



**CAMPBELLS BAY
SCHOOL**

Not self, but service.
Ko te ratonga te tuatahi, ko koe te tuarua
Est. 1925

Reporting on Student Achievement End of Year 2023

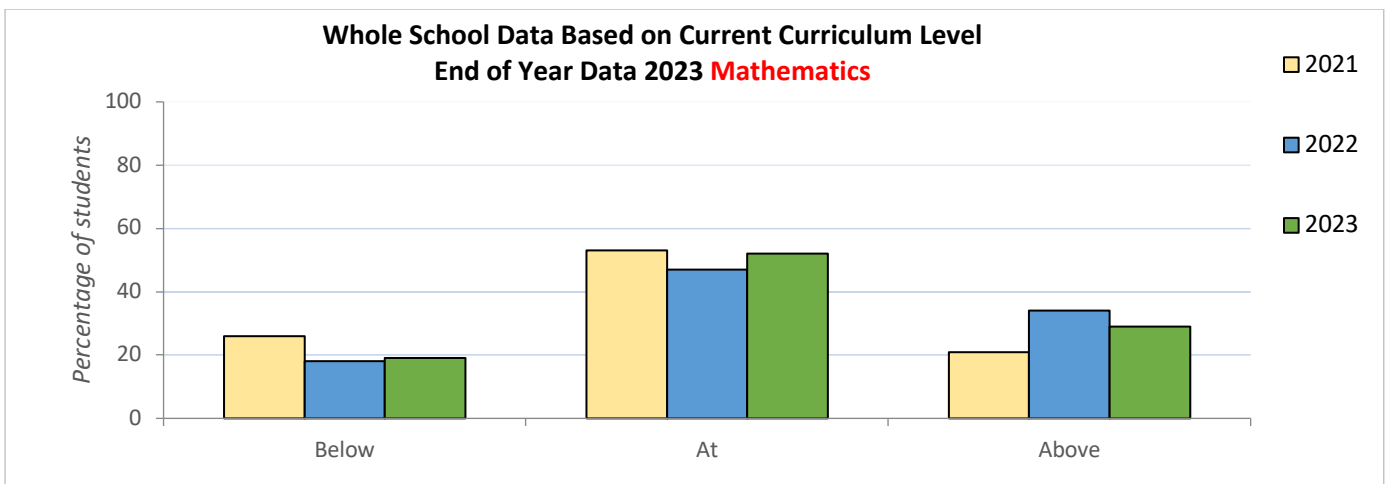
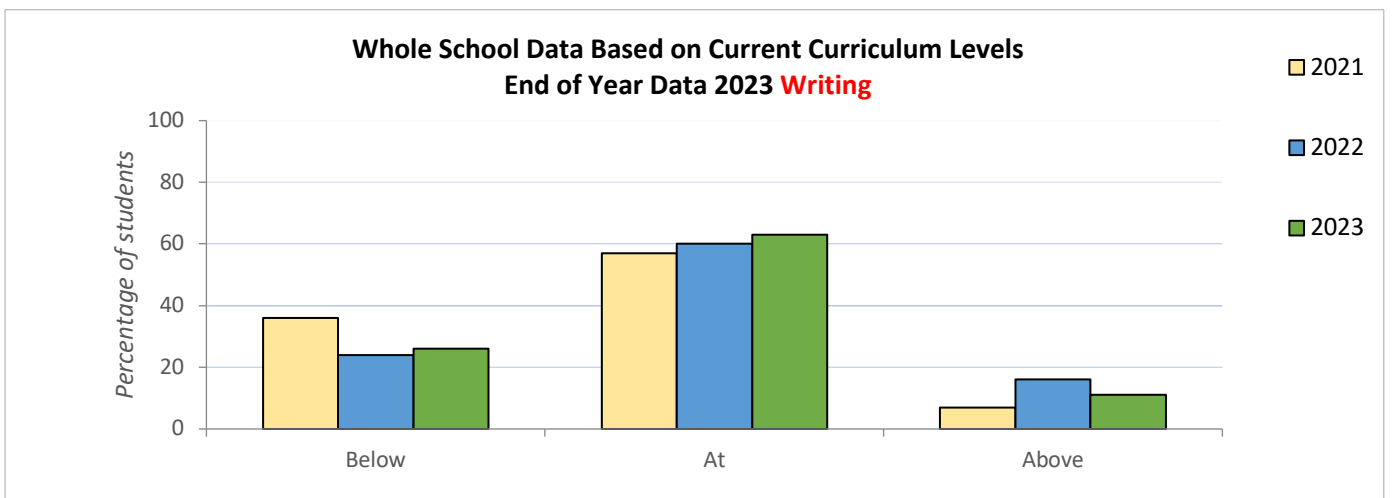
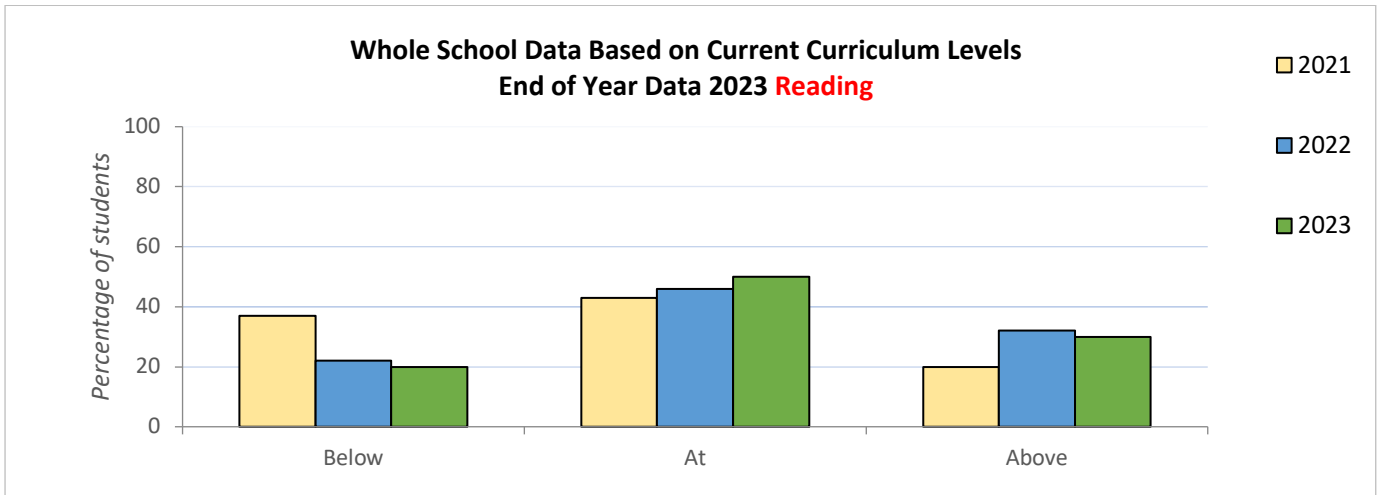
- ✓ Each cohort of students is reported on for their end of year achievement 2023.
 - Year 1
 - Year 2
 - Year 3
 - Year 4
 - Year 5
 - Year 6

- ✓ The graph for year one shows data from mid-year 2023 through to the end of year 2023. These students did not have end of year data in 2022 as they had either only recently started or had not started at all.

- ✓ The graphs for year two to year six show the latest 2023 end of year curriculum achievement in **green**, shown as percentages. The **blue** represents the achievement of those same students at the **same time a year ago**.

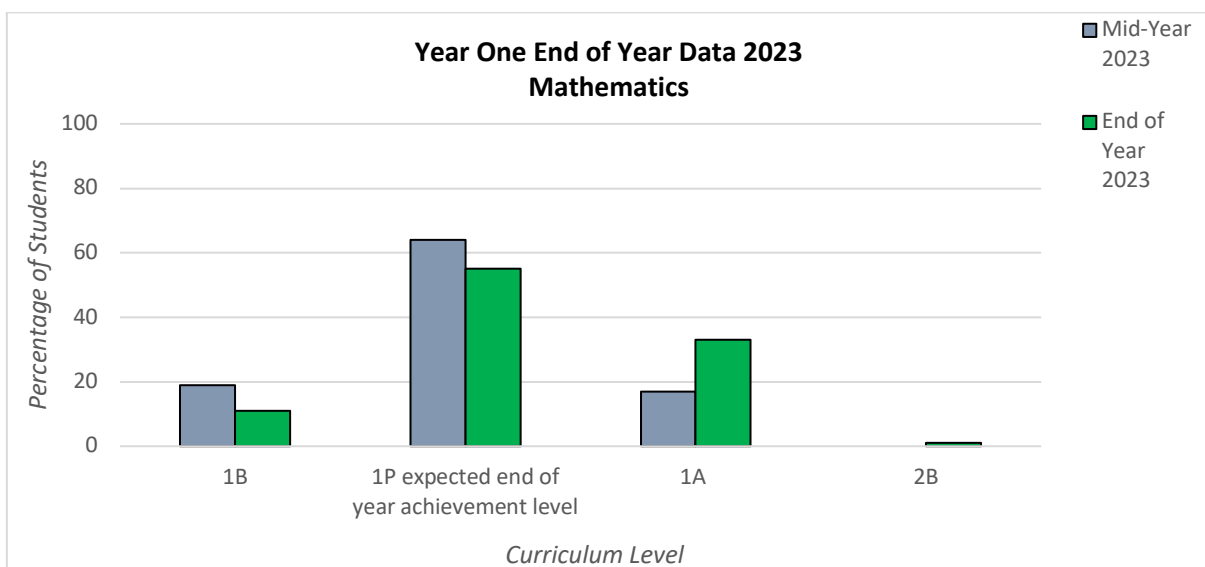
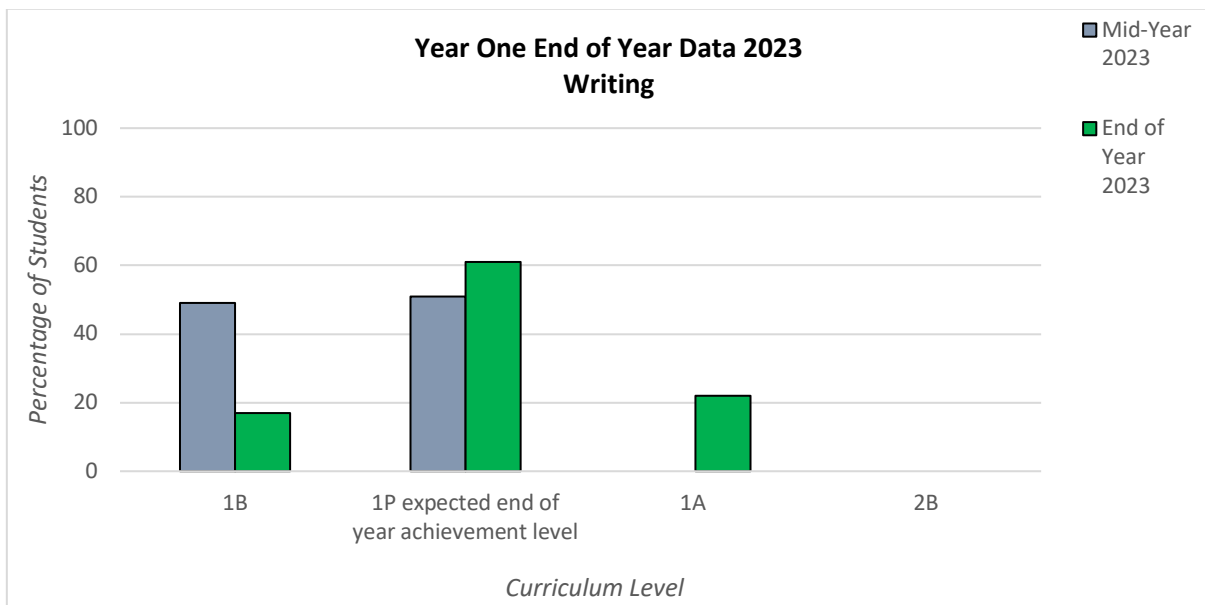
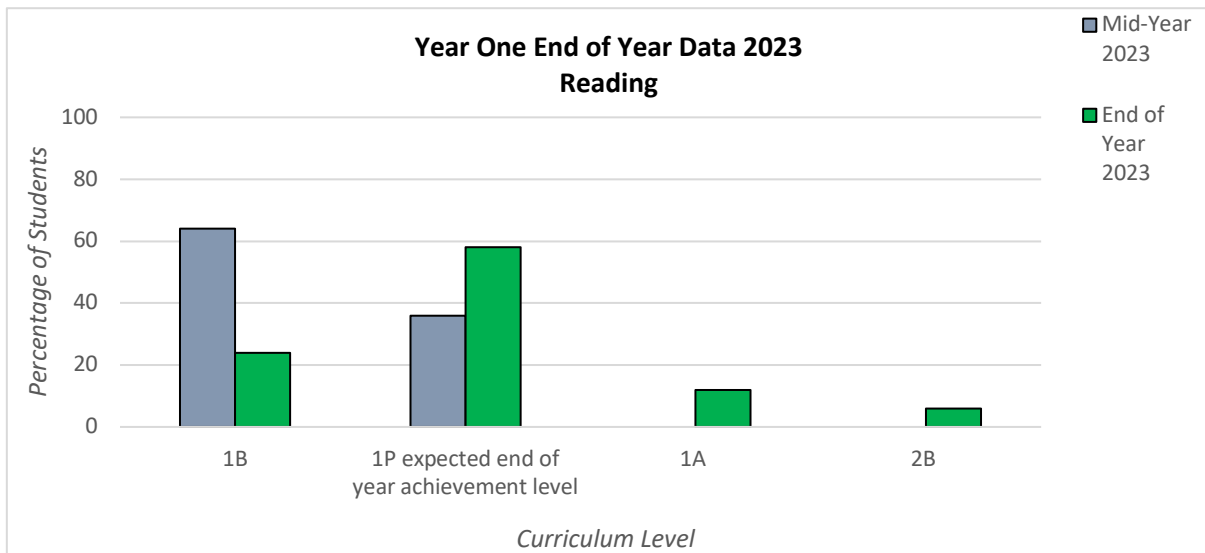
- ✓ Curriculum level key: B (beginning) P (proficient) A (advanced).

Whole School Data at a Glance



Year One End of Year Achievement Data

Benchmark 1P



2023 target for this cohort: By the end of the year, 70% of students will be working at or above the end of year expectation in reading

Actions - What did we do?

- Teachers implemented knowledge gained through the in-depth inquiry into best reading practice they had undergone over the previous year(s). Teachers went all in with implementing a new structured reading approach following a resource called ‘Little Learners Love Literacy’. With support from our school Board of Trustees, this resource was able to be fully utilised. New decodable readers and teacher resource books were purchased. Our team used these resources and shared what knowledge they had freely within their team. Our Learning Leader supported teachers and ensured the implementation of this programme was consistent in all learning spaces.
- Professional learning was provided through the Kahui Ako. An expert ‘Structured Literacy’ provider visited, observed teachers and provided specific feedback. This helped to improve teaching practise and gave teachers confidence in the direction they were headed.
- New assessment practices meant that a moderation of data and learning levels was a huge focus for the team. This was done alongside the year two cohort and also across Kahui Ako schools, utilising the connections of our Literacy Steering Group. It was important that new assessment levels were aligned with accurate benchmarks and expectations for learning set by the New Zealand Curriculum.
- Teachers in this cohort selected Structured Literacy as their choice of Professional Learning and attended the learning group twice a term. They were fundamental in this group and with their deeper understanding of what structured literacy was, provided valuable knowledge across the school while also supporting and extending their own knowledge.
- Moving into the new collaborative space meant teachers were working closer than ever before. They utilised their time in this space and supported each other through a morning literacy routine that has proved to be very successful. Students moved within the space through guided and independent work, heavily supported by our learning leader.
- Continued work with our ESOL department was always a priority. The specialist ESOL teachers moved into the collaborative space for their daily sessions with the year one cohort and joined in, supporting the students within their own learning spaces. This meant less time getting to and from ESOL class but also allowed for students to feel connected to their learning.

Outcomes – What happened?

- At mid-year 2023, 64% of our year one cohort were reading at level 1B. This is where they should be for their time at school. At the end of year the number of students still working at 1B reduced to 24%. This is significant for our year one cohort where in previous years we have had numbers as large as 50-60% still working at level 1B at the end of year.
- It is pleasing to say that we did meet our target for this cohort, with 76% of students working at or above in reading.
- A major contributing factor in this was our shift towards a Structured Literacy approach.

Year 1 EOY 2023	% below (number)	% at/above (number)
Reading	24% (24/101)	76% (77/101)
Writing	17% (17/101)	83% (84/101)
Mathematics	11% (11/101)	89% (90/101)

Reasons for the Variance – Why did it happen?

- As stated above, the major factor here was the shift to a Structured Literacy approach. The teacher’s dedication and commitment to growing their knowledge and inquiring into this approach has been fundamental. The decision to work alongside ‘Little Learners Love Literacy’ was not done

so light heartedly. Teachers inquired and trialled many different resources before ultimately deciding which resource was the best fit for our learners at CBS.

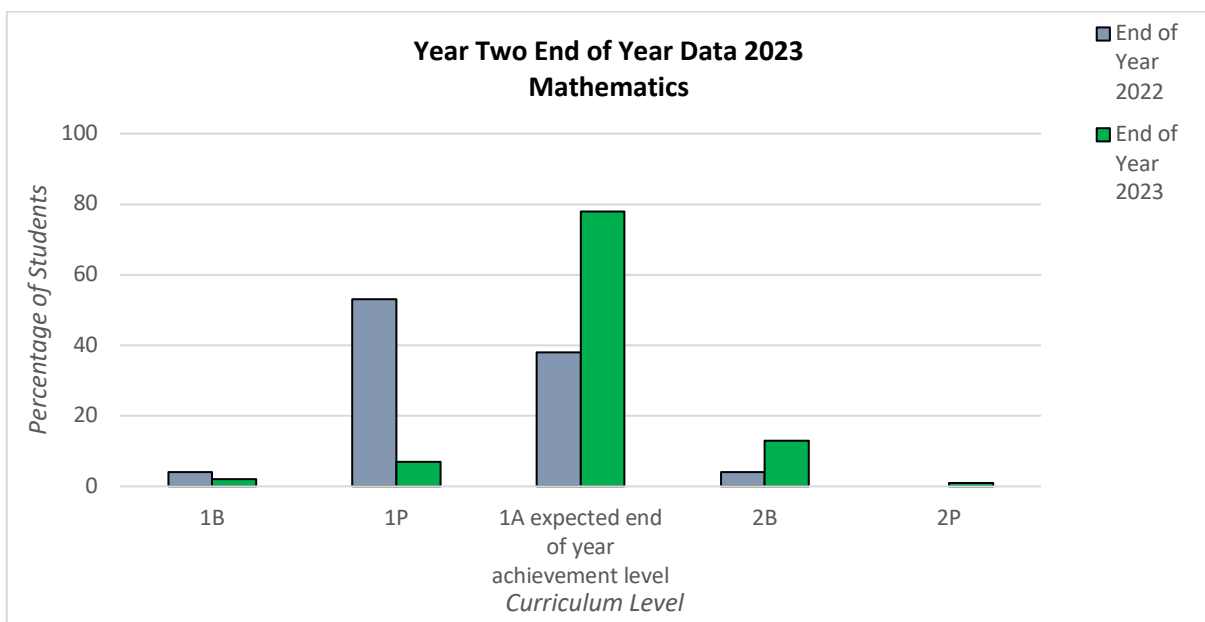
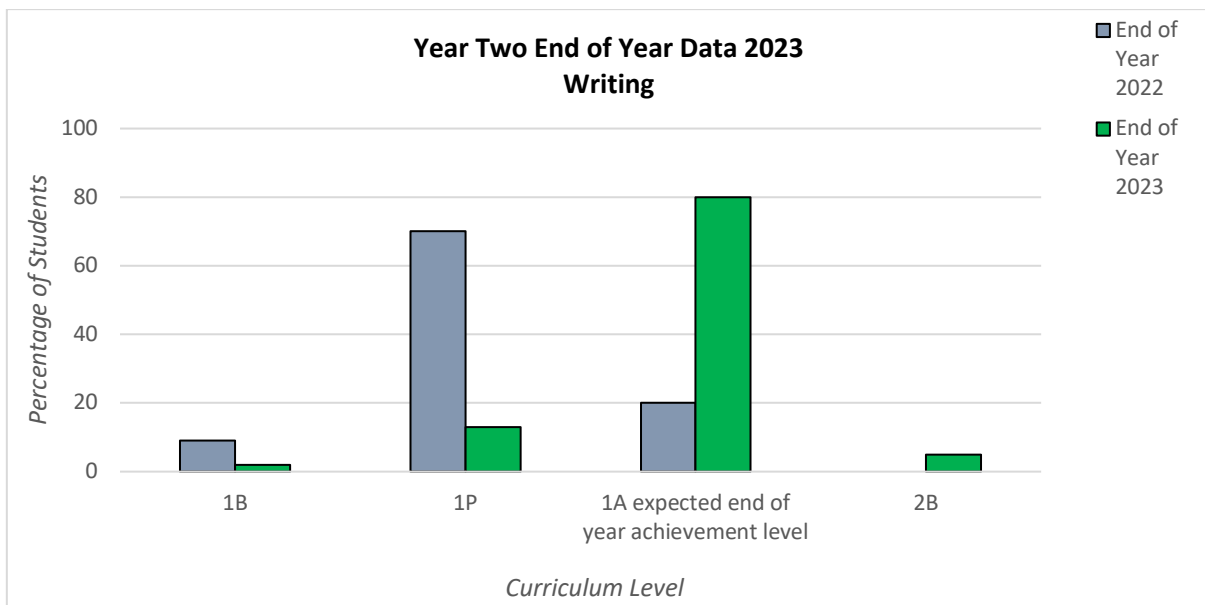
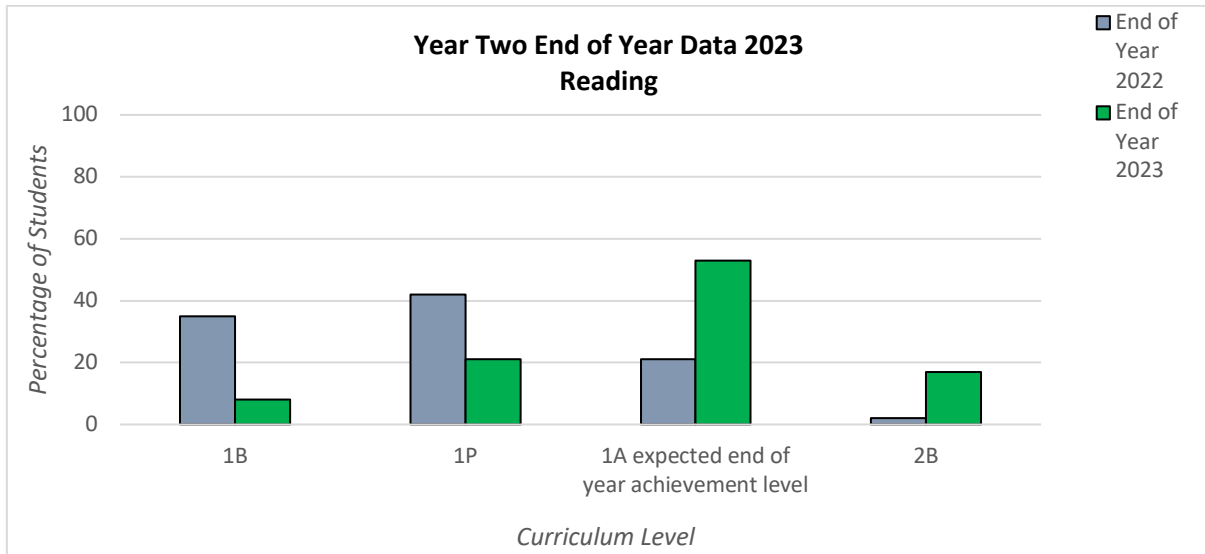
- Structured Literacy provides a clear scope and sequence for learning backed by research. This means that students, and teachers, are better supported in their learning. They are taught a smaller group of sounds and able to apply and commit learning to memory before moving on to the next phase.
- The resources that sit alongside the programme are well liked by both teachers and students. They are easy to use and engaging.
- The new structured literacy approach was intertwined with what we knew to be great practise within our current Building Blocks programme. The combination of these two programmes means our students are receiving a targeted learning programme that supports the development of key milestones our students need within their first year at school.

Evaluation – Where to next?

- It is without doubt that Structured Literacy will remain a priority. Teachers within this cohort have been redeployed in other year levels in order to support this approach across the school.
- A within school leadership role has been given to a teacher in this cohort who has shown great passion and knowledge in this area. Her expertise will be used to support and grow this approach from years one through to year six. She is also leading the Professional Learning Group focussed on Structured Literacy.
- A parent information session all about Structured Literacy will be held within term one. This session aims to strengthen parent knowledge of this approach and ultimately grow our home school partnerships.
- Continued use of strategic resourcing to ensure the programme is fully supported.
- Our ESOL teachers will also receive further professional learning in Structured Literacy ensuring they are aligned with current practise within the classrooms.
- Continued moderation of new assessment practices. This involves aligning tracking systems in order to accurately measure student progress and identify students who need support in place as early as possible.
- Continue to provide further opportunities for professional learning.

Year Two End of Year Achievement Data

Benchmark 1A



2023 target for this cohort: By the end of the year, 80% of students will be working at or above the end of year expectation in reading

Actions - What did we do?

- Similar to our year one cohort, our year two cohort also underwent a significant shift to a Structured Literacy approach. The team moved completely to decodable readers and a new assessment regime. They carefully assessed students within the first term and grouped students according to their needs.
- Our learning leader in year two went on a full day of professional learning that unpacked the “Little Learners Love Literacy’ Programme. This learning was fundamental in her supporting the year twos shift to decodables and Structured Literacy.
- The team worked alongside the year one teachers to align assessment and curriculum levels. They moderated and evaluated levels based on their own knowledge as well as knowledge from experts, such as Adrienne Kinder our external PD provider.
- Teachers observed Adrienne Kinder, expert Structured Literacy teacher, teach lessons and then implemented the new knowledge into their own practise.
- An experienced Teacher Aide participated in this professional learning. Teacher Aide groups were redesigned, and students were grouped based on the new assessment. Gaps in students’ phonics knowledge were a focus and the teacher aide provided opportunities for students to practise the areas where gaps in learning were identified.
- Support was provided by our two Reading Specialist teachers who took students for one-on-one regular reading sessions. These teachers worked with students who were identified as needing a little bit more than what could be provided in a classroom environment and offered a chance to give them a boost. They worked closely with the classroom teacher and with the parents to ensure that the child was being offered comprehensive support.

Outcomes – What happened?

- At the end of 2022, there were 75% of students working within levels 1B and 1P of the curriculum. At the end of 2023 this decreased to only 29%.
- Unfortunately, this does mean we did not meet the target of 80% working at or above, with only 71% having reached or exceeded the curriculum benchmark of 1A.

Year 2 EOY 2023	% below (number)	% at/above (number)
Reading	29% (37/126)	71% (89/126)
Writing	15% (20/126)	85% (106/126)
Mathematics	9% (11/126)	91% (115/126)

Reasons for the Variance – Why did it happen?

- The data for this cohort should still be celebrated despite not meeting the target this year. This cohort were the final cohort to be heavily disrupted by the COVID pandemic. Some starting school at the tail end of lockdowns or during the time we had part time schooling. For many they started during the Omicron outbreak where school looked very different under the red traffic light settings. These students had a difficult and challenging start to the beginnings of their primary years.
- The cohort itself came with varied beginnings to their literacy journey. Some students had been immersed in some elements of structured literacy from their time in year one, while for others this was brand new. The previous years teachers had trialed and inquired into various approaches through their learning about phonics teaching practices. This meant our year two teachers had a little extra challenge as they began their Structured Literacy learning early in 2023.
- The introduction of the new Structured Literacy Approach, for the majority of this teaching team, was brand new learning at the beginning of 2023. They had not been part of the previous year’s inquiry into phonics teaching like their year one colleagues. This did not stop our year two teachers

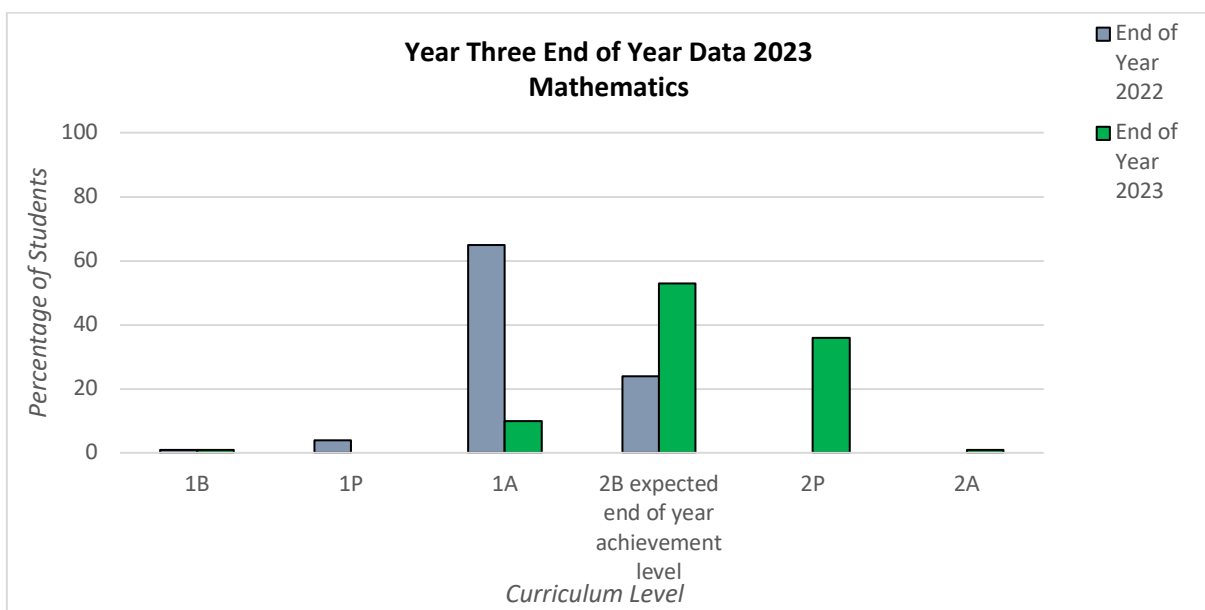
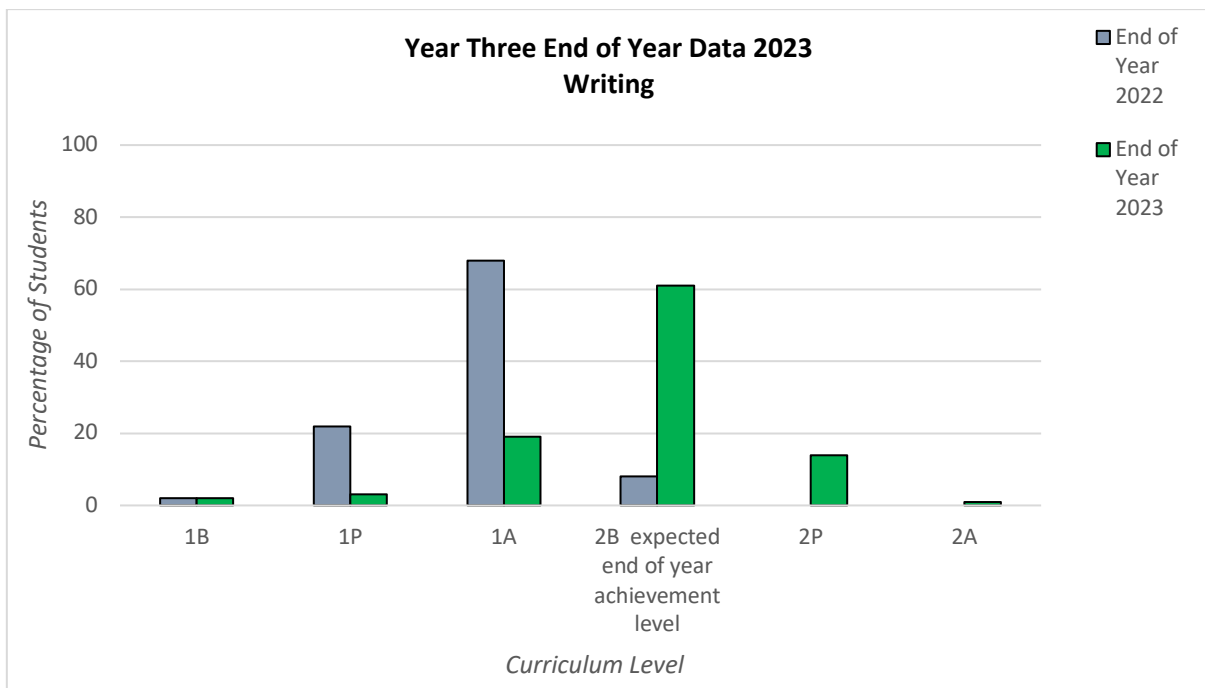
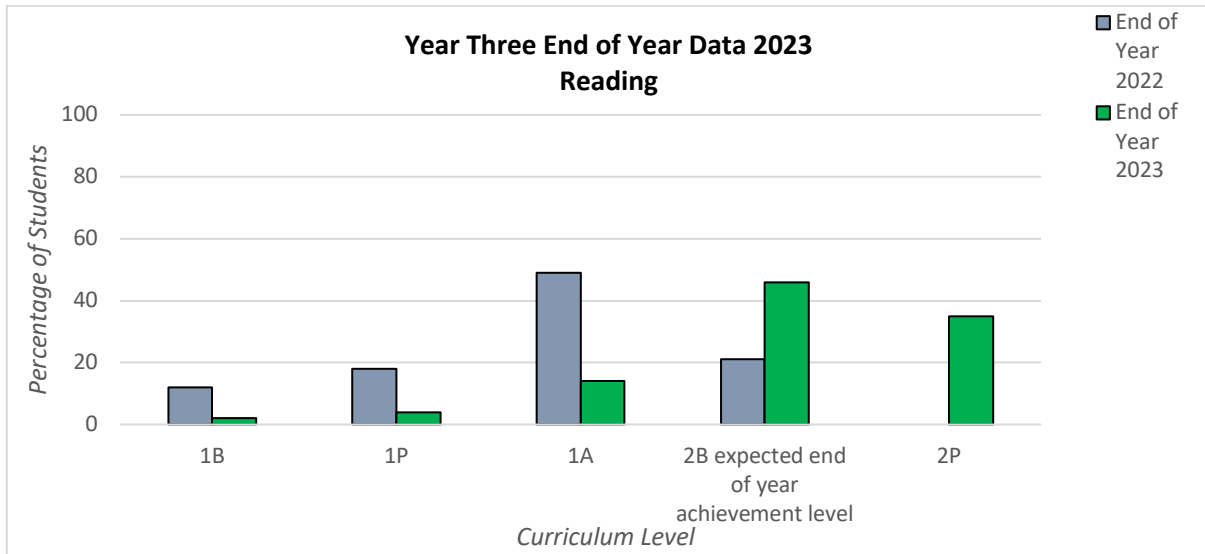
having a go and they dove into learning with enthusiasm and hit the ground learning as they went. This did prove challenging but they showed resilience and had great support from their learning leader.

Evaluation – Where to next?

- Once again, Structured Literacy will remain as a fundamental programme within CBS. End of year data highlights that reading remains as the target area for this cohort. This is not unusual. Reading success underpins learning across curriculum areas, therefore targeting this area in the early years is fundamental for student achievement as they move through their learning journey.
- Professional learning and strategic resourcing will continue to be utilised to ensure the Structured Literacy programme is running effectively. This will be closely monitored and tracked through careful analysis of both student achievement data, and collection of feedback and observations of teacher practise.
- This cohort will make use of our within school literacy leader who will support the continued development of Structured Literacy, improving student learning outcomes and teacher practice.
- Time will be dedicated to this learning in team meetings and they will meet with both years one and years three to continue to moderate assessment ensure the use of resourcing such as teacher aides is being allocated to the areas of greatest need.
- As this cohort moves into year three and out of the 'Little Learners Love Literacy' realm of resourcing, a new resource will be provided called 'Ideal' offered by a provider called Learning Matters. This is an online Structured Literacy resource that offers an easy to use fully supported programme. Teachers have access to lessons and teaching resources to continue to support their structured literacy learning, but at a level that is appropriate to their age and stage. Our current year two learning leader will follow this cohort to ensure the smooth transition at such a key stage of learning. That being the move from supported decodable texts back through to guided and levelled readers used by our year three to six learners.
- A parent information session all about Structured Literacy will be held within term one. This session aims to strengthen parent knowledge of this approach and ultimately grow our home school partnerships.
- Our ESOL teachers will also receive further professional learning in Structured Literacy ensuring they are aligned with current practise within the classrooms.

Year Three End of Year Achievement Data

Benchmark 2B



2023 target for this cohort: By the end of the year, 85% of students will be working at or above the end of year expectation in reading

Actions - What did we do?

- Teachers tracked and monitored students within this cohort using well established tracking systems. These trackers were regularly updated and analysed to ensure that students were making progress. If students were identified as needing support, teachers had multiple avenues they could apply in order to cater to their students needs.
- Some of the support structures included;
 - Teacher aide lead groups that targeted specific learning needs.
 - Access to specialised reading teachers who took one-on-one regular reading sessions with students
 - ESOL classes where students who had specific English language needs were well catered for
 - Teachers also catered for these students within their classrooms through inquiry into teaching practices. They modified their programme when new learning was identified and looked at ways they could work collaboratively across the team to better target learning needs. They trialled cross grouping students, where students could work in targeted groups alongside others with similar learning goals.
- PB4L was a significant focus for this cohort, with behaviour as a prominent area needing support. Analysis of PB4L data showed that the number of behaviour incidents was higher than other cohorts and that this particular cohort had particular needs. Anxiety, attention levels and ability to follow instructions without support were some areas of focus for this cohort. Support through the Resource Teachers for Learning and Behaviour was sought, and observations made to help support teachers in this area.
- Teachers in this team participated in a full day of professional learning provided by the Kahui Ako early in the year that centralised on the resource 'The Code' a spelling programme that follows the Structured Literacy approach. They also participated in another PD session later in the year to support the implementation of 'The Code' into their practise.

Outcomes – What happened?

- At the end of 2022, there was 21% of students already working at curriculum level 2B. At the end of 2023 this number rose to 46% at 2B and 35% above at 2P. 81% working at or above the expected end of year benchmark.
- We did set a lofty target for these students, and they were not far from meeting it. Only falling short of the target but 4%.

Year 3 EOY 2023	% below (number)	% at/above (number)
Reading	20% (28/139)	80% (111/139)
Writing	25% (34/139)	85% (105/139)
Mathematics	11% (15/139)	89% (124/139)

Reasons for the Variance – Why did it happen?

- The needs for this cohort differed from the other years, hence the focus here on PB4L. Student wellbeing was prioritised, and teachers spent much needed time supporting students through programmes such as 'Zones of Regulation' and other PB4L based strategies.
- It cannot go unsaid that these students had a tough start to school. They were they cohort that started primary learning in the middle of a nationwide lockdown, missed their first year of school onsite, attended class online as new entrants, and were faced with the need to show increased levels of resilience. The gap in their early fundamental learnings of what it means to be a learner at school has proven to be challenging, with higher levels of anxiety, increased dependence on

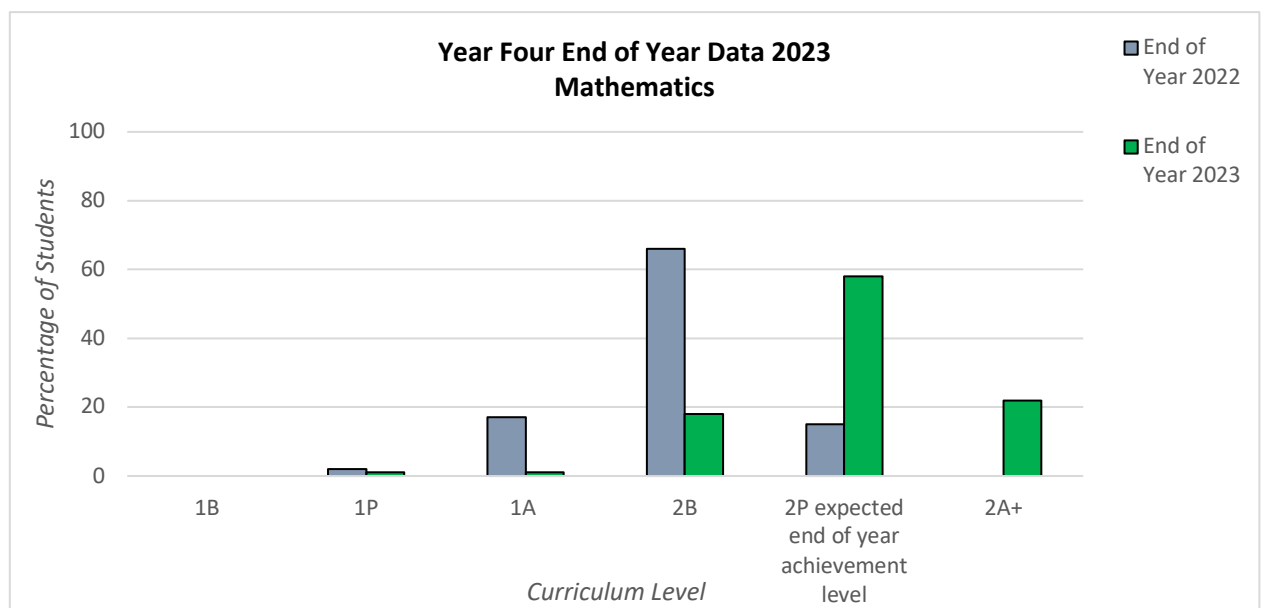
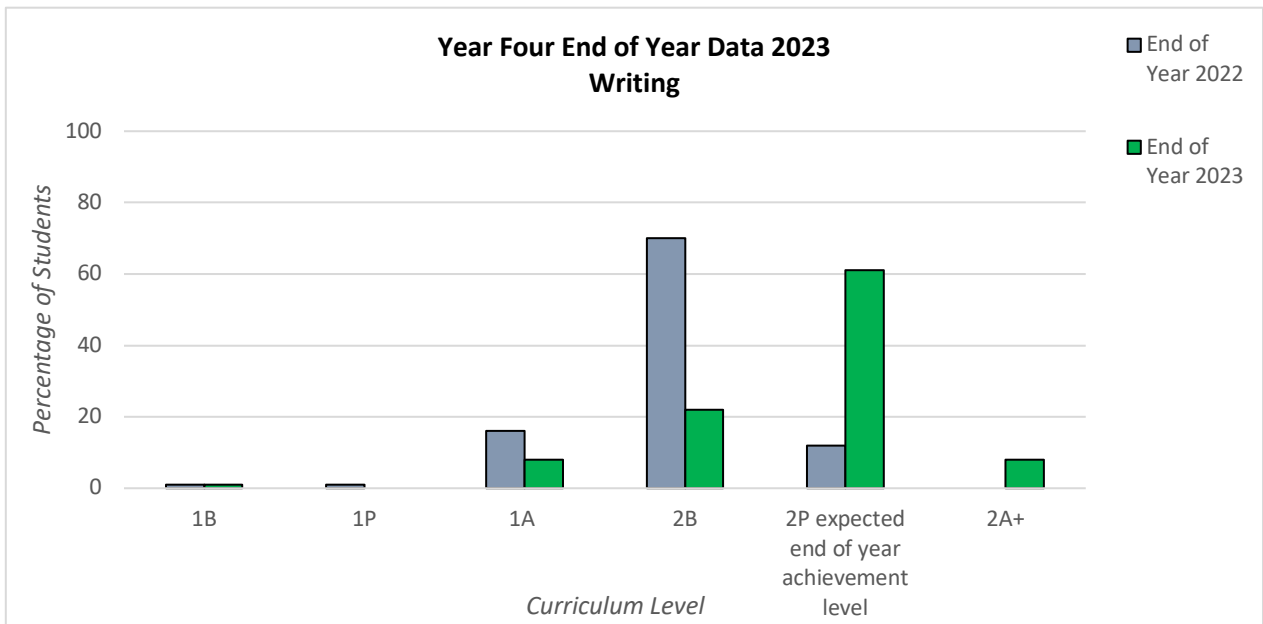
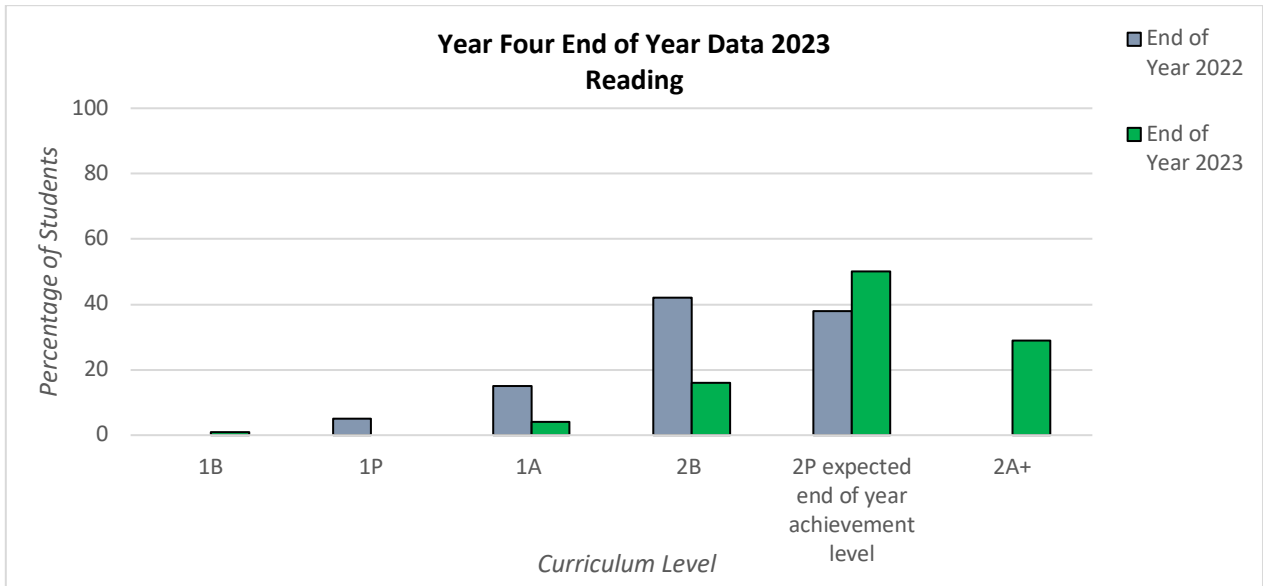
teacher support, and for some maturity and social skills lower than expected when compared to previous year three cohorts.

Evaluation – Where to next?

- Data for this cohort shows that writing is the top priority for 2024. Followed not so far behind by reading. Mathematics data is very pleasing with 90% of students having achieved at or above by the end of the year.
- “The Code’ professional learning will continue as students enter year four. The programme is a spelling based programme backed by research. Research shows that spelling can be a prominent feature in improving writing achievement. Giving students targeted sessions in this area and carefully tracking their progress here will be crucial in supporting the continued development of writing fundamentals.
- Other structured literacy supports in writing will also be inquired into as part of the teacher inquiry and professional development process.
- Professional learning and strategic resourcing will continue to be utilised to ensure improved writing outcomes are well supported. This will be closely monitored and tracked through careful analysis of both student achievement data, and collection of feedback and observations of teacher practise.
- This cohort will make use of our within school literacy leader who will support the improvement of student learning outcomes and teacher practice.
- Time will be dedicated to this learning in team meetings to moderate assessment and ensure the use of resourcing such as teacher aides is being allocated to the areas of greatest need.
- New Professional learning groups have been established for 2024 to support identified needs in this area, such as using digital technology to support improved writing outcomes. Also of use a learning group focussed on Assessment for Learning practices.
- For this cohort, time will continue to be allocated to PB4L practices and ensuring students are well supported in this area. Class sizes for 2024 have been reduced with an additional teacher being added to this cohort for 2024.

Year Four End of Year Achievement Data

Benchmark 2P



2023 target for this cohort: By the end of year four 85% of students will be working at or above the expected curriculum level for reading, 2P.

We set an aspirational target for this year group based on the cohort tracking relatively well over the past two years.

Actions - What did we do?

- Implemented Structured Literacy with the deliberate teaching of the spelling programme, ‘The Code’, which has a clear scope and sequence of learning
- Targeted guided reading lessons with assessment check-ins to keep progress moving with continued urgency.
- Making explicit links in between reading and writing when planning and delivering our literacy programmes.
- Making use of our specialist literacy teacher to support our planning and delivery before she resigned
- Clear scope and sequence for our TAI programmes
- Provide professional learning with the teachers around models of co-teaching and collaborative
- Refine TAI groups based on the data and plan accordingly
- Advocate for a full time teaching assistant 4 days a week 8:30am-12:30pm in year 4 to increase the
- pool of teaching assistants to ensure intervention programmes have continuity and result in
- accelerated progress
- Targeted support for our ESOL students
- Continue to use the expertise of the ESOL team to support our students who are still at the early
- stages of English language learning acquisition
- Implemented a writing ALL group (accelerating learning in literacy) with a qualified and experienced teacher in Term 4 for 5 weeks with a targeted group of students. This was incredibly successful but also gave us some good feedback for what to improve if we get the chance for this to run again.

Outcomes - What happened?

In relation to our school target: 80% of our students reached at or above the end of year expectation in reading, 5% off meeting the target.

Year 4 EOY 2023	% below (number)	% at/above (number)
Reading	20% (27/130)	80% (103/130)
Writing	31% (40/130)	69% (90/130)
Mathematics	20% (27/130)	80% (103/130)

Reasons for the variance - Why did it happen?

- The Code was well received by the teachers who attended a full day of professional development during Term 1. Implementation was good across the team and the follow up support from the Kahui Ako helped but didn’t reach as many teachers as we would have liked.
- Target guided reading lessons continue to be a strength and with collaborative teaching and learning starting in the ILE, this will continue to be strengthened.
- We made explicit links in between reading and writing when planning and delivering our literacy programmes.
- Unfortunately, our specialist literacy teacher resigned and wasn’t replaced.
- TAI programmes were hindered due to having to redeploy teaching assistants into different roles.
- Professional learning with the teachers around models of co-teaching and collaborative teaching and learning started in Term 4 and now they are in the ILE this will continue to be a focus.
- Learning Leaders with their teams continue to analyse and evaluate TAI groups based on the data and plan accordingly to support students make progress.
- Unfortunately, there wasn’t continuity in relation to the TAI groups which meant student progress wasn’t accelerated to the level we wanted.

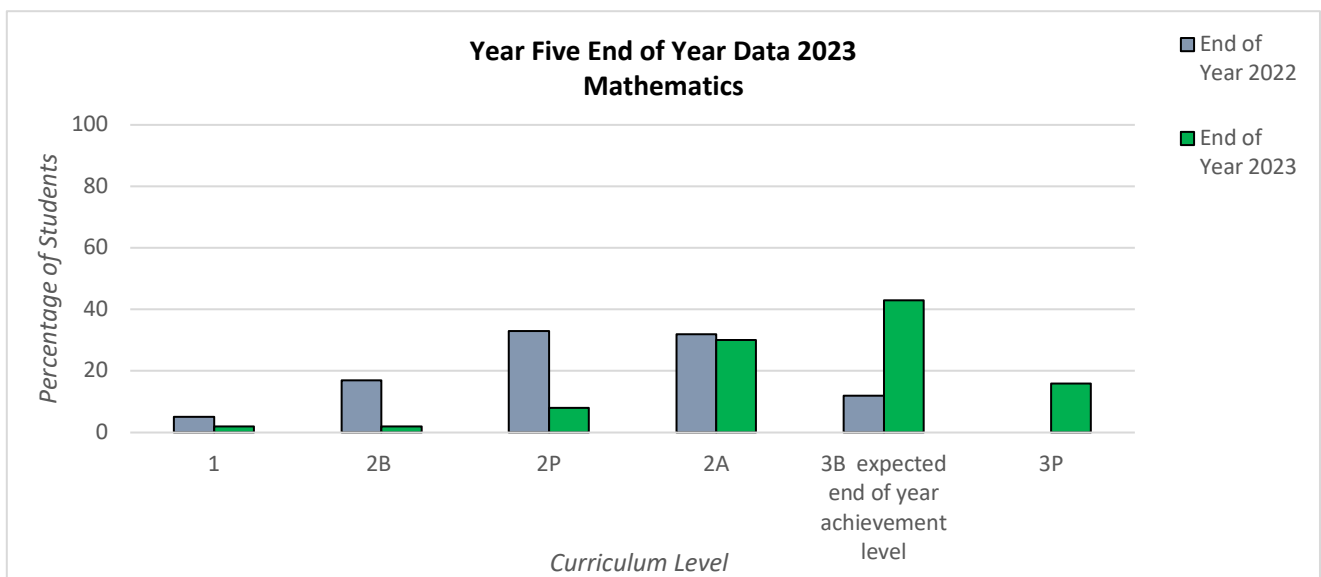
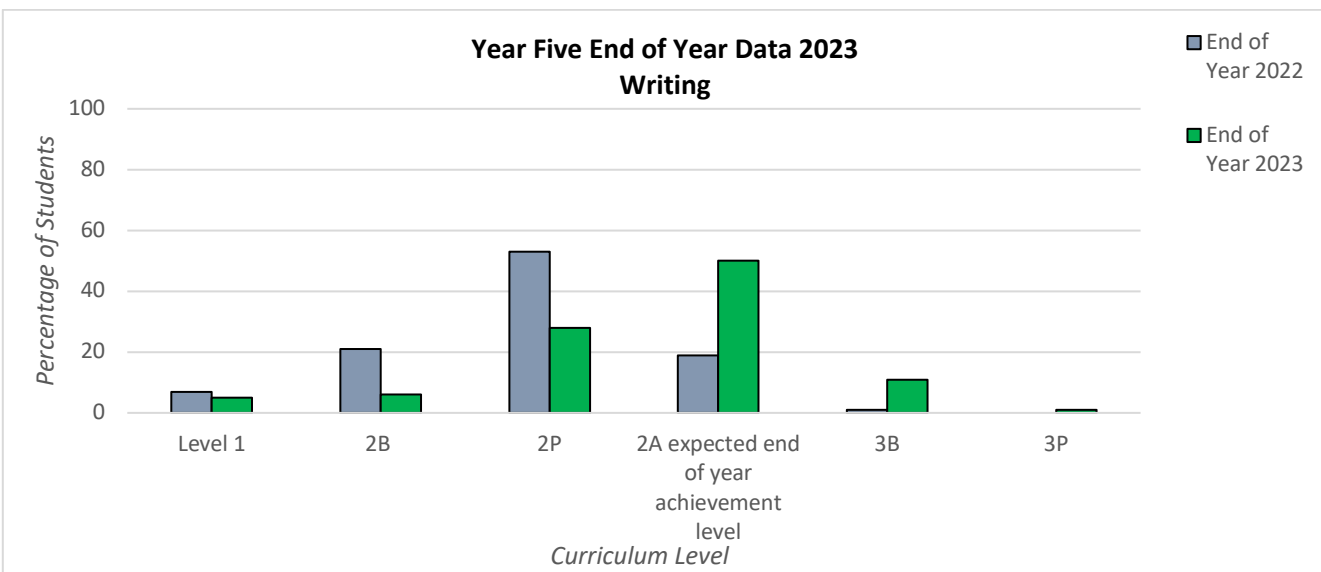
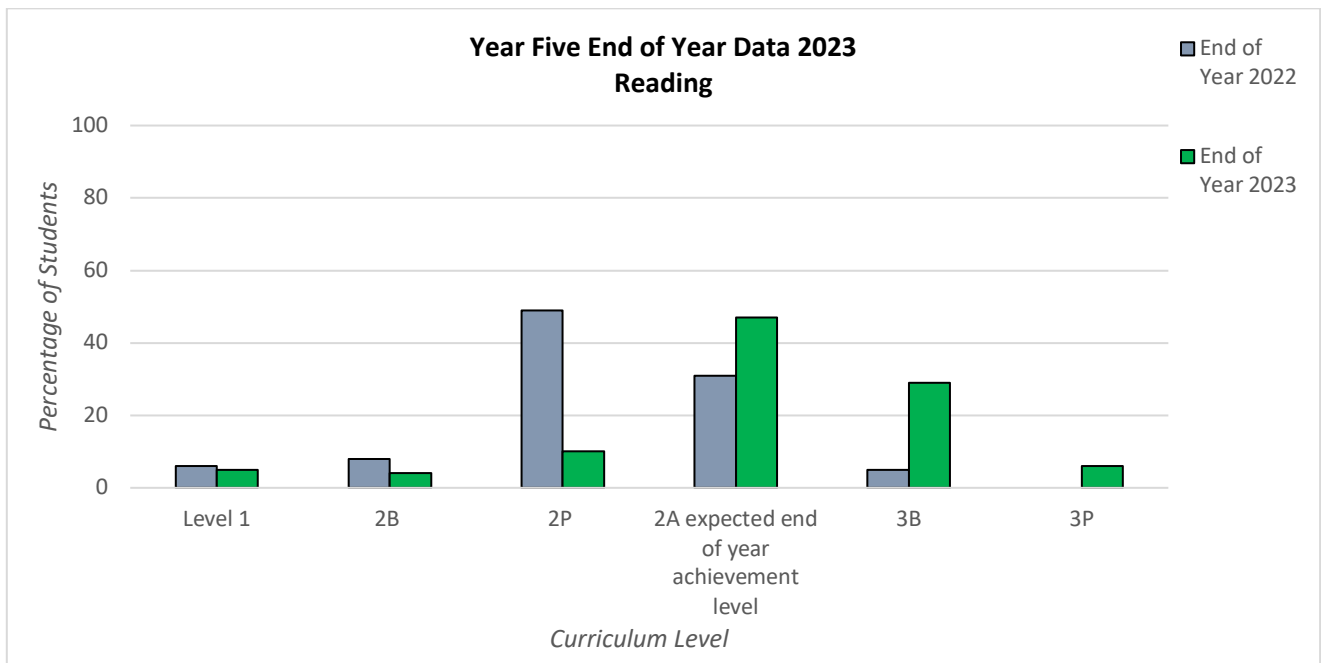
- Increased numbers of ESOL students who have beginner English take longer to acquire English skills and this took additional ESOL time meaning these students had less time with the ESOL teachers.

Evaluation - Where to next?

Based on the 2023 end of year data our target is focused on writing as this cohort moves into Year 5.

- Explicit professional learning for teachers on marking and moderating writing using a consistent framework across Year 4-6.
- Continue to support Learning Leaders in creating a more consistent approach to moderating writing across the teams.
- Increased assessment points for tracking and monitoring using Hero.
- Sustained and personalised professional learning for the teachers in collaborative teaching and learning pedagogies that make a difference.
- Using TAI teacher aide in different ways to support students that are at risk.
- PLG targeted to improving student outcomes in writing through digital technology.
- Author visits to inspire and motivate students.
- Investigate the possibility of running an ALL group within the collaborative teaching spaces to shift a group of students who are just below where they should be with regular targeted workshops over a 10 week period using the principles of acceleration. This may be a 2025 goal.

Year Five End of Year Achievement Data **Benchmark 2A Reading/Writing & 3B Mathematics**



2023 target for this cohort: By the end of year five 80% of students will be working at or above the expected curriculum level for writing, 2A.

Actions - What did we do?

- Refined TAI groups and teacher aide timetable, provided more support for the teaching assistant
- Worked on more regular tracking and monitoring of student progress to ensure we were teaching what was needed
- Used the expertise of the ESOL team to support our students who are still at the early stages of English language learning acquisition. The ESOL PLG also supported teachers in this area
- Melissa led collaborative planning focusing on models of co-teaching that further support equitable outcomes for students.
- Moving into the new building has built capacity, teachers are working collaboratively
- New collaborative planning tool implemented across the team which has been a result of professional development for the teachers led by Melissa with further professional learning planned
- Teachers are growing their professional practice and feedback is very positive
- New system for assessment for writing in place with professional learning that has enabled teachers to mark writing in a way that ensures it is consistent across the team.
- Targeted support for our ESOL
- Implemented a writing ALL group (accelerating learning in literacy) with a qualified and experienced teacher in Term 4 for 5 weeks with a targeted group of students. This was incredibly successful but also gave us some good feedback for what to improve if we get the chance for this to run again.

Outcomes - What happened?

64% of our students reached at or above the end of year expectation in reading. We did not meet the target.

Year 5 EOY 2023	% below (number)	% at/above (number)
Reading	18% (30/165)	82% (135/165)
Writing	36% (61/165)	64% (104/165)
Mathematics	39% (65/165)	61% (100/165)

Reasons for the variance - Why did it happen?

- Refined TAI groups didn't get the traction we wanted due to groups being cancelled and teacher aides redeployed
- Tracking and monitoring has improved but with Hero now live, we expect to track and monitor more closely and regularly
- Feedback from the ESOL team is that the students coming through with less English than in previous years
- Collaborative planning focusing on models of co-teaching that further support equitable outcomes for students has started but this will take more time to embed
- Strong culture of collaboration is in place with teacher growing their practice
- New evidence based writing moderation tool has been used with great success
- New evidence based writing moderation was introduced in Term 4 with professional learning that has enabled teachers to mark writing in a way that ensures it is consistent across the team. This will be rolled out to Year 4 and Year 6.

Evaluation - Where to next?

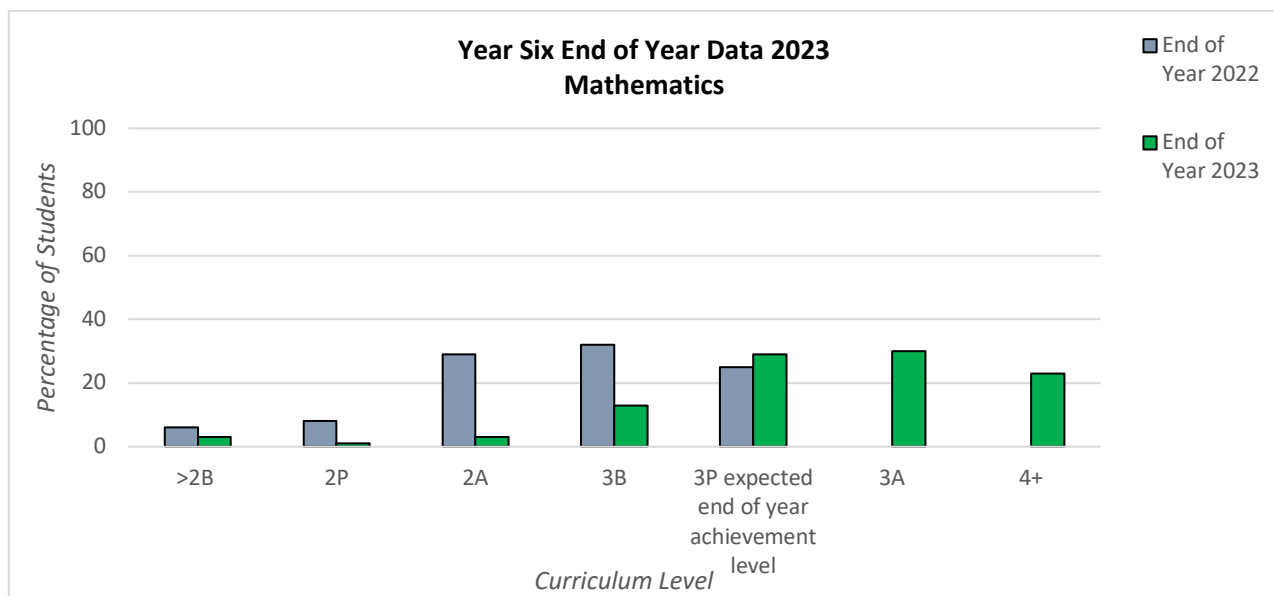
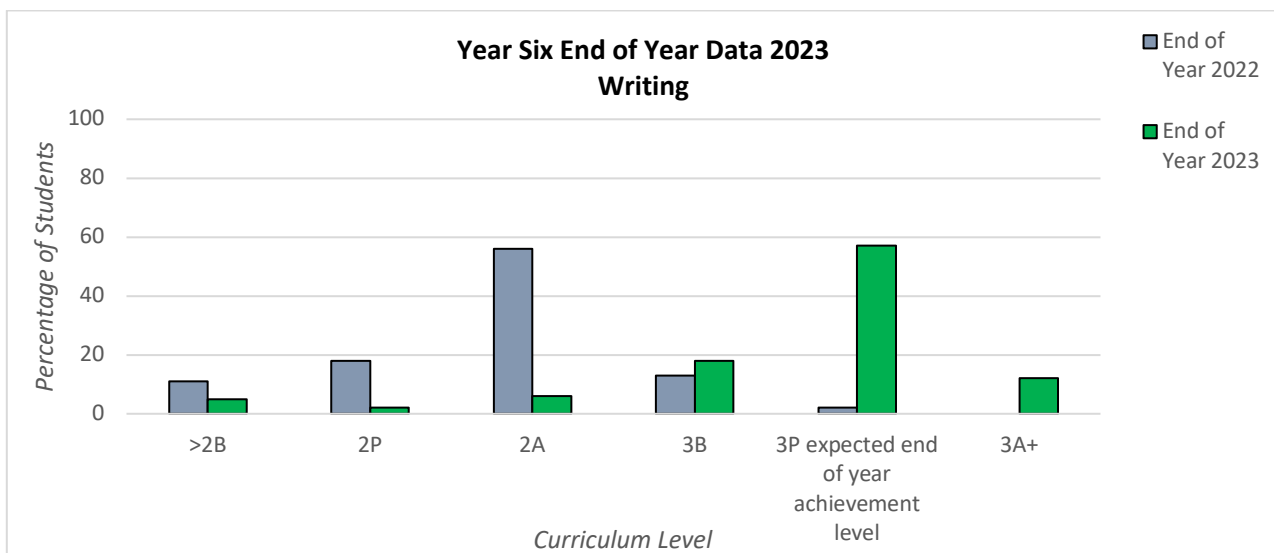
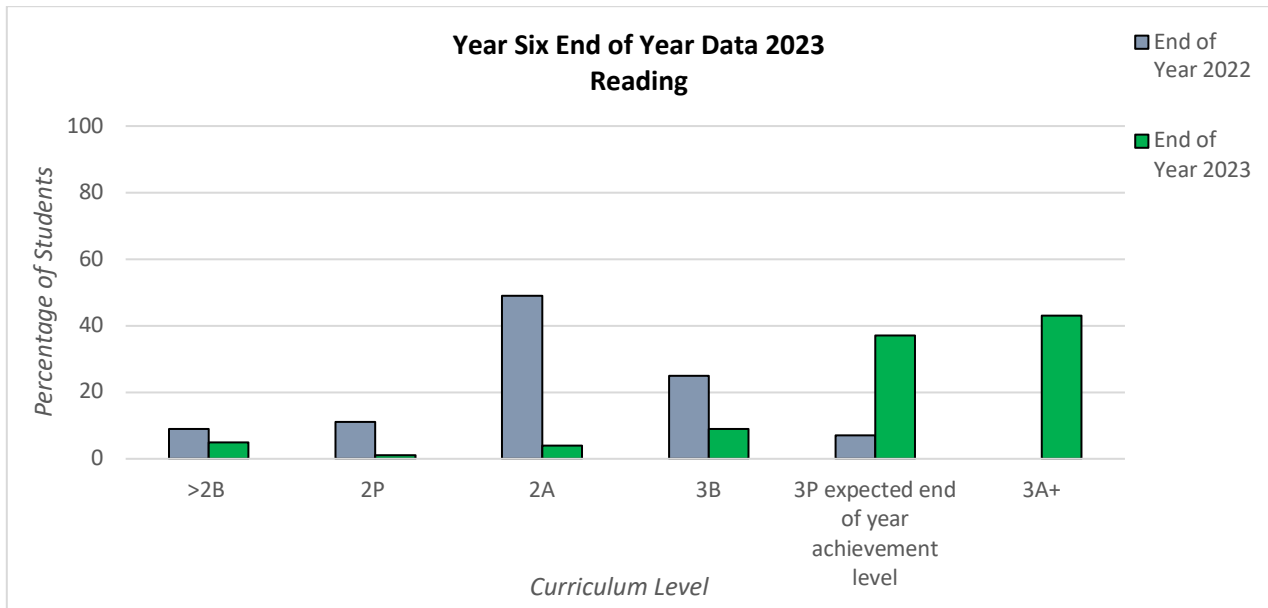
Based on the 2023 end of year data our target is focused on writing as this cohort moves into Year 6.

- Explicit professional learning for teachers on marking and moderating writing using a consistent framework across Year 4-6
- Continue to support Learning Leaders in creating a more consistent approach to moderating writing across the teams
- Increased assessment points for tracking and monitoring using Hero
- Sustained and personalised professional learning for the teachers in collaborative teaching and learning pedagogies that make a difference

- Using TAI teacher aide in different ways to support students that are at risk
- PLG targeted to improving student outcomes in writing through digital technology
- Author visits to inspire and motivate students
- Investigate the possibility of running an ALL group within the collaborative teaching spaces to shift a group of students who are just below where they should be with regular targeted workshops over a 10 week period using the principles of acceleration. This may be a 2025 goal.

Year Six End of Year Achievement Data

Benchmark 3P



2023 target for this cohort: By the end of year six 80% of students will be working at or above the expected curriculum level for maths, 3P.

Actions - What did we do?

- Started working collaboratively in three pairs until the new building opened and the team moved to the ILE at the back of the school and moved into two pods of three teachers/classes.
- Grouping was targeted and responsive to the needs of the students allowing greater rates of progress
- Students benefiting from working with different teachers
- Continued the excellent work with external PD provider Lucie Cheeseman to plan and deliver high quality maths programme
- Regular conversations between teachers tracking and monitoring progress
- Continued support and upskilling of the teaching assistant providing small group sessions to our at risk students.
- Teachers modelling and fostering a positive mindset towards mathematics

Outcomes - What happened?

82% of our students reached at or above the end of year expectation in reading. We exceeded the target.

Year 6 EOY 2023	% below (number)	% at/above (number)
Reading	20% (33/171)	80% (138/171)
Writing	30% (53/171)	70% (118/171)
Mathematics	18% (22/171)	82% (149/171)

Reasons for the variance - Why did it happen?

- The TAI groups were sporadic due to the redeployment of the teaching assistant on a regular basis to support other students or to cover sickness
- Improved teacher knowledge of collaboration and pedagogy
- Regular professional development opportunities
- Regular team meetings and conversations about focused on student progress
- Sharing of resources within the team and working smarter to plan together
- Students working with different teachers, positive feedback from students
- Observations from teachers seeing an improvement in confidence and a more positive approach to maths activities
- Students working in mixed ability groups
- High expectation teaching - level 3 and above

Evaluation - Where to next?

Having a consistent team of experienced teachers in Year 6 makes a difference. They have worked together for several years and this does mean they can grow and improve their practice with urgency. Collaborative teaching and learning will continue to thrive in 2024 with the team moving to the new building.

We will be looking at supporting the excellent practice that is currently in place and continue to try new ideas and approaches supported by our PGC and regular support from our DPs.