



PORTLAND SCHOOL
Te Kura o Tikorangi

2023

Annual Report

FOR THE YEAR ENDED 31 DECEMBER 2023

Evaluation and Analysis of the school's students'
progress and achievement
&
Analysis of Variance



Evaluation and Analysis of the school's students' progress and achievement

As part of our commitment to transparency and accountability, Portland School - Te Kura o Tikorangi conducts a thorough evaluation and analysis of ākonga progress and achievement annually. This evaluation is vital in assessing the effectiveness of our educational programs, identifying areas for improvement, and celebrating successes. The following report provides a comprehensive overview of the evaluation and analysis conducted for the 2023 academic year.

Data Collection Methods:

Assessments: We utilise standardised assessments such as JAM and GloSS to measure performance in Numeracy, and programme assessments such as WTE, LLLL and iDeal assessments to measure student performance in Literacy.

Teacher Observations: Our dedicated Kaiako regularly observe and assess ākonga progress in various areas including academic skills, social-emotional development, and classroom engagement.

Whānau and Ākonga Feedback: We gather feedback from whānau and ākonga through surveys, hui, and communication channels to gain insights into their perceptions of ākonga progress and overall satisfaction with our educational programs.

Key Findings and Analysis:

Academic Achievement:

Overall, our students have demonstrated significant academic progress across all year levels, and we are pleased with the following results:
Reading: By the end of Term 4, 2023, 62.4% of students at Portland School are performing At or Above the expected level in Reading. While this is encouraging, Reading remains an area where we will focus on further improvement.

Writing: 78.9% of students are performing At or Above the expected level in Writing, indicating strong achievement and progress in this area.

Mathematics: 78.8% of students are performing At or Above the expected level in Maths, another area of strength within our curriculum.

Our analysis shows that Writing and Numeracy continue to be areas of strength for our students, with particularly strong outcomes seen in these subjects. However, Reading will be a priority area for targeted intervention and support as we move forward.

Social-Emotional Development:

In addition to academic progress, our purposeful emphasis on social-emotional learning (SEL) is one of our school strengths, and continues to have positive outcomes for all. Ākonga continue to thrive with increased self-awareness, empathy, resilience and wellbeing strategies that support strong relationships between peers and Kaiako. This progress reflects the successful integration of our kura values—Manaaki, Pono, Kaitiaki, and Kawenga—into daily school life. These values have become guiding principles that inform both student behavior and our school's overall culture.

Special Programs and Interventions:

Our special programs, particularly those related to Structured Literacy, are showing positive results. Students who received additional support in literacy are making measurable gains in their reading and writing abilities, which is reflected in both classroom performance and assessment data. We continue to monitor the effectiveness of these interventions closely, making adjustments based on need through informed tracking and assessment to maximise student success. For example, our Structured Literacy program, implemented with targeted groups of students needing additional support, has shown promising results in improving foundational literacy skills. Anecdotal evidence and assessment data both indicate a marked improvement for these students, highlighting the program's effectiveness.

Student Engagement and Participation:

Ākonga engagement remains high, with active participation in co-curricular activities, clubs, and community initiatives. Throughout the year, students have engaged enthusiastically in kura events, ranging from cultural celebrations to sports and inquiry celebrations. This level of involvement demonstrates their connection to the school community and their commitment to personal growth beyond the classroom.

Students have particularly embraced community-oriented initiatives, such as the Matariki Festival and other cultural events, which have not only enhanced their learning experiences but also fostered a strong sense of belonging and pride in their heritage.

Kaiako to ākonga relationships, supported by a high sense of safe belonging for our ākonga, are another main attributor of student engagement and attendance at Portland School - Te Kura o Tikorangi.



Recommendations and Action Plan:

Based on the findings from our 2023 evaluation, we are proposing the following recommendations and action steps to continue driving ākonga success:

Targeted Interventions for Academic Areas: Focused interventions will be developed and implemented to address the academic challenges identified in the data, particularly in Reading. We aim to progress student performance in this area by refining instructional strategies, providing additional support, and ensuring that every student receives the necessary resources to provide all students the tools to improve and be successful.

Professional Development for Kaiako: We will continue to prioritise professional development opportunities for our Kaiako, specifically tailored to enhancing instructional practices in Literacy and Numeracy. By equipping our Kaiako with the latest evidence-based strategies and success proven programs we can ensure they are well-prepared to meet the diverse needs of our ākonga.

Enhanced Social-Emotional Learning Initiatives: Recognising the importance of SEL and the wellbeing of our ākonga, we continue to prioritise and expand on these initiatives, embedding them further into the curriculum to support the holistic development of our ākonga. We will focus on providing students with the tools and strategies needed to build resilience, empathy, and strong interpersonal skills.

Expansion of Co-Curricular Programs: We are committed to further enhancing our co-curricular programs, ensuring they provide meaningful opportunities for ākonga engagement and personal growth. By offering a wider variety of activities, we can cater to diverse student interests and foster well-rounded development.

Strengthening Whānau and Ākonga Engagement: We will continue to strengthen communication channels between the school, whānau, and ākonga, ensuring that feedback and collaboration are integral to our efforts to support student success. We value the input of our families - through regular voice collection - and will work to create more opportunities for them to be involved in school activities and decision-making processes.

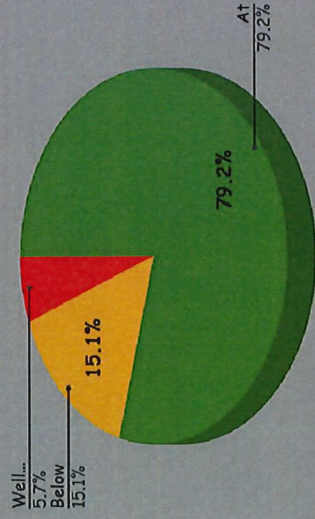
Portland School - Te Kura o Tikorangi remains committed to fostering a culture of continuous improvement and excellence in education. The evaluation and analysis presented in this report serve as a vital foundation for our strategic planning and collaborative efforts to maximise ākonga progress and achievement in the coming years. We look forward to continuing this journey with our whānau, ākonga, and staff as we strive for even greater success in the future.



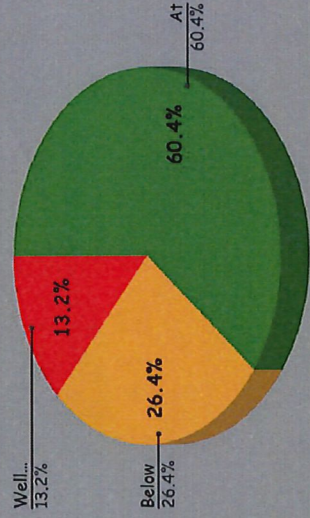
Progress in Literacy and Numeracy

2022-2023

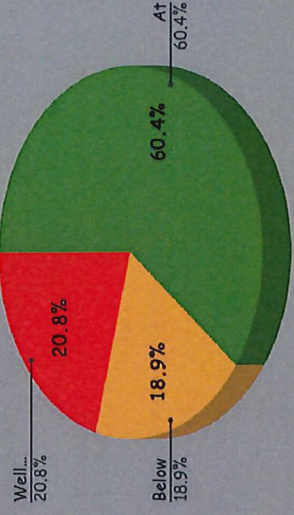
2022 Whole School Maths Term 2 Data



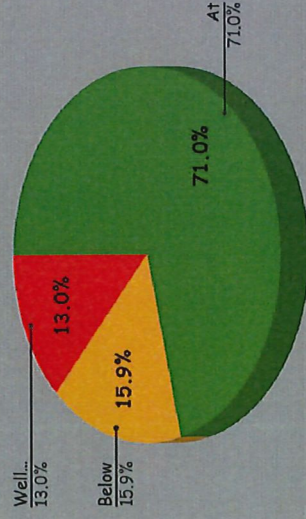
2022 Whole School Writing Term 2 Data



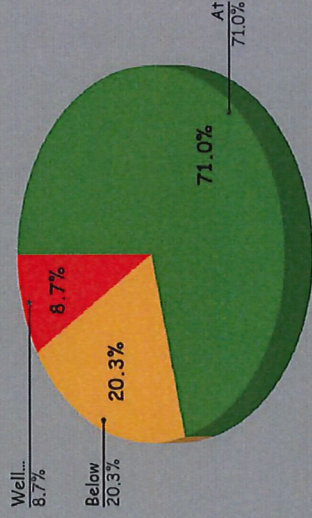
2022 Whole School Reading Term 2 Data



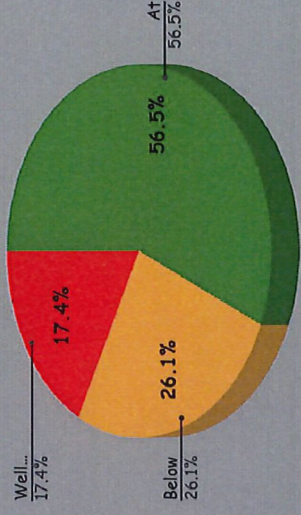
2022 Whole School Maths Term 4 Data



2022 Whole School Writing Term 4 Data



2022 Whole School Reading Term 4 Data

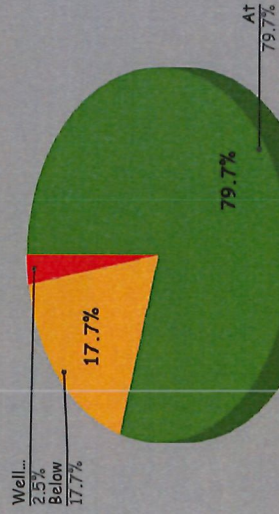




Progress in Literacy and Numeracy

2022-2023

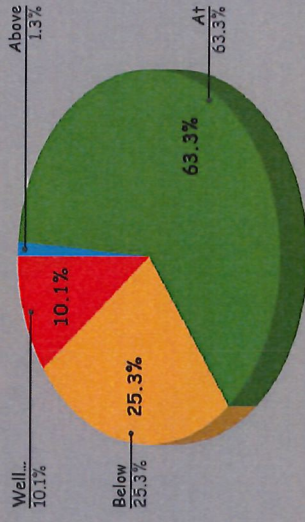
2023 Whole School Maths Term 2 Data



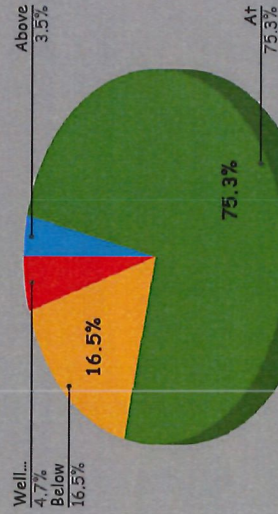
2023 Whole School Writing Term 2 Data



2023 Whole School Reading Term 2 Data



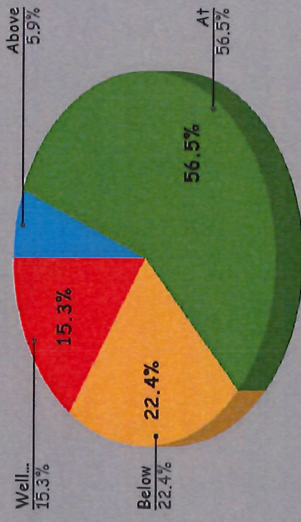
2023 Whole School Maths Term 4 Data



2023 Whole School Writing Term 4 Data



2023 Whole School Reading Term 4 Data





Baseline & Analysis Data

Year	Ethnicity	2022 Reading (All Year Levels)					2023 Reading (All Year Levels)				
		Well Below %	Below %	At %	Above %		Well Below %	Below %	At %	Above %	
2022 Term 2	Male	16%	28%	56%	0%		10.3%	25.6%	61.5%	2.6%	
	Female	25%	10.7%	64.3%	0%		10%	25%	40%	0%	
	Total	20.8%	18.9%	60.4%	0%		10.1%	25.3%	63.3%	1.3%	
	NZ European	25%	16.6%	58.3%	0%		0%	37.5%	62.5%	0%	
	Maori	22.9%	14.3%	62.9%	0%		9.4%	25%	64%	1.6%	
	Other	0%	50%	50%	0%		28.6%	14.2%	57.1%	0%	
2022 Term 4	Total	20.8%	18.9%	60.4%	0%		10.1%	25.3%	63.3%	1.3%	
	Male	15.2%	21.2%	63.6%	0%		24.4%	17%	48.8%	9.8%	
	Female	19.4%	30.5%	50%	0%		6.8%	27.3%	63.6%	2.3%	
	Total	17.4%	26.1%	56.5%	0%		15.3%	22.4%	56.5%	5.9%	
	NZ European	9%	27.3%	63.6%	0%		0%	28.6%	57.2%	14.3%	
	Maori	20.4%	26.5%	53%	0%		16.6%	22.2%	58.3%	2.7%	
Other		11.1%	22.2%	66.6%	0%		16.6%	16.6%	33.3%	33.3%	
	Total	17.4%	26.1%	56.5%	0%		15.3%	22.4%	56.5%	5.9%	



Baseline & Analysis Data

		2022 Writing (All Year Levels)					2023 Writing (All Year Levels)				
Year	Ethnicity	Well Below %	Below %	At %	Above %	Well Below %	Below %	At %	Above %		
2022 Term 2	Male	16%	20%	64%	0%	12.8%	15.4%	69.2%	2.6%		
	Female	10.7%	32.1%	57.1%	0%	7.5%	17.5%	75%	0%		
	Total	13.2%	26.4%	60.4%	0%	10.1%	16.5%	72.2%	1.3%		
	NZ European	8.3%	25%	66.6%	0%	0%	0%	100%	0%		
	Maori	14.2%	25.7%	60%	0%	10.9%	18.8%	68.8%	1.6%		
2022 Term 4	Other	16.6%	33.3%	50%	0%	14.3%	14.3%	71.4%	0%		
	Total	13.2%	26.4%	60.4%	0%	10.1%	16.5%	72.2%	1.3%		
	Male	9%	24.2%	66.6%	0%	19.5%	9.8%	68.3%	2.4%		
	Female	8.3%	16.6%	75%	0%	4.5%	9%	84%	2.3%		
	Total	8.7%	20.3%	71.0%	0%	11.8%	9.4%	76.5%	2.4%		
2022 Term 4	NZ European	0%	36.4%	63.6%	0%	0%	28.6%	71.4%	0%		
	Maori	10.2%	73.5%	71.4%	0%	12.5%	8.3%	77.7%	1.4%		
	Other	11.1%	11.1%	77.7%	0%	16.6%	0%	66.6%	16.6%		
	Total	8.7%	20.3%	71.0%	0%	11.8%	9.4%	76.5%	2.4%		



Analysis of Variance

CURRICULUM

Future focused learners who are empowered for tomorrow's learning needs.

Strategic Aim: Utilise our unique local character to provide genuine learning experiences that encourage growth or acceleration across the entire curriculum.

Annual Aim: Lift **Literacy** outcomes across all year levels.

Target:

- All students who were working below the expected level in Literacy at the end of 2022 will make more than one year's progress in relation to the Literacy expectations by the end of 2023.
- To increase the teachers' knowledge and skills for teaching Literacy.
- To improve the teachers' Knowledge and skills for assessing Literacy.

Baseline Data:

- Analysis of school wide writing data in Term 4 2022 identified 29% of students that were working Well Below or Below the expected level.
- Analysis of school wide reading data in Term 4 2022 identified 43.5% of students that were working Well Below or Below the expected level.
- Analysis of school wide reading data in Term 4 2022 identified a significant difference in gender achievement levels. 26% of girls were working Well Below or Below the expected level compared to 17.3% of boys.
- Analysis of school wide writing data in Term 4 2022 identified a difference in gender achievement levels. 13% of girls were working Well Below or Below the expected level compared to 15.9% of boys.
- Analysis of school wide writing data in Term 4 2022 identified 20.2% of maori students were working Well Below or Below the expected level.

Analysis of the data indicates:

- By Term 4 2023 78.9% of students at Portland School are performing At or Above the expected level in Writing.
- By Term 4 2023 62.4% of students at Portland School are performing At or Above the expected level in Reading.
- Term 4 2023 Writing data identifies 21.2% of students are working Well Below or Below the expected level.
- Term 4 2023 Reading data identifies 37.7% of students are working Well Below or Below the expected level.
- Girls' achievement made significant improvement in writing from 13% to 7.1% working Well Below or Below the expected level.
- Girls' achievement made significant improvement in reading from 26% to 17.6% working Well Below or Below the expected level.

Actions: What did we do?

- Reviewed all existing documentation.
- Assessed whole school twice during year using Running Records, Phonetic Awareness, milestones based on the New Zealand Curriculum English achievement, iDeal Spelling assessments, High Frequency word testing.
- Ongoing Professional Development for all staff included - Across school Kahui Ako mentors, Observations at kura already using the programmes, Online webinars, Learning Matters Reading Brain workshop.
- Focused staff meeting sessions on Literacy.

Outcomes: What happened?

- Shared and evaluated writing and reading successes regularly during staff meetings and professional learning groups e.g. lesson plans - why did they work?
- Teachers' knowledge and skills for teaching writing and reading improved.
- Used explicit teacher teaching notes as supplied by specific programmes as our teaching reference.
- Across the school, from Term 4 2022-Term 4 2023, achievement raised from 71% to 78.9% at or above expected level in Writing.
- Across the school, from Term 4 2022-Term 4 2023, achievement raised from 56.5% to 62.4% at or above expected level in Reading.

Reasons for the variance: Why did it happen?

- All teachers embraced the writing focus and worked hard to improve their skills in teaching writing.
- Writing was more of a focus than in past years.
- More regular discussion/reflection at staff meetings proved beneficial.
- Teacher and Student engagement with the explicit instruction.
- The ability of digital platforms that students can access independently.

Evaluation: Where to next?

- Small focus groups to 'double dose' target students.
- Students need to have a checklist of relevant writing progressions (in child speak) so that they can check their own progress and use them well.
- Continue with regular PD for all staff meetings developing self-reflection.
- Continue with explicit instruction that caters for all diverse needs and learners.

Planning for next year:

- Discuss the Writing Progressions checklists in child speak - so that staff understand them and -can clearly explain them to students.
- Set goals for learning (next steps) for all students not achieving the expected level.
- Continue to explore ways of improving Literacy programmes.
- Reading will be our priority focus for 2024.



Baseline & Analysis Data

		2022 Maths (All Year Levels)					2023 Maths (All Year Levels)				
Year	Ethnicity	Well Below %	Below %	At %	Above %	Well Below %	Below %	At %	Above %		
2022 Term 2	Male	4%	8%	88%	0%	2.6%	12.8%	84.6%	0%		
	Female	7.1%	21.4%	71.4%	0%	2.5%	22.5%	75%	0%		
	Total	5.7%	15.1%	79.2%	0%	2.5%	17.7%	79.7%	0%		
	NZ European	0%	16.6%	83.3%	0%	0%	0%	100%	0%		
2022 Term 4	Maori	8.6%	14.3%	77.1%	0%	0%	21.9%	78.1%	0%		
	Other	0%	16.6%	83.3%	0%	28.6%	0%	71.4%	0%		
	Total	5.7%	15.1%	79.2%	0%	2.5%	17.7%	79.7%	0%		
	Male	9%	9%	81.8%	0%	7.3%	9.6%	78%	4.9%		
2023 Term 4	Female	16.6%	22.2%	61.1%	0%	2.3%	22.7%	72.7%	2.3%		
	Total	13%	15.9%	71%	0%	4.7%	16.5%	75.3%	3.5%		
	NZ European	9%	18.2%	72.7%	0%	0%	14.3%	85.7%	0%		
	Maori	14.2%	16.3%	69.4%	0%	4.2%	18%	75%	2.7%		
2023 Term 4	Other	11.1%	11.1%	77.7%	0%	16.6%	0%	66.6%	16.6%		
	Total	13%	15.9%	71%	0%	4.7%	16.5%	75.3%	3.5%		



Analysis of Variance

CURRICULUM

Future focused learners who are empowered for tomorrow's learning needs.

Strategic Aim: Utilise our unique local character to provide genuine learning experiences that encourage growth or acceleration across the entire curriculum.

Annual Aim: Lift **Numeracy** outcomes across all year levels.

Target:

- All students who were working below the expected level in Numeracy at the end of 2022 will make more than one year's progress in relation to the Numeracy expectations by the end of 2023.
- To increase the teachers' knowledge and skills for teaching Numeracy.

Baseline Data:

- Analysis of school wide maths data in Term 4 2022 identified 28.9% of students that were working Well Below or Below the expected level.
- Analysis of school wide maths data in Term 4 2022 identified a significant difference in gender achievement levels. 20.3% of girls were working Well Below or Below the expected level compared to 8.6% of boys.
- Analysis of school wide maths data in Term 4 2022 identified 21.7% of maori students were working Well Below or Below the expected level.

Analysis of the data indicates:

- By Term 4 2023 78.8% of students at Portland School are performing At or Above the expected level in Maths.
- Term 4 2023 Maths data identifies 21.2% of students are working Well Below or Below the expected level.
- Girls' achievement made significant improvement in maths from 20.3% to 13% working Well Below or Below the expected level.
- Maori achievement made improvement in maths from 21.7% to 18.8% working Well Below or Below the expected level.

Actions: What did we do?

- Reviewed all existing documentation.
- Assessed whole school twice during year using GloSS, JAM
- Ongoing Professional Development for all staff included - Across school Kahui Ako mentors, Professional learning groups, Numicon PD.

Outcomes: What happened?

- Shared and evaluated maths successes regularly during staff meetings e.g. lesson plans - why did they work?
- Teachers' knowledge and skills for teaching maths improved.
- Used The Numeracy Framework as our teaching reference - Some Kaiako beginning to use Numicon.
- Across the school, from Term 4 2022-Term 4 2023, achievement raised from 71% to 78.8% at or above expected level in Maths.

Reasons for the variance: Why did it happen?

- Introduction and use of digital numeracy platforms.
- Engagement through real world examples.
- All teachers worked towards improving their skills in teaching maths.
- More regular discussion/reflection at staff meetings proved beneficial.

Evaluation: Where to next?

- Numicon structured approach to Numeracy.
- Students need to have a checklist of relevant maths progressions (in child speak) so that they can check their own progress and use them well.
- Continue with regular PD for all staff meetings developing self-reflection.
- Continue with research and trials of appropriate numeracy programmes that work for us.

Planning for next year:

- Discuss the Maths Progressions checklists in child speak - so that staff understand them and -can clearly explain them to students.
- Set goals for learning (next steps) for all students not achieving the expected level.
- Continue to explore ways of improving Numeracy programmes.