3 below; stanine 4-6 at expected level and stanine 7,8 above expected level.

Stanine 9 is well above expected level.

Number of Students (Completed)	Mean Stanine
158 / 158	6.6 (5)*



Stanine	1	2	3	4	5	6	7	8	9
Percentage**	0% (4%)	5% (19%)		40% (54%)			43% (19%)		12% (4%)
Number of students	0	3	5	7	22	34	42	26	19

Key = 1 figure per 3 children.

2023 Box and Whisker Graph for Reading

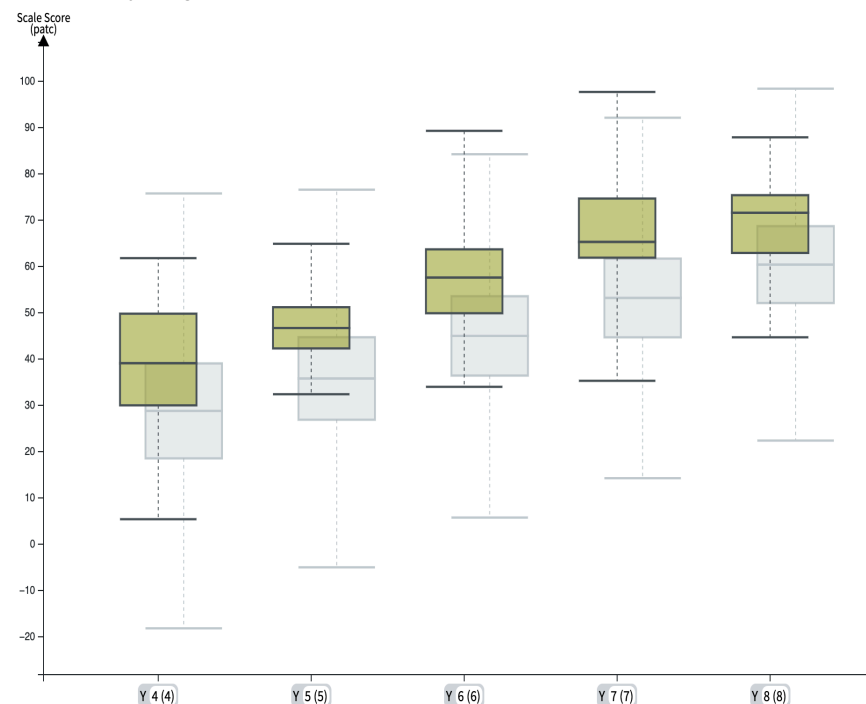
These Box and Whisker graphs show our cohort achievement against the National norm. Kelburn is the Green box while the NZ average is in grey.

This graph shows Kelburn students attainment is well above the National average.

Results: Reading analysis

This shows Kelburn children are doing very well in reading comparatively against their peer cohort across the country. Note the Kelburn median score (line in middle of box) is at or above the top of the NZ average box in year 4,5,6,7,8 - all levels. Particularly pleasing is the tight average 'scoring' of Years 5, 6,7,8 and also indicates the bottom score for these levels is still doing well. In the case of year 5, 6 and year 8 the bottom score is actually at or nearly at the bottom of the NZ average group.

Note the year 4 result - this is very good, albeit with one low score, but an overall advance on previous year groups.



Writing 2023

Key Goals :-

- Ensure equitable outcomes between students and minimise any gap in achievement in writing between boys and girls (stronger) across the school.
- Reduce the number of children achieving below the expected level of achievement.

Baseline information from 2022:-

There are a few key things to note from last year -

1. Consistently most students achieving above the level are in even years (Y2,4,6,8). This is based on the 2 years it takes to get through the appropriate level and the time it takes to go from a beginning , proficient, advanced achievement for each level. Each level adds a layer of sophistication and accuracy to the writing expectations.
2. Of the children achieving above the expected level 60% are girls, while 40% are boys and of the 16 children below the expected level, just 4 out of 16 are girls.
3. Below the expected level - 16 children present below the expected level - 12 boys and 4 girls. This is a reduction from 2021-22. Of these children 50% are ELL or new to the school. However more of the boys present below the expected level (especially in year 3), and 7 have diagnosed specific learning disabilities.
4. We have a number of ELL children in our school and writing is a difficult task for them to master in a different language.
5. Year 3-4 in 2023 presents as a group that needs continued focused attention. They have improved but their numbers are still high comparatively for 'below the standard achievement', but also low for the 'above the standard achievement' as well. 10 children achieving not at the expected level is disproportionate to the rest of the school.
6. Our year 8s were a group that received focus when they were Year 6 but they have achieved well in 2023.

2023 Target

Using our writing moderation processes from NZ Literacy progression exemplars - **in 2023 at least 90% of children are at the expected level** for writing and we target to continue to increase the number of boys throughout the school achieving at the 'above' the expected' NZ curriculum level as we look to ensure there is no achievement gap in writing between girls and boys.

Writing Outcomes 2023 - Analysis

One of our key goals is to ensure that boys and girls writing achievement is similar and we have closed this disparity down, with overall results showing improved achievement levels by boys.

We have not met the overall expectation of 90% of the school at the expected level.

While BSLA shows that we have improved Y1-2 results, this year while we have retained our high rates at and above the level, we have fewer children achieving above the expected level. Going forward we need to look at how achievement levels come together in the even year groups. As you can see most children are in the appropriate writing band and at the expected level.

There are a few key things to note:-

1. It takes 2 years to get through the appropriate level and the time it takes to go from a beginning , proficient, advanced achievement for each level.

Summary

We should be pleased with these writing results. They are better comparatively against Kahui Ako schools and schools across the motu. These results reflect that we need to continue the good work we are doing on the fundamentals of writing in the first few years, and then our results show that the creative programme, dialogic pedagogy and the good teaching of the early years enables our oldest children to achieve excellent results, particularly in the quality of their content. The accuracy of students' writing - punctuation, spelling, grammar may impact as this contributes to the final judgement.

Evidence from these results show that over time, children who may have found it difficult to write in the earlier years, are able to get up to the expected level if not above expected level by the time they leave school.

Next steps for 2024 -

1. Ensure gains in writing in Whanake and Whānui (Y3-6) - Clear planning to build the skills and techniques of writing for quality writing - daily writing, using and teaching

Each level adds a layer of sophistication and accuracy to the writing expectations.

2. Of the children achieving above the expected level 60% are girls, while 40% are boys. The overall numbers above are down because of the Y2 and Y4 results.
3. Below the expected level - 38 children present below the expected level - 12 boys and 4 girls. However more of the boys present below the expected level (especially in year 5), and of these some have diagnosed specific learning disabilities.
4. We have a number of ELL children in our school and writing is a difficult task in a different language for them to master.
5. While year 5-6 presents with higher numbers below the expected level.
6. Year 7 percentages are elevated because at 18 this is a small sample size.
7. Our year 8s were a group that received focus when they were Year 6 but they have achieved well in 2023.

models, examples, dialogue and drama to build content, free flow work with the aim of reducing Year 3-6 children below expected level

2. Using quality models and examples for familiarisation, continue to increase the number of boys achieving above the expected level to match girls' achievement.

Writing			
Year level and end of year expected level	Below	Target 1 % of children meeting the expected level	Target 2 % of children above the expected level
Year 1 - Level 1B		100%	45%
Year 2 - Level 1P-1A	6%	94%	0%
Year 3 - Level 2B	18%	82%	24%
Year 4 - Level 2P-2A	12%	88%	0%
Year 5 - Level 3B	36%	64%	25%
Year 6 - Level 3P-3A	21%	79%	33%
Year 7 - Level 4B	24%	76%	59%
Year 8 - Level 4B-4P	11%	89%	31%
Students	38	245	71
Overall %	13.5%	86.5%	25%

Maths 2023

Key theme :-

- Increase the number of students achieving above the expected Maths curriculum level from Year 4-8 to improve stanine mean score for cohort.
- Ensure interventions for the number of children scoring stanine 4 or below AsTTle curriculum level in November 2021 testing therefore showing accelerated progress

Previous years Maths Outcomes 2022

Target 1 - Maths - 90% of children at or above stanine 5

Overall - strong. A strong cohort performance was achieved in Y6,7 levels, with Y4,Y5 and Y8 just (1-2 children per group) missing out to reach the target.

The mean score average has dropped slightly from 6.5 in 2021 to 6.4 in 2022 which still shows high levels of achievement overall, and takes into account the loss of last year's very strong Y8 group whose mean score was 7.1 The three groups below the mean average are the Y4, Y5, Y8 group. Some of the Year 4 boys have come in very high and the Year 8 is interesting with the boys improving, while the girls have shown a slight decline.

Gender groups to monitor include Y4 girls, Year 5 boys, two students in Y6 girls and the Y8 girls.

21 of the children are under stanine 5 - 4 of whom are new to the school. Of these 21 children there are 12 boys and 9 girls and note that 12 children under stanine 5 scored stanine 4 and very close (1-2 marks) to the target.

Target 2 - Maths - 45% of children at or above stanine 7

This has been achieved at all levels; and while the target set at 45% is ambitious, student achievement at the top end is strong and significantly above the national average of 24%. We now average over 50% at/above stanine 7 on cohorts in year 6,7,8. This means that more than 5 out of 10 children across year 4-8 are achieving in the 'well above' average area.

2023 Maths target

Using NZCER PAT Maths test (norm referenced test) in term 1 (and again in term 4 to check progress) show sustained progress in the number of students throughout the school achieving 'at or above' the expected NZ curriculum level as we look for an aspirational target of -

90% of Y4-8 students 'above' the expected level at stanine 5

45% of Y4-8 students well above the expected level in Maths at stanine 7

PAT Maths Results 2023

Target 1 - Maths - 90% of children at or above stanine 5

A strong cohort performance was achieved in Y6,8 levels, with Y5 and Y7 just (1-2 children per group) missing out to reach the target. A feature was a number of students at stanine 4. There is a difference on the graphs between Y4 and 5 (skewed in the middle) and Y6,7,8 skewed to the right. Overall - strong.

Target 2 - Maths - 45% of children at or above stanine 7

This has been achieved at 4/5 levels (except year 5 (36%); While the target set at 45% is ambitious, student achievement at the top end is strong and significantly above the national average of 24%.

We have sustained the average in excess of 50% at/above stanine 7 on cohorts in year 6,7,8. With a school 'score' of 51% this means that more than 5 out of 10 children across year 4-8 are achieving in the 'well above' average area.

The above information shows the results of the whole cohort, which changes slightly each year with new enrolments and departures.

Notes:

- The mean score average has lifted to 6.5. It was 6.4 in 2022 and 6.5 in 202. This indicates high levels of achievement overall.
- The three groups below the target are the year 4, Y5, Y7 group - please note however that stanine 4 is included as average and over 95% of students are stanine 4-9 (average to above)
- Year 4 boys have come in lower than the girls at 5.3 to 6.4, and scored much lower than last year's boys from year 4 (6.6). The Y4 girls have done the opposite to 2022 data and come in higher at 6.4 (against 5.5). I can't explain this!. The year 5s have done the opposite where girls have scored much lower than the boys (4.9 to 6.8).
- Note the lift in achievement of the year 6 boys from 2022 - average 1.3 stanine improvement.
- Note the excellent result of the year 7 boys.
- Note the Y8 result - a mean average of 6.9 means our oldest students are doing very well in maths.
- Last year we noted a concern about the year 8 maths achievement, This year the results are much better.
- Gender groups to monitor include Y4 boys, Year 5 girls, two students in Y7 girls.
- 24 of the children are under stanine 5. Last year was 21 but more younger students have scored stanine 4. Of these 24 children there are
 - 15 boys and 9 girls
 - 18 children scored stanine 4 and some were very close (1-2 marks) to the target. (13 of these in Y4-5 group)
 - 6 students scored stanine 2-3 (4 of these were in Y4-5 group)

Focus:

24 children scoring less than stanine 5 in March will receive some form of teacher intervention and/or learning support. This hopefully will result in improvement of skills for learning and improved confidence and curriculum engagement. We will monitor and report their improvement using the AsTTle tool.

Gender groups to monitor include Y4 boys, Year 5 girls, two students in Y7 girls.

Action:

Teacher target setting and interventions for each child.

Focus on problem solving; buddy maths, peer tutoring, goal and target setting; home school partnership

Stanine achievement Graphs

This is a representation of reading capability through stanine achievement with stanine 1-3 below; stanine 4-6 at expected level and stanine 7,8 above expected level. Stanine 9 is well above expected level.

Key 1 figure = 3 children

Box and whisker Graph

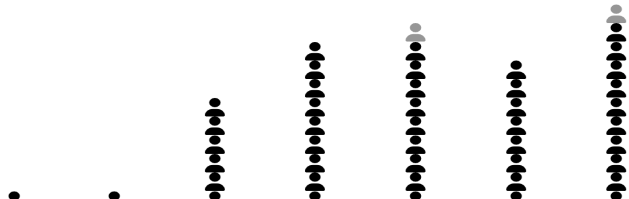
Note the Kelburn median score is at or above the top of the average box in all levels. Particularly pleasing is the tight 'scoring' of Years 5,6,8, indicating the bottom score of the 'main' group is doing well, and in the case of most year groups (except Y4) the bottom of the box is actually at or above the median line for NZ.

Year 4 and 7 show a wide disparity of achievement - stretched out by high top scores and one low score. The year 7 box/whisker reflects 10 children getting stanine 8/9 (hence the high median score) and one child getting a stanine 2 - explaining the gap. The year 8

Number of Students (Completed) Mean Stanine

159 / 159

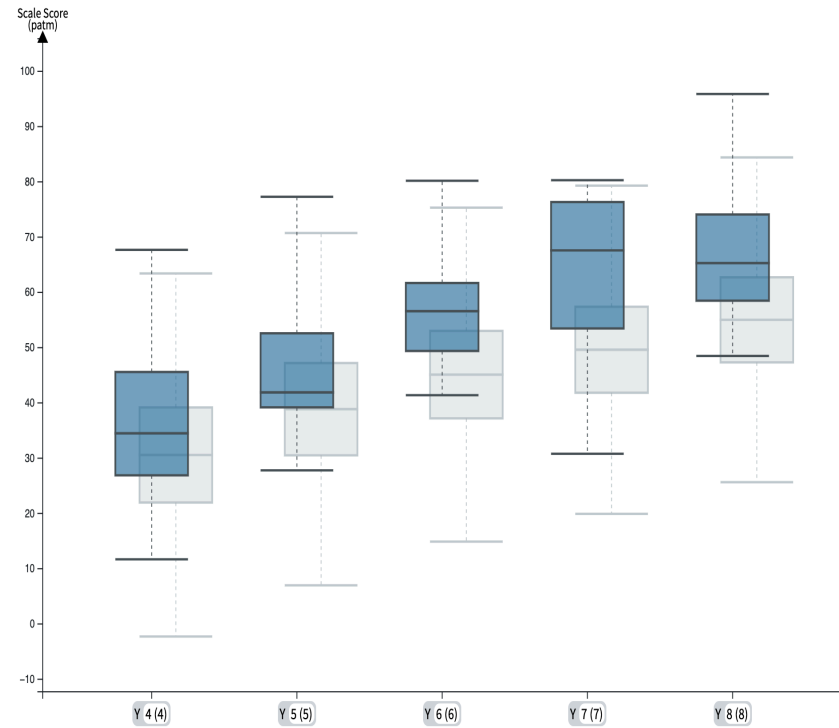
6.5 (5)*



Stanine	1	2	3	4	5	6	7	8
Percentage**	0% (4%)	4% (19%)		46% (54%)			35% (19%)	
Number of students	0	3	3	18	27	28	24	31

result reflects the concentration of children (while still achieving well) they did not attain the high high scores (30% at stanine 6)

In the other levels our top children have performed on a par with the other top children across the motu.



Science 2023

Key theme:-

- Ensure equitable outcomes between students.
- Show student achievement in Science by reporting capability using moderated curriculum level achievement in 2023.

Previous years Science Outcomes from 2022 :-

Using PAT - Thinking in Science assessment.

Our science achievement continues to be strong. Nearly all children in Y5-8 fall into the at or above category with most of our children achieving in the high band of achievement.

- Each year group is well ahead of the national norm cluster for their age level, with particular strengths at year 5 and year 6 for 2022.
- Year 5 achievement was excellent for very young children - it is a demanding test of them.
- Year 6 was an interesting return with 73% in the high band, yet the average score was 63%. This showed a big cluster of children doing well, but not without the big numbers of very high scores achieved in other year groups, and crucially three very low scores that dragged the overall average down (yet still classified as middle)
- Year 7 achievement was 'solid. While everyone scored over 50%, they had the highest average and the most percentage scoring above 80% - they had the highest numbers in the 'middle band' (between 50% and 80%) (gradings get harder the older you get) but overall they did have higher numbers in the middle band and less in the higher band
- For our Y8 leavers overall it showed that they had a good grasp of the fundamentals of science, with a high overall average, and 67% of students achieving in the high band - much better than the year 8 of 2 years ago..
- Gender was not really an issue in science with boys and girls achieving similar results, except in year 6 where there are considerably fewer girls to boys overall.

2023 Science target

Using OTJ assessment - In 2023, as the odd year, for science we will aggregate the science attributes on the school report to identify below, at, and above expected achievement. This includes making connections, understanding concepts, using scientific language, and interpreting their findings in the light of their scientific knowledge".

We will gather student achievement information in science for Year 6 and Year 8 that informs the community about levels of science achievement that are relative to student achievement results in Maths, Writing and Reading.

2023 Science Outcomes

As you can see in the table our Science achievement continues to be strong. Nearly all children in Y5-8 fall into the at or above category with most of our children achieving in the high band of achievement. Learning disabilities or language contribute to students not achieving the expected level.

Overall, we have maintained a high overall achievement in science.

Science	End Year Expected level	Below	At	Above
Year 5	3B	9%	57%	34%
Year 6	3P-3A	0%	77%	23%
Year 7	4B	18%	47%	36%
Year 8	4P-4A	5%	88%	3%
Students	128 students	8	91	29
Overall %		6%	71%	23%