

Maori Student Curriculum Levels Achievement

March 2024

This report shows the academic information based on assessments carried out in all class during Term 4 of 2023. We have included all our Special Needs and At Risk children. This information will be used as baseline data for showing progress and achievement over the coming 2 – 3 years.

The information in this report is targeted specifically at the Maori children at OVH School and the analysis is based on the 3 Learning Areas of Reading, Writing and Maths. There will be no comparisons between Dec 2022 and June 2023, as the data only shows 1 Maori child underachieving in 2022 and all the other Maori children came into the school after the end of 2022 data was collected.

Statistical Information:

Dec 2022 - 2 Maori children – Can only compare 1 child who was underachieving in 2022

Dec 2023 - 7 Maori children identified in 2023 – 6 Maori children came after the data was collected for the underachievers at the end of 2022. So we can only state where they were at, at the end of 2023 – no comparison with 2022 data.

Overall Data and Analysis:

Our 1 Maori child who was **Below** in Reading and Maths and was **At** in Writing, since the end of 2022, continued to make progress within our curriculum programmes, as we had identified their needs and we were targeting their learning accordingly. They were at the end of 2023 Reading at their age with making 1 ½ years progress in 2023. This child was still below in Maths.

For the new children who have arrived in 2023:

- 1 child identified as **At** in Reading, Writing and Maths – from **At** to **Above** in Reading
- 1 child identified as **At** in Reading and Writing and **Well Below** in Maths – from **At** to **Above** in Reading and Writing
- 1 child identified as **At** in Writing and **Below** in Reading and Maths - stayed the same
- 1 child identified as **Below** in Writing and **Well Below** in Reading and Maths – from **Below** to **At** in Writing
- 1 child identified as **Below** in Reading and Writing and **Above** in Maths – from **Below** to **At** in Reading
- 1 child identified as **Well Below** in Reading and Maths and **Below** in Writing – from **Well Below** in Reading to **Below**
- Many of the new children who have come into our school, had existing Learning and Behaviour needs in all curriculum areas. However most made progress over the year.

Further focused action across all the identified curriculum areas:

- Review assessment data with staff and determine the particular learning needs of these target children – as per the Curriculum Levels Data Analysis presented to the BoT end-year.
- Consolidate staff professional development (e.g. BSLA – Maths Cluster), to enable a heightened focus / reflections on children's learning. Staff will work collaboratively to support each other and allow for individual teachers to use their skills to meet the needs of their learners.