



2024 Annual Report and Analysis of Variance
Tū mai Te Ahūmairangi, tū mai hoki tātou
As Te Ahūmairangi stands, we also reach for great heights

School Organisation

Northland School is at the lower end of the equity index and is in a suburb close to the city in Wellington. Northland is a full primary school with an end of year roll between 240-280 students. At the end of 2024 there were 257 students. There were 134 females and 123 males. 77% of our students identified as Pakeha/European, 8% as Māori, 2% Pasifika and 13% Asian.

The roll has declined slightly over the past years due to the borders to New Zealand being closed and our migrant population not arriving. Housing prices in Northland have risen significantly and families are moving overseas for work opportunities or further up the coast where it is cheaper to live. In the second half of the year we experienced slight roll growth with migrant families joining us. However the majority of these families did not remain. The majority of families live within a Ministry of Education designated enrolment zone, with a small number of families also located in surrounding suburbs. The enrolment scheme identifies a Home Zone from which all children have an automatic right of enrolment at the school. The process for seeking enrolment from outside the Home Zone is outlined in the school's Enrolment Scheme.

The school is organised into three Teaching Teams. Team Ruru Year 0-3, Team Kōtare/Tieke Year 4-6 and Team Kākā Year 7-8. We have purpose-built innovative learning spaces where teachers are working collaboratively. There are breakout spaces, library and a hall that provide opportunities for students to work in small groups and across year levels. The grounds are contained within a small area and we make daily use of the Northland Park for play and sports.

During 2024 we continued to build partnerships with the community and strengthened opportunities for greater involvement between parents, students and staff. The Home and School committee supported fundraising, working bees and planning events that aim to bring people together. Parents volunteer to support educational trips, help in classrooms, attend end of term celebrations to name just a few.

Treaty of Waitangi and Cultural Diversity

We recognise the Treaty of Waitangi as a founding document of New Zealand and acknowledge the special status of tāngata whenua and mana whenua. The school aims to give practical effect to the Treaty as it implements the National Education Goals. Our Māori whānau met termly with some staff, and the Kapa haka tutor to share kai and waiata. A report on the progress of our Māori students as a group is shared.

We continued with our relationship with Te Ātiawa and our kapa haka has gone from strength to strength during 2024. Teachers are increasing confidence in the use of Te Reo and tikanga Māori, and take part in weekly Te Reo lessons together. Two staff attend termly professional development with Kura Ahurea and their learnings are shared with staff and teams include the weaving of local pūrakau through core curriculum and our inquiry framework. Progress has been made in students' understanding and acknowledgement of Te Ātiawa as mana whenua, there continues to be work to do in deepening understanding and recall of our local stories and tikanga.

We work with our whanau to improve better outcomes for our students. Māori students' progress and achievement is reported to the Board. Targets ensure our Māori students are catered for and supported to achieve success as Māori. The Board shares an aspect of the Haūtu Tool review each meeting to help guide our actions and implementation. The school acknowledges the cultural backgrounds of all our students and staff are working towards more opportunities to celebrate cultural diversity in programmes and through

community events. Matariki was a highlight celebration during 2024 and Māori language week is acknowledged and celebrated. The Kāhui Ako focus on embracing languages, culture and identity provides professional development and sharing of strengths across our schools.

Our Staff

During 2024 professional development has focused on; Structured Literacy with an emphasis on the teaching of The Code, teaching of Writing, Positive Behaviour for Learning (PB4L), Neurodiversity and Cultural Responsiveness. At the start of 2024 we welcomed five new teachers, this included a provisionally certified Teacher and a Deputy Principal. Induction of all members was provided across the school as all new teachers were spread across the three teams. Whilst the staff were engaged in ongoing professional development, teachers who have been in the school for some time were also providing guidance for new staff members

Performance Management

All staff actively participated in the professional growth cycle. This involved goal setting, reflections and observations. The Principal was appraised through the Professional Learning group and an independent 360 performance process was completed. A summary of the performance appraisal was given to the Presiding Member of the School Board who summarised for the Board members. All teaching staff were registered with the Teachers Council and all non-teaching staff are police vetted. During 2024 our Teaching and Learning philosophy was reviewed and guided our school climate and culture. The Standards for the teaching profession and the Code of Professional Conduct are implicit.

Te Kāhui Ako o Te Whanganui a Tara, Community of Learning

Northland School continues to strengthen the connections with local schools through strong involvement in Te Whanganui - a - Tara, Kāhui Ako. We have a number of staff who have leadership roles within the Kāhui Ako and connections between primary and secondary teachers are strengthened through professional development and sharing amongst schools. There are strong connections between the Early Childhood Centres in the local area and visits with students are made, both to and from the centres, to support a seamless transition. Staff provide opportunities for those enrolling to have a number of visits prior to starting and for those joining further up the school, visits and transition plans are developed with families.

Board of Trustees Governance

The Board of Trustees provides steady governance for the school community. The Board works closely with the Senior Leadership Team and meets twice each term in week 3 and week 9. The Board prepares an update to the community after each meeting and the staff representative provides an update to the staff. The Board portfolios are Community, Health and Safety, Policy, Finance and Property. The Triennial Self Review includes the review of policies and strategic plan consultation.

Community Consultation 2024

The Northland Board of Trustees has used both formal and informal means to gather information to provide an understanding of what the community affirm is going well and what they would like us to focus on going forward. During 2024, the board has completed the following;

- Parent Consultation on Relationships and Sexuality, Health Programmes was held in October
- Parent and staff feedback to gauge uptake of HERO functionality.
- Digital and paper community survey using survey monkey, this was open for 4 weeks.
- Kōrero with parents during drop up and pick up.
- Whānau hui phone calls to hear from our Māori and Pasifika families.
- Student voice through conversations and student rep meetings.
- Newsletters to inform parents of hui and share analysed feedback at the end of December.
- A Board summary of the key findings to the community in December.
- Staff hui on community feedback and priorities for teaching and learning took place in January 2024.
- Whānui hui on February 15th shared the overall plans for the next two years in response to community feedback.
- The draft 2024-2025 strategic plan shared with the community and positive feedback received on the direction
- Kāhui Ako Te Whanganui - a Tara- Strategic Plan for 2024-2026 has been aligned with our strategic plan.

School Board of Trustees acts as a good employer, including:

- Taking all reasonable steps to build working relationships based on trust, confidence, and good faith
- Complying with the conditions contained in employment contracts for teaching and non-teaching staff
- Complying with the legislation on employment and personnel matters
- The School Board complies with Education and Training Act 2020 requirements to be a good employer for the year ending 31 December 2024.
- The School Board complies with the Employment Policies and Equal Employment Opportunities Policy.

Equal Employment Opportunities

In the past year we have ensured that when recruiting staff we have appointed the person most suited to the advertised position taking into account their skills, experience, qualifications and aptitude for the position. When recruiting we have worded any advertisements in such a way as to ensure we have a wide pool of possible applicants with a broad range of talents. Job descriptions have been developed for each position and our most up to date annual plan and our teaching and learning philosophy is included in the job application pack.

The employment process is designed so as to ensure that diversity in staffing is recognised and we endeavour to employ a diverse range of people from the suitable applicants received (for example, ethnicity, age, gender, disability, tenure, hours of work, etc) and the employment requirements of diverse individuals/groups. Staff are all encouraged and supported to undertake training and development both within the school setting and beyond.

Our use of distributive leadership encourages all staff to take on responsibility as a step to further promotion and enables them to take advantage of career development opportunities. All employees have the opportunity to take on a range of school responsibilities on an equal basis when these are identified. The employment and personnel practices are fair and free of any bias as we seek to meet the requirements of the E.E.O policy and find the most suitable applicants for a position.

Employment Assistant Programme (EAP) Through the EAP, all staff had access to counselling services if required. During the year the staff also have the benefit of our school counsellor who is able to support them with students.

Kiwisport

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2024 the school received total Kiwisport funding of \$3,240.00 (excl GST). This funding was spent on Primary Sport Wellington subscription, Teacher release to attend sports events, Basketball and Netball Subscriptions and a range of equipment.

Evaluation and Analysis of Student Progress and Achievement at the End of 2024

At the end of 2024 our data included 255 children from Year 1-Year 8. The gender split is 133 female and 122 male and 20 children who identify as Māori and 5 children who identify as Pasifika.

- In Reading 83% of children were meeting or exceeding the expected curriculum level at the end of 2024. **80% of children who identify as Māori** were meeting or exceeding the expected curriculum level at the end of 2024. **40% of children who identify as Pasifika** were meeting or exceeding the expected curriculum level at the end of 2024.
- In Writing 80% of children were meeting or exceeding the expected curriculum level at the end of 2024. **65% of children who identify as Māori** were meeting or exceeding the expected curriculum level at the end of 2024. **40% of children who identify as Pasifika** were meeting or exceeding the expected curriculum level at the end of 2024.
- In Maths 85 % of children were meeting or exceeding the expected curriculum level at the end of 2024. **70% of children who identify as Māori** were meeting or exceeding the expected curriculum level at the end of 2024. **40% of children who identify as Pasifika** were meeting or exceeding the expected curriculum level at the end of 2024.

Definitions for our categories are -

- **Beyond expectation** indicates a student is working at a higher level than expected for their year group.
- **Within expectation** indicates a student is working at the curriculum level expected for their year group.
- **Towards expectation** indicates a student is working at a lower level than expected for their year group.
- **Working with targeted support towards expectation** indicates learning at a different curriculum level than expected for their year group.

STUDENTS WHO ARE CURRENT - PROGRESS OVERVIEW - ENGLISH: READING/PĀNUI (END 2024)

All students

Judgement	End of Year 0	Mid Year 1	End of Year 1	Mid Year 2	End of Year 2	Mid Year 3	End of Year 3	Mid Year 4	End of Year 4	Mid Year 5	End of Year 5	Mid Year 6	End of Year 6	Mid Year 7	End of Year 7	Mid Year 8	End of Year 8	Totals
Well beyond																		0 (0.00%)
Beyond	4 (23.53%)		4 (17.39%)		9 (31.03%)				9 (33.33%)				7 (20.59%)		1 (3.13%)			34 (13.33%)
Within	13 (76.47%)		17 (73.91%)		16 (55.17%)		24 (96.00%)		14 (51.85%)		22 (75.86%)		22 (64.71%)		16 (50.00%)		34 (87.18%)	178 (69.80%)
Towards			2 (8.70%)		3 (10.34%)		1 (4.00%)		3 (11.11%)		5 (17.24%)		4 (11.76%)		15 (46.88%)		2 (5.13%)	35 (13.73%)
With targeted support towards					1 (3.45%)				1 (3.70%)		2 (6.90%)		1 (2.94%)				3 (7.69%)	8 (3.14%)
Totals	17		23		29		25		27		29		34		32		39	255

STUDENTS WHO ARE CURRENT - PROGRESS OVERVIEW - ENGLISH: WRITING/TUHITUHI (END 2024)

All students

Judgement	End of Year 0	Mid Year 1	End of Year 1	Mid Year 2	End of Year 2	Mid Year 3	End of Year 3	Mid Year 4	End of Year 4	Mid Year 5	End of Year 5	Mid Year 6	End of Year 6	Mid Year 7	End of Year 7	Mid Year 8	End of Year 8	Totals
Well beyond																		0 (0.00%)
Beyond			1 (4.35%)		2 (6.90%)				2 (7.41%)				3 (8.82%)					8 (3.14%)
Within	17 (100.00%)		22 (95.65%)		26 (89.66%)		20 (80.00%)		22 (81.48%)		17 (58.62%)		24 (70.59%)		17 (53.13%)		31 (79.49%)	196 (76.86%)
Towards					1 (3.45%)		5 (20.00%)		3 (11.11%)		9 (31.03%)		6 (17.65%)		15 (46.88%)		5 (12.82%)	44 (17.25%)
With targeted support towards											3 (10.34%)		1 (2.94%)				3 (7.69%)	7 (2.75%)
Totals	17		23		29		25		27		29		34		32		39	255

STUDENTS WHO ARE CURRENT - PROGRESS OVERVIEW - MATHEMATICS/PĀNGARAU (END 2024)

All students

Judgement	End of Year 0	Mid Year 1	End of Year 1	Mid Year 2	End of Year 2	Mid Year 3	End of Year 3	Mid Year 4	End of Year 4	Mid Year 5	End of Year 5	Mid Year 6	End of Year 6	Mid Year 7	End of Year 7	Mid Year 8	End of Year 8	Totals
Well beyond																		0 (0.00%)
Beyond			13 (56.52%)		2 (6.90%)				6 (22.22%)				4 (11.76%)		2 (6.25%)		2 (5.13%)	29 (11.37%)
Within	17 (100.00%)		10 (43.48%)		27 (93.10%)		25 (100.00%)		18 (66.67%)		20 (68.97%)		24 (70.59%)		16 (50.00%)		32 (82.05%)	189 (74.12%)
Towards									2 (7.41%)		8 (27.59%)		6 (17.65%)		13 (40.63%)		4 (10.26%)	33 (12.94%)
With targeted support towards									1 (3.70%)		1 (3.45%)				1 (3.13%)		1 (2.56%)	4 (1.57%)
Totals	17		23		29		25		27		29		34		32		39	255

Overall Achievement

Northland School continues to maintain strong achievement across the three core curriculum areas of Reading, Writing, and Mathematics. Over the past three years, results have remained stable, with between 80% and 90% of students meeting or exceeding expected curriculum levels. Significant progress has been made towards our aspirational goal of having at least 90% of students achieving at or above the expected level in all three areas.

There has been a shift in The Code achievement across the school and it is linked to the success in the implementation of the structured literacy approach. Our target that all students will have made progress in The Code in each cohort has been achieved. The work that teachers have done on deepening their understanding and following a sequence in the delivery of The Code is having an impact. The science of learning and reading research has shown that for learning to be transferred and automated in the long-term memory, our teaching strategies need to be small bites, regular and with quicker pace.

Māori and Pasifika Learners

Our Māori students are showing steady progress and achievement in Reading, Writing, and Mathematics. The majority are now meeting expected curriculum levels or shifting from 'towards' to 'within' expectations. While this represents a positive trend, we acknowledge that some Māori and Pasifika learners are still not achieving at the expected level. Continued attention and targeted support for these learners remain a key priority.

Maths achievement data shows our children are reaching a high level of achievement across the school with 86% either meeting or exceeding the curriculum level. The data also shows that a number of our Māori and Pasifika are not meeting the expected level for their cohort. While interventions and support from teacher aides have had a positive impact, we recognise that for some students, attitude and mindset towards Mathematics also play a role. To address this, we are focusing on encouraging our learner dispositions such as curiosity, confidence, and active participation. The active and curious dispositions focus on asking questions, participating and developing skills in being able to explain thinking.

Year 5 and 6 Learners

The Year 5 and Year 6 year group across all three curriculum areas have a larger number of children who are working at a curriculum level lower than expected. These students are tracked closely by teachers and teams. Some children are within the priority groups identified and receive extra support either in small groups, with external agencies, or have identified learning differences. The impact of Covid on these learners has been discussed as we know school routines and the sequence of teaching and learning was interrupted in their early years of schooling.

Targeted Support and Interventions

We are committed to identifying students who require targeted support to make progress towards curriculum expectations. These students receive adapted programmes and tiered instruction tailored to their specific needs. Many of these learners are part of our priority groups, including Māori and Pasifika students, and those with identified learning differences. Support is provided through small group instruction, teacher aide support, and where needed, assistance from external agencies.

The end of 2024 marks two years where we have been teaching The Code across the school. Switching the entire school to a structured literacy approach has required significant work, effort, and input from the entire community (leaders, teachers, school, parents and of course students). There has been an improvement for our Māori students particularly in reading and writing.

Considerations for 2025

In 2025, the English and Maths curriculum have been rewritten and expectations have been created within phases. This terminology replaces levels. As we move into the Refreshed English and Maths Curriculum in 2025 there are new assessment tools that will be used to provide a school wide picture of progress in Reading, Writing and Maths.

This means we are in a transition year for English and Maths teaching, and assessment. We will not be able to make clear comparisons between the last three years and the end of year data collected in 2025. Throughout 2025 we will be collecting baseline data in English and Maths.

At this stage, we are at the beginning of rolling out the new English and Maths curriculum, both have a shift in expectations for year groups and previous assessment tools may no longer be useful. We will, however, be completing various assessments across the phases of the curriculum twice yearly using Progression Achievement Tests (PATs) and are awaiting direction on a suitable writing assessment that can be used school wide for the refreshed English curriculum. All staff will continue to develop understanding and application of the science of learning in English and Maths through ongoing professional development and self review of teacher practice.

Ako - Teaching and Learning - English Writing and Reading**Strategic Goal 1: Maximise and empower learners** Regulation 9(1)a

Current position: We have implemented a Structured Literacy approach to teaching English, school-wide since 2022. All kaiako have participated in PLD with Helen Walls and Liz Kane. The Code is taught from Year 0 -Year 8. Handwriting is taught across the school, either as part of The Code (Y0-3) or as an explicit lesson. Expectations for handwriting have been reiterated on a number of occasions and the Handwriting Syllabus (1989) has been shared for consistent practice. The Code teaching is now embedded and all teachers have been observed in 2024. There still needs to be regular observations to ensure consistent practice. The staff provided feedback on the revised English Curriculum and are exploring the teaching and learning content across the phases. School-wide expectations are in place for the delivery and assessment of the Code, Reading and Writing.

Ako - Teaching and Learning - Maths**Strategic Goal 1: Maximise and empower learners** Regulation 9(1)a

Current Position: In 2024, a comprehensive review of Maths took place at Northland School. This shows there are lots of resources and good teaching of Maths, however, there is little evidence of common approaches or lesson structures across the school or even within teams. This will be addressed through the unpacking of the new Maths Curriculum and knowledge of the progressions within the phases. Numicon (years 0 - 6) and Oxford (year 7/8) are the chosen government-supplied programmes that Northland School have selected for 2025. Given Northland Schools' knowledge of the Science of Learning and how structured literacy has been implemented, this approach should be used to ensure the teaching of maths aligns with these approaches.

Ako - Teaching and Learning - Assessment**Strategic Goal 1: Maximise and empower learners** Regulation 9(1)a

Current Position: In 2024, the Assessment Schedule was reviewed with all staff. Timeframes were made consistent across each term for data gathering and input onto HERO. The focus on formative and summative assessments have been mapped out for core curriculum areas across the year and includes when Sharing of Learning occurs (through HERO). The SMS HERO has been improved so all assessment markbooks are tailored to Northland School and have timeframes that align with our calendar and Reporting Schedule. Assessment tool for writing was trialled across the school with a 5 minute write, and a Basic Facts test was trialled and analysed. During 2025 we will further adapt the assessment schedule and the tools required to reflect the changes in the revised English and Maths Curriculum and to ensure we continue to track students progress and achievement throughout the year.

Whanaungatanga: Relationships**Strategic Goal 2: Foster connections to strengthen community** Regulation 9(1)a

Current Position: In 2024, the school developed the HERO communication platform further, enhancing communication between staff, parents, and the school community. Parents receive regular updates on events, learning, reports, attendance data, and newsletters. The Team Directory was relaunched to help parents connect with staff. The partnership with Te Ātiawa has grown stronger, with staff incorporating pūrākau into their programmes as part of the third year of the Kura Ahurea initiative. New plans are underway to further build relationships between parents/ whānau and the school community.

Oranga: Wellbeing**Strategic Goal 3: Building a resilient school culture** Regulation 9(1)a

Current Position: At the end of 2024, a sequential guide was developed to respond to anti-social behaviour. This was shared with staff, a student group and BoT for feedback and implementation in 2025. To balance this, a scope and sequence for teaching prosocial behaviours has been developed, lining up with the 'size of the problem', that is consistent language with the zones of regulation. Each team has a set of resource cards for teaching prosocial skills. Throughout 2024, feedback was gathered from the staff, the community through workshops, and the PB4L Kids Committee. The feedback from the Wellbeing@School survey conducted with Year 5-8 showed the main reasons for engaging at school were to see friends, play outside and learn. The next step in our PB4L journey is to look at strengthening classroom practice and teaching the School Values and Zones of Regulation will be the focus in Term 1- 2. A PB4L team will be established to make decisions based on data entered into Hero in relation to behaviour.

Northland School-Wide Literacy Targets 2024

Strategic Goal

1. Our students are engaged in a curriculum that is responsive, personalised and promotes success in the core curriculum and shows an increase in science and physical education. 90% of all students are meeting the expected curriculum level in Writing at the end of 2024.

Measures

At least 90% of students will be meeting the expected curriculum level in Reading, Writing and Maths.

2024 Target Group Year 4 Writing

- By the end of 2024, the 12 year 4 students **who are working towards** will make at least one year's progress in writing during 2024. Of the students who make at least one year's progress, at least a quarter will have made more than a year's progress (accelerated progress).
- All Year 4 students will have made progress in The Code and data will show progress.

2024 Target Group Year 5 Writing

- By the end of 2024 the 5 year 5 students **who are working towards** will make at least one year's progress in writing during 2024. Of the students who make at least one year's progress, at least a quarter will have made more than a year's progress (accelerated progress).
- All Year 5 students will have made progress in The Code and data will show progress.

2024 Target Group Year 7

- By the end of 2024, the 11 year 7 students **who are working towards** will make at least one year's progress in writing in 2024. Of the students who make at least one year's progress, at least a quarter will have made more than a year's progress (accelerated progress).

2024 Target Group Year 8

- By the end of 2024, the 10 year 8 students **who are working towards** will make at least one year's progress in writing in 2024. Of the students who make at least one year's progress, at least a quarter will have made more than a year's progress (accelerated progress).
- All Year 8 students will have made progress in The Code and data will show progress

Māori Target

- By the end of 2024 our Māori students will have made progress within a curriculum level or progressed to the expected level. All students will have made progress in the code.

Baseline Data

At the end of 2023, 79% of children were meeting or exceeding the expected curriculum level in writing.

At the end of 2023, 66% of children who identify as Māori were meeting or exceeding the expected curriculum level in writing

- Throughout 2023 a Structured Literacy approach was implemented throughout the school. The data shows that we need to continue to focus on those who were not meeting, of which a number are our Māori and Pasifika students.
- During 2023 the main focus for professional development and implementation has been a Structured Literacy approach. For teachers, there has been significant learning and the need to make changes to our practice.
- This has had an impact on our students as we have concentrated on more deliberate instruction, repetition and short assessments. The science of learning and reading research shows that for learning to be transferred and automated in the long term memory, our teaching strategies need to be in small bites, regular and with quicker pace.

Actions

- 'The Code' resource has been successfully implemented across all Year 1–8 classrooms.
- Literacy Leaders modelled the use of *The Code* in classrooms, supporting teacher understanding and delivery.
- Staff took up opportunities to observe the use of The Code in other classrooms and schools to strengthen practice.
- Lessons using *The Code* were taught four times per week across all classrooms.
- Ongoing Structured Literacy PLD was delivered by Helen Walls and Liz Kane throughout the year.
- Helen Walls provided modelling of writing lessons for all teachers, followed by classroom observations.
- Teaching approaches used included the scope and sequence model, and the "I do, We do, You do" instructional method.
- The use of dictation, 5-minute writes for writing samples, and assessment of Heart Words and phonological awareness was introduced schoolwide. Data tracking and reporting systems were strengthened through regular monitoring meetings, ensuring timely and responsive teaching strategies.
- Expectations for book layout were established by cohort to help reduce cognitive load for students.
- Handwriting was explicitly taught for 10–15 minutes following each lesson.

Teachers received targeted feedback, and these observations were collated to form a whole-school picture of practice.

- A focus on **'Review, Teach, Practice, Apply'** underpinned the integration of Structured Literacy.

Outcomes

- A schoolwide focus on enhancing teacher capacity has positioned us to more effectively meet the needs of all students and support their success in literacy.
- Teachers demonstrated greater confidence and competence in structured phonics and handwriting instruction.
- Professional learning with Helen Walls and Liz Kane led to stronger pedagogical knowledge in the areas of writing and structured literacy.
- Students demonstrated greater phonological awareness, improved decoding skills, and increased confidence in spelling and writing. Regular handwriting instruction supported improved letter formation and writing fluency, particularly in early years.
- A shared language around literacy (e.g., The Code, Heart Words, scope and sequence) promoted a unified approach across all cohorts.
- Improved student achievement in reading, spelling, and writing has been achieved and there has been greater support for diverse learners through more responsive and data - informed teaching practices.

Year 4 Target	Year 5 Target	Year 7 Target	Year 8 Target	Māori Target
75% have progressed to the expected level at the end of 2024. 25 % have made progress in working towards the expected level at the end of 2024. All have shifted a level or more in The Code.	50 % have made accelerated progress and are working within the expected level. 50% continue to make progress in working towards the expected level at the end of 2024. All have shifted more than a level in The Code.	All students continue to make progress in working towards the expected level at the end of 2024. All have shifted a level or more in The Code.	60% have made accelerated progress and are working within the expected level at the end of 2024. 30% have made progress in working towards. All have shifted a level or more in The Code.	66% of students identified as Māori were meeting or exceeding the expected curriculum level. Achievement was maintained.

Our target that all students will have made progress in The Code in each cohort has been achieved. The work teachers have done on deepening their understanding and following a sequence in the delivery of The Code is having an impact. The shift in handwriting seen in students' books and samples is also enabling a number of students to be able to read back what they have written.

Cohort Level	Year 1 of The Code	Year 2 of The Code	Year 3 of The Code	Year 4 of The Code	Year 5/6 of The Code	Year 7/8 of The Code	Year 7 /8 + of The Code
Year 2 End 2024	(83% 2023) 11%	(17% 2023) 75%	14%				
Year 3 End 2024	(15% 2023)	(85% 2023) 22%	78%				
Year 4 End 2024	(15% 2023)	(85% 2023) 4%		68%	24%	4%	
Year 5 End 2024		(82% 2023)	(14% 2023)	(2% 2023) 33%	(2% 2023) 44%	23%	
Year 6 End 2024		(4% 2023) 3%	(35% 2023)	(4% 2023) 7%	(35% 2023) 17%	(22% 2023) 73%	
Year 7 End 2024			(29% 2023)		(21% 2023) 50%	(50% 2023) 50%	
Year 8 End 2024				(6% 2023)	(27% 2023) 39%	(50% 2023) 18%	(17% 2023) 43%

Reasons for Variance

- A review of our assessment and reporting schedule was conducted to align with Structured Literacy practices.
- Internal data indicated more accurate identification of student learning needs, enabling targeted teaching and support.
- All teachers are still embedding routines or strategies, while others are further along in implementation.
- English language learners (ELLs) and students with additional learning needs may require more targeted or intensive support.
- Differences in how consistently handwriting or dictation was taught, or whether all components were equally prioritized, could contribute to variance.
- Some students may respond more positively to the routines and structure of the new approach, while others may take longer to adjust.
- The year 4-8 cohorts have found the focus on 'The Code' frustrating as they have had to unlearn and relearn patterns and rules that have not been taught before. It has taken longer for them to grow confidence in new methods of learning.
- We are noticing when looking at our writing data that some of this spelling work is not being embedded when the children are writing (composition).

Next Steps

- Begin implementation of the refreshed English Curriculum.
- Embed all elements of a Structured Literacy approach into teaching and learning
- Provide differentiated PLD for teachers at different stages of Structured Literacy implementation.
- Increase use of walkthroughs and observations with feedback loops to maintain consistency.
- Refine literacy assessment schedule to ensure coherence between formative and summative tools.
- Continue to embed effective data discussions during monitoring meetings.
- Expand resources and support for teachers of students with high learning needs.
- Classroom programmes continue to reflect the mandate of providing one hour per day, of explicit teaching in Reading and Writing.
- The focus for 2025 will be on *think, write, read, check* - a model where the children are making sure their writing is more accurate at a sentence level.

Northland School-Wide Literacy Targets 2024

Strategic Goal

1. Our students are engaged in a curriculum that is responsive, personalised and promotes success in the core curriculum and shows an increase in science and physical education. 90% of all students are meeting the expected curriculum level in Reading at the end of 2024.

Measures

At least 90% of students will be meeting the expected curriculum level in Reading, Writing and Maths.

2024 Target Group Year 3 Reading

- By the end of 2024, the year 3 students **who were working beyond at the end of 2023**, will maintain progress with a focus on reading to learn and be working within the expected Curriculum Level 2.

Baseline Data

At the end of 2023, 85% of children were meeting or exceeding the expected curriculum level in reading.

- Throughout 2023 a Structured Literacy approach was implemented throughout the school. The data shows that we need to continue to focus on those who were not meeting, of which a number are our Māori and Pasifika students. During 2023 the main focus for professional development and implementation has been a Structured Literacy approach.
- For teachers, there has been significant learning and the need to make changes to our practice. This has had an impact on our students as we have concentrated on more deliberate instruction, repetition and short assessments. The science of learning and reading research shows that for learning to be transferred and automated in the long term memory, our teaching strategies need to be in small bites, regular and with quicker pace.

Actions

- Tier 3 support is for a few individuals who need more intensive 1-1 daily interventions.
- Implement 'The Code' resource across our Year 1 – 8 classrooms.
- Teaching expectations are embedded and demonstrate explicit, systematic and sequential teaching of literacy.
- Specific classroom / home support to be reviewed regularly
- Use phoneme fingers to segment and blend in decoding and encoding
- Model Reread sentence and check for sense, punctuation spelling.
- Students will be exposed to advanced vocabulary, similes, metaphors, dialogue. Personification (figurative language)
- Exposure to different reading materials from the library.
- Daily Code lessons
- Daily writing with explicit teaching (with modelling) of skills for content organisation and spelling, punctuation.
- Test code end of term
- Students will be exposed to advanced vocabulary, similes, metaphors, dialogue. Personification (figurative language)
- Exposure to different reading materials from the library
- Review progress every 5 weeks

Outcomes

- At the start of 2024, these year 3 students demonstrated they had strong reading skills and comprehension in the early stages of curriculum level 2.
- All students maintained progress in curriculum level 2 throughout the year. At the end of 2024 the identified students were within Curriculum Level 2.
- Improved student achievement in reading, spelling, and writing has been achieved and there has been greater support for diverse learners through more responsive and data - informed teaching practices.

Reasons for Variance

- Texts become more complex, reading shifts to reading across the curriculum and comprehension has a greater focus.
- All teachers are still embedding routines or strategies, while others are further along in implementation in adapting reading approaches.
- DIBELs reading assessments have been used by some teachers as a trial during the year for a screening tool.
- Reading assessments are being completed using LLARS 9 up to 7.5) and then iDeal Reading records.
- Teachers are learning how to use new tools to assess reading and have a focus on expression and word fluency.

Next Steps

- We will continue to monitor this group within classroom programmes during 2025.
- Classroom programmes continue to reflect the mandate of providing one hour per day, of explicit teaching in Reading and Writing.
- Purchase a variety of texts with an emphasis on suitability for our ELL learners.
- Dibels screening tool will be used to track progress for all cohorts in 2025.
- Dual Factor Reading approach will be implemented to increase engagement, develop vocabulary and pace.

Northland School Wide Maths Target 2024

Strategic Goal

Our students are engaged in a curriculum that is responsive, personalised and promotes success in the core curriculum and shows an increase in science and physical education. 90% of all students are meeting the expected curriculum level in Maths at the end of 2024.

Measures

At least 90% of students will be meeting the expected curriculum level in Reading, Writing and Maths.

2024 Target Group Year 8

- By the end of 2024, the 13 year 8 students **who are working towards** will make at least one year's progress in Maths in 2024. Of the students who make at least one year's progress, at least a quarter will have made more than a year's progress (accelerated progress).

2024 Target Group Year 5

- By the end of 2024 the 7 year 5 students **who are working beyond** will maintain their accelerated progress in Maths in 2024.

Baseline Data

At the end of 2023 86% of children were meeting or exceeding the expected curriculum level in Maths.

At the end of 2023 66% of children who identify as Māori were meeting or exceeding the expected curriculum level in Maths.

- Maths achievement data shows our children are reaching a high level of achievement across the school with 86% either meeting or exceeding the curriculum level. The data also shows that a number of our Māori and Pasifika are not meeting the expected level for their cohort.
- While interventions and Teacher Aide support has assisted, for some of our students it is the attitude they have towards maths that we are trying to improve and encourage dispositions through the Learner Pathway, particularly confidence and active learners.

Actions

- Specific classroom / home support to be added from class/team actions - reviewed regularly
- Small group additional teaching on explicit teaching points - dynamic grouping
- Basic Facts testing weekly and tracking progress
- Agreed goals and support from learning conversations and practice at home
- Specific instruction for SWF and repetition of teaching.
- Observations of maths teaching across the school will be carried out to gain baseline data.

- Basic facts aligned with individual stages sent home
- 10 minutes of basic facts recall every day.
- Daily learning with materials and increased use of numicon
- Regular testing with the teacher.
- Review progress every 5 weeks and adapt strategies to reinforce learning.

Outcomes

- **The Year 5 students** identified progressed from Early level 3 to Within level 3 at the end of 2024. All students showed accelerated progress and while they have not moved into level 4 of the curriculum for maths, they are consolidating and transferring strong mathematical knowledge into more difficult problems.
- **70% of the Year 8 students** have made accelerated progress to working within the expected curriculum level 4 at the end of 2024. This will support increased confidence for the start of Year 9
- **30% of the Year 8 students** have remained working within level 3 of the curriculum and have made progress in basic facts computation.

Reasons for Variance

- Basic Facts has been practised regularly in classes. Basic fact testing was implemented in Term 2 as baseline data. However this was not delivered in a consistent way across the school.
- Teachers are grouping according to data and small groups are targeted daily.
- Explicit teaching and regular assessments are used to track progress.
- Students are challenged through rich tasks, Otago maths problem solving and Maths extension opportunities.
- Maths is taught for one hour daily and is also woven into the inquiry focus when relevant.
- Numicon is supporting some students to improve their understanding of Number and quick recall.
- All teams are teaching maths with a variety of approaches and Long term plans are varied

Next Steps

- Begin implementation of the refreshed Maths Curriculum.
- Kāhui Ako Co- requisite Maths data will guide us on where the gaps are for our Year 7/ 8 cohorts.
- Set out clear expectations for Basic Facts teaching and testing
- Upskill all teachers in Numicon and Oxford programmes and resources to support the new phases in the curriculum
- Develop consistent book layout across the cohorts.
- Use the science of learning knowledge into the explicit teaching of maths.
- Complete all MOE Maths PLD during 2025/ 2026