Kaikōura Primary School

KPS Evaluation and Analysis of Student Progress and Achievement 2024

End of 2024 school-wide data	Plans for 2025
Analysis of school-wide **mathematics** data at the end of 2024 showed that overall **81%** (106/131) of our students were achieving at or beyond their expected curriculum level. *(Compared to 71%, 92/130 at the end of 2023)* Out of 131 students, 65 were at their expected curriculum level and 41 were achieving beyond their expected curriculum level. 22 students were working towards their expected curriculum level and were 3 well below. Overall boys achieved slightly higher at 82% (54/65) at or beyond their expected curriculum level, girls 80% (52/65) at or beyond their expected curriculum level and Māori achievement was 81% (43/53) at or beyond their expected curriculum level. Analysis of school-wide **writing** data at the end of 2024 showed that overall **83%** of our students (109/131) were achieving at or beyond their expected curriculum level. *(Compared to 71%, 92/130 end of 2023)* Out of 131 students, 78 were at their expected curriculum level and 31 were beyond their expected curriculum level. 19 students were working towards their expected curriculum level and 3 well below their expected curriculum level. Overall girls achieved higher at 89% (58/65) at or beyond their expected curriculum level, boys 77% (51/66) at or beyond their expected curriculum level and Māori achievement was 83% (44/53) at or beyond their expected curriculum level. Analysis of school-wide **reading** data at the end of 2024 showed that overall **84%** of our students (75/89) were achieving at or beyond their expected curriculum level. (Compared to 72%, 94/130 end of 2023) Out of 89 students, 42 were at their expected curriculum level and 33 were beyond, 5 students were working towards their expected curriculum level and 9 well below. Overall girls achieved higher at 85% (39/46) at or beyond their expected curriculum level, boys only slightly lower at 84% (36/43) at or beyond their expected curriculum level. Māori achievement was 81% (30/37) at or beyond their expected curriculum level.	1. Students who are identified as either below or beyond their expected curriculum level become focus students. 2. Teachers plan how to accelerate or extend the progress of focus students and our team monitors the progress throughout the year. 3. Our board will evaluate achievement data termly and allocate extra funding for teachers and teacher aides to support individuals and groups as required in a timely manner. 4. Better Start Literacy Approach (BSLA) used successfully for 5 years at KPS will continue in years 1-3. 5. Liz Kane's 'The Code' which was introduced last year will continue to be used in year 4-6. 6. BSLA structured literacy programme will extend to Year 4. 7. All teacher aides are trained in structured literacy to support learning. 8. A dedicated part-time structured literacy teacher will work with small groups across the school to support their learning. 9. We will partner more regularly with whānau whose students are identified as a focus students, to work together to support both achievement and attendance. 10. We will continue to ensure all classes continue to receive an hour a day of direct and deliberate instruction in mathematics, reading and writing. 11. We will implement a structured mathematics approach school-wide using NUMICON. This has been successfully trialed in years 1-3 in 2024. 12. There will be a focus on professional learning for teachers, in particular how to implement the new curriculum. 13. We will review our assessment practices and use of HERO as a reporting tool in line with the updated curriculum standards and government requirements.

Analysis of school-wide **structured literacy** data at the end of 2024 showed that overall **79%** of our students (41/52) were achieving at or beyond their expected curriculum level. Out of 52 students, 41 were at their expected curriculum level and 0 were beyond, 8 students were working towards their expected curriculum level and 3 well below. Overall girls achieved higher at 88% (21/24) at or beyond their expected curriculum level, boys at 71% (20/28) at or beyond their expected curriculum level. Māori achievement was 63% (12/19) at or beyond their expected curriculum level. This is the first year we have reported structured literacy separately. These are students who are working on the BSLA (Better Start Literacy Approach) phases. Once they complete the final phase they are added to the reading data. The age at which they change depends on each student but usually in Year 3.	

Case Study: A Structured Approach To Learning At KPS

The introduction of the Better Start Literacy Approach (BSLA) in our junior school over the last five years has shown the value of this approach in supporting students to learn to read and write quickly and confidently. Structured Literacy is an approach to teaching reading and writing that breaks down language into its parts and teaches them explicitly and systematically. In 2024 we extended structured literacy school-wide using Liz Kane's 'The Code' and our Year 4-6 teachers and teacher aides are all trained in this approach.

Our data shows that this approach is having a positive effect on student achievement with 83% of our students working at or beyond their curriculum level in writing, 84% for reading and 79% for structured literacy (Years 1-3) which are all higher than at the end of 2023.

All of our Year 1-3 teachers are BSLA trained, as are our teacher aides. We also have a dedicated BSLA teacher who works part-time with students across the school who are identified as needing some extra support in small groups (tier 2 support). Our Resource Teacher of Literacy, based at our school, takes all students identified as needing individual support (tier 3 support).

Our aim for 2025 is to have 90% of our students achieving at or beyond their expected curriculum level in reading and writing. In 2024 we will roll out BSLA in year 4 and this will run alongside The Code programme for extra support.

This year we have introduced a successful structured mathematics programme called NUMICON in years 1-3. In 2025 we will roll this out school-wide from term 1. We are already seeing very promising results from this approach in years 1-3 and look forward to extending this to our senior classes.

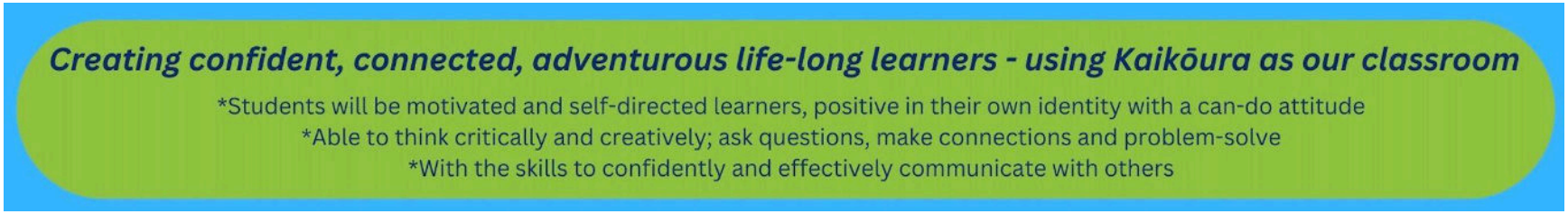
Our Enriched Curriculum

In 2023 our school carried out a series of community consultations to seek feedback for our Strategic Planning. We also consulted widely on our local curriculum design to ensure that we enrich our curriculum to meet the aspirations of our community.

The key areas our community identified as important were:

- Learning local history including local stories/pūrākau
- Learning and connecting through tuakana teina (older and younger students learning from each other)
- Learning from experts in our community
- Getting out of the classroom and learning in our natural environment
- The importance of preserving our local environment through sustainability, conservation and ecology
- Learning about future careers and pathways

By providing rich educational opportunities that inspire creativity and innovation, we bring The New Zealand Curriculum to life at Kaikōura Primary School, creating excellent outcomes for all learners and fostering a passion and excitement for learning.



Students have the opportunity to access and progress in all 8 areas of the New Zealand Curriculum. We teach history, social science and science in 5 week units each term, we support our students develop the skills to think like historians and scientists and gain the

foundational knowledge they need to ask questions, solve problems and explore ideas. We make great use of local experts and get out of the classroom to visit local places. Progress is seen through the projects that students complete and present at the end of each unit. Our students have regular opportunities to experience and develop their skills in art and music evidenced by the artwork they create and their performances. We have a whole school production every second year with the opportunity to act and perform. All students have weekly PE lessons as well as fitness and after school sports, we have a focus on cross country, athletics and swimming at different times of the year and students are able to compete and represent the school at events. We welcome expert coaches regularly into school to teach among others, hockey, soccer, golf and korfball skills. Health lessons are based on feedback from our 2024 health community survey and are focused on how to look after ourselves and others and on our school values. We are a Pause Breathe Smile school, this is a mindfulness programme, with weekly mindfulness lessons for all our students. Technology is incorporated across our curriculum and we follow our own progression document for developing technology skills and cyber safety awareness from Year 1-6.

We follow the Wai Ako Programme to teach te reo Māori through weekly lessons and all classes follow this progression from Year 1-6. Te Reo Māori and Tikanga Māori are incorporated in all aspects of school life, including tuakana teina through our leadership programme, weekly kapa haka and student led mihi whakatau.

