



Boulcott School
2023 Academic Review
Presented to the BoT March 2024

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Curriculum Progress Expectations

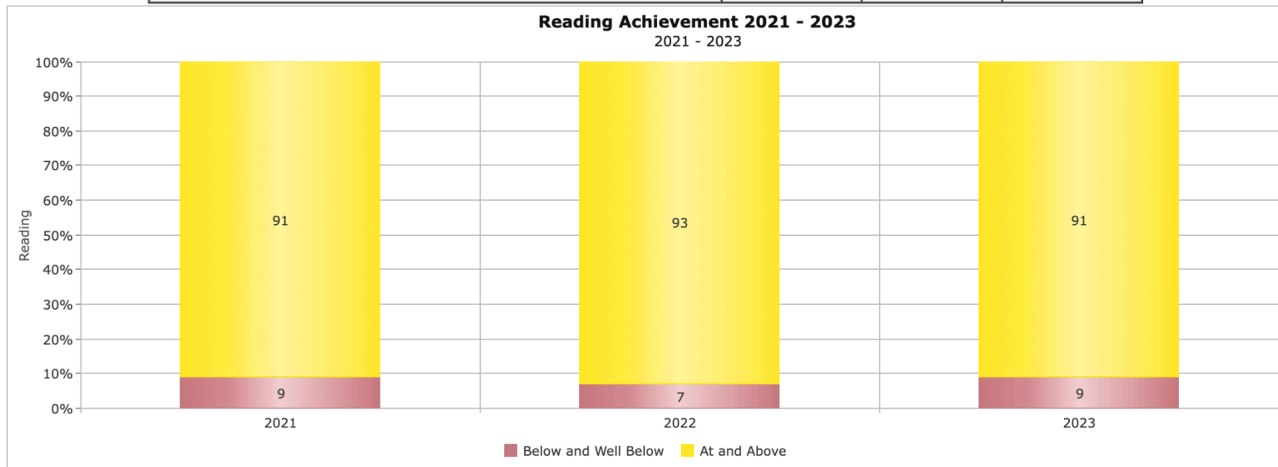
End of Level 4												
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	Mid	End	Mid	End	Mid	End	Mid	End	Mid	End	Mid	End
	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	

- This table is used in both mid-year and end of year reports. Progress is indicated with a tick in the box that best represents the child's achievement.
- The blue shading on the table shows the expected curriculum level progression of students during their six years at Boulcott School .
- The white areas represent above average progress and the grey represent below average progress.
- To maintain expected progress there are three curriculum movements to be made over four reporting periods.
- Across all curriculum levels 100% of Year 1 students are at the expected level as it is not possible to mark them below the beginning of Level One.

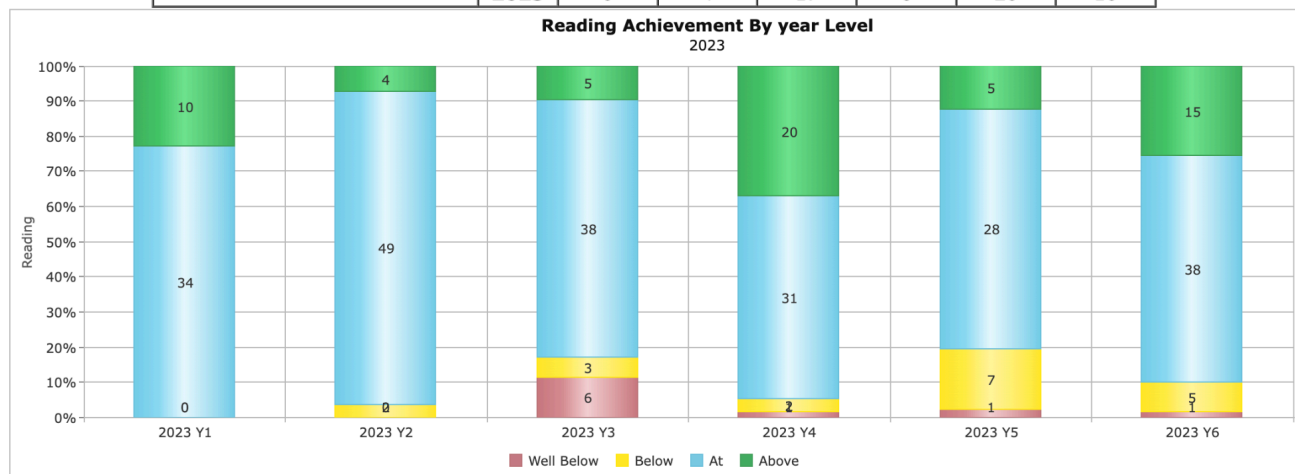
Reading Achievement

All Students Achievement Reading 2021 - 2023

	2021	2022	2023
% At and Above	91	93	91
% Below and Well Below	9	7	9

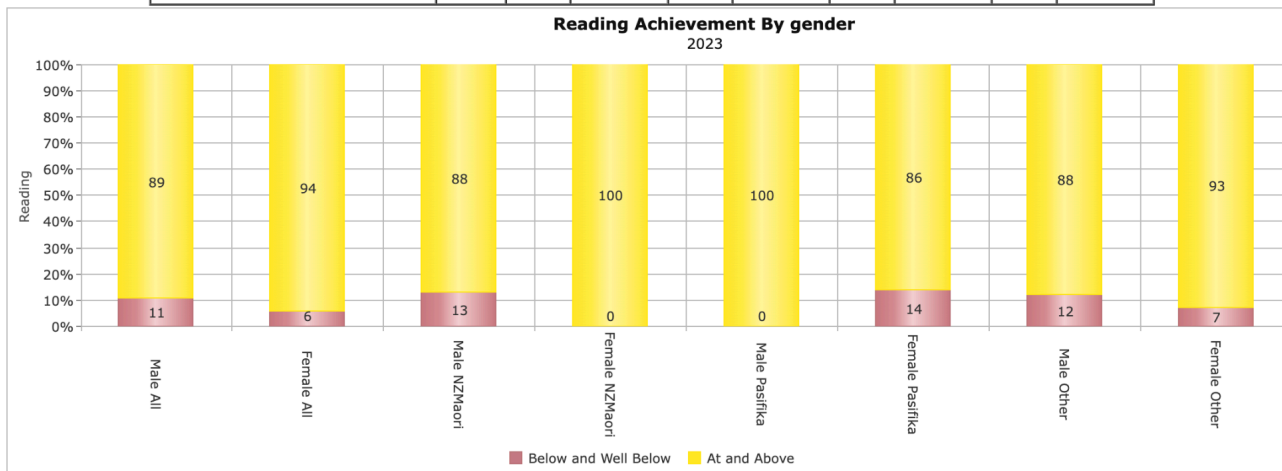


by Year		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
% At and Above	2021	100	89	85	95	79	93
	2022	100	98	82	95	91	89
	2023	100	96	83	94	80	90
% Below and Well Below	2021	0	11	15	5	21	7
	2022	0	2	18	5	9	11
	2023	0	4	17	6	20	10

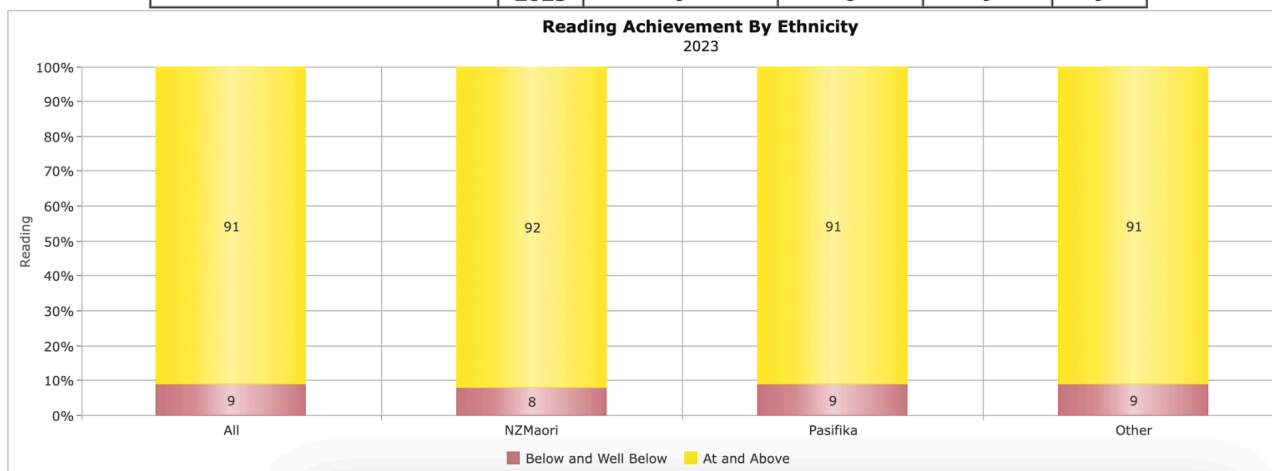


- At the end of 2023, 91% of Boulcott students were at or above the expected level in Reading. This is 2% less than at the end of 2022 and the same as the end of 2021.
- Our Year 2 and 4 cohorts had the strongest Reading results, with 96% and 94%, reading at or above the expected level.
- Our Year 3 cohort had 17% of children reading below expectation. All of these students were part of our structured literacy intervention programme, Te Ara Piki and continue to receive support in 2024.
- Our Year 5 cohort had the largest percentage of children reading below expectation (20%). All of these eight students have received literacy support previously.

by Gender		All Students		NZ Maori		Pasifika		Other	
		Male	Female	Male	Female	Male	Female	Male	Female
% At and Above	2021	90	92	86	92	100	100	90	92
	2022	94	92	97	87	100	86	94	93
	2023	89	94	88	100	100	86	88	93
% Below and Well Below	2021	10	8	14	8	0	0	10	8
	2022	6	8	3	13	0	14	6	7
	2023	11	6	13	0	0	14	12	7



by Ethnicity		All Students	NZ Maori	Pasifika	Other
% At and Above	2021	91	88	100	91
	2022	93	93	92	93
	2023	91	92	91	91
% Below and Well Below	2021	9	12	0	9
	2022	7	7	8	7
	2023	9	8	9	9

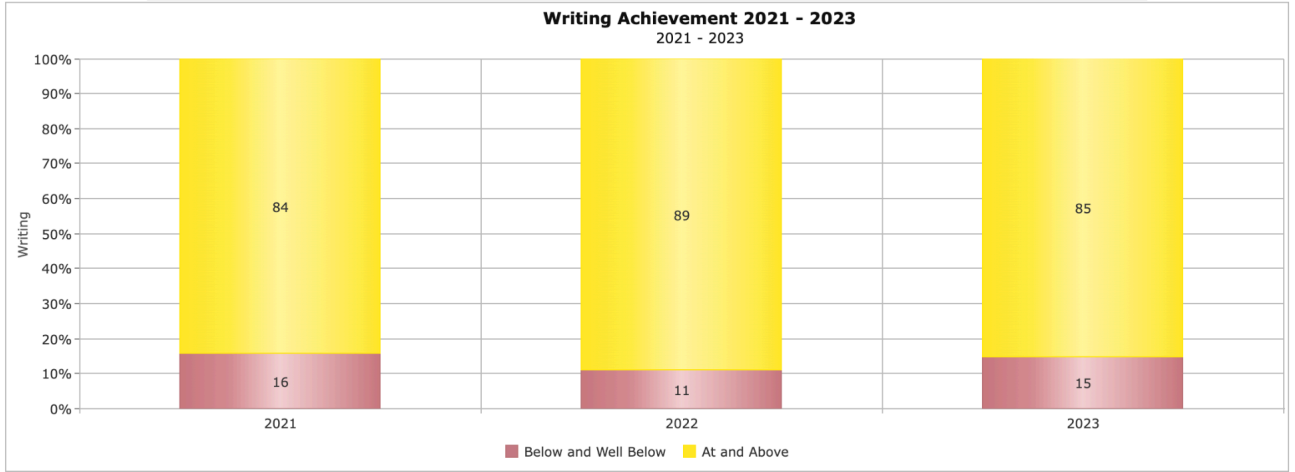


- A total of 89% of male students and 94% of female students were reading at or above the expected curriculum level.
- Male students' achievement was 5% lower than at the end of 2022, while females was 2% higher.
- One hundred percent of Māori females were reading at the expected level, compared to 88% of Māori males.
- One female Pasifika student was below in reading. It is interesting to note that of our 12 students who identify as Pasifika, six have started at Boulcott in 2024 at various year levels.
- For students who identify with other ethnic groups, the number of students at or above expectation was 1% lower than the total school population for both males and females.
- 92% of Māori students were reading at or above the expected level. This is 1% lower than 2022 and 1% higher than the whole school population.

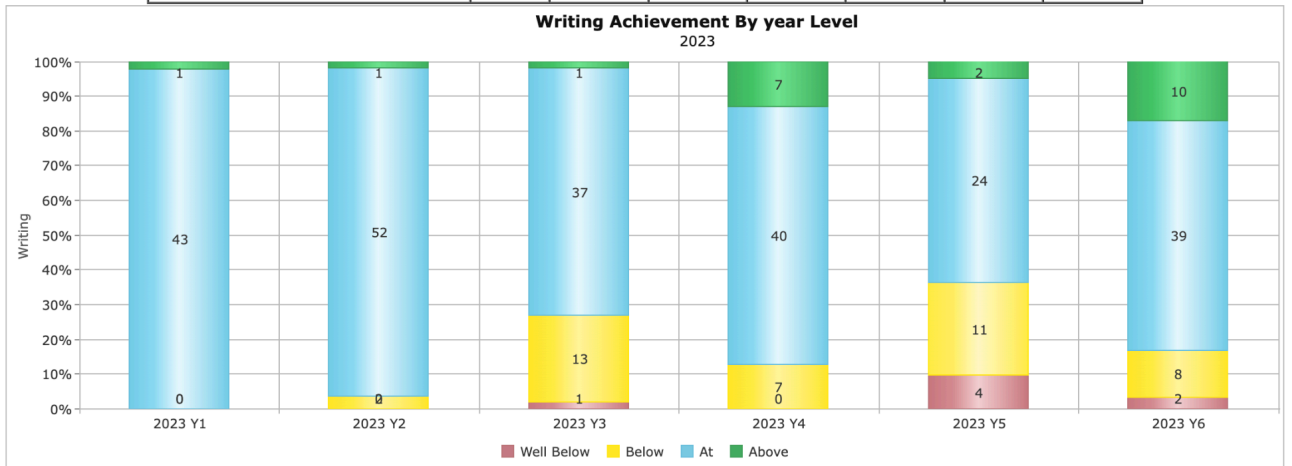
Writing Achievement

All Students Achievement Writing 2021 - 2023

	2021	2022	2023
% At and Above	84	89	85
% Below and Well Below	16	11	15



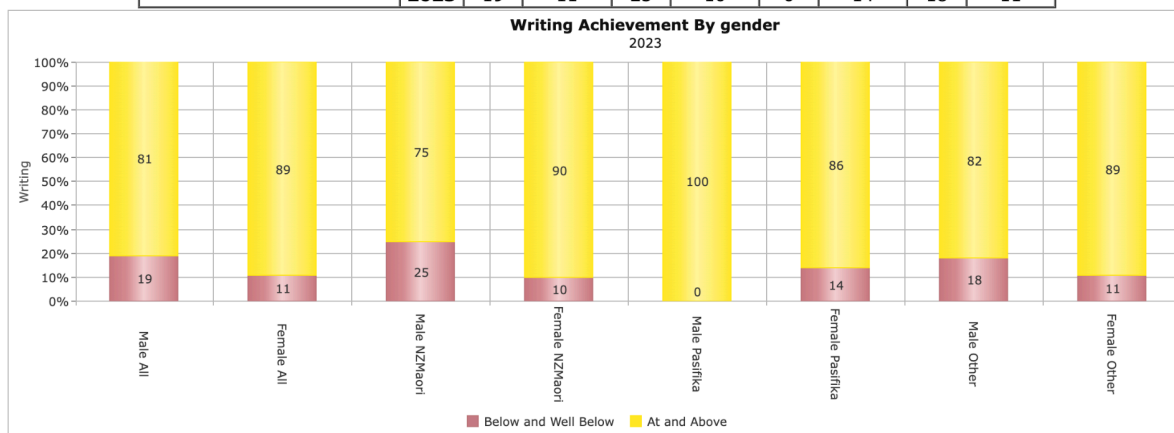
by Year		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
% At and Above	2021	100	93	74	91	65	70
	2022	100	100	84	90	74	83
	2023	100	96	73	87	63	83
% Below and Well Below	2021	0	7	26	9	35	30
	2022	0	0	16	10	26	17
	2023	0	4	27	13	37	17



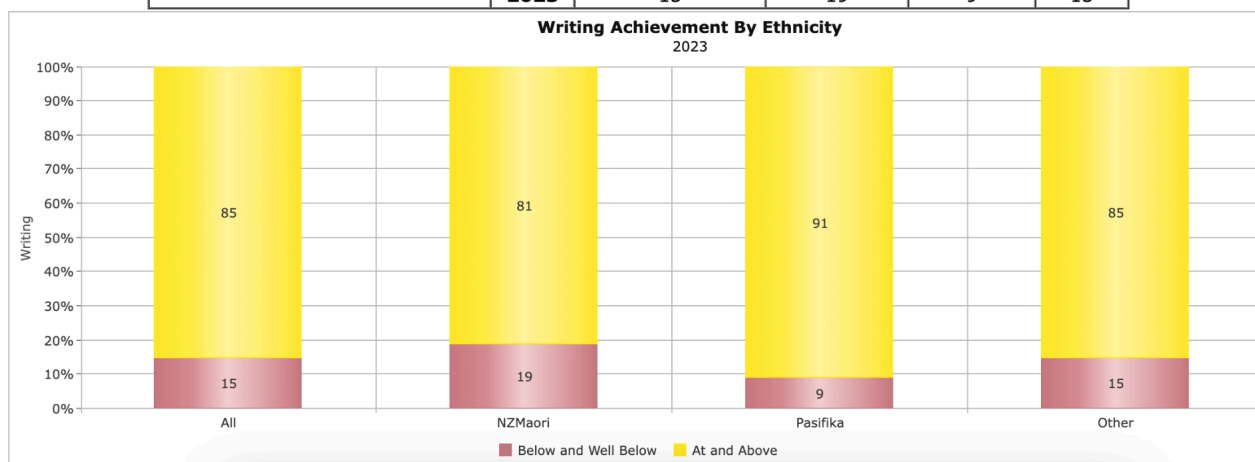
- Eighty-five percent of Boulcott students were achieving at or above the expected curriculum level in Writing at the end of 2023, compared to 89% at the end of 2022.
- Our Year 2, 4 and 6 groups had the strongest results in Writing.
- Our Year 4 and 6 cohorts have groups of children writing at a high level. This pattern is consistent with data over time.
- Across all year levels, the vast majority of students who are not at the expected level of the curriculum are either receiving extra support and/or have extra learning needs or challenges.

- Our Year 5 cohort had the largest proportion (37%) of students who were not achieving at the expected curriculum level . Two thirds of these students are male . Four male students are well below.

by Gender		All Students		NZ Maori		Pasifika		Other	
		Male	Female	Male	Female	Male	Female	Male	Female
% At and Above	2021	81	87	79	92	33	100	82	85
	2022	86	93	79	96	100	86	88	92
	2023	81	89	75	90	100	86	82	89
% Below and Well Below	2021	19	13	21	8	67	0	18	15
	2022	14	8	21	4	0	14	12	8
	2023	19	11	25	10	0	14	18	11



by Ethnicity		All Students	NZ Maori	Pasifika	Other
% At and Above	2021	84	85	75	84
	2022	89	86	92	90
	2023	85	81	91	85
% Below and Well Below	2021	16	15	25	16
	2022	11	14	8	10
	2023	15	19	9	15

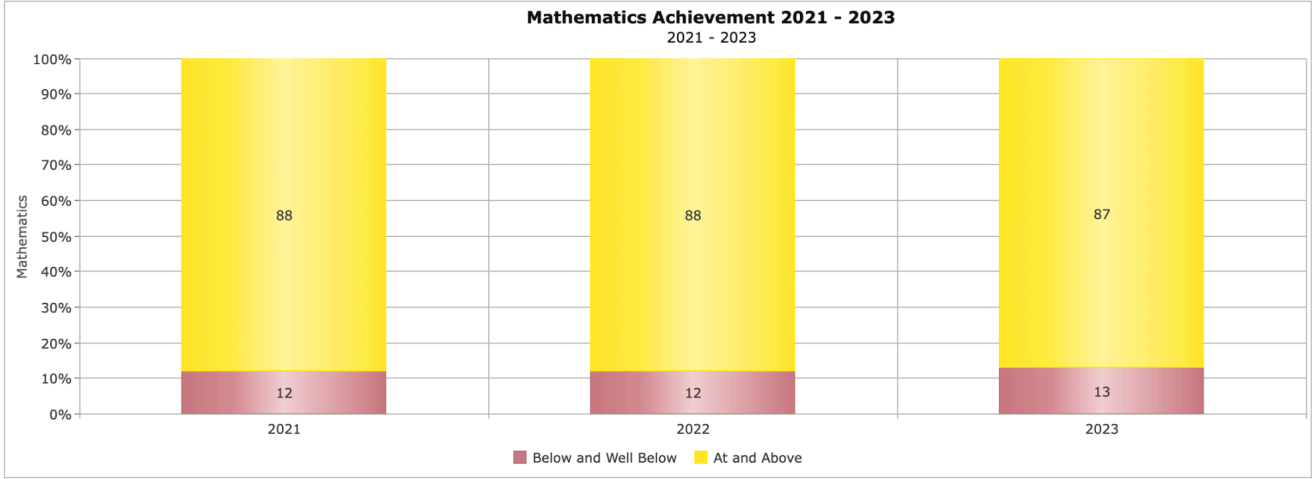


- A total of 81% of male students and 89% of female students were working at or above the expected curriculum level in Writing at the end of 2023.
- Male students' achievement was 5% lower than in 2022, while females was 4% lower.
- Māori student achievement by gender for Writing was 6% lower than the total school population for males and 1% higher for females.
- One Pasifika student was below in writing.
- For students who identify with Other ethnic groups, the number of students at or above expectation was equal to the total school population for females (89%) and 1% higher than the total population for male students.
- 81% of Māori students were writing at or above the expected level. This is 4% lowerer than the total school population.

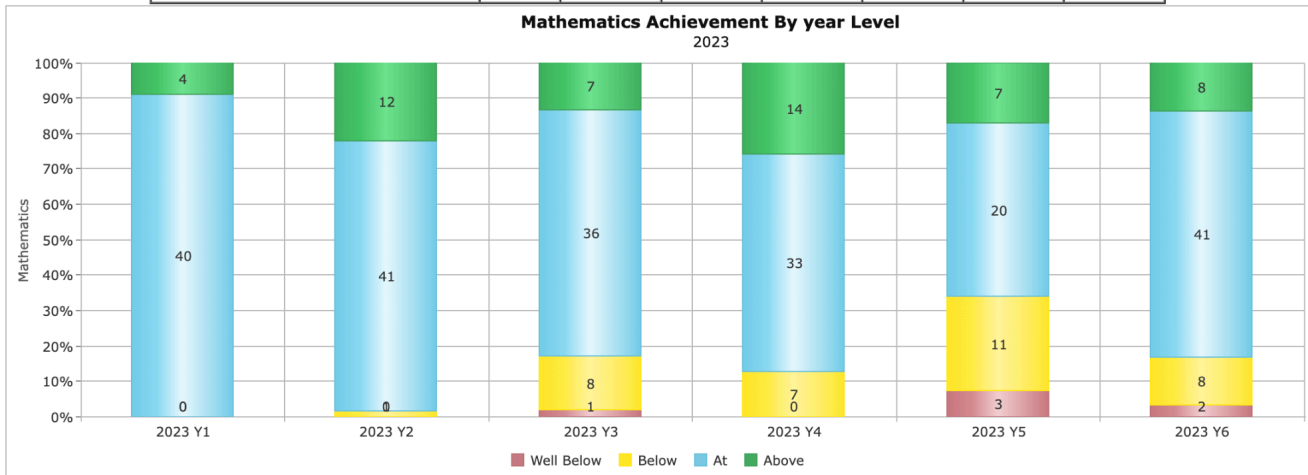
Mathematics Achievement

All Students Achievement Mathematics 2021 - 2023

	2021	2022	2023
% At and Above	88	88	87
% Below and Well Below	12	12	13

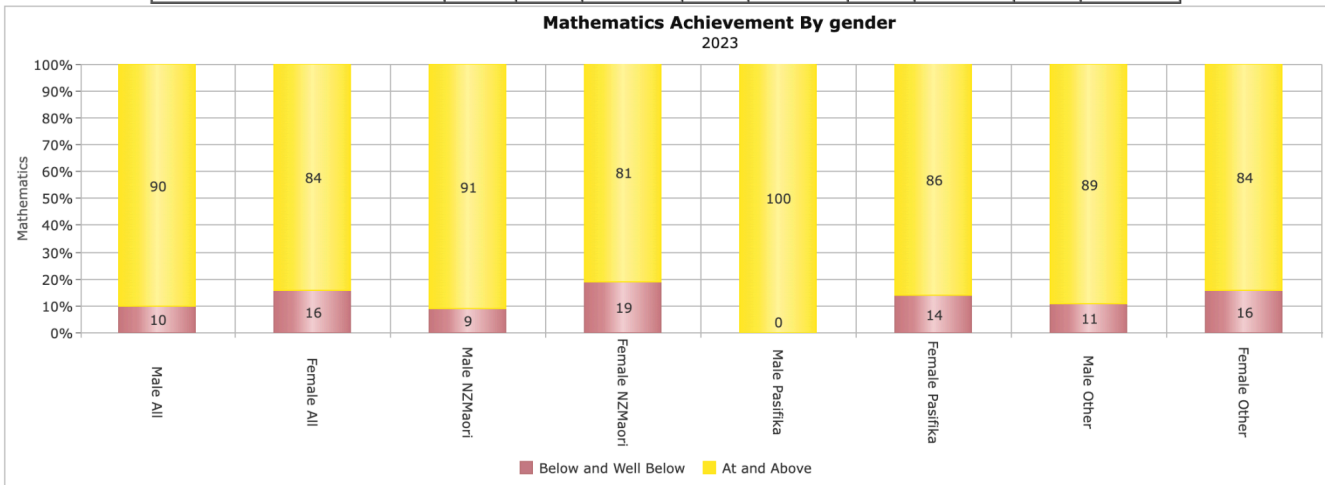


by Year		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
% At and Above	2021	100	100	87	89	72	76
	2022	100	100	85	83	75	78
	2023	100	98	83	87	66	83
% Below and Well Below	2021	0	0	13	11	28	24
	2022	0	0	15	17	25	22
	2023	0	2	17	13	34	17

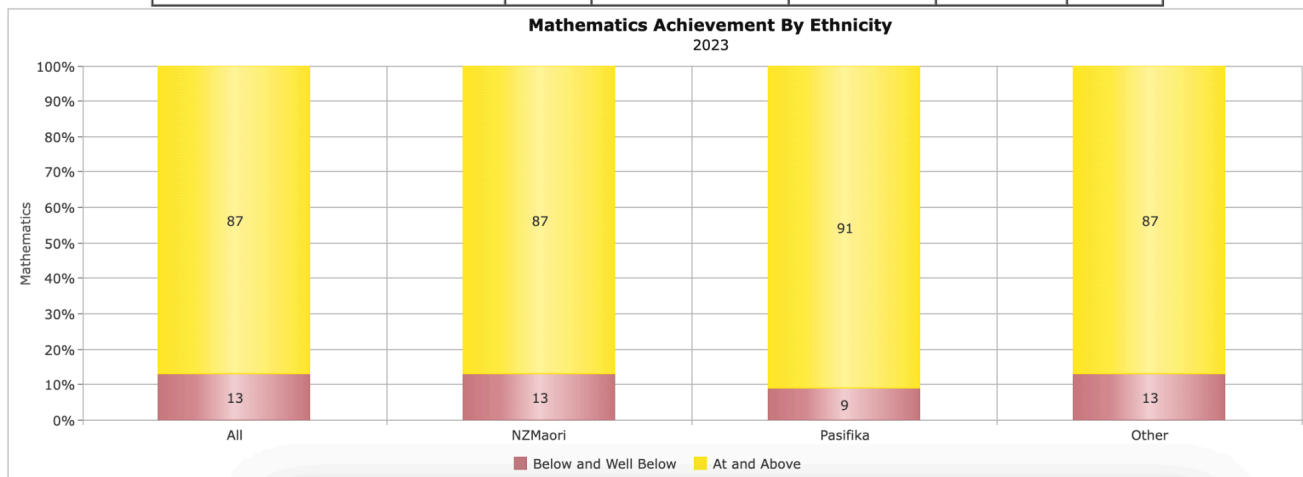


- Across the school 87% of students were at or above the expected level in Mathematics - a decrease of 1% from the end of 2022.
- Our strongest results were in Year 2 (98%) and 4 (87%) students at or above the expected level.
- Our Year 5 cohort had the largest proportion of children (34% or 14 children) who were not achieving at the expected level in Mathematics. This is a decrease of 13% from the middle of 2023.
- Eleven of the 14 Year 5 students who were below the expected level in Mathematics are also below in literacy.

by Gender		All Students		NZ Maori		Pasifika		Other	
		Male	Female	Male	Female	Male	Female	Male	Female
% At and Above	2021	90	87	93	83	33	100	90	87
	2022	91	85	88	74	60	71	93	88
	2023	90	84	91	81	100	86	89	84
% Below and Well Below	2021	10	13	7	17	67	0	10	13
	2022	9	15	12	26	40	29	7	12
	2023	10	16	9	19	0	14	11	16



by Ethnicity		All Students	NZ Maori	Pasifika	Other
% At and Above	2021	88	88	75	89
	2022	88	82	67	91
	2023	87	87	91	87
% Below and Well Below	2021	12	12	25	11
	2022	12	18	33	9
	2023	13	13	9	13



- A total of 90% of male students and 84% of female students were achieving at or above the expected curriculum level in Mathematics.
- Both male and female students' achievement was 1% lower than in 2022.
- Ninety-one percent of Māori males were achieving at or above the expected curriculum level in Mathematics. Eighty-one percent of Māori females were achieving at or above the expected curriculum level in Mathematics. This is 3% lower than the total female student population.
- All Pasifika male students were meeting the expected curriculum level in Mathematics.
- Eighty-six percent of Pasifika female students were meeting the expected curriculum level in Mathematics. One student (accounting for 14%) was working below the expected level.

- Ninety-two percent of Māori students were at or above the expected level in Mathematics. This was equal to the overall student population.
- The number of students from other ethnicities achieving at the expected level was equal to the total student population.

Maori Student Achievement

Maori Student Achievement - percentage

	Above		At		Below		Well below	
	Maori	All	Maori	All	Maori	All	Maori	All
Reading	13%	19%	79%	72%	5%	6%	2%	3%
Writing	2%	7%	79%	78%	13%	13%	5%	2%
Maths	13%	17%	74%	70%	11%	11%	2%	2%

Maori Student Achievement - raw data*

	Above		At		Below		Well below	
	Maori	All	Maori	All	Maori	All	Maori	All
Reading	7	59	42	225	3	19	1	9
Writing	1	22	42	242	7	41	3	7
Maths	7	52	39	219	6	35	1	6

*Please note that Māori student data includes students whose whānau indicated Māori as their child's ethnicity on enrolment.

- The number of Māori students who are above the expected level is lower than the whole school population in all areas.
- The number of Māori students who are at the expected level is higher than the whole school population in all areas.
- The number of Māori students who are below or well below the expected level is equal to or less than the whole school population in all areas except writing.
- In writing, 5% of Māori students are well below the expected level, compared to 2% of the whole school population.
- All but one of the Māori students who are below or well below in Reading and/or Writing are part of literacy support groups or have been previously.
- Two Māori students (one male and one female) are above in two learning areas.
- All the Māori students who are above in Maths are male. The gender mix of Māori students who are below in Maths is equal.
- The gender mix of Māori students who are above in Reading is equal. All the Māori students who are below or well below in Reading are male.
- Of the Māori students below or well below in writing, 80% are male.

Summary

Overall we are very pleased with the 2023 end of year data for our kura. Small fluctuations in overall achievement can be attributed to students moving in and out of the school as our Year 6 cohorts leave and Year 1 cohorts begin their time at Boulcott School.

We are pleased to see strong achievement results across all areas of the curriculum for our tamariki Māori.

Percentage of Students At/Above Expected Curriculum Level

	Mid 2022	End 2022	Mid 2023	End 2023
Reading	89%	93%	92%	91%
Writing	89%	89%	87%	85%
Mathematics	94%	88%	92%	87%

Percentage of Māori Students At/Above Expected Curriculum Level

	Mid 2022	End 2022	Mid 2023	End 2023
Reading	86%	93%	96%	92%
Writing	88%	86%	88%	81%
Mathematics	94%	82%	92%	87%

Monitoring Achievement

Student achievement in all curriculum areas is regularly monitored according to our School-wide Assessment Map. This supports our kaiako in making informed judgements about achievement and next learning steps, as well as helping us maintain consistency in our judgements.

In addition to regular assessment, students of concern are monitored more closely by teachers and discussed regularly with Team Leaders and colleagues to ensure the best possible outcomes.

It is worthy of note that we continue to see the pattern of an achievement dip in the year that students transition between teaching teams and curriculum levels. With the changes ahead with the curriculum refresh and the introduction of Phases of learning spanning three years it will be interesting to see whether this pattern continues. Moving to a two syndicate model (i.e. Years 1-3 in one team and Years 4-6 in the second team) would also mean just one transition during a student's six years at Boulcott School.

There are several cohorts that we will monitor closely during 2024:

- Year 6 students in all curriculum areas and in particular the group of 11 students who are below expectations in two or more areas. These are the students who are reported on as Year 5 in this analysis.
- Year 4 students (2023 Year 3) in all curriculum areas with attention to those students who are on the cusp of at and below.
- Male Māori students in literacy

Supporting and Raising Achievement

Literacy

Our Te Ara Piki Programme started on March 4 with 11 Year 3 and 4 students participating in Booster Groups at Tier 2B (small group intervention). We also have two Year 4 students, one Year 3 student and two Year 2 students receiving Tier 2C Intervention which involves one to one or pair teaching. At this stage we do not have the human resources to run Tier 2A interventions which involve small group support with a trained teacher aide, however with the employment of another teacher aide, we will certainly explore this option. In Term 2 and 3 Te Ara Piki support at Tier 2A or 2B will be provided to a group of students within our Year 5 and 6 cohorts who are achieving below the expected level in Reading and/or Writing.

In early 2024 our Kōwhai Team teachers participated in two days of structured literacy professional development. Our Kahikatea teachers have also had professional development and in class support with our literacy support teacher in relation to teaching spelling via The Code programme as well as small group reading instruction.

Mathematics

This year our whole school professional development focus is on Mathematics and we are working with a specialist Mathematics teacher facilitator, Jackie Brown. This includes staff workshops as well as Jackie working in classes for both modelling and observation of best practice. In addition, our Kōwhai and Kahikatea teaching teams worked alongside NZCER researcher Julie Roberts to complete an in depth analysis of our early 2024 Mathematics data for Year 4-6. This will support us to target specific gaps in knowledge and spot misconceptions our students have in the area of Mathematics.

Through collaborative teaching practice, our Kahikatea Team is aiming to raise achievement in Mathematics for our Year 6 cohort. The aim is for a teacher in the team to be able to work with a small group of students from across the team on knowledge gaps.

Māori students

As a staff we continue to work on our knowledge of Te Reo Māori and Te Ao Māori with the support of Lucy Bould, Molly Weaver and our Whānau Rōpu. Karakia, waiata and staff mihihihi are included in staff hui each week.

Our growing Whānau Rōpu has been part of creating our new Strategic Plan this year, supporting the Senior Leadership Team with recommendations to ensure that our Māori students continue to achieve highly and that their culture and identity is valued.

Kapa haka has initially been for our Senior Team students as well as Māori students from across the school, however it will be rolled out to all students as soon as we have access to another tutor. Our students who whakapapa Māori will be part of the He Māori Ahau programme later in 2024.

English Language Learners

In 2024 we have over 80 students at Boulcott School who are English Language Learners (ELLs). Our students receive support to learn and become proficient in English through small groups, purposeful role-play tasks and in class support. Our staff have participated in two professional development sessions around assessing ELLs and will undertake further learning around how language acquisition can be best supported in a classroom setting.

Jo Lock
March 2024