

Kelburn Normal School

Ngā Tatarakihi o
Ahumairangi

Annual Report
Statement of Variance
2024



Kelburn Normal School ~ Ngā Tātarakihi o Ahumairangi

Strategic Pillars 2022 - 2024

Pūkengatanga

We pursue excellence

Quality education where Kelburn children learn creatively and achieve excellence

Manaakitanga

We care, nurture, and protect

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


Whānaungatanga

We are interdependent in our belonging to our community

Relationships that connect, include and inform our Kelburn community



The Structure of Kelburn Normal School 2024

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

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

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

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

Annual Report - Statement of Variance - Executive Summary 2024

Achieving our vision

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

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

Some features and highlights include:-

- The incredible work of the staff to provide a strong, consistent, well-researched teaching and learning and care programme to the tamariki.
- The Kahui Ako further strengthened our connections with Wellington College, Wellington Girls, Brooklyn, Karori Normal, Wadestown, Karori West, Makara and Northland School. Our annual interviews with Y10 students at College showed Kelburn had prepared them well for high school.
- Crucial to our positive school culture was the Kelburn ethos of manaakitanga which provides a collective strength to our community and promotes independence and individual responsibility.
- Expanding our culturally responsive pedagogy using Matua Jason and Jeremy as experts to give kaiako and tamariki with kapa haka, te reo Māori and tikanga Māori. Matua Henare continued with senior kapa haka. Also the continued engagement with Ti Atiawa iwi through Kura Ahurea and the Kahui Ako.
- Katharina, Rachel, Emily, Anna, Nicole, Jeremy, Kamala and Tristan continued their work with ensembles to sustain the high-quality music programme at Kelburn.
- Our performing arts programme saw continued high levels of engagement. We still shared Tupu, Whanake, Whānui, Māia drama, musical assemblies and termly rock band concerts. Kapa haka performed at Kahui Ako festival. We held our end-of-year Musical Refreshment concert at St Andrews which was a wonderful celebration.
- Enabling EOTC opportunities, including a camp to Riversdale and Makahika and a number of city of Wellington experiences.
- Staff and student surveys were positive about the school, with students continuing to feel safe at school.

Putting Manaakitanga into action

With the era of the Covid pandemic well behind us, staff continued to look closely at our ways of working to have a harmonious feel to the way we work together. We extended our Manaakitanga approach (PB4L) to reframe the way we connect with and manage our students inside and outside the learning spaces. We had a small Year 8 group who shone this year as school leaders. Engagement wise the tamariki were excellent in 2024. Within the school we were careful in the support of tamariki wellbeing, and their connection to the learning.

Using previous experience, our staff and school emphasis on manaakitanga swung into action and with notable whānau support we all worked together to create success from this ongoing challenge.

Celebrating our academic results

In 2024, our tamariki continued to return excellent student achievement results in reading, writing, maths and science. Maths achievement continued to hold its improvement using the problem-solving approach.

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

Additionally, in 2024, the school continued to work on sustaining its support for students with learning difficulties, expanding its online support toolbox and strengthening its understanding of neurodiverse learners, making improvements for children to grow their dispositions as learners. Our learning support team consisted of Katharina, Kaajal, Jess, Jo and Ella, ably led by Danielle.

Celebrating our learning culture

Our powerful learning culture continued to develop as we referenced our Creative Agency Framework- work influenced by further delving into Claxton's learning power, the 4 types of agency - resilience, resourcefulness, reflectiveness and reciprocity. Our drama kaupapa saw our eldest students perform at the Gryphon Theatre. The school research question for Teacher Inquiry continued to focus on agency and engagement.

Staff have been heavily engaged in enhancing student wellbeing strategies as students move to build and experience resilience in context. Students present with increased anxiety as they cope with change and worry of the dialogue in the media, social media and the concerns of climate change. There are plans to extend support for this in 2025

Our strategic goals

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

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

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

This is my final Analysis of Variance for Kelburn as I leave after 8 years as Tumuaki. I wish the new Tumuaki at Kelburn every success.

Andrew Bird - 24/1/2025
Tumuaki, Ngā Tātarakihi o Ahumairangi
Principal, Kelburn Normal School

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

Strategic Pillar 1 – <i>Te Hiranga Poutama – 'Taking steps to achieving excellence'</i>		
Quality education where Kelburn children learn creatively and achieve excellence		
Strategic Goal	Actions (What are we doing)	What we did.
<p>Principles of Te Tiriti o Waitangi,</p> <p>Te ao Māori / Culturally-responsive pedagogy / Culture and Identity</p> <p>Children learn inclusively, in ways coherent with the Principles of Te Tiriti o Waitangi, the bicultural nature of New Zealand society, and its increasing multiculturalism.</p>	<ol style="list-style-type: none"> 1. Our learning spaces, assemblies, mihi whakatau, events, staffroom, and meetings are rich with te reo and tikanga. 2. Teachers continually develop their skills and knowledge to improve their capacity to successfully work with children in this area. 3. Teachers and support staff incorporate Te Reo and waiata in daily usage. Using EP programme in Y5-8 to strengthen te reo Māori for kaiako and tamariki. 4. From 2023 the Aotearoa NZ histories curriculum widens the access to te ao Maori through a bi-cultural and multicultural analysis of how Aotearoa is today. Promote opportunities for te reo Māori by using Kapa Haka experts and our talent (Jeremy/Henare/Jason). 5. Progress staff understanding of Culturally Responsive Practices for Curriculum through CORE and Kahui Ako. Ensure Maori perspectives are consistently examined in each unit of inquiry. 6. Source resources for learning that examine NZ histories. (e.g. school journal, CORE) 	<ul style="list-style-type: none"> • Kura Ahurea saw 4 staff (leadership/kaiako) engaging with Te Atiawa on understanding the pukaha of Te Whanganui-a-Tara. This will be shared with tamariki in 2025. • Matua Jason and Jeremy continue to provide and strengthen te reo and tikanga Māori teaching, including waiata, whakatauki, history and te ao Māori. Te reo and tikanga are now embedded within class routines; karakia is in place at all levels. • Two kapa haka rōpū were supported by Matua Henare, Rebekah, and Rachel and Jeremy, Emily, and Marianne, and each ara has kapa haka lessons for a term once a year • EP language app is in place across Y5-8 classrooms for tamariki to work on te reo skills. Staff have access to this for their own personal te reo development. • The SchoolKit resource is in place to support Aotearoa Histories curriculum. Twice a year, each team touched on or studied an Aotearoa Histories topic, with Whānui and Whanake using these contexts in their drama, shared with the community. • Maori-themed stories in school journals have been a feature of the Whānui reading programme, providing a springboard for further discussion. BSLA has te reo Māori component within texts. • Kapa haka worked hard to perform at the Kāhui Ako festival held again this year, with the 10 schools in action from primary to secondary. • Dialogic pedagogy in Māia (Y7-8) reflects the ako learning relationship implicitly - consistent, ongoing and in context. Te ao Māori reflection all the time.
<p>Pūkengatanga / Excellence/ Equity</p> <p>Children enjoy success across the curriculum with 90% or more achieving at</p>	<ol style="list-style-type: none"> 1. A wide range of learning experiences are available to students and this is communicated to whānau who are aware of what tamariki are learning at school, including learning opportunities outside the classroom. 2. Our teachers and learning support team continue to develop their toolbox for working with neurodiverse learners and adapting pedagogy and the curriculum to best suit their 	<ul style="list-style-type: none"> • BSLA structured literacy programme in Tupu is leading to a noticeable increase in early literacy skills. The Board continued investment in resourcing this programme with material, content, and PD, and we have extended it into Y3-4. Y5-8 began using some structured literacy programmes, implementing this from the beginning of the year. • Strong routines for learning - while we had some changes in staffing throughout the year teachers were focussed and steady in curriculum

<p>or above the expected level in reading, writing, science and mathematics.</p>	<p>learning needs.</p> <ol style="list-style-type: none"> 3. Individual Education Plans are developed and revisited on a regular basis, and students achieving below or beyond cohort expectations experience support/extension through class and group as appropriate. 4. Use teacher strengths to provide expertise with the learning environment, as well as engage Class descriptions record relevant student achievement information and regular assessment and examples contribute to a learning picture 5. Students underachieving identified and support/strategy in place and ethnic/gender differences analysed for equitable outcomes 6. experts - music teachers, kaiako and whānau. 7. Promote additional opportunities such as ensembles, music lessons, chess and code club, sporting, cultural and leadership opportunities. 	<p>delivery. Learning plans were implemented despite COVID-19 interruptions.</p> <ul style="list-style-type: none"> • Smaller class sizes for 2024 helped personalise instruction and more time for each learner. The average class size was around 23. • Our LAs provide learning support using Numicon target maths programmes, Steps, Lexia, Buzz, Early Words Reading, and Phonics Plus etc in support of each student's IEPs. • High proportions of students are part of ensemble groups promoting engagement with the school programmes - junior/senior kapa haka; Tūī, Piccolo, Lyrica choir, Orchestra, Xylo Beats, Xylofun, rock bands, eco club, chess club, private music lessons. • Whānau frequently have the opportunity to be at school to support learning as experts sharing their culture, and expertise, as classroom help and for our Y7-8 career education programme. • Dialogic pedagogy differentiates learning by design, and high-ceiling activities offer opportunities for talented children to excel through a range of activities such as UDL, project-based, teacher-led, individual/small group/larger group configurations. • We take great advantage of our 'close to city' location through the use of local community resources such as the cable car, Waterfront, National Library, Botanic Gardens,
<p>Life-long learning/ Creative Learning Pathways Our curriculum enables children to be curious, active and creative learners and develop the key competencies and learning dispositions over time.</p>	<ol style="list-style-type: none"> 1. Teachers plan confidently and work collaboratively ensuring a rich curriculum is delivered and their strengths are available to the children, and local experts can be used to enhance the learning and the opportunities at KNS. 2. Monitor students so we understand learning needs, and create next learning steps. By collating and analysing data, we use this data to implement changes to programmes. 3. Build a set of examples and artefacts for quality work, and progressions in curriculum areas, so clear procedures are in place to identify and involve appropriate students in learning experiences. 4. Groupings of students are provided to the extent that school resources allow and these resources are planned and managed effectively. 5. Ara have arranged a wide scope of learning opportunities each term from the Kelburn Curriculum, reflecting the NZ curriculum, and share this with whānau. 6. Supporting progressions in drama, science, writing, Aotearoa histories, 	<ul style="list-style-type: none"> • Curriculum and long-term plans are developed on the basis of child strengths, interests and needs of the learner. Regular and timely assessments identify and plan for the next learning steps - formally and through observations. Mahi NgaTahi and Discovery Time and Innov8 provide Y1-4 children with opportunities to explore, play and initiate learning opportunities, closely aligning to our creative agency framework. • Staff have strengthened their confidence with the learning progressions in each curriculum and use these to inform planning for individual and group teaching. Moderation of assessment information guides professional conversations to monitor student progress. Assessment practices are constantly evolving (e.g. BSLA and structured literacy process) • Groupings are flexible and not based on ability, gender, or age, although at times, this may be an option to get more personalised or interest-related instruction. Collecting regular reflections and student voice on learning tasks for student agency- mostly through reflection letters or class conversations has been powerful in understanding student agency. • Spaces are used flexibly and can support teacher strength and the creativity of the programme. No one owns space and the corner rooms are used extensively as a creative space and for variety. It also means we can do whole ara work (hui, messages) through small group tuition (such as Learning Support).

- Themed units have successfully woven all the curriculum areas together, allowing tamariki voice and to approach learning in multiple ways, reflecting Universal Design for Learning).

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

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

Strategic Goal	Actions (What are we doing)	What we did.
<p>Manaakitanga, Wellbeing, Agency, Voice Children and staff thrive as individuals in a safe and positive culture that nurtures their strengths and their needs, and their support for each other and engage fully with the varieties of learning.</p>	<ol style="list-style-type: none"> 1. Hauora programmes, such as HEART, our values, and our manaakitanga concept run through the learning spaces at all times. 2. Positive Behaviour for learning (PB4L) begins to refine our practice, strategies and documentation. 3. Using Sue Roffey's work on Wellbeing to guide our structural planning of learning programmes to address the growth of the whole child. 4. Using our collective strength we promote inclusivity for all our tamariki and understand the diversity of our students. We achieve more together, not on our own. 5. Our Hauora well-being work and regular mentoring supports tamariki at school. Kaiako work with whānau to put tamariki hauora, and engagement as a priority. 	<ul style="list-style-type: none"> • We use the concept of hui extensively for well-being, our spaces allow this, enabling the celebration of dialogue as required. This promotes inclusiveness across each ara, building student efficacy, social problem-solving, acknowledging individual tamariki, but working together for the good of the team. • A culture of manaakitanga is present within the learners, meaning that issues are frequently addressed by the community of learners, without direct intervention from teaching staff. • At Y7-8 Māia has continued pastoral care meetings for 1-1 personalised kōrero between kaiako and tamariki. • Navigating the Journey schoolwide continues to have a powerful influence within Kelburn for positive relationships and for also understanding body change and puberty. The Whānau connection with this programme is positive. • Playground buddies continued their positive impact through training and then applying the skills of mediation and modelling manaakitanga. • We have increased ways of 1-1 pastoral discussions in teacher release or using the space to enable this to happen - building wellbeing strength - not just for learning but also for relationships. • Engagement as Kahui Ako interviewing Year 10 school leavers' reflection on their time at Kelburn showed our positive role in student development. The Kahui Ako acts as a meta-framework, not directly impacting classroom practice, but informing teaching practice.
<p>Ako, Learning environments Relationships between staff and</p>	<ol style="list-style-type: none"> 1. Our culture of learning at KNS celebrates what each child brings to the learning space. 2. Teachers configure learning groups and use spaces flexibly and effectively for children to enable them to grow, be innovative and resourceful. 	<ul style="list-style-type: none"> • The school break times change to two 40 minute breaks at 11am and 1pm, has had a very positive change to behaviour patterns. It also included whakawhanaungatanga time where each HLT ate together. • Treaties and agreements in HLT encouraged children to manage themselves and look after school resources and equipment. We have

<p>children, through a collaborative learning environment are effective, positive, and inclusive, and display the values and the mana of the school to the community.</p>	<ol style="list-style-type: none"> 3. Our school question for 2023 - How do we set up a successful Home Learning Team culture? Think about what problems you might encounter and how you problem-solve these. 4. Using Seesaw (Y1-4) and Google Classroom (Y5-8) to generate qualitative assessment data that builds a learning profile of students. 5. Staff and tamariki care for our spaces and grounds so that they can be fully enjoyed, and represent the values and the mana of the school to the community. 	<p>respectful children.</p> <ul style="list-style-type: none"> • Teachers looked for opportunities to use small mixed ability groups to utilise tuakana teina, and class discussions for children to learn from the expertise and ideas of others. Flexible groupings ensure learners can work in a range of settings. • Seesaw provides a platform for children's work to be celebrated at home and school. Google Classroom was the platform to interface learning between home and school at Y5-8 level. • Staff completed fortnightly forum comments on the school and team question identifying student and home learning team progress across the year. This research was a collegial process with staff able to see individual posts and understand pedagogy applied to improve learning experiences. • Drama remains a real strength at Kelburn. Each Ara, over a the course of a term, writes and produces a play onto the stage, building relationships between children and their teacher, and enabling children to express themselves and their mana.
---	--	---

Strategic Pillar 3 ~ He Kura Herenga Tāngata - 'Uniting our community in partnership'

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

Strategic Aim (Goal)	Actions (What are we doing)	What we did.
<p>Whānaungatanga, Inclusiveness KNS, whānau and community build effective partnerships through interaction, invitation and effective communication</p>	<ol style="list-style-type: none"> 1. Enable whānau to be able to access information about the child's progress in learning, and the school's progress. 2. Teachers and staff are communicative and open to informing and promoting whānau discussion around children's learning, including using Apps and Tools to share student work with whānau. 3. Ensure processes for communication for whānau for children with different learning needs, for new families, for new immigrant families and for whom English is a second language. 4. Our parents and whānau group have many strengths and can add strength to our learning landscape to enhance our whanaungatanga. 5. Blended learning, using digital devices and multiple literacies, increases tamariki and kaiako access to resources and opportunities and enables sharing with 	<ul style="list-style-type: none"> • Weekly school newsletter - Bird's Eye View, termly and frequent Ara newsletter and connections to whānau outlining curriculum plans; website and facebook kept up to date of school happenings. • Seesaw, Google Classroom enabled teachers and whānau to see children's class work - more frequently downstairs but upstairs was accessible by choice. • Moving March supported whānau to explore other ways of transport to school. • Termly ELL whānau afternoon teas connecting families together • Learning support communications to whānau; Individual Education Plans as required; frequent meetings with whānau of children with learning and behavioural needs - engagement high and taking a collaborative approach to support tamariki. • Frequent opportunities for whānau engagement for student achievement feedback - 2 x 3 way learning conferences and goal setting, 2 x written

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

Kelburn Normal School – Annual Student Achievement Targets 2024

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

Reading 2024	Writing 2024
<p>Key themes:-</p> <ul style="list-style-type: none"> ● Ensure equitable outcomes between students. ● Minimise any gap in achievement in reading between boys and girls across the school from years 4-8. ● Reduce the number of children achieving below the expected level of achievement <p>2024 target Using NZCER PAT reading test in term 1 and AsTTle reading in term 1 and term 4, achieve equitable outcomes for learners throughout the school achieving 'at or above' the expected NZ curriculum level as we look for an aspirational target of</p> <ul style="list-style-type: none"> ● 90% of all students 'above' the expected level at PAT stanine 5 and specific year group cohort AsTTle curriculum level ● 45% of all students well above the expected level in Reading at stanine 7 and specific year group cohort AsTTle curriculum level, <p>Cross check priority learners progress, at all levels, with various literacy tests and be able to report accelerated levels of progress.</p>	<p>Key theme:-</p> <ul style="list-style-type: none"> ● Ensure equitable outcomes between students. ● Reduce the number of children achieving below the expected level of achievement. <p>2024 Target Using our writing moderation processes from NZ Literacy progression exemplars - in 2024 we target to continue to increase the number of students throughout the school achieving at the 'above' the expected' NZ curriculum level as we look to ensure there is no achievement gap in writing between girls and boys.</p> <p>Report on accelerated progress of the children not at the expected level from 2023 by reporting term 2 and term 4 2024 achievement results in writing that show progress with more children working at the at/above expected level.</p>
Maths 2024	Science 2024
<p>Key theme:-</p> <ul style="list-style-type: none"> ● Increase the number of students achieving above the expected Maths curriculum level from Year 4-8 to improve stanine mean score for cohort. ● Reduce the number of children achieving below the expected level of achievement <p>2024 Maths target Using NZCER PAT Maths test in term 1 and AsTTle number in term 1 and term 4, show growth in the number of students throughout the school achieving 'at or above' the expected NZ curriculum level as we look for an aspirational target of -</p> <ul style="list-style-type: none"> ● 90% of all students 'above' the expected level at stanine 5 and specific year group cohort AsTTle curriculum level ● 45% of all students well above the expected level in Maths at stanine 7 and specific year group cohort AsTTle curriculum level, and therefore showing a high aptitude for maths. 	<p>Key theme:-</p> <ul style="list-style-type: none"> ● Ensure equitable outcomes between students. ● Show student achievement in Science by reporting science capability using moderated curriculum level achievement in 2024 <p>2024 Science target We need to know that our students show an understanding of the science capabilities.</p> <p>Using OTJ from progress updates we will gather student achievement information in science that informs the community about levels of science achievement that are relative to student achievement results in Maths, Writing and Reading.</p>

Kelburn Normal School – Variance, actions and progress in student achievement for 2024

Reading 2024

Key Goals:-

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

2024 target

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

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

Information from 2023

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

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

2024 Results against 2024 Target.

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

- The school mean average is 86% and while we have returned a strong cohort performance, only one year group has achieved this - every other year group had one extra child in the bottom band. Overall we have sustained our mean score at 6.6 which means that the 4 children who are in the bottom band if offset by, 4 children now in the top band. 77% of children are stanine 6 or above.

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

- The school mean average is 54% and so this has been achieved at all levels - Y4,5,6,7,8 levels and whilst the target set at 45% is ambitious, student achievement at the top end is very high. The national average of this group is 24%. Of real interest in the Y4 group coming in at 63% - the highest cohort. This is our Covid 5 year olds and the first group that engaged with BSLA.

Notes:

- Having the overall school mean score sitting at 6.6 (range 6.4 - 6.9) shows high levels of achievement. As a whole school cohort we have scored 86% at or above stanine 5. This means between 8- 9 children out of 10 children are at or above stanine 5. This is a strong overall cohort performance.
- Girls' mean score is 7.0 compared to boys at 6.4. Interestingly girls significantly sit higher than boys in Y4,5,7 - yet in Year 6 and 8 boys pip the girls. Nearly half the girls overall are in stanine 8,9. Boys have sustained 6.4 for 4 years in a row now which is a good thing considering the interruptions.
- Year 4 has done very well to nearly meet the target which does not always happen for their first up PAT, with the Y4 girls doing extremely well. The Y4s boys have exceeded the previous cohorts from previous years.

- For Y6 - the girls have performed better in reading than in maths but still sit below the boys. There are 4 girl outliers in this group in the bottom cluster (ELL, international student, a new student and a student who has left) and if you take them out, the mean average for girls goes up to 6.8.
- Gender groups to monitor include the Y4 boys and Y6 boys.
- 15 of the children are under stanine 5 - 6 of whom are new to the school in the last 18 months. There are 9 boys and 4 girls - but 7 of the 15 children are at stanine 4 and very close to the target.
- We do have a number of ELL at Kelburn and this can be recognised in the difference between mean maths and reading scores for our Asian student cohort - 7.2 for maths but 6.3 for reading.
- For the last 4 years we have had all Y5-8 groups above 6.3 (some higher) so overall mean stanine scores in reading reflect that for most of our children are doing very well in reading. Of note, reflecting back to 2017, only one year group had a mean average at or above 6.5.
- 15 of the children are under stanine 5 - 6 of whom are new to the school in the last 18 months. There are 9 boys and 4 girls - half of the 15 children are at stanine 4 and very close to the target.

AsTTle Reading taken October/November 2024

This test covers a wide range of reading skills, including comprehension and inference. Quite simply, the Reading results are excellent - a feature being the very high achievement levels of the students as exemplified in the Console report.

Over 90% of Y5-8 tamariki are achieving at or exceeding the expected end of year level already. These are very strong results.

Achievement **at or above** end of year expected levels is as follows: Y4 - 100%; Y5 at 97%, Y6 at 91%, Y7 at 93% and Y8 at 94%.

The target is to have 90% at or above, and this has been achieved which is excellent.

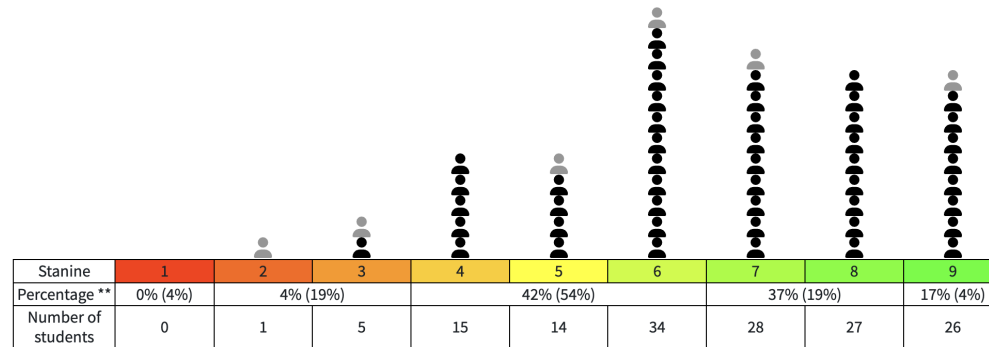
2024 Stanine Graph for Reading

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

Stanine 9 is well above expected level.

PAT: Reading Comprehension

Number of Students (Completed)	Mean Stanine
150 / 150	6.6 (5)*



Stanine Distribution (● = 3 student)

Key = 1 figure per 3 children.

2024 Box and Whisker Graph for Reading

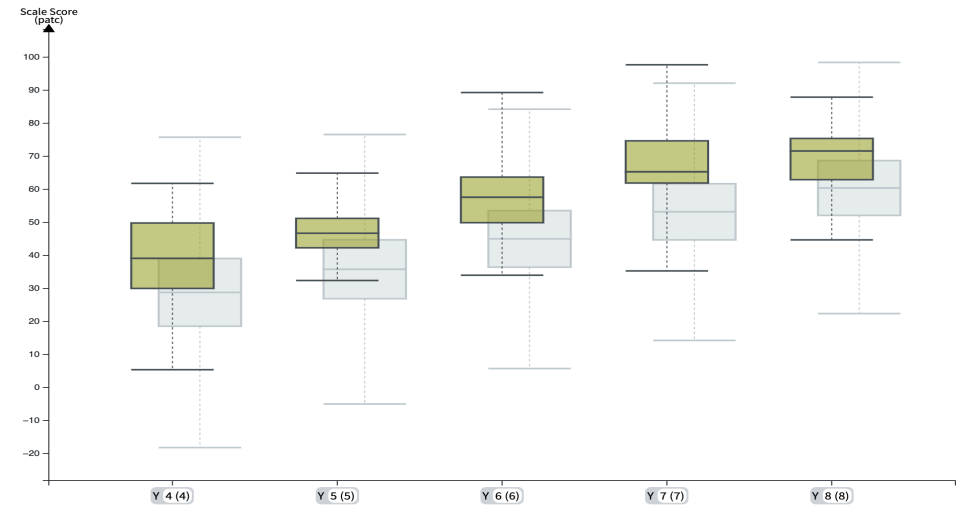
These Box and Whisker graphs show our cohort achievement against the National norm. Kelburn is the Green box while the NZ average is in grey. This graph shows Kelburn students attainment is well above the National average.

Results: Reading analysis

This shows Kelburn children are doing very well in reading comparatively against their peer cohort across the country. Note the Kelburn median score (line in middle of box) is at or above the top of the NZ average box in year 4,5,6,7,8 - all levels.

Particularly pleasing is the tight average 'scoring' of Years 5, 6, 7, 8 and also indicates the bottom score for these levels is still doing well. In the case of year 5 the bottom score is actually at or nearly at the bottom of the NZ average group.

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



Writing 2024

Key Goals :-

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

Baseline information from 2023:-

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

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

2024 Target

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

Writing Outcomes 2024 - Analysis

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

We have met the overall expectation of 90% of the school at the expected level which is the first time in recent years.

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

For this exercise it is tricky to get writing results presented in equal setting using this medium of moderation. The new curriculum and expectations from the MOE for literacy will see new methods of reporting in 2025.

There are a few key things to note:-

Summary

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

This year we had a structured approach to writing using BSLA to year 4 and then structured literacy techniques from Y4-8, including more handwriting practice.

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

Next steps for 2025 -

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

1. It takes 2 years to get through the appropriate level and the time it takes to go from a beginning , proficient, advanced achievement for each level. Each level adds a layer of sophistication and accuracy to the writing expectations.
2. Of the children achieving above the expected level 55% are girls, while 45% are boys.
3. Below the expected level - 23 children present below the expected level. However more of the boys present below the expected level (especially in year 5), and of these some have diagnosed specific learning disabilities.
4. We have a number of ELL children in our school and writing is a difficult task in a different language for them to master.
5. While year 5-6 presents with higher numbers below the expected level.
6. Year 7 percentages are elevated because at 18 this is a small sample size.

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

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

Writing	End Year Expected level	Below	At	Above
Year 1	1B		34%	66%
Year 2	1P-1A	3%	97%	0%
Year 3	2B	3%	65%	32%
Year 4	2P-2A	16%	70%	14%
Year 5	3B	9%	79%	12%
Year 6	3P-3A	22%	75%	3%
Year 7	4B	8%	65%	27%
Year 8	4P-4A	11%	78%	11%
Students	259 students	23	178	58
Overall %		9%	69%	22%

Maths 2024

Key theme :-

- Increase the number of students achieving above the expected Maths curriculum level from Year 4-8 to improve stanine mean score for cohort.
- Ensure interventions for the number of children scoring stanine 4 or below AStTle curriculum level in November 2024 testing therefore showing accelerated progress

Previous years Maths Outcomes 2024

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

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

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

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

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

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

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

2024 Maths target

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

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

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

PAT Maths Results 2024

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

A strong cohort performance was achieved in Y6,8 levels, with Y7 just 1 child missing out to reach the target. A feature was a number of students at stanine 4. As in 2023, there is a feature on the graphs between Y4 and 5 (skewed to the middle) with Y6,7,8 skewed to the right. Overall - strong.

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

This has been achieved at 3/5 levels (except year 5 (26%) and year 6 (34%). The year 4s have come in at 50% at stanine 7 or above which is the first time they have come in at the level. ; While the target set at 45% is ambitious, student achievement at the top end is strong and significantly above the national average of 24%.

The overall school score dropped below 50% for the first time since 2021, scoring 43% - it is still a strong result. There is disparity between the girls (34%) and boys (52%) achieving at the top end...this needs exploring. .

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

Notes:

- The mean score average is 6.3, down from 6.5 in 2023. It was 6.4 in 2022 and 6.5 in 2021. Despite this we do need to recognise that we still have high levels of achievement overall.
- Analysis shows that fewer of our younger children (Y4,5,6) are in the top level, stanine 8,9 - and more of these children are in the middle, stanine 5,6. This points to a possible continual decline when our Y8 leave at the end of this year.
- It is tricky to match year in, year out, as we are quite an international school with some transience. We also include all students with some English proficiency, including ELL. This does impact on results as there is a lot of reading in the PAT and you need to be able to comprehend and convert language into maths..
- In regards to the PAT manual guide - stanine 4 is still regarded as being in the average level. Kelburn uses stanine 5 as its benchmark. Using the PAT metric of stanine 4, only 8 students are below and some of these students have high learning needs, language needs or are new to the school. There are no surprises in the group.
- Year 4 students have come in very well at 6.3, with a nice gender match and this is very good.
- Y5 at 5.6 overall is low, with the girls at 5.4. Of the lowest 5 girls, 3 of them are new to the school and 2 have learning needs with maths (dyscalculia). Interestingly their collective score in maths (5.4) is very different to their scores in reading (7.1). The boys are 5.8 which is similar to their reading of 5.9. This Y5 group is a focus group.
- The Y6 girls' 4.9 results need examination - it is a similar score to last year. Over time, these girls as a group have clustered in the middle with a top score of stanine 6 - none of them reaching up to achieve in the top band. The Y6 boys on the other hand, who receive the same teaching as the girls, are predominantly scoring in the top band (stanine 7-9).
- Year 7-8 are doing well.
- Note the excellent result of the year 8 boys (7.8). The Y8 result - a mean average of 7.6 (last year's cohort at 6.9) means our oldest students are doing very well in maths. Last year we noted the year 8 maths achievement, This year the results are much better, although the group is very small.
- Gender groups to monitor include Y5 boys and girls and Y6 girls
- 21 of the children are under stanine 5. Of these 21 children there are
 - 14 girls and 7 boys (last year 15 boys and 9 girls)
 - 13 children scored stanine 4 and some were very close (1-2 marks) to the target. (13 of these in Y4-5 group)
 - 8 students scored stanine 2-3 (5 of these students are ELL)

AsTTle Mathematics - Number & Algebra Test taken October/November 2024

This area of mathematics covers the biggest area of knowledge, it has the most learning objectives, and younger children spend the bulk of their time here, which balances out as the students get older. I feel the Maths results are excellent - a feature being the very high achievement levels of a large chunk of students as exemplified in the Console report. However in 2024 we have less students achieving at the very high end.

Achievement **at or above** end of year expected levels is as follows: Y4 at 84% Y5 at 75%, Y6 at 94%, Y7 at 68% and Y8 at 82%. The target is to have 90% at or above, and while this hasn't been achieved, we are 1-2 students off, and the results overall are strong. There are just more students around the At mark, than in reading.

There are a few students in Y5 and Y7 who haven't quite made the mark which drops our results just below our target, and also quite a few students at the level. Therefore we have less students working at the well above level (although some extraordinary results at the top level (particularly in Y8)...- so we don't have the heady heights of the reading achievement. This is a consistent pattern over the years. It is important to look at the visual representation of our students against their age level nationally and our students are doing well. As we go into 2025 Maths is an area of PLD for the school and supplemented by a new resourcing of Maths No Problem.

Stanine achievement Graphs

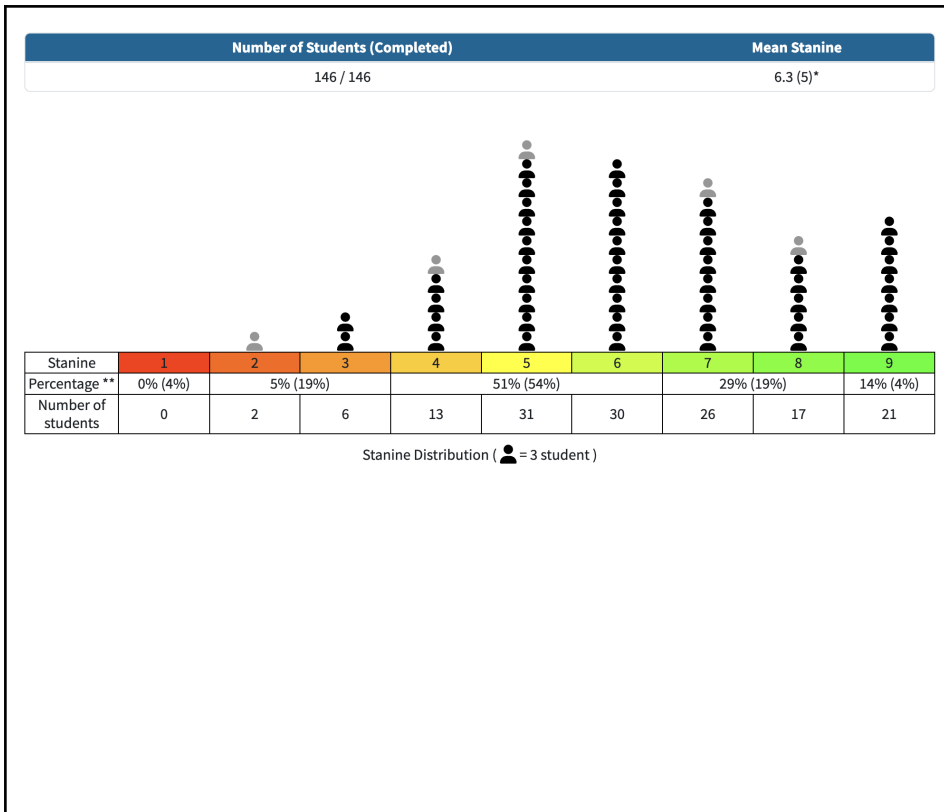
This is a representation of reading capability through stanine achievement with stanine 1-3 below; stanine 4-6 at expected level and stanine 7,8 above expected level. Stanine 9 is well above expected level.

Key 1 figure = 3 children

Box and whisker Graph

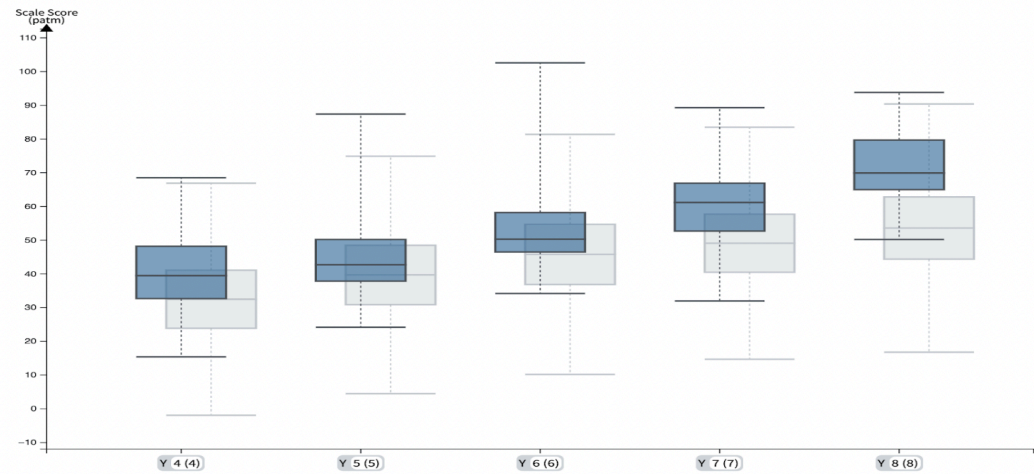
Note the Kelburn median score is at or above the top of the average box in all levels at Y4,7,8.

Particularly pleasing is the tight 'scoring' of Years 4,5,6,7,8, indicating the bottom score of the 'main' group is doing well, and in the case of most year groups (except Y4) the bottom of the box is actually at or above the median line for NZ.



Year 5,6 shows a wide disparity of achievement - Y6 stretched out by a perfect score. The year 7/8 box/whisker reflects 10 children getting stanine 8/9 (hence the high median score) and one child in Y7 getting a stanine 2 - explaining the gap.

In all levels our top children have performed in excess of the other top children across the motu.



Science 2024

Key theme:-

- Ensure equitable outcomes between students.
- Show student achievement in Science by reporting capability using moderated curriculum level achievement in 2024.

Previous years Science Outcomes from 2023 :-

Using OTJs - Thinking in Science assessment using OTJs

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

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

2024 Science target

Using NZCER - Science - Thinking with Evidence OTJ assessment - In 2024, as the even year, for science we will aggregate the science attributes on the school report to identify below, at, and above expected achievement. This includes making connections, understanding concepts, using scientific language, and interpreting their findings in the light of their scientific knowledge".

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

2024 Science Outcomes

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

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

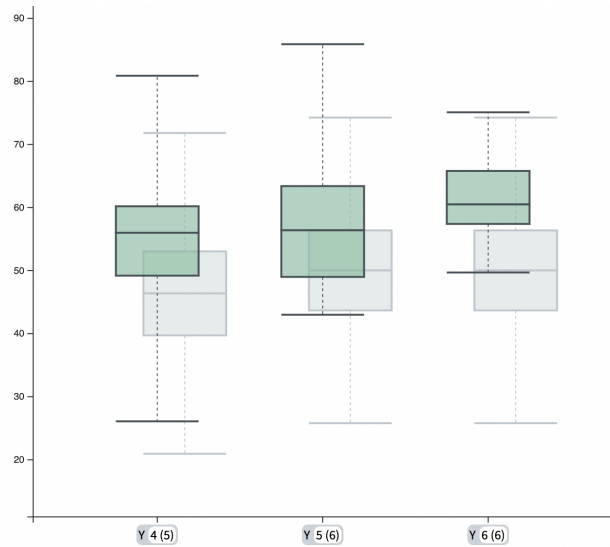
PAT - Science - Thinking with evidence 2024						
Group	Year group Average % score	Students Above 80%		Low Band	Middle Band	High Band (66%+)
Year 4	70%	28%		3% (1/29)	31% (9/29)	66% (19/29)
Year 5	63%	21%			44% (14/33)	56% (19/33)
Year 6	65%	23%			28% (6/33)	82% (27/33)
Year 7	81%	67%		4% (1/27)	40% (11/27)	56% (15/27)
Year 8	76%	50%			39% (7/18)	61% (11/18)

As you can see in the table our Science achievement continues to be strong. Nearly all children in Y5-8 fall into the at or above category with over half of children achieving in the high band of achievement.

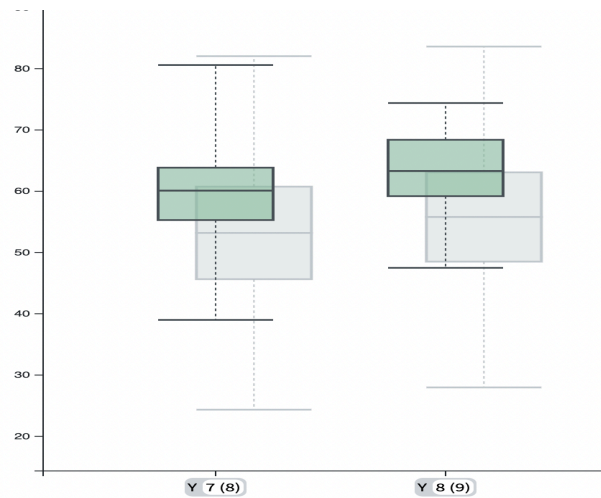
- In the visuals presented below each year group is well ahead of the national norm cluster for their age level.
- For our Y8 leavers overall it showed that they had a good grasp of the fundamentals of science, with a high overall average, and half of students achieving in the high band.
- Gender performance saw the girls top the boys by about 4-5 points in Y4,5 with a 9 point advantage in Y7 but it is really not an issue in science, with boys and girls achieving similar results for Y6. Generally gender performance followed other trends for other curriculum areas..

For 2024 there was a slight improvement of all data from 2020/2022 but in summary the scores were very similar to what we have achieved previously and so we have continued to maintain that high overall achievement in science at KNS.

Year group details and data for NZCER - Science - Thinking with evidence.



Kelburn Year 4, Year 5, Year 6 against the National Norm.



Kelburn Year 7 and Year 8 against the National Norm.