

Evaluation and Analysis of Whakamārama School's Students' Progress and Achievement

New Zealand's national curriculum guides what students learn during their time at Whakamārama School.

When planning, a concept-based approach is used at Whakamārama to provide an authentic context relevant to our learners to explore the learning areas outlined in the New Zealand Curriculum. The concepts place the learner at the centre of investigating their place in their world. Themes relevant to our learners needs, interests and level of maturity are chosen with reference to our school's local curriculum.

Plans for teaching and assessment are developed prior to the start of each term, and learning priorities are identified to achieve the achievement objectives outlined in the New Zealand Curriculum.

The school has had a focus on Assessment for Learning and Accelerated Learning practice over many years. Systems and procedures are in place to support this, and these are continuously improved through self-review and professional learning development.

Information about a student's performance is given to a parent / caregiver of a student in a timely manner and in a form that is readily understandable. When reporting to parents, the school identifies the 'curriculum level range' that is expected for their child's age group at year end, and their child's current achievement.

As well as progress against the curriculum, other factors impacting student progress and achievement are looked at. Data on student connection and wellbeing is gathered and acted on.

The curriculum and assessment priorities that have been laid out in our strategic and annual plan are:

- Curriculum Refresh (growing our understanding of English, Mathematics and Statistics areas of Te Mātaiaho)
- Improving outcomes for all learners
- Assessment for Learning
- Aotearoa New Zealand Histories
- Health and Physical Education delivery plan

How do we know students have made expected progress across the learning areas?

- The board, principal, leaders and staff monitor and evaluate student progress and achievement.
- Measures of success come from professional discussions and analysis around students' learning trajectory, progress and achievement.
- Annual targets and plans set to increase the number of learners achieving at / above the NZ Curriculum expectation in literacy and mathematics are reviewed and monitored regularly.
- Overall teacher judgements of achievement and progress combine information from a variety of sources, using a range of approaches. Observation of process, learning conversations and tool outcomes (formal assessments) are used to evidence progress and achievement.

2023 End of Year Achievement Data

The achievement levels in the report below are outlined as:

- At Risk: These students are at risk of underachieving (more than one year below)
- Cause for Concern: These students are working below curriculum expectations.
- Expectation: These students reached curriculum expectations
- Exceeding Expectation: These students exceeded curriculum expectations. These students have a strength in a particular curriculum area. They quickly master skills, knowledge and understanding.

Reading Year 1-8		At Risk		Cause for Concern		Expectation		Exceeding Expectation		Total
		Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	Number
All students	Male	2	3.8%	6	11.5%	25	48.1%	19	36.5%	52
	Female			2	6.5%	22	71%	7	22.6%	31
	Total	2	2.4%	8	9.6%	47	56.6%	26	31.3%	83
Māori	Male	1	12.5%	3	37.5%	3	37.5%	1	12.5%	8
	Female			1	20%	3	60%	1	20%	5
	Total	1	7.7%	4	30.8%	6	46.2%	2	15.4%	13
Other	Male					2	50%	2	50%	4
	Female					1	100%			1
	Total					3	60%	2	20%	5
European /Pākehā/Other European	Male	1	2.5%	3	7.5%	20	50%	16	40%	40
	Female			1	4%	18	72%	6	24%	25
	Total	1	1.5%	4	6.2%	38	58.5%	22	33.8%	65

Writing Year 1-8		At Risk		Cause for Concern		Expectation		Exceeding Expectation		Total
		Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	Number
All students	Male			10	19.2%	41	78.8%	1	1.9%	52
	Female			2	6.5%	27	87.1%	2	6.5%	31
	Total			12	14.5%	68	81.9%	3	3.6%	83
Māori	Male			5	62.5%	3	37.5%			8
	Female					5	100%			5
	Total			5		8				13
Asian / MELAA / Pasifika	Male			1	25%	3	75%			4
	Female					1	100%			1
	Total			1	20%	4	80%			5
European /Pākehā/Other European	Male			4	10%	35	87.5%	1	2.5%	40
	Female			2	8%	21	84%	2	8%	25
	Total			6	9.2%	56	86.2%	3	4.6%	65

Mathematics Year 1-8		At Risk		Cause for Concern		Expectation		Exceeding Expectation		Total
		Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	Number
All students	Male			4	7.7%	32	61.5%	16	30.8%	52
	Female			2	6.5%	25	80.6%	4	12.9%	31
	Total			6	7.2%	57	68.7%	20	24.1%	83
Māori	Male			1	12.5%	5	62.5%	2	35%	8
	Female			2	40%	3	60%			5
	Total			3	23.1%	8	61.5%	2	15.4%	13
Asian / MELAA / Pasifika	Male					3	75%	1	25%	4
	Female					1	100%			1
	Total					4	80%	1	20%	5
European /Pākehā/Other European	Male			3	7.5%	24	60%	13	32.5%	40
	Female					21	84%	4	16%	25
	Total			3	4.6%	45	69.2%	17	26.2%	65

Further analysis of the above data can be found in the school's Statement of Variance